

THE EFFECTIVENESS OF TEACHING SPEED TRAINING TO YOUNG VOLLEYBALL PLAYERS

Masharipov R.R.¹, Kurbanbaev A.D.¹, Boltayev Z.B.², Tuxtapulatov Sh.N.²

¹*Karakalpak State University named after Berdakh,*

²*Samarkand State Institute of Foreign Languages*

Summary: *This article focuses on the effectiveness of volleyball players in developing speed as a result of running 30 and 60 meters.*

Keywords: *Volleyball, sports, occupation, physical quality, rapidity, exercise, development, preparation.*

We know that the physical qualities of a person are formed since birth. However, the extent to which these qualities are formed in his childhood, his ability to master simple or complex movements, depends not only on the environment in which he grows up but also on the means by which a child develops certain qualities. [1]

At the same time, the role of each physical quality in the performance of this action will vary depending on the type, direction, also purpose of the action. However, the integral importance of these physical qualities in different occupations or sports has its own share. In any case, it is often the case that researchers believe that the predominance of certain physical qualities in all movement activities is immediately apparent.

Achieving high results in contemporary sports practice relies on the capacity of the athlete to maintain high quality and productive performance over a long time. [2]

The duration of competitions in various sports is determined by the rules of international competitions. The longer an athlete is able to maintain or increase his or her performance in terms of quality and efficiency during these competitions, the more likely he or she is to “laugh” at success. In other words, the degree to which the quality and efficiency of workability are maintained for a greater or lesser period of time is determined by how well the types of general and specific endurance qualities have developed.

The problems of development of technical and tactical elements in sports games by leading specialists of the Republic of Uzbekistan experienced foreign teachers, many scientists have been solved in many scientific and methodological literature. L.R. Hayrapetyans (2006), A.A.Pulatov (2012), Sh.X.Isroilov (2014), Z.B. Boltaev (2019), including foreign scientists VMZatsiorskiy (1995), LPMatvyev (1997), VN Sokolov (1999), David Lavalley, John Kremer (2004), Edmunds J., Ntoumani N (2006), V.Ya. Ignatova, AV Ignatiev A.A.Ignatev (2015), Yu.D.Zheleznyak (2018) conducted scientific research.

The aim of research: to study the effectiveness of speed development in volleyball players.

Speed attributes are the ability to exhibit high or very high voltages while maintaining the amplitude of motion in a short period of time. [3] Speed is seen as a special ability in determining speed, and they are closely related. In the experiment, a 30- to 60-meter run test was used to determine the qualities of speed. The results obtained in the experimental and control groups in the 30.60-meter run were as follows.

During volleyball training, the maximum speed training is used in a relatively small amount and lasts for 3-7 minutes.

Exercises for students take about 5-13 seconds. Exercises are performed at a high speed, rest is recommended after the race.

In order to achieve positive results in the training of agility, various instantaneous signals, short distances, and other speed-improving exercises are used. At the same time, the cyclic load lasts for 10 seconds, and this load reaches 10 seconds when the anaerobic energy sources in the body, mainly creatine phosphate glycogen, work at high speed in the body.

In the course of the study, the load norms for teaching speed exercises to their students were determined (Table 1).

Repetition of speed exercises and rest

T/R	Yugurish masofalari	Repetition and rest									
		1	rests/d	2	rests/d	3	rests/d	4	rests/d	5	Rest s/d
1	Running 30 meters low start (class 1-2) 30	1	25	2	30	3	40	-	-	-	-
2	Running 30 meters low start (class 3-4) 30	1	30	2	35	3	40	4	50	-	-
3	Running from a low start of 60 meters (1-2 classes) 26	1	1-3	2	2-3	3	2-3	-	-	-	-
4	Running from a low start of 60 meters (grades 3-4) 26	1	1-4	2	2-4	3	2-5	4	3-5	-	-

In the 30 m low start, each exercise was followed by exercise technique, results, and external signs of fatigue, and the rest between repetitions were prolonged with each repetition. When the students moved to the fourth after the third repetition, severe shortness of breath due to external signs of fatigue, technical errors occurred and the result decreased, and the students, in this case, had the fourth. A runner was spotted as he advanced to fifth. Thus, 3 repetitions for students and 4 repetitions for students were determined as optimal criteria for the development of speed qualities. Excessive exercise exhausts the body, and continuing to do so leads to the development of speed endurance qualities.

Performance of speed exercises in students aged 5-13 seconds, repeated 2-3 times, rest in the interval between repetitions 20-40 seconds, duration of exercises in students 3-4 grades 6-10 seconds, 4 times repeated, resting in the repetition interval 30-50 seconds.

In choosing the exercises, we used exercises that were not technically complicated, that could fully focus the students' attention on the speed of the exercise (running at a maximum speed of 30-60 meters), as well as sudden signals.

For students, running 60 distances was standardized to develop speed-endurance qualities, with the number of repetitions set to 2-3, and the rest set to 1.5-3.0 minutes between repetitions. After the 3rd performance, the respiratory rate changed, there was shortness of breath, left and right deviations were felt in the elements of the technique, and on this basis, norm was set.

