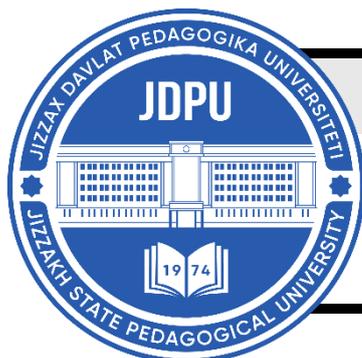


## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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#### METHODS OF USING MOVEMENT GAMES IN TEACHING GAME TECHNIQUES TO YOUNG HANDBALL GIRLS IN THE INITIAL PREPARATORY STAGE

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#### ABOUT ARTICLE

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**Abstract:** This article focuses on the systematic use of action games in the training of young handball players in sports schools. In our example, action games are divided into two groups depending on the main tasks of the educational process. The first group of action games is action games aimed at developing basic physical qualities, and the second is action games aimed at acquiring technical skills. Action games of the first group are designed to develop coordination skills, strength capabilities, flexibility, speed of movement, as well as general and special endurance. The second group combines such action games that handball players learn various technical elements during their performance. Based on this, we selected 261 of the action games available in practice, systematized young handball players based on the stages of physical and technical training, and developed a methodology for the use of action games in training sessions of sports schools.

#### INTRODUCTION

In all countries of the world, great attention is being paid to the issue of selecting talented athletes from among young students and directing them to sports. Handball is one of the most popular sports, and it is one of the most popular and, therefore, the most convenient means of physical development of schoolchildren and strengthening their health [11,12, 15, 16]. Success in the game mainly depends on doing the right thing. During the game, the handball player is faced with the need to quickly and accurately assess game situations, predict the possible actions of partners and

opponents, analyze and correct his activities under high physical loads and lack of time, and solve many specific problems [10, 13, 14].

Nowadays, the sport of handball is developing more and more in our country. On the other hand, conducting training sessions at a high level, activating the activity of participants, successfully strengthening special skills and competencies, overcoming the uniformity of training, and preventing them from becoming boring and monotonous are important problems in the field of sports theory and methodology.

Among the scientists of our republic, R.Kh. Tulaganov (1992) movement games as a means and method of developing the movement ability of 7-10-year-old boys in volleyball [9], M.A. Kurbanova (2006) the use of folk movement games in the selection and training of young volleyball players at the initial training stage [2], S.S. Tajibayev (2017) young the method of using motion games in the training system of boxers [8], M.J. Abdullayev (2019) researched the improvement of the method of using motion games in increasing the training efficiency of young athletes [1].

Leading foreign scientists V. N. Platonov (2004) [5], A. M. Simakov [7] (2010), K. Rubash [6] (1983) believe that the game method is widely used in pedagogical practice to solve general physical training problems, as well as as an auxiliary tool in sports training. Other researchers V.I.Lyakh [3] (1976), M.S.Brill [4] (1980)] determined the positive effect of action games as an effective factor in training positive moral and willful qualities in participants.

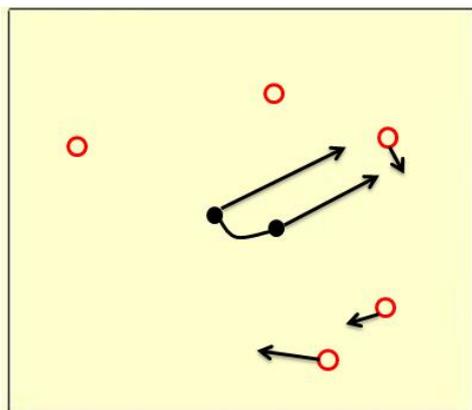
Based on the above, it is worth saying that in order to improve the effectiveness of training sessions of young handball players, to improve the methodology of using mobile games, to sort mobile games related to the sport of handball and to direct them to the development of various aspects of the training of young handball players, to develop the general and special physical fitness of the players and to increase the level of technical training. recommendations are not sufficiently developed.

