



Methods of Training Students to Work Successfully with A Team in Preparatory Workshops for Team Sports Games

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Abstract: This article examines the issues related to the use of teaching methods aimed at training students to work effectively as a team during practices in team sports. It also analyzes the specific features of team games using volleyball as an example. The goal is to highlight the most engaging aspects of interaction between the instructor and the student in the learning process.

Keywords: Team sports game, motor, motor density, mobile, plot-based, imitative, musical, didactic, cognitive, mobile game.

Introduction: Today, the physical education of young people is very important in the era of modern technologies. Today, not only young people, but all people, due to the capabilities of advanced technologies, are becoming more and more sedentary, isolated and distant from the team. Therefore, it is an urgent issue to teach students to work successfully with a team in training for team sports.

The content of person-centered education is the formation of pedagogical technologies of differentiated teaching in motor movements, knowledge and methodological skills that ensure the development of physical qualities, the achievement of physical maturity, and technologies for managing the educational process. These are the issues studied in this scientific study.

Brings teachers closer to students, helps them establish closer communication with each other. There are various games: mobile, plot, imitation, musical, didactic, cognitive, etc. All of them are necessary and useful for students in their own way, and the teacher should use all of them in his work. But a special place among them

is occupied by team games. A special study showed that 85% of the waking time students spend in a sitting position, and this has a detrimental effect on their health.

Team games are the best medicine for students from motor "hunger" - being in active physical activity. Most of them have existed since ancient times and are passed down from generation to generation. Time makes changes to the plots of some games, filling them with new content that reflects modern life. Games are enriched, improved, many more complex options are created, but their motor foundations remain unchanged. The most important advantage of team games is that they basically complete all the natural movements inherent in a person: walking, running, jumping, wrestling, climbing, throwing, throwing and catching, exercises with objects, and therefore are the most universal and indispensable means of physical education of students.

A distinctive feature of team games is not only the richness and variety of actions, but also the freedom to use them in various game situations, which creates great opportunities for the development of initiative and creativity. Team games have a pronounced emotional character. During the game, the student experiences the joy of spending physical and mental energy necessary for success. The teacher has great opportunities to teach students a variety of games, instill a love for them and ensure their firm entry into the lives of children. The necessary conditions are created for this, special time is allocated in the schedule.

However, it is not necessary to limit a lesson or lesson to games only for this period. The game should organically enter the life of each children's team and be skillfully combined with other activities. This is appropriate in many cases. When students are tired in a group or lesson and they are weak, they need a certain motivation, and teachers need to make some tasks interesting or to calm them down, the game can be an indispensable assistant for the teacher in many other cases. Knowledge of games is necessary for every teacher. The teacher should always pay attention to the study of games, they should help each other. As you know, students are the best distributors and promoters of games. How to choose games? When choosing a game, you should consider the following:

age of volleyball players;

room for games;

In team games, the teacher should take into account the time and environment (depending on the time of year and weather), as well as the number of participants, and select the appropriate equipment.

The choice of game depends on the type of activity of the children before the start and end of the games. If children sit for a long time, are engaged in mental work, then team games are definitely important for them. We need games that involve running, jumping, throwing, catching the net or other movements.

How to explain the game?

The teacher should stand so that all students can see him and he can see all students. The best way to do this is to stand in a circle with the students (in the center of the circle, so that your back is not to anyone). The explanation of the game should be short, clear, but understandable, lively and figurative. If possible, its demonstration should be accompanied by demonstration of individual stages of the game.

Choosing the right manager is of great importance in many games. The role of the manager is especially important in amateur games that students start without the participation of adults. Since everything depends on the manager, in team games organized with children, adults should be the leader, or, if this is not possible, they should appoint one from among themselves. You can offer the participants in the game to choose a manager, while suggesting what qualities he should have (the one who works well; who does not miss the net; the most interesting, etc.). This method is especially good because the chosen manager will always try to justify the trust of his comrades as much as possible. But there are games where anyone can become the manager, especially if he changes often during the game. In such cases, the best way is to resort to counting. The process of choosing a manager with the help of a student is an integral part of the game for children. The procedure for choosing a manager with the help of students is not the same.

The games recommended by the curriculum in an educational institution are aimed not only at educational, but also at educational and health-improving tasks. This is especially important, since in recent years everyone involved in pedagogy is concerned about physical inactivity. Studies have shown that the student's motor regime decreases significantly from the moment he enters an educational institution, which is associated with the beginning of a new activity - studying. The only way to prevent gyrokinesia in children may be to create an optimal amount of motor activity in an educational institution with the correct formation of physical education and extracurricular activities.

