

ON THE ISSUE OF TEACHING VOLLEYBALL AT THE FACULTIES OF PHYSICAL CULTURE OF PEDAGOGICAL UNIVERSITIES

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ABSTRACT

The article deals with the specific tasks and conditions of teaching students volleyball, as well as the use of opportunities for volleyball lessons to develop certain professional skills.

Keywords: physical culture, teaching methods professional activity, professional skills, constructive activity, communicative activity, organizational activity, Gnostic activity, motor activity, physical education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Professional and pedagogical training of future specialists of physical culture is carried out in the process of mastering a complex of disciplines and subject training throughout the period of study at the University. These disciplines have a major role, because it is in them that the specific reflection of the knowledge and skills necessary for the formation of professionalism. At the faculties of physical culture of pedagogical universities an important role in this regard is designed to perform the discipline of sport "Pedagogical physical culture and sports improvement" (PFSS).

The educational process should be focused on the formation of positive motivation for learning, stimulating cognitive activity and activating the needs of students in self-improvement. One of the areas of such training should consider the use in the process of professional education of future sport pedagogues of funds and the specifics of volleyball, the application of which will improve vocational and pedagogical training at faculties of physical culture of pedagogical higher education institutions, increase the efficiency of the process of formation of professional skills of the students.

The study of the possibilities of volleyball for the development of certain professional skills has determined the need to develop new approaches to the teaching of volleyball. The conditions of training were determined, firstly, by the peculiarities of student sports in General, and secondly, by the specifics of the future profession of students-pedagogy.

Methods of training beginners volleyball players in the University should be significantly different from the training of volleyball players in sports sections. It should be noted that the methods of teaching volleyball at the faculty of physical culture have a significant similarity with the teaching of volleyball at the departments of volleyball of special universities, as they can be largely considered as an element of sports improvement.

The objectives of the initial training volleyball is the effective absorption volume of technical-tactical means elementary school volleyball with limited participation in competitions (depending on level of training) and achieve a level of fitness necessary to perform discharges. Основные задачи первого года обучения:

1. Health promotion, comprehensive physical training.

2. Development of interest in volleyball lessons.
3. Getting psychological training in the classroom volleyball.
4. Contribute to the assimilation of other academic disciplines.
5. Introduction to the theoretical foundations of volleyball.
6. The study of the elements of school volleyball.
7. Getting special physical training.
8. Participation in competitions.

The main task of the initial stage is to study the individual physical and personal qualities of novice volleyball players. Special attention should be paid to the differentiated approach, as among first-year students there is a large difference in the level of physical fitness. This difference is particularly strong between students of the faculty of physical education (FFC) and students of other faculties of the University.

The main objectives of the second year of study:

1. Further maintenance and development of interest in volleyball.
2. Increasing the level of General and special physical training.
3. The study of technology and tactics.
4. Familiarization with the basic means and methods of self-regulation and autogenic training.
5. Acquisition of skills and abilities of independent carrying out training, drawing up the plan of preparation for competitions.

While volleyball classes included in the program for the course of physical education do not set themselves the task of preparing volleyball athletes. Therefore, the methodology of training should be aimed at General physical training, have the appropriate differences and features, one of which is a greater focus on General physical training. At students of faculty of physical culture time of the General physical preparation should make approximately 25% of the total time of occupations.

1. The methodology of teaching volleyball to students of physical culture faculties should contribute to the development of skills defined by the state educational standard of higher professional education in the specialty physical culture, according to which a specialist should be able to:
2. To possess terminology of training of various categories of people to motor actions and development of physical qualities in the course of physical culture and sports occupations.
3. To evaluate the effectiveness of physical education and sports activities.
4. Use various means and methods of physical rehabilitation of the body.
5. To possess the technique of speech ("professional language") in the process of physical culture and sports, to possess the skills of communication, educational and consulting work, to correctly Express and substantiate various provisions.
6. To be able in the process of self-education and self-improvement to master new types of physical culture and sports activities in relation to the education received at the University.
7. Own means and methods of establishing a healthy lifestyle based on exercise requirements and regular use of physical exercises, hygienic and natural factors to improve health and physical development of trainees.
8. Be able to apply the skills of scientific and methodological activities to solve specific problems.
9. Be able to identify the causes of errors in the process of assimilation

Students of motor actions and development of physical qualities, to find a technique of their elimination.

When developing methods of teaching volleyball to students of pedagogical universities, it is necessary to be guided by the requirements of the program on physical education for higher educational institutions, which sets the following main tasks for teachers.

- 1) understanding the role of physical culture in the development of personality and its preparation for professional activity;
- 2) knowledge of scientific and practical bases of physical culture and healthy lifestyle;
- 3) formation of motivational and value attitude to physical culture, installation on a healthy lifestyle, physical self-improvement and self-education, the need for regular exercise and sports;
- 4) mastering the system of practical skills that ensure the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities, qualities and properties of personality, self-determination in physical culture;
- 5) providing General and professional-applied physical fitness, determining the psychophysical readiness of the student for the future profession;
- 6) the acquisition of experience in the creative use of physical culture and sports activities to achieve life and professional goals.