## **MATERIALS AND METHODS**

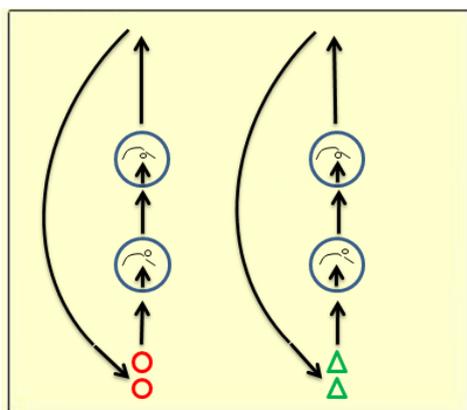
Methods such as study and analysis of scientific-methodical literature, pedagogical observation, pedagogical testing, expert assessment, pedagogical experience, and mathematical-statistical analysis of research results were used in the research.

## **RESULT AND DISCUSSION**

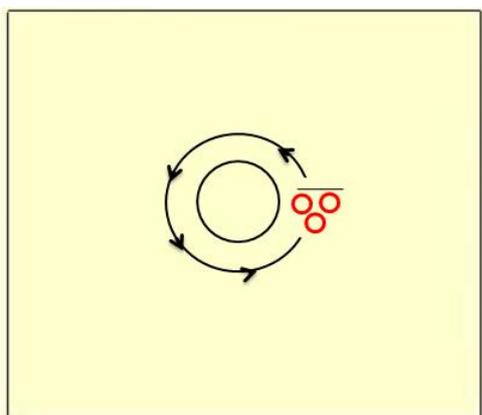
We have sorted out the action games available in practice and developed descriptions and schemes of 261 action games related to handball. Here are eight games as examples:

*Movement speed*

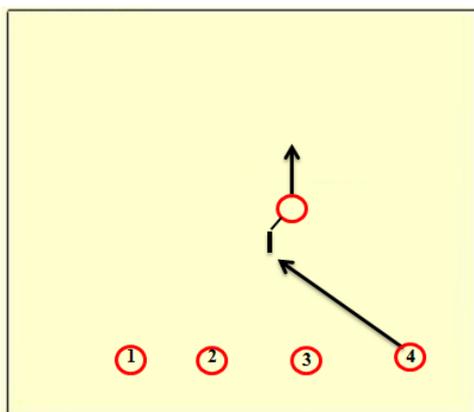
**"Chasing game with rope"**. Two players hold a simple short rope at the ends and run around the field trying to catch the loose players. The first caught player stands between the starters and grabs the rope in the middle with one hand. Other captured players also capture the rope in this way. In order for the starters to be released from their duties, each of them (without letting go of the rope) must catch one (different) player. The winner is the player who is not caught at all.

*Flexibility*

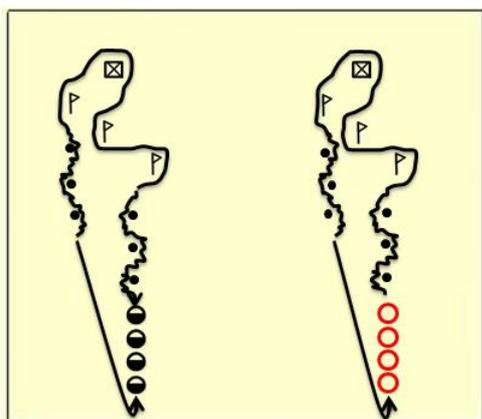
**"Bridge and Mouse"**. The players of the two teams stand one by one at the starting line. A circle with a diameter of 1 meter is drawn in front of them 5 and 10 steps away. At the signal, the first numbers run forward, and when they reach the first circle, stand in the "bridge" position. Then the second player runs forward. He crawls under the bridge and runs to the far circle, where he assumes a crouched resting position. Player number one now runs to the far circle and passes between the lion's arms and legs. After that, both players hold hands and run towards their team. The next pair of players repeats the actions of the previous players. After each pair completes the task twice, the relay ends.