Games are one of the most common means of physical education, implying conscious, active and initiative to achieve a conditional goal voluntarily set by the players. Games are characterized by great emotionality, as they

always have ample opportunities for the manifestation of personal qualities, initiative.

In a secondary educational institution, team games are aimed at solving educational and health-improving tasks. In terms of the volume of game material, they occupy an important place in the programs. The game simulates many types of sports activities, includes the main natural movements, therefore it is recommended by the program as an effective means of mastering such sections as athletics, skiing, swimming, sports games.

The complications introduced into various games, the ability to overcome the difficulties encountered and the use of the most rational actions and techniques in this regard, as well as the extensive use of previously acquired motor skills, develop in children the ability to forge ahead, courage, and overcome difficulties.

The requirement to follow the rules of the game and perform all necessary actions strengthens discipline. N. K. Krupskaya attached great importance to games. She wrote: "in the game, the child's physical strength develops, his hand becomes strong, his body becomes flexible, and on the contrary, his eyesight, intelligence, perseverance, and initiative develop." Emphasizing the educational and educational value of games, he said: "We know that children learn to grow up properly not only in educational institutions, but also in the process of play, they learn to organize, they learn to feel life. N. K. Krupskaya advised to organize time in the labor process so that games can help children's education. The great writer A. M. Gorky also highly appreciated the importance of games and emphasized their educational value. "Game," says Gorky, "is a way for children to know the world in which they live and which they are called upon to change." A. M. Gorky attached great importance to the conditions of games. He believed that it is necessary to take care of the dissemination of team games that contribute to the development and strengthening of children's physical health. Games play a particularly important role in physical education, and games also play an important role in educational institutions. In higher education, team games are one of the main means of physical education of students. They are held in physical education classes, during breaks, as well as in classes of groups and sections of physical education groups.

Games play an important role in the program of an educational institution. They are one of the important means of comprehensive physical education. In games, we cover all the main types of movements: walking, running, jumping, throwing, overcoming obstacles, resistance. Properly conducted games help develop attentiveness, intelligence, perseverance, speed,

strength, endurance, and team games - to cultivate friendship and mobility. During games, students are always active. At the same time, the conditions and rules of the games force them to limit themselves.

Activity and courage are successfully combined in correctly conducted games. In games, children are distinguished by great spontaneity. They fully reveal both positive and negative character traits, and this is of great importance for better learning in children. Games are very emotional. With their proper organization, they always give children pleasure, create a good mood. Games provide ample opportunities for children to demonstrate their personal qualities, activity, and initiative. In games, unlike other physical exercises, students can perform a variety of motor movements as they wish, since their individual characteristics allow this.

Mobile games are an obligatory part of almost every lesson. It is not recommended to repeat and consolidate the material of the completed program for the development of actions during the games, but the positive emotional tone of the students of the entire group increases significantly.

The game gives students joy, so children with non-exemplary behavior should not be left out of the games. The teacher should briefly and clearly explain the new game, show the rules and regulations not during the game, but before the start, showing some actions. If the game is familiar, then you can limit yourself to reminding only the basic rules.

The proposed game options (developed by the teacher) should be feasible and convenient for young children, entertaining for large and small groups, and also carry out semantic and motor load without violating the rules of the game. Drivers should be selected using short readings or a convincing argument (argument) with fairness.

In running games, if students stand in a circle, you can invite several drivers. Another option is to form several circles and circles, etc. In relay games with running, jumping, passing the net, it is also necessary to think over the most suitable option for organizing and conducting.

The games played should always correspond to the age and physical fitness of volleyball players, be free, simple in content, easy to explain, interesting and exciting. The game complex is designed to have games of various content and loading, and to alternate these games correctly. In one lesson, quiet games and games with a lot of movement are included. At the same time, the most active games are held in the middle of the lesson, and song games are held at the end.

If new unfinished games are introduced in the lessons, their number in one lesson should not exceed two: one with a large movement and the other with a relatively calm game. By their nature and content, games should be simple and easy to learn, and they should be held in this way even with a large group of children. Among the useful and interesting entertainment for students of the senior group, game exercises such as tasks are very useful. These include "fishing", "ring throwing", etc.

The game, which is a constant and invariable companion of childhood, can be of great help to the teacher in this. The teacher must be aware of the games, know the methodology of their conduct, and be able to select them depending on the age of the players in order to achieve certain pedagogical goals. Mobile games are variable, diverse in artistic and narrative terms, and functional in purpose, direction and content.

