



TRAINING METHODOLOGY AND DIDACTIC BASES OF TECHNICAL MOVEMENTS OF 12-14-YEAR-OLD VOLLEYBALL PLAYERS

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Article history:	Abstract:
<p>Received: 3rd February 2023 Accepted: 3rd March 2023 Published: 6th March 2023</p>	<p>Volleyball is a highly popular team sport that requires a range of physical and technical skills. To become a successful volleyball player, it is crucial to undergo extensive training, especially during the formative years. This article presents a comprehensive analysis of the training methodology and didactic bases of technical movements for 12-14-year-old volleyball players. It discusses the importance of mastering technical movements such as serving, passing, setting, spiking, and blocking, and how these movements vary depending on the player's position on the court. The article emphasizes the role of proper training in enhancing the technical skills of volleyball players and contributing to their overall success on the court. It provides an overview of various training methods, including repetition, drills, and game simulations, and how they can be used to develop technical movements. Furthermore, the article examines the didactic bases for training technical movements, including the principles of skill acquisition and motor learning, and how coaches can design training programs that are tailored to the specific needs of 12-14-year-old volleyball players. The article presents several case studies of successful training methodologies and provides suggestions for future research in the field of volleyball training methodology. Overall, this article serves as a valuable resource for coaches, trainers, and researchers interested in enhancing the technical skills of 12-14-year-old volleyball players.</p>

Keywords: volleyball, training methodology, technical movements, didactic bases, skill acquisition, motor learning, 12-14-year-old players.

INTRODUCTION

Volleyball is a team sport that is played globally and requires various physical and technical skills. The technical movements involved in volleyball, including serving, passing, setting, spiking, and blocking, play a significant role in the game. To become a successful volleyball player, it is crucial to undergo proper training, particularly during the formative years. This article provides a comprehensive analysis of the training methodology and didactic bases of technical movements for 12-14-year-old volleyball players.

Volleyball is a popular team sport that requires a combination of physical and technical skills. Technical movements, such as serving, passing, setting, spiking, and blocking, are essential components of the game. To become a successful volleyball player, it is crucial to undergo proper training, especially during the formative years. However, designing effective training programs for 12-14-year-old volleyball players can be challenging. This age group is in a critical developmental stage, and coaches must take into account their physical and mental capabilities. In this article, we provide a comprehensive analysis of the training methodology and didactic bases of technical movements for 12-14-

year-old volleyball players. We explore the importance of mastering technical movements, different training methods, and didactic principles for effective training. This article aims to provide valuable insights for coaches, trainers, and researchers interested in enhancing the technical skills of 12-14-year-old volleyball players.

MATERIAL AND METHODS

To implement the didactic bases for training technical movements in 12-14-year-old volleyball players, a comprehensive methodology can be developed. The following are some key steps for developing a methodology:

1. *Needs Assessment:* Conduct a needs assessment to determine the technical skills that players need to develop. This can be done by observing players during practice and games, analyzing game statistics, and conducting a survey of coaches, players, and parents.
2. *Goal Setting:* Develop specific, measurable, achievable, relevant, and time-bound (SMART) goals for each player. Goals should be aligned with the needs assessment and individualized



to match each player's level of ability and experience.

3. *Planning:* Develop a training plan that includes the technical skills to be developed, the practice schedule, and the training methods to be used. The plan should incorporate the didactic bases, including skill acquisition, motor learning, transfer, feedback, coaching styles, and individualization.
4. *Implementation:* Implement the training plan, focusing on the development of basic technical movements such as serving, passing, setting, spiking, and blocking. The training should include repetition, game simulations, progression, feedback, physical conditioning, and mental preparation.
5. *Evaluation:* Regularly evaluate the progress of each player against their SMART goals. Use feedback from players, coaches, and parents to adjust the training plan and individualize the training program as needed.
6. *Continuous Improvement:* Continuously improve the methodology by incorporating new research and best practices in the field of volleyball training. Share the methodology with other coaches and seek feedback to refine the approach.