*Endurance*

**"A race to the finish."** The participants of the game start running simultaneously from the outer side of the drawn (or marked with flags) circle with a diameter of 9-12 meters. After every second lap, the last participant to cross the starting line is out of the game. If two players do this at the same time, both of them will continue to run. Gradually, the less resistant participants will be eliminated, while the rest will continue to run. The player with the sole lead is the winner.

*Coordination ability*

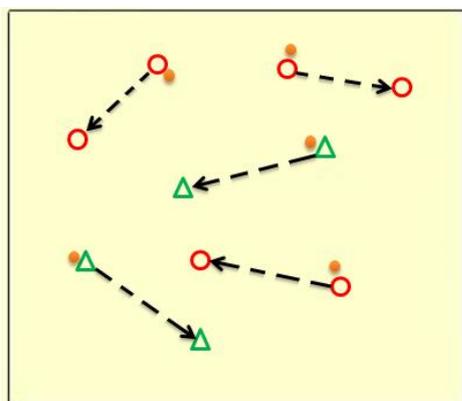
**"Grab the stick."** Players stand in a circle 3-4 steps away from the starter. The beginner holds a gymnastic stick vertically on the floor (he presses it with the palm of his hand from above). All players have a sequence number, including the starter, who called which number: he himself ran back. The called player must let the stick fall and catch it. If he fails to do so, he goes to the starter's place, and the starter takes his place. If it succeeds, the previous host remains in place. A player can face, back, or side to the center of the circle. The player who doesn't start even once is the winner.

*Relays for the development of physical qualities*

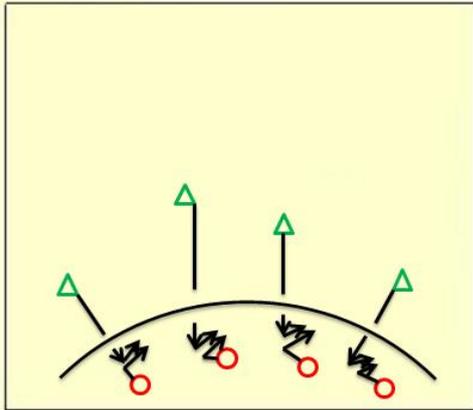
**"Eyeball Relay"**. The entire handball court is used. Two identical slalom lanes are set up with chips, spikes or similar equipment. The team is divided into two, 1 player is blindfolded and the relay starts at the coach's signal.

The blindfolded player must be led along the track by his teammates shouting (without touching). When the player returns, the next runner is ready, already blindfolded.

The game teaches handball players to trust their teammates.

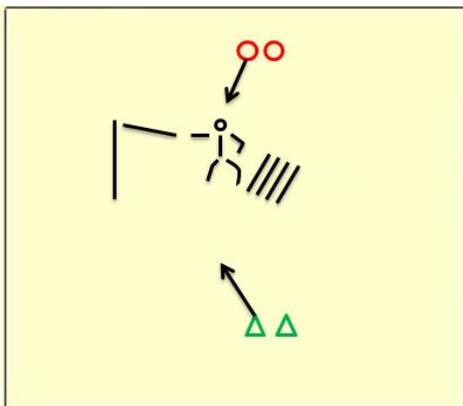
*Agility of movement*

**"Playing Together"**. Players are divided into teams of 2 people. Each team has the ball and now they have to pass the ball to each other. In addition to running into an empty area to receive the ball, teams must attempt to grab or knock the other team's ball away. The game has a three step rule and a time rule.

*Jumping ability*

**"Attack of Roosters"**. There are two teams (four to six players each) in the goalie area. One in attack, the other in defense. After the signal, both teams start jumping on one leg only. The task of the attackers is to push the opponents out of the zone.

Option: Both teams act as strikers.

