



ORGANIZING EFFECTIVE VOLLEYBALL TRAINING FOR SCHOOLCHILDREN

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***Annotation.** The article examines the features of organizing the training process in volleyball among schoolchildren. The main methodological approaches and conditions that contribute to increasing the effectiveness of training are identified. The need to take into account the age and psychophysiological characteristics of schoolchildren, as well as the integration of game and training elements in the learning process is substantiated. Methodological recommendations aimed at developing physical qualities, technical skills and tactical thinking of students are presented.*

***Keywords:** schoolchildren, volleyball, training, physical education, methodology, physical qualities, game preparation.*

Introduction. Modern education is aimed at the comprehensive development of the student's personality, where physical education plays a special role. One of the effective means of physical, mental and social development of children and adolescents is sports, in particular team sports such as volleyball [1, 4, 6]. Volleyball contributes to the formation of a motor culture, the development of coordination of movements, endurance, agility, as well as communication skills and the ability to work in a team [2, 3, 7].

School age is a sensitive period for the formation of motor skills, the development of correct posture, strengthening the muscular corset, as well as the development of volitional and moral qualities. Therefore, the organization of the volleyball training process should be built taking into account the age, physiological and psychological characteristics of schoolchildren [5, 8, 9, 10]. It is important that

the classes are not only effective in terms of physical development, but also interesting, emotionally rich, and contribute to the formation of positive motivation for regular physical activity [11, 13, 16].

Despite the fact that the school physical education program provides for volleyball training, in real practice there is often insufficient attention to the methodological side of training. The lack of a systematic approach, overload of students, low level of individualization of the training process lead to a decrease in the effectiveness of classes and loss of interest of students in volleyball [12, 14].

The relevance of this study is due to the need to improve the methodology for organizing volleyball training in the school environment. This requires a comprehensive analysis of the pedagogical conditions, content and forms of the training process, as well as the development of recommendations to achieve high results while maintaining the interest of schoolchildren in classes [15, 17].

The purpose of this article is to substantiate and describe an effective methodology for organizing volleyball training among schoolchildren aimed at developing physical qualities, forming technical and tactical skills, and increasing motivation for sports.

An analysis of the literature shows that the organization of the training process in school physical education requires a systematic scientific and methodological approach based on modern pedagogical, psychological and physiological knowledge. In this context, volleyball takes on special significance as a team sport that promotes not only physical development, but also the socialization of the student's personality.

In the works of scientists such as Sh. Yu. Rakhmonov, A.V. Zaporozhan emphasized the need for scientific organization of the training process based on the principles of systematicity, consistency, individualization and variability. Sh. Yu. Rakhmonov noted that sports training should be aimed at the harmonious development of all physical qualities, while it is important to take into account the age characteristics of children and adolescents. Yu. I. Vyaltsev and Sh. Yu.

Rakhmonov in their studies examined in detail the methodology of teaching volleyball in school and extracurricular practice. They argue that teaching the technique and tactics of the game should be built in stages - from mastering basic skills to complex game situations. At the same time, the use of game and competitive methods that increase the motivation and interest of students is of great importance. The training process should be closely linked to educational goals, to form in schoolchildren not only physical qualities, but also a stable need for regular physical education classes. He also introduced the concept of pedagogical load, which is important to control depending on the level of preparedness of students.

Foreign researchers, such as V. Bompá, R.M. Malina, T. Faigenbaum, consider the training process in children's and youth sports as a multi-level system, including the development of motor skills, psycho-emotional state and communication skills. According to their data, effective training of schoolchildren should combine physical exercises with elements of the game, provide a positive emotional background, and also provide for mandatory diagnostics of the level of preparedness.

Analysis of the works of modern authors also shows that in the last decade, technologies of interactive and digital support of the educational and training process (video training, digital analysis of technology, online platforms) have been actively developing, which opens up new prospects in teaching volleyball in the school environment.

Thus, the results of the literature analysis indicate the need for an integrated approach to organizing volleyball training among schoolchildren. The effectiveness of the process increases with the observance of scientifically based principles of pedagogy and sports training, individualization of the load, the use of active forms of training and constant motivational support.

The effectiveness of the volleyball training process in the school environment depends on a well-thought-out methodology that takes into account the age, physiological, psychological and pedagogical characteristics of children. The

methodology should provide not only training in technical and tactical elements of the game, but also promote harmonious physical development, the formation of motivation and a positive attitude towards sports.

The training methodology is based on the following principles:

- Scientificity - the use of modern knowledge from the field of pedagogy, physiology and psychology.
- Accessibility - compliance of exercises with the age and level of physical fitness of schoolchildren.
- Sequence and stage-by-stage - training from simple to complex.
- Variability - a variety of exercises and forms of training activities. - Game approach
- inclusion of game elements to increase interest and motivation.

It is recommended to divide the training cycle into:

- Preparatory stage - formation of basic physical qualities, mastering of basic technical elements.
- Main stage - in-depth study of technique and tactics, participation in training games.
- Final stage - control and generalization of the acquired knowledge, participation in competitions, reflection and self-assessment.

A typical training session consists of three parts:

The purpose of the preparatory part is to prepare the body for the load, activate attention and mood for the lesson.

Contents:

- General development exercises (GDE);
- Running, jumping, outdoor games;
- Elements of stretching and dynamic warm-up;
- Special exercises with a ball.

The goal of the main part is to master technical and tactical elements, develop physical qualities.

Contents:

- Study and practice of techniques: pass, serve, receive, attack, block;
- Pair and group exercises;
- Combinations of game actions (for example, "receive-pass-strike");
- Tactical tasks (movement around the court, choice of position);
- Educational and educational-training games (according to simplified and standard rules).

The goal of the final part is to reduce the level of stress, restore breathing and heart rate, and summarize the lesson.

Contents:

- Relaxation exercises;
- Slow running, breathing exercises;
- Feedback: questions for students, error analysis, motivational talk.

Various methods are used:

- Explanatory and demonstrative method (demonstration of technique with detailed explanation);
- Game as a method (competitive exercises, relay races, mini-games);
- Imitation method (performing movements without a ball);
- Repeated method (repeated performance of one element with gradual complication);
- Circuit training (by stations - development of different physical qualities).

The following tools are used in the method:

- Sports equipment: volleyballs, net, racks, markings;
- Hoop, skipping ropes, barriers - to develop coordination;
- Video recordings and mobile applications for technique analysis;
- Cards with tasks, QR codes with instructions - elements of digital didactics.

Conclusions. Organizing effective volleyball training for schoolchildren requires an integrated approach that takes into account pedagogical, psychological and physiological aspects. The use of various methods and tools aimed at developing basic physical qualities and volleyball skills contributes to the formation of a

sustainable interest in sports and creates conditions for the harmonious physical development of students.

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