Children's games fully satisfy the child's natural state and his need for joyful movements. Acquaintance with the environment through direct games, acquisition of labor skills in interesting types of movements, etc. serve as an important factor in the formation of their physical activity.

The game is always a cycle of initiative, fantasy, creativity, emotions. There are always very funny surprises in it, an ordinary event appears in an unusual, wonderful form. The game is of great importance in the life of a child - as the child is in the game, so in terms of his abilities he will be as active in this work when he grows up.

Thus, child education, first of all, occurs in this way. Therefore, it is of particular importance to be able to adequately use games and organize them correctly. Team games are used not only as a means of increasing children's motor activity, improving skills, developing motor qualities, but also as a form of developing children's inclinations and natural inclinations of the child. In games, children develop such qualities as initiative, organizational skills, independence, inventiveness, discipline (observance of the rules of the game, respect for the opponent, subordination of personal success to the interests of the team).

The undoubted importance of team games in the life of a child, in his development, also implies the effective use of physical education through a clear and purposeful, methodologically correct organization. Try to make the game emotional by clearly stating the content of the game. Clearly explain the essence of the actions through facial expressions and gestures and intonation. The introduction should be short, clear, without distracting comments. The rules of the game

and the signal are emphasized, along with the position of the volleyball players and the qualities of the game.

Stopping the game is permissible in exceptional cases, since a break leads to a slowdown in student behavior and loss of interest. Mobile games increase the motor intensity of the lesson, since they are practically not used in game activities. Therefore, after the lesson, it is necessary to accurately evaluate everyone's actions (behavior during the game, violation of the rules, analysis of well-known and active participants, etc.).

By involving students in the analysis, it is necessary to give everyone the opportunity to reflect, to determine their point of view on what is happening.

The usefulness of using the competitive method in physical education lessons has long been known. However, this method is used to a lesser extent in physical education lessons in higher groups, where students are still not very accustomed to competitions.

In what form is it better to hold group competitions? How effective is the competitive method of developing the motor qualities of students in a junior educational institution? The following form of work is used in this. In physical education classes in the first and second groups, we are divided into three or four teams. The teacher appoints the Captains. Each student chose which team he wanted to join at his own discretion. Then the strength of the teams was approximately equal. In each team, students were divided by gender, then lined up by height. Were the results evaluated by the teacher? Not only sports. The organization of students in the group, the condition of the sports uniforms of all teams, the correctness of the construction and behavior in the ranks, the quality of performing drills and general developmental exercises were taken into account. At the same time, the discipline of the teams, the activity and mutual assistance of students were also taken into account. Naturally, the most comparable results of the teams were obtained not only for these indicators, but also for games where continuous scoring is carried out, for example, "calling the numbers".

Thus, the conclusion shows that in higher education institutions, the competitive method can be successfully used to increase the effectiveness of physical training of students. It is advisable to use competitions as widely as possible not only for conducting physical exercises, but also to increase students' discipline, activity, interest in the material being studied, and to develop friendly mutual assistance. At the same time, it is very important to properly record the results and communicate the results of the competitions to students.

Games can be used in all age groups. The teacher's art is to complicate the game each time, introduce new

content. Only in this case will the games be successful, contributing to the health and physical development of students in the educational institution.

Games should always end in a friendly manner. After the game, it is necessary to summarize the results: announce the results and explain the reasons for such results, note the positive and negative aspects, show the skillful use of learned actions and shortcomings in the game, give advice on organizing and conducting games outside of school hours. When summarizing the results, special attention is paid to the behavior of students, their relationships, and interactions. Positive examples should be highly appreciated and encouraged to imitate these examples. Negative aspects of the game cannot be ignored. It is the teacher's duty to point out the bad actions of individual volleyball players. The participants themselves should be involved in summarizing the results. This will help children to objectively evaluate their actions and the actions of their comrades, to identify the reasons for victories and defeats. The teacher should summarize the results of the game very politely, calmly, and with kindness.

Children successfully enrich their gaming experience by playing games in physical education lessons. It is known that if team games are well learned and held in a group, they quickly become the property of children in everyday life, which is very important in general work on the physical education of students.

The competitive method increases the interest of students, increases the effectiveness of physical exercises and improves results. In addition, it allows you to significantly increase the physiological load on the body in a short time. In addition, team games contribute to the upbringing of a sense of collectivism in students. However, it should be remembered that the competitive method creates certain conditions for the manifestation of arrogance, selfishness by individual students (winners). This forces teachers to be very careful when using the competitive method in a group.