*Leg power*

**"Who is stronger."** Two elastic bands are attached to the wall or pole of the gym. Both ends of the rubber bands should be free. A series of lines with numbers are drawn on the field. The further the line is from the gymnastic wall, the bigger the number. For example, 2 m - 6 points, 2 m 10 cm - 7 points, etc. Teams line up in two lines in front of their checkpoint. At the signal, the first players run to the wall and, holding the ends of the rubber band with each hand, move away from the wall, try to pull the rubber band and step to the farthest mark with their feet. After that, the player returns to his column and the next player does the task.

In order to use handball movement games in practice, we have systematized the stages within the physical and technical preparation of the handball player.

### **Systematization of stages within the physical and technical-tactical preparation of a handball player**

#### **General and special physical training:**

1. Movement speed;
2. Development of shoulder girdle muscle strength;
3. Development of leg muscle strength;
4. Development of back and abdominal press muscle strength;
5. Development of hand coordination;
6. Development of leg coordination;
7. Development of flexibility;
8. Development of general endurance;

**Technical training**

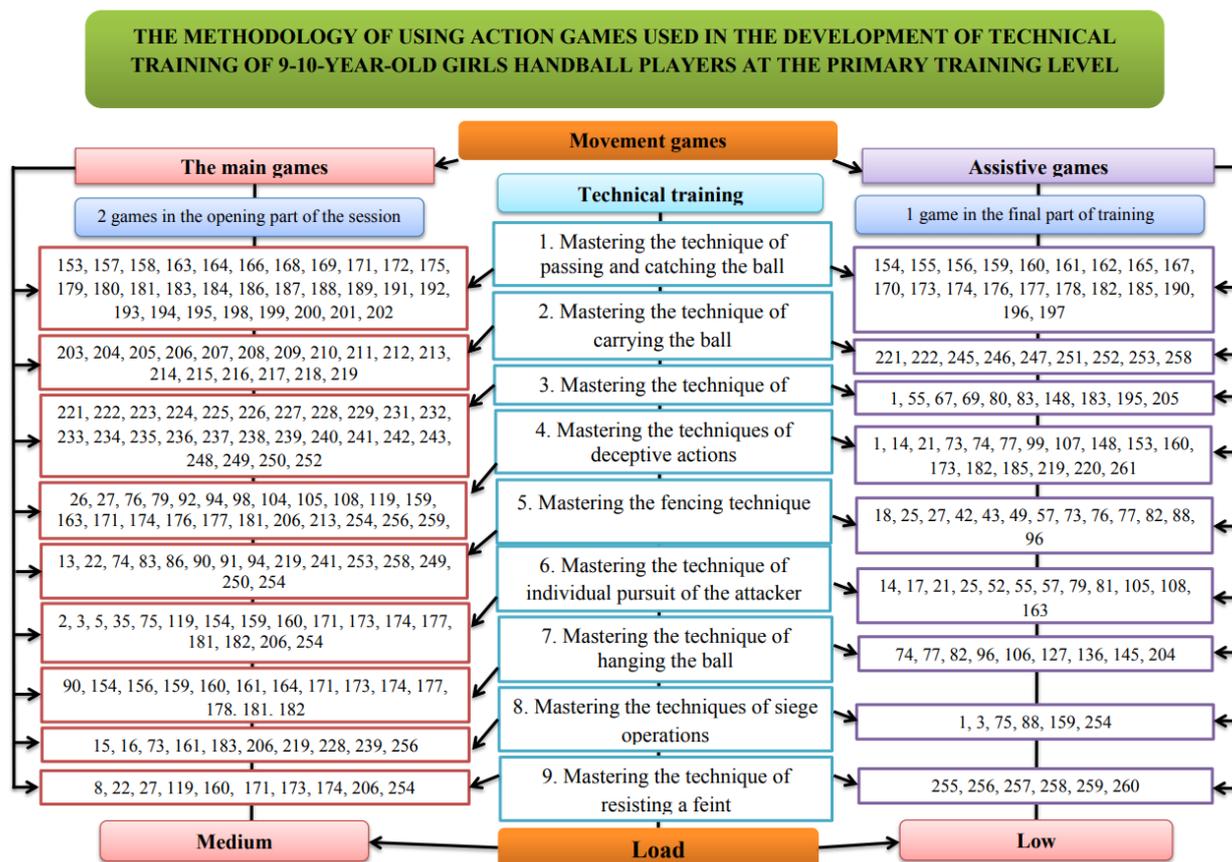
9. Mastering the technique of passing and catching the ball;
10. Mastering the technique of carrying the ball;
11. Mastering the technique of shooting the ball;
12. Mastering the techniques of deceptive actions;
13. Mastering the fencing technique;
14. Mastering the technique of individual pursuit of the attacker;
15. Mastering the technique of hanging the ball;
16. Mastering the techniques of siege operations;
17. Mastering the technique of resisting a feint.

