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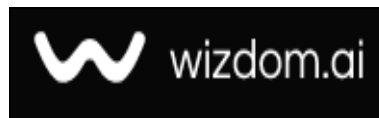
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PHYSICAL EDUCATION OF STUDENTS IN HIGHER EDUCATION INSTITUTION ON THE BASIS OF VOLLEYBALL

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ABSTRACT

The article talks about the problems of increasing the efficiency of teaching students the technique of volleyball in the process of physical education. The severity of this problem is even more intensified if we take into account that volleyball is distinguished by a wide variety of techniques, and the time allocated for its study in the process of physical education at a university is limited.

Key words: students, volleyball, physical education, volleyball technique, step-by-step training.

INTRODUCTION. Volleyball is one of the most attractive sports for students, so it is included in the physical education departments of many universities in the work and training programs for the physical education of students involved both in study groups and in sports departments. Used in the educational process as a means of physical education, it has a positive effect on strengthening and maintaining the health of students, the development of physical qualities, and contributes to the formation of personal properties necessary for future professional activity [1].

Solving the problems of introducing students to systematic volleyball lessons, teachers of physical education departments rely on rich methodological material reflected in the scientific and methodological literature on this sport.

This determines the practical urgency of the problem of increasing the effectiveness of teaching students the technique of volleyball in the process of physical education. The severity of this problem is even more intensified, given that volleyball is distinguished by a wide variety of techniques, and the time allocated for its study in the process of physical education at a university is limited.

ANALYSIS OF LITERATURE ON THE SUBJECT. An analysis of the scientific and methodological literature on the methodology of teaching volleyball technique shows that the approaches presented in it do not take into account these provisions, which significantly limits their didactic potential. This allows us to conclude that there is a contradiction between the need to improve teaching volleyball technique in the process of physical education of students of non-physical education universities based on the implementation of the conceptual provisions of physiological, psychological and pedagogical theories, taking into account the qualitative originality of volleyball as a system of techniques, on the one hand, and the relative unsuitability of traditional approaches to solving this problem at an acceptable level for students, on the other [2].

There is a methodological literature, which reveals the issues of the methodology of teaching and training young volleyball players (M. Fidler, Yu.D. Zheleznyak, etc.), the use of volleyball in the physical education of schoolchildren (A.G. Furmanov, Yu.D. Zheleznyak, JI .N. Slupsky), volleyball textbooks for institutes of physical culture were published (Yu.D. Zheleznyak, A.V. Ivoilov, Yu.N. Kleshchev, N.G. Ayriyants). These problems in our country A. Abdiev and studied by A. Salomov[3].

RESEARCH METHODOLOGY. The purpose of this study is to scientifically substantiate the effectiveness of the system of physical education of students based on volleyball lessons and the process of developing the physical culture of students of the higher education system in an innovative-pedagogical way.

CONCLUSIONS AND SUGGESTIONS. An analysis of the scientific and methodological literature on the methodology of teaching volleyball technique shows that the approaches presented in it do not take into account these provisions, which significantly limits their didactic potential.

This allows us to conclude that there is a contradiction between the need to improve teaching volleyball technique in the process of physical education of students of non-physical education universities based on the implementation of the conceptual provisions of physiological, psychological and pedagogical theories, taking into account the qualitative originality of volleyball as a system of techniques, on the one hand, and the relative unsuitability of traditional approaches to solve this problem at an acceptable level for students, on the other[4].

With this in mind, the problem of our study is defined as follows: what are the pedagogical conditions under which the training of students of non-physical education institutions of higher education in volleyball technique in the process of physical education will be more effective?

Achievement of this goal is ensured through successive mastering by students of the ability to perform the basic elements of technology (the first stage) and the ability to perform techniques in general (the second stage). Content

training includes theoretical knowledge about the technique of performing individual basic elements of technology and individual techniques. This knowledge is acquired

students in the process of solving a system of educational problems and are recorded in the form of an indicative map. The content of this card includes information about the content of the motor task, methods and conditions for its solution, subjective feelings of correct efforts. Where possible, illustrative diagrams and drawings are included in the content of the indicative map.

The second part of the content of training is the ability to perform the basic elements of technology and techniques in general.

Educational and cognitive activity for the assimilation of theoretical knowledge is organized within the framework of the heuristic teaching method: the teacher formulates problems related to the structural and logical analysis of volleyball technique and helps students (with the help of leading questions and tips) to solve them.

At the first stage of the stage of teaching the basic elements of technology, practical exercises are conducted in the form of mutual learning in pairs of shifts. The task of teaching the basic element is divided into a number of particular tasks, which in their content represent the training of leading exercises aimed at the formation of motor representations. The change in the composition of pairs is carried out after the students have mastered the next lead-in exercise[5].

At the beginning of the lesson and before starting to study the next lead-up exercise, the

teacher demonstrates a motor action, puts forward the task of learning and teaching it, then, using heuristic questions, encourages students to analyze the technique of its implementation. To solve these problems (assimilation of the logical and visual components of the orienting basis of the competitive action being learned), a collective-frontal form of training is used.

Direct training in lead-up exercises is carried out through the organization of the work of students in pairs of shifts, which can significantly improve the quality of management of the learning process by increasing the intensity of pedagogical communication between the teacher and the trainees.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. Increasing the effectiveness of teaching volleyball to students of non-physical education universities in the process of physical education is possible if:

to reveal the qualitative originality of the implementation of the personality-oriented approach in the physical education of students of non-physical education universities at the target, content and organizational-methodological levels;

to determine the main contradictions that are typical for traditional approaches to teaching students the technique of their chosen sport, which impede the effective implementation of a personality-oriented approach in the physical education of students;

to identify the pedagogical conditions for resolving these contradictions and develop an experimental methodology for teaching volleyball technique, which ensures their implementation in the physical education of students of non-physical education universities.

Thus, the method of teaching students volleyball techniques developed by us is a system of means, methods, organizational forms of training and types of classes, which, when implemented, provides mastery of volleyball techniques at the level of motor skills.

The structural unit of the functioning of the methodology is the training of a separate element or a technique as a whole as an element of a complex system of movements - volleyball techniques.

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