Thus, one of the most valuable aspects of team games is their mass character and complex impact on the physical fitness of children and adolescents. Team games contribute to the functional improvement of the body, the development of physical qualities, and the formation of motor skills. Currently, every teacher uses non-traditional forms of education to one degree or another. This is directly related to the formation of new pedagogical thinking and experience of innovative activities among teachers. Today, the pedagogical thinking of the teacher is aimed at quickly solving the tasks set in the educational process, and special

attention is paid to this activity, which encourages students to research and creativity.

Games are also classified according to their content, time, place, level of control, number and composition of participants. This classification of games serves as the basis for determining their pedagogical purpose, obtaining a clear orientation towards various game objects and their in-depth use. Of particular importance is the quality of teamwork, what students learn, the versatility of the game, its unique tendencies, the random nature of the events in the game, as well as the fact that students' emotions and creative activity are the product of teamwork.

In order to better perform the motor training exercise, depending on the level of technical readiness of students, it is carried out in a holistic way with subsequent differentiation (separation of parts of the equipment and "showing" them in complexity), and then combining these parts in various ways (unification). Training in motor movements provides an opportunity to select operations to solve specific motor tasks.

In this case, each trainee can master the motor movements in the operations that are preferred for him, which will become the basis for the formation of the personality, one of the most effective, activity styles.

Students in the strong group (within the group) master the educational material on average in two lessons faster than average and weak students. In the lessons, students are given different learning tasks: one group - preparatory or collection exercises performed in light conditions; another - complex collection exercises; the third - general movement, but in a light version, etc.

More prepared children perform exercises in a competitive environment or in conditions of variable complexity (using weights, support, various resistances), and also see the number of repetitions and the number of turns for them.

Underprepared students work in standard conditions. In the lesson, the physical education teacher must conduct individual work with students who cannot perform a particular motor movement. Individual work with students at different stages of the lesson helps to maintain the physical, moral and social health of students.

The professional direction of the physical culture of the individual is the basis that unites all its other components. What criteria can be used to judge the formation of a person's physical culture are subjective and subjective indicators. Based on them, the following can be identified important features and dimensions of the manifestation of physical culture in activity. These

include:

- the degree of formation of the need for physical culture and ways to satisfy it;
- the intensity of participation in physical education and sports activities (time spent on it, regularity);
- the nature of the complexity and the creative level of this activity;
- the intensity of emotional, volitional and moral manifestations of the personality in physical education and sports activities (independence, determination, purposefulness, self-control, collectivism, patriotism, hard work, responsibility, discipline);
- the level of satisfaction and attitude to the activity being performed;
- the manifestation of self-education, self-organization, self-education and self-improvement in physical culture;
- the level of physical fitness and attitude to it;
- the acquisition of the necessary means, methods, skills and qualifications
- for physical improvement;
- consistency, depth and flexibility of the assimilation of scientific and practical knowledge;

on physical culture for creative use in the practice of physical culture and sports activities;

- breadth and regularity of the scope of use of knowledge, skills, qualifications and experience of physical culture and sports;
- organization of a healthy lifestyle, educational and professional activities.

Thus, the formation of a person's physical culture can be assessed depending on how and in what specific form the personal attitude to physical culture and its values is manifested. A complex system of personal needs and abilities acts here as a measure of mastering the physical culture of society and creative self-expression in it. According to the criteria, a person with a physical culture of a number of levels of manifestation may have the possibility of distinguishing himself from others.

The pre-terminal level of physical condition develops spontaneously. There are a number of reasons for this. These, in turn, are embodied in the content of the program, lessons and extracurricular activities presented by the teacher, its semantic and general cultural potential, the complex character of the teacher and the background of the student's interpersonal activity. Students do not feel the need for cognitive activity, and knowledge is manifested at the level of familiarization with educational material.

The connection of physical culture with the formation of the personality of a future specialist and the process of his professional training is denied. Negativity or indifference prevails in the motivational sphere.

In a group, such students are passive, they reject the situation outside the group. The level of their physical capabilities can be different, and this situation is characterized by a normatively indifferent attitude. For physical culture and its individual self-use, students receive emotional impressions about the means and methods, leisure, sports viewing, television or film information under the influence of comrades in the study group. Knowledge is limited, unsystematic; it is clearly proven that the value of classes is only health-improving, partly physical development. The simplest elements of practical skills are limited - morning exercises (periodically), some types of training, active rest; orientation is individual. Sometimes students at this level can participate in certain types of sports and sports events of a reproductive nature at the request of the teacher.