**Orientation of movement games and relays to the development of various aspects of training of young handball players**

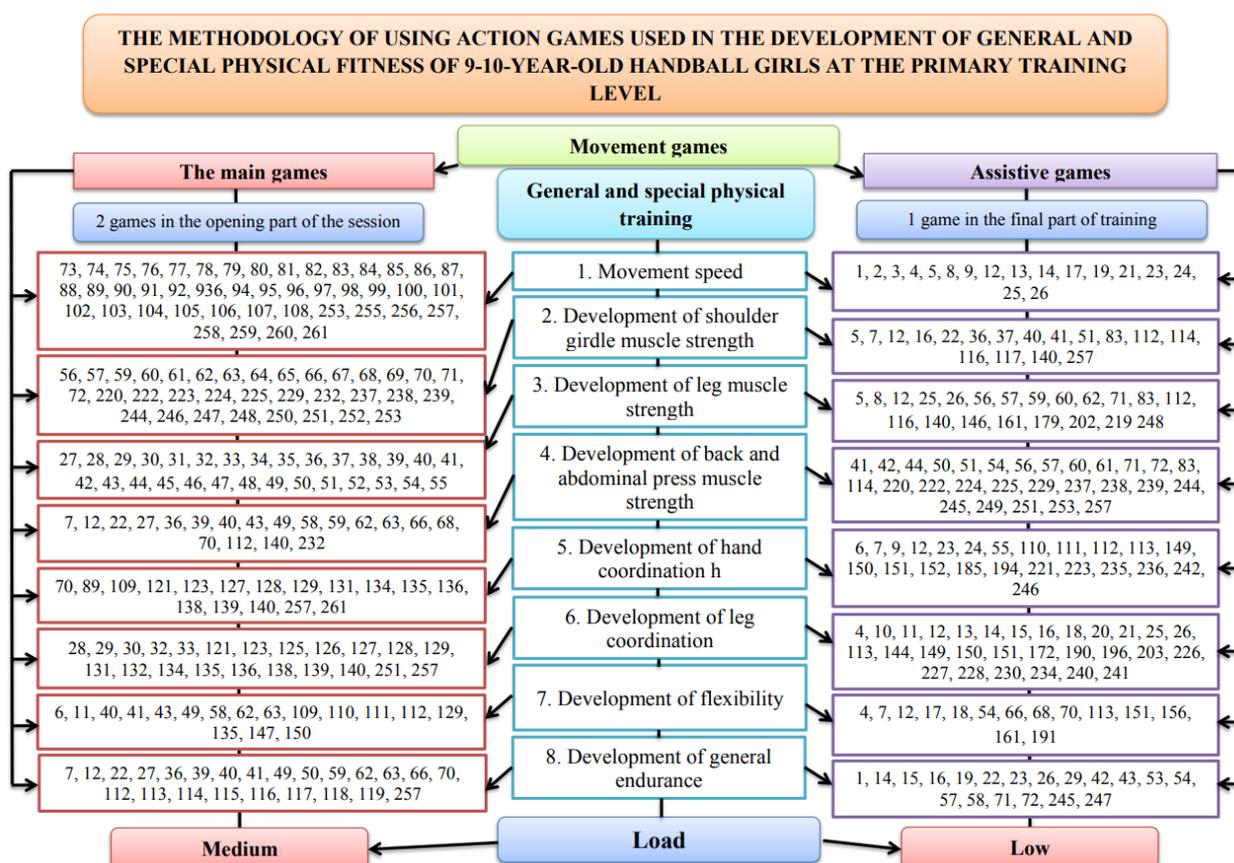
№	Name of games	Physical								Technical								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	“Chasing game with rope”	+					+						+					
2.	“Bridge and Mouse”	+				+		+										
3.	“A race to the finish”	+							+									
4.	“Grab the stick”	+																
5.	“Eyeball Relay”	+																
6.	“Playing Together”	+							+	+		+	+					
7.	“Attack of Roosters”	+		+	+								+					+
8.	“Who is stronger”		+	+	+													