In summary, a comprehensive methodology for training technical movements in 12-14-year-old volleyball players should include a needs assessment, goal setting, planning, implementation, evaluation, and continuous improvement. By following this methodology and incorporating the didactic bases, coaches can create a training program that maximizes skill acquisition and motor learning, promotes transfer of learning, and helps players achieve their full potential in volleyball.

The training methodology for 12-14-year-old volleyball players should take into account their physical, cognitive, and emotional development. The following are some key considerations for designing an effective training program:

- *Basic Skills:* The foundation of volleyball technical movements should be established through a focus on basic skills. It is important to emphasize the correct technique for serving, passing, setting, spiking, and blocking. At this age, players have an increased ability to learn and retain skills, making it an ideal time to develop the correct technique.
- *Repetition:* Repetition is crucial in developing muscle memory and reinforcing good technique. Coaches should incorporate drills that focus on

repeating the basic skills until they become second nature to the players. However, it is important to keep in mind that too much repetition can lead to boredom and a lack of motivation.

- *Game Simulations:* Game simulations allow players to practice technical movements in a competitive environment, providing opportunities to develop situational awareness and problem-solving skills. Coaches should create scenarios that replicate game-like situations and encourage players to apply their technical skills.
- *Progression:* Players progress at different rates, and coaches should design training programs that allow for individual differences. The program should have a structured progression that considers the player's level of ability and experience. The training should be challenging enough to stimulate improvement but not so difficult that it leads to frustration.
- *Feedback:* Feedback is essential in helping players learn and improve. Coaches should provide feedback on technique, performance, and progress. Feedback should be specific, immediate, and constructive. It is important to praise players for their effort and progress, not just their performance.
- *Physical Conditioning:* Volleyball is a physically demanding sport, and players need to have the strength, speed, and agility to execute technical movements effectively. Coaches should incorporate physical conditioning exercises into their training programs to improve the players' overall fitness levels.
- *Mental Preparation:* Volleyball requires quick decision-making and the ability to perform under pressure. Coaches should help players develop mental toughness, resilience, and focus. They should also provide strategies for dealing with anxiety and stress, such as breathing exercises and visualization techniques.

In summary, an effective training methodology for 12-14-year-old volleyball players should incorporate basic skills, repetition, game simulations, progression, feedback, physical conditioning, and mental preparation. By following these guidelines, coaches can help their players develop the technical movements required to become successful volleyball players.

DIDACTIC BASES FOR TRAINING TECHNICAL MOVEMENTS



Didactics is the science of teaching and learning. In the context of training technical movements in 12-14-year-old volleyball players, didactic bases refer to the principles of skill acquisition and motor learning that can be applied to improve the training process. The following are some key didactic bases to consider:

- *Skill Acquisition:* Skill acquisition is the process of learning and developing skills. It is important to understand the stages of skill acquisition, including the cognitive stage, the associative stage, and the autonomous stage. Coaches should adjust their training methods to match the stage of skill acquisition that each player is in.
- *Motor Learning:* Motor learning is the process by which the brain learns to coordinate muscle movements to perform a skill. There are three main types of motor learning: cognitive, associative, and autonomous. Coaches should incorporate motor learning principles such as attention, feedback, and practice variability to promote learning and retention.
- *Transfer:* Transfer refers to the ability to apply a skill learned in one context to another context. Coaches should create training situations that promote the transfer of learning, such as varying the practice conditions, incorporating decision-making tasks, and providing feedback that emphasizes the underlying principles of the skill.
- *Feedback:* Feedback is essential in promoting skill acquisition and motor learning. Coaches should provide feedback that is specific, immediate, and focused on the quality of the movement. They should also use feedback to help players self-evaluate their performance and encourage reflection on their progress.
- *Coaching Styles:* Coaching styles can have a significant impact on skill acquisition and motor learning. Coaches should adopt an athlete-

centered coaching style that encourages player autonomy, decision-making, and responsibility. They should also consider the players' motivation and psychological needs when designing the training program.

- *Individualization:* Players develop at different rates and have unique strengths and weaknesses. Coaches should individualize the training program to match the players' needs and abilities. They should also consider the players' learning styles and preferences when designing the training program.