The solution of these tasks involves the formation of an active creative attitude to volleyball, included in the program of physical education. To promote this attitude is designed to provide students with the opportunity to freely choose a sports specialization.

The aim of the teacher is to maximize the use of all of the above conditions to perform the task of forming professional skills of teachers with the help of volleyball. Based on the above conditions and tasks, it can be concluded that the generally accepted method of teaching volleyball (1) in many respects does not meet the requirements and it is necessary to develop a new method, both for students of the faculties of physical culture, and for students of other pedagogical specialties.

Based on the analysis of scientific and methodological literature, we have developed a questionnaire that includes a list of professional qualities, divided into seven groups: moral, personal, attitude to work, strong-willed, behavior in the team, intellectual, physiological. The eighth group included seven pedagogical abilities. Pedagogical skills are divided into five groups: communicative, Gnostic, motor, constructive, organizational. This classification is proposed by N. V. Kuzmina (2).

To determine the degree of influence of volleyball on the formation of professional skills of the teacher of physical culture, we conducted a survey of 98 specialists in the field of physical culture and sports, 18 of whom have the title of masters of sports, two masters of sports of international sports.

When processing the results to achieve greater accuracy in processing were not included in the questionnaire, the content of the maximum and minimum estimates. Each of the professional qualities and pedagogical skills was evaluated by the number of points from 1 to 3, then the average score (\bar{X}) for each quality was calculated. The most formed by means of volleyball professional qualities and abilities, in comparison with other sports, were noted: pedagogical abilities, strong-willed, intellectual, personal and psychophysiological qualities. 100% of respondents put the will to win (3.00 points) first, followed by activity (2.88 points), stress resistance (2.68 points), a sense of duty and sociability (1.44 points).

Assessment of the influence of volleyball on the formation of pedagogical skills allowed to rank them (tab.1) in the following sequence: 1-communicative, 2-Gnostic, 3-motor, 4-constructive, 5-organizational.

Table 1: The degree of influence of volleyball on the formation of professional skills of the teacher of physical culture and sports

Type of activity	Skills	Training model	Working model	Ideal model
Constructive	1. Ability to formulate common tasks in a certain period and plan the training process.	18	5	11
	2. Choose the right methods of conducting training sessions.	10	3	3
	3. To set the training load at the time, intensity, volume.	9	4	4
	4. Be able to manage all types of training involved.	16	8	12
	5. Be able to provide first aid.	19	14	18
	6. Be able to conduct selection in groups.	20	15	20
Communicative	1. The ability to organize themselves in the process of pedagogical activity.	13	11	7
	2. The ability to control the behavior of the discipline and activity concerned.	26	12	6
	3. To form students ' skills of independent work.	24	26	26
	4. To find a common language with pupils.	17	24	21
	5. To educate and improve the physical and mental qualities necessary in the chosen sport.	14	25	23
	6. Explain the motor action by analyzing its performance.	7	22	9
	7. Demanding with respect to their pupils.	18	23	25
	8. To anticipate the responses of students to the planned system of pedagogical influences.	11	7	5
Motor	1. Correctly perform this exercise.	4	13	8
	2. Improve their physical qualities, observing the norms of public and personal hygiene.	21	27	24
	3. Provide practical assistance.	12	21	22

Managerial	1. The ability to organize the activities of the team of physical culture.	13	17	16
	2. Ability to organize sports and mass work in various places.	11	18	15
	3. Ability to organize sports camps, medical control, rehabilitation procedures.	6	20	19
	4. Ability to organize professional orientation work.	23	19	17
Gnostic	1. Regulate the physical activity of athletes.	2	2	2
	2. Analyze your own activities critically.	1	1	1
	3. Navigate in an unexpected situation, making reasonable changes in the process of training.	27	10	13
	4. Control the technique of the exercise, correcting errors in a timely manner.	5	9	14
	5. Make conclusions about the upcoming development of sports results, techniques, tactics.	24	16	27
	6. To determine mental stability of pupils to specific and training loadings.	22	6	10

Based on these studies, the most promising is the study of the formation of the following skills: to regulate the physical activity of athletes; to form the skills of independent work of athletes; to analyze critically their own activities; to perform physical exercises correctly.

Thus, analyzing the results of the survey of specialists, we consider it necessary to note the following:

1. The opinion expressed by the majority of coaches, specialists and researchers about the predominant influence of sports games and, in particular, volleyball on the education of strong-willed personal qualities was confirmed (4).
2. The first place of psychophysiological qualities is determined apparently by the coincidence of these properties (noise immunity, distribution of attention, stability of attention, reaction of instant vision, switching of attention) with the qualities inevitably produced during sports and therefore does not require the development of any new techniques in addition to the existing ones.
3. Intellectual qualities, which include in our case, clarity of thought, critical thinking, imagination, intuition, ingenuity, curiosity, flexibility of thinking, came out on top as the most necessary for volleyball. The validity of this conclusion is confirmed by almost all experts of

sports games, noting that the basis of tactical skill volleyball are thinking and intellectual capabilities (1), and the most important part of tactical thinking are intuition and imagination (3)

We consider it necessary to draw another important conclusion that a large number of specialists did not doubt the legitimacy of the question, that there is a difference in the influence of different sports on the process of forming the necessary professional skills.

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