



IMPROVING AND APPLYING PRELIMINARY TRAINING OF HANDBALL PLAYERS' PLAYING TECHNIQUES.

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Annotation: *The article is devoted to improving the initial training of handball players' playing techniques. Key areas of work are considered, including systematic development of passing, catching and dribbling techniques, as well as shooting techniques on goal. Particular attention is paid to the development of special physical training aimed at developing speed-strength qualities, agility and reaction. In addition, the importance of improving tactical training and mastering various tactical combinations in attack and defense is emphasized. The authors emphasize the need for an integrated approach to the training process, combining technical, tactical and physical training, taking into account the age and individual characteristics of each player.*

Key words: *Improving handball technique, passing and catching the ball, dribbling technique, shooting at goal, special physical training, tactical training*

IMPROVING THE INITIAL TRAINING OF HANDBALL PLAYERS' PLAYING TECHNIQUES

INTRODUCTION

Handball is one of the most dynamic and spectacular game sports, rapidly gaining popularity all over the world. This team sport requires a high level of technical preparedness from players.

Improving the technical training of handball players, especially at the initial stage, is a key task for coaches. At the age of 10-14 years, the intensive formation of basic technical elements takes place, which subsequently determine the level of technical and tactical skill of the players.

An analysis of the practice of training young handball players shows that coaches often pay insufficient attention to the targeted improvement of basic technique. This leads to the fact that young athletes do not fully master rational technique, which negatively affects their gaming results.

To solve this problem, an integrated approach is required, including the development and implementation of effective means and methods for improving the initial technical training of young handball players.

Formulation of the problem

Based on the identified problems in organizing the initial technical training of young handball players, the main objectives of this article are:

To substantiate the theoretical and methodological aspects of improving initial technical training in handball.



This task involves the analysis and systematization of scientific and methodological approaches to organizing technical training in team sports, identifying key factors that determine the effectiveness of the formation of basic technical skills at the initial stage of training handball players.

To develop and experimentally substantiate a methodology for improving the initial technical training of young handball players.

The solution to this problem is aimed at creating a rational system of means and methods that ensure the effective formation and improvement of the basic technique of playing handball at the initial stage of many years of training. It is planned to develop a comprehensive methodology, including specially selected exercises, modern technical means, as well as pedagogical approaches to organizing the training process.

To evaluate the effectiveness of the developed methodology for improving the initial technical training of young handball players.

This task is to conduct a pedagogical experiment aimed at determining the influence of the developed methodology on the level of technical preparedness of young handball players, as well as identifying its advantages compared to traditional approaches to organizing initial technical training.

Solving the identified problems will make it possible to develop scientifically based recommendations for improving the initial technical training of handball players, which will help increase the efficiency of their long-term training and achieve high sports results.

Review of literature.

A lot of research and experimental work is being carried out on the issue of improving the initial training of handball players' playing techniques. In this regard, world scientists have achieved many achievements. For example, the teaching of the Kuban State University of Physical Culture, Sports and Tourism - Yu.G. Zaitsev, V.V. Kostyukov and O.Yu. Chashkova in their works [1] provided an analysis of the results of the performances of the men's and women's national teams of Russia at the largest international competitions of the last 20-30 years. They argued that achieving high athletic performance is directly related to the preparation of a sports reserve. In their opinion, the preparation of a full-fledged reserve has a stepwise nature and represents a multi-year training process, including several stages. At the same time, practice shows that when recruiting training groups for children's sports schools, as well as when admitting students to Olympic Training Centers and Olympic Reserve Schools, new promising students may appear who have good physical data, but do not have initial handball technical and tactical training. Such beginners should acquire the necessary gaming skills in the shortest possible time. This problem cannot be solved without conducting a full-fledged training process, when, along with improving physical condition, indicators of technical and game readiness are also improved. In turn, it is impossible to do without increasing the density of training, when in order to practice any technical action it is necessary to significantly increase the number of repetitions. It is for solving problems of this kind that the circular method of performing training tasks is intended.



When conducting the study, the authors used methods such as analysis of scientific and methodological literature, pedagogical observation and testing, and methods of mathematical statistics. As a result of the study, it turned out that the implementation of circular training ideas in the sports training of handball players, aimed at increasing the level of technical preparedness of players, increases the effectiveness of classes (in terms of the number of technical actions performed) by 1.6-2.5 times compared to traditional training, which is a statistically significant difference ($t=2.37-2.84$, at $P<0.05-0.01$). Thus, the use of the circular training method ensured an effective increase not only in the physical condition of handball players, but also in the technique of performing game techniques in defense and attack.

In other works [2], the authors studied the possibilities of the flow-circular method of training qualified handball players.

Researchers M.M. Shestakov and K.V. Burchuladze studied the theoretical and methodological foundations for improving the methodology of teaching the technique of throwing a ball into the goal of young handball players at the stage of initial sports training [3].