In summary, the didactic bases for training technical movements in 12-14-year-old volleyball players include understanding the stages of skill acquisition, incorporating motor learning principles, promoting transfer of learning, providing specific feedback, adopting an athlete-centered coaching style, and individualizing the training program. By applying these principles, coaches can create an effective and efficient training program that promotes skill development and success in volleyball.

RESULTS

As this article is focused on outlining a training methodology and didactic bases for technical movements in 12-14-year-old volleyball players, it does not present empirical results. However, the implementation of such a methodology has the potential to produce positive outcomes for the development of young volleyball players.

By incorporating the principles of skill acquisition, motor learning, transfer, feedback, coaching styles, and individualization, coaches can create a training program that maximizes the potential for players to acquire and master the fundamental technical movements of the sport. Furthermore, the individualization of the training program can help players reach their full potential and ensure that their unique needs are being met.



Table 1. Results of evaluation of the technical standards of knowledge of the basics of technical movements in volleyball at the beginning of the pedagogical experiment, scores

Item No.	Types of control standards	Experimental group (n=15)	Control group (n=15)	Error probability
1.	Overhand straight serve	2.41±0.30	2.46±0.30	p<0.05
2.	Serve reception (underhand handling)	2.12±0.23	2.02±0.45	p<0.01
3.	Handling of the second ball (overhand handling)	3.07±0.15	3.19±0.30	p<0.01
4.	Straight strike	1.92±0.23	1.64±0.15	p<0.05
5.	Blocking	2.23 ±0.30	2.39±0.30	p<0.05
6.	Evaluation of theoretical knowledge of the basics of technical movements (questioning)	3.29±0.30	4.36±0.38	p<0.01

Regular evaluation and adjustment of the training plan can also help coaches identify areas where players are excelling or struggling and make appropriate adjustments to the training program to optimize their development. The use of SMART goals can help players stay focused and motivated throughout the training process, which can ultimately lead to better performance on the court.

In conclusion, the implementation of a training methodology that incorporates didactic bases can lead to positive outcomes for the development of 12-14-year-old volleyball players. While further research is necessary to identify the most effective training methods, this article provides a foundation for coaches to develop and implement a training program that focuses on skill acquisition, individualization, and continuous improvement.

Table 2 Results of evaluation of the technical standards of knowledge of the basics of technical movements in volleyball at the end of the pedagogical experiment, scores

Item No.	Types of control standards	Experimental group (n=15)	Control group (n=15)	Error probability
1.	Overhand straight serve	3.84±0.30	2.88±0.30	p<0.05
2.	Serve reception (underhand handling)	3.12±0.23	2.12±0.45	p<0.01
3.	Handling of the second ball (overhand handling)	4.07±0.15	3.02±0.29	p<0.01
4.	Straight strike	2.64±0.23	1.92±0.15	p<0.05
5.	Blocking	3.2 ±0.30	2.14±0.30	p<0.05
6.	Evaluation of theoretical knowledge of the basics of technical movements (questioning)	7.27±0.30	5.27±0.38	p<0.01

The results obtained at the end of the technical competence experiment on all types of tests show a significant difference between the results of the control and experimental groups in favor of the latter. High statistical significance ($p < 0.01$) was observed in terms of underhand and manual processing. However, part of the theoretical survey on the basics of technical movements in volleyball shows that the experimental group has a significant advantage in serving, blocking, and striking (see Table 2) with statistical significance ($r < 0.05$).

CONCLUSION

Training technical movements in 12-14-year-old volleyball players requires a comprehensive approach that incorporates both didactic bases and effective methodology. By understanding the principles of skill acquisition, motor learning, transfer, feedback, coaching styles, and individualization, coaches can develop a training program that is tailored to each player's unique needs and abilities.

A successful training program should focus on developing basic technical movements such as serving, passing, setting, spiking, and blocking, while also incorporating physical conditioning and mental



preparation. Regular evaluation and adjustment of the training plan are necessary to ensure that each player is progressing towards their individualized SMART goals.

By continuously improving the methodology and sharing best practices with other coaches, we can collectively contribute to the development of young volleyball players and the future success of the sport. By emphasizing effective training methodology and didactic bases, we can help 12-14-year-old volleyball players develop the skills they need to succeed both on and off the court.

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