**Explanation:** “+” sign of importance.

Based on pedagogical observations, we were convinced that coaches often ignore the development potential of action games in the system of sports training. In our opinion, this is due to the incomplete formation of the methodology of using action games during training. Selecting action games and changing them in accordance with the goals of certain classes requires the coach to have very high qualifications and, accordingly, high pedagogical skills. In order to solve this problem, we have developed a methodology of using action games used in the development of general and special physical fitness and technical fitness of 9-10-year-old handball girls engaged in the initial training stage (see Figure 1 and 2).



**Figure 1.** The methodology of using action games used in the development of technical training of 9-10-year-old handball girls engaged in the initial training stage



**Figure 2.** The methodology of using mobile games used in the development of general and special physical fitness of 9-10-year-old handball girls engaged in the initial training stage.

In order to determine the effectiveness of the methodology developed by us, pedagogical experiments were conducted among young female athletes engaged in the initial preparatory stage of sports school of Urganch district of Khorezm region and sports schools specialized in sports and athletics of Urganch city. All participants of the experiments (n=48) were divided into two groups: experimental ("EG") and control ("CG") groups. The number of children in the groups was the same (n=24). In the control group (Urganch district sports school), the training sessions are based on the traditional program designed for children's and youth sports schools, and in the experimental group (Urganch city sports school specialized in sports and athletics) based on the methodology developed and proposed by us.

## CONCLUSION

1. One of the problems of improving sports results is that sports schools, which are the main form of organizing the educational process, require improvement of training sessions. The training of a handball player from a beginner to a highly qualified athlete is considered a unique system, and this process requires the use of a coach - a new form and method aimed at mastering the most difficult physical exercises in the training process to achieve the training of a highly qualified handball player.

2. The analysis of scientific-methodical literature and practical experience shows that scientific research has been conducted on the development of various forms of physical development and increasing the level of physical fitness of young athletes engaged in the initial training stage. However, the method of using action games in the development of physical and technical fitness of young female athletes at the initial training stage has not been sufficiently studied, and this issue requires finding its own solution.

3. According to many scientists, in pedagogical practice "Game method" is widely used in solving general physical fitness problems, as well as as an auxiliary tool in sports training. Therefore, under the concept of "Game method" pedagogical purposeful use of games in physical exercises, comprehensive physical training of participants solving problems is understood. It is clear from this that a special place should be given to action games at the initial stage of education in the educational process.

4. 261 of the action games used as aids in mastering handball program materials were selected and a set of action games related to handball was created. On the basis of this complex, a methodology was created with the possibility of using 2 games in the preparatory part of training sessions and 1 game for use in the final part. Based on the use of this program, the coach was able to quickly find action games related to the topic of daily training and familiarize himself with the content and scheme

of the game. As a result, students' knowledge of the handball sport improved by 28%, and their skills in introducing new methods into the training process increased by 17%.

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