Indicators of the development of speed qualities of primary school students (running from a low start to 30.60 meters, seconds) before and after the experiment was recorded in Tables 2-3. Table 2.

Table 2

Coaches Z.Boltayev, Sh.Tokhtapulatov and R.Tokhtapulatov experimental rapid training of volleyball students of the elementary training group (running from a low start to 30.60 meters, seconds)

№	Tests	Gender	n	Exprime nt group $X \pm m$	Control group $X \pm m$	t	P	n	Exprime nt group $X \pm m$	Control group $X \pm m$	t	P
1.	Running 30 m distance (seconds)	B	12	7,101±0,06	7,021±0,10	0,80	<0,05	14	6,901±0,15	6,803±0,15	0,5	<0,05
		G	18	7,201±0,10	7,103±0,14	0,59	<0,05	16	7,202±0,32	7,010±0,15	0,56	<0,05
2.	Running 60 m distance (seconds)	B	12	13,1±0,1	13,2±0,1	0,71	>0,1	14	13,1±0,15	13,8±0,15	0,72	>0,1
		G	18	13,2±0,2	13,3±0,3	0,71	>0,1	16	13,2±0,32	13,1±0,15	0,56	>0,1

Table 3

Coaches Z.Boltayev, Sh.Tukhtapulatov and R.Tukhtapulatov experimental quick training of elementary school volleyball students (running from a low start to 30.60 meters, seconds)

№	Tests	Gender	n	Expri ment group $X \pm m$	Control group $X \pm m$	t	P	n	Exprime nt group $X \pm m$	Control group $X \pm m$	t	P
1.	Running 30 m distance (seconds)	B	12	7,0±0,08	5,7±0,12	10,07	<0,05	14	6,6±0,24	5,3±0,20	4,9	<0,05
		G	18	7,1±0,32	6,4±0,15	23,33	<0,05	16	6,7±0,35	5,4±0,24	3,10	<0,05
2.	Running 60 m distance (seconds)	B	12	12,4±0,1	12,7±0,1	5,00	>0,001	14	12,6±0,2	12,3±0,20	4,9	>0,001
		G	18	12,5±0,2	12,4±0,1	0,45	>0,1	16	12,7±0,3	12,4±0,24	0,40	>0,01

The ability (time) of primary school students to perform speed exercises decreased from 0.2 seconds to 0.6 seconds per year.

While the difference in boys' results in the 30-meter sprint was 0.2 seconds between the ages of, the difference between grades II-III increased by 0.3 seconds or 1 percent. between grades III-IV, it is 0.6 seconds. In girls, it is 0.1; 0.3; Equal to 0.5 seconds. These figures show that the results of boys and girls in performing speed exercises among primary school students do not differ much from each other.

According to the literature analysis, the average performance of boys and girls in 30-meter run was 7.6-8.7 seconds, 6.9-7.1 seconds, 6.6-8 seconds. 6.9 seconds, according to our data, 7.1-7.2; 6.9-7.2; 6.6-6.7; 6.0-6.4 seconds. There is no difference between the quality of speed in the students of the experimental elementary group. When analyzing the results of boys running from a distance of less than 60 meters, children in the control group were 0.1 seconds higher (0.8 percent), which was not statistically significant ($t = 0.71$, $R > .01$),

Post-experimental results: If before the experiment there was no statistical difference ($R > 0.05$) in the results of running 30 meters between students of I-IV control and experimental groups, then after the experiment a statistical difference was observed between children. When analyzing the

boys' post-experimental results in the 60-meter low start, they improved by 0.7 seconds (6.9 percent) in the I – II class experimental groups and differed statistically ($t = 5.00$, $R > 0.001$). In the control groups, the improvement was 0.1 seconds (0.86 percent) and did not differ statistically. 8 percent) control group is high, which is not statistically significant ($t = 0.45$, $R > 0.1$).

The control group was 0.1 s (0.8 percent) higher, which was not statistically significant ($t = 4.09$, $R > 0.001$). When the performance of the boys in the sub-60-meter dash was analyzed in the control group, there was a statistical difference of 0.6 seconds (5.6 percent) compared to 0.1 seconds (0.8 percent) in the boys. .) is higher than the control group, which is not statistically significant ($t = 2$, $72 R > 0.01$). Analysis of the results of the Rapid-Strength Qualities shows that there is a higher difference in older children for physiological reasons. It is at this age that the tendency to develop agility develops, and aging occurs at different times in different children. These laws affect the physical fitness of students.

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Rezyume: Ushbu maqolada voleybolchilarning 30 va 60 metrda yugurish natijasida tezlikni rivojlantirishdagi samaradorligi haqida so'z boradi.

Резюме: В данной статье речь пойдет об эффективности волейболистов в развитии скорости в результате бега на 30 и 60 метров.

Kalit so'zlar: Voleybol, sport, mashg'ulot, jismoniy sifat, tezkorlik, mashq, rivojlanish, tayyorgarlik.

Ключевые слова: волейбол, спорт, занятие, физические качества, быстрота, упражнение, развитие, подготовка.