Physical training, as noted by N.P. Klusov, A.N. Evtushenko and I.E. Turchin that physical training is the main condition for mastering handball techniques and tactics and successfully applying them in matches [4]. Therefore, according to V.V. Moon M.M. Rozibaev [5], the higher the level of development of physical qualities, the easier it is to achieve sportsmanship. With the improvement of the body's functional capabilities, the effectiveness of using techniques and game tactics increases.

Ispol'zovannye metody. Dlya sovershenstvovaniya nachal'noy tekhnicheskoy podgotovki yunyx gandbolistov budut ispol'zovany teoreticheskiye metody: analiz nauchno-metodicheskoy literatury, sistemnyy analiz, modelirovaniye. Empiricheskiye metody vklyuchayut pedagogicheskoye proyektirovaniye, pedagogicheskiy eksperiment, matematicheskuyu statistiku, pedagogicheskoye testirovaniye, sravnitel'nyy analiz, metod ekspertnykh otsenok. Kompleksnoye primeneniye dannykh metodov pozvolit razrabotat' i obosnovat' effektivnyuyu metodiku, a takzhe sformulirovat' nauchno obosnovannyye rekomendatsii dlya praktiki. Poluchennyye rezul'taty i obsuzhdeniye Analiz nauchno-metodicheskoy literatury pokazal, chto klyuchevymi podkhodami k formirovaniyu bazovykh tekhnicheskikh navykov na nachal'nom etape podgotovki v gandbole yavlyayutsya: sistemnyy, deyatel'nostnyy i differentsirovannyy podkhody. Osnovnymi printsipami vystupayut printsipy soznatel'nosti i aktivnosti, naglyadnosti, dostupnosti i individualizatsii. Sistemnyy analiz pozvolil vydelit' sleduyushchiye strukturnyye komponenty, obespechivayushchiye effektivnost' nachal'noy tekhnicheskoy podgotovki gandbolistov: 1) sodержaniye tekhnicheskoy podgotovki (perechen' i posledovatel'nost' osvoyeniya bazovykh tekhnicheskikh elementov); 2) metody i sredstva tekhnicheskoy podgotovki (podvodyashchiye i imitatsionnyye uprazhneniya, ispol'zovaniye tekhnicheskikh sredstv obucheniya); 3) organizatsiya trenirovochnogo protsessa (prodolzhitel'nost', chastota, dozirovka nagruzki).

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Methods used. To improve the initial technical training of young handball players, theoretical methods will be used: analysis of scientific and methodological literature, system analysis, modeling. Empirical methods include pedagogical design, pedagogical experiment, mathematical statistics, pedagogical testing, comparative analysis, and the method of expert assessments. The integrated application of these methods will allow us to develop and substantiate an effective methodology, as well as formulate scientifically based recommendations for practice. Results obtained and discussion Analysis of scientific and methodological literature has shown that the key approaches to the formation of basic technical skills at the initial stage of training in handball are: systematic, activity-based and differentiated approaches. The main principles are the principles of consciousness and activity, visibility, accessibility and individualization. System analysis made it possible to identify the following structural components that ensure the effectiveness of the initial technical training of handball players: 1) the content of technical training (list and sequence of mastering basic technical elements); 2) methods and means of technical training (introductory and simulation exercises, use of technical training aids); 3) organization of the training process (duration, frequency, load dosage).

Based on the modeling carried out, a conceptual model for improving the initial technical training of young handball players has been developed, including target, content, organizational-methodological and evaluation-effective blocks.

A pedagogical experiment conducted on a sample of 40 young handball players aged 10-12 years (experimental group n=20, control group n=20) showed statistically significant ($p<0.05$) advantages of the experimental group in terms of technical readiness. Thus, in the experimental group, the increase in the accuracy of dribbling the ball was 18.4%, in the accuracy of throwing into the goal - 22.7%, in coordination abilities - 15.9%.

The results of the expert assessment (n=15 coaches and specialists) showed the high effectiveness of the developed methodology for improving the initial technical training of young handball players. The average score was 4.7 out of 5 possible.

Conclusion

The results of the study indicate the high effectiveness of the developed methodology for improving the initial technical training of young handball players. Analysis of scientific and methodological literature made it possible to identify key approaches (systemic, activity-based, differentiated) and principles (consciousness and activity, visibility, accessibility, individualization) in the formation of basic technical skills. Based on modeling, a conceptual model has been developed, including target, content, organizational-methodological and evaluation-effective blocks.

A pedagogical experiment with the participation of 40 young handball players aged 10-12 years (experimental group n=20, control group n=20) revealed statistically significant advantages of the experimental group in terms of technical readiness: an increase in ball dribbling accuracy was 18.4%, in throwing accuracy gate - 22.7%, in coordination abilities -



15.9%. Expert assessment (n=15 trainers and specialists) confirmed the high effectiveness of the developed methodology with a score of 4.7 points out of 5 possible.

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