The level of health and physical fitness of such students is wide. In graduate school, they do not take the initiative in caring for their health and physical condition.

Students at the potential level base their positive conscious attitude on physical culture for self-improvement and systematicity in professional activities. They approach physical education and sports activities under the supervision of teachers and experienced comrades with the necessary knowledge, beliefs, practical skills and abilities that allow them to competently perform various tasks. Cognitive activity is manifested both in the field of sports performances and in the development of popular scientific literature.

During classes, great importance is attached to emotions in self-expression. They use physical self-education partly based on personal motives. They actively participate in state physical education events only when asked from the outside (teachers, the public, the dean's office). After graduation, they show the way to engage in physical culture and sports, only in a comfortable environment.

The need to use physical culture for self-improvement and development, which is inherent in the creative level of each student, is inherent in the value and necessity of realizing the potential of the individual. These students have solid knowledge of physical culture, have developed skills and qualifications in physical self-improvement, organization of a healthy lifestyle, use physical culture for rehabilitation after high nervous and emotional stress and diseases, they manifest themselves in the creative introduction of physical

culture into professional activities, family life and other areas. After graduation, they take the initiative in amateur activities in many areas of life.

The boundaries of the selected levels are mobile. They indicate the presence of contradictions, the main of which is the discrepancy between modern requirements for the professional and personal development of the future specialist and his real level. This is the driving force for the development of his physical culture.

The twentieth century will go down in history as a century of technological progress, scientific achievements and world wars. However, this is not the only feature of the twentieth century. In a short historical period, the nature and environment of human activity have changed beyond recognition. In economically developed countries, most people have preferred a sedentary lifestyle, easily switching to a system of drugs and high-calorie food and other excessive calorie nutrition. The flow of various information has increased dramatically, nerves and emotions have become an overwhelming force in people's lives, and at the same time the number of urban residents is increasing. Technological progress has led to a simplification of the lifestyle, the share of heavy physical labor in the production process has decreased by 150-200 times. The mechanization and automation of many industries are developing more and more rapidly. In recent times, people sit at their desks and control panels during their work. Workers are increasingly using auxiliary tools to perform heavy work.

Our living conditions have also changed significantly. Today's young people, in terms of time and health, have to have a negative perception of such conveniences as heating the stove and remotely delivering water in the hands of a rocker. Central heating and water supply have completely liberated people. Nowadays, instead of walking 300-500 meters, people stand at bus stops waiting for public transport.

The greater the intensity of physical work, the less the contribution of fats to energy supply. Therefore, regular training in low-intensity cyclic exercises (light jogging, swimming) can completely neutralize the harmful effects of animal-rich food fats.

Team games are an important means of education and one of the most favorite and useful activities of students. They are based on physical exercises, movements, during which students overcome a number of obstacles, strive to achieve a certain, predetermined goal. Team games are the best means of active recreation after intense mental work.

Game activity develops and strengthens the main

muscle groups, thereby contributing to improving health. The movements included in team games are very simple in content and form, natural, understandable and convenient for perception and execution. In games, students are engaged in walking, running, jumping, throwing and, without realizing it, master the skills of basic movements. The general coordination of movements improves, the ability to purposefully control your body develops in accordance with the task and the rules of the game. The acquired motor experience and good physical fitness create the necessary conditions for subsequent sports training.

The value of team games is that the acquired skills, qualities, abilities are repeated and improved in rapidly changing conditions.

The content of games enriches the presentation and activates observation, thinking and attention, develops memory, intelligence and imagination. Game activity is always associated with solving certain tasks, performing specific tasks, overcoming various difficulties and obstacles. Overcoming obstacles strengthens the will, develops self-control, determination, perseverance in achieving goals and self-confidence.

The educational value of the game, its comprehensive impact on the development of students is almost incomparable. The game is organically inherent in childhood and, with the skillful guidance of adults, is capable of doing amazing things. It can make the lazy hardworking, the ignorant knowledgeable, the inept craftsman. Like a magic wand, the game can change the attitude of students to things that sometimes seem too simple and boring to them.

The game helps the teacher to gather a group to involve introverted and shy students in active activities. Games cultivate conscious discipline, students are accustomed to following the rules, fairness, controlling their actions, and correctly and objectively evaluating the actions of others. For students, the game is an important means of self-expression, a test of strength.

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