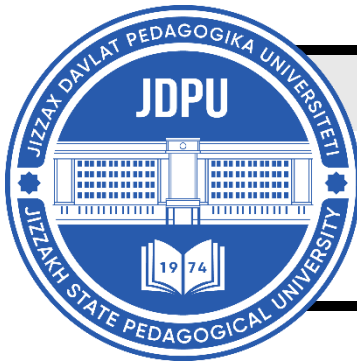


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**FORMING PROFESSIONAL SKILLS IN FEMALE STUDENTS IN
THE FIELD OF VOLLEYBALL EDUCATION****Alisher Olimov**

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ABOUT ARTICLE

Key words: Professional-pedagogical skills, volleyball education, educational process, formation of professional skills, theoretical knowledge of volleyball techniques, technical training.

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Abstract: This article analyzes the process of forming professional skills among female students in the field of volleyball education. It discusses the essence of professional skills, the integration of theoretical and practical knowledge, self-development, the importance of innovative teaching methods, and assessment systems. Based on the opinions of scholars, it provides recommendations aimed at developing effective strategies in the educational process and enhancing professional skills among students. This work is intended to assist teachers and students in developing professional competencies in volleyball education.

Introduction: Forming professional skills in female students studying in the volleyball education field is crucial for their future success. Technical skills, physical training, psychological state, and teamwork abilities form the foundation of athletes' professional development. All these factors ensure the necessary conditions for success in volleyball. Thus, educational processes in volleyball education should focus on the formation and development of professional skills. Moreover, in the context of modernizing all areas of life, contemporary specialists must possess not only deep and solid knowledge and developed thinking but also

the ability to apply them in altered or non-standard situations, addressing emerging problems. The scientific substantiation of the mechanisms for forming professional skills in students studying volleyball within the higher education system has been addressed by researchers such as A.A. Boltayev, A.N. Abdiev, A.A. Ummatov, T.A. Polivayev, T.A. Udalova, N.A. Khudayberdiyeva, A. Akbarov, J.Sh. Umirzokov, P.U. Mamatov, and N.F. Sultanbayeva.

Research Aim: To develop the necessary professional skills, technical, and psychological training for achieving voluntary, creative, and professional successes in the sport of volleyball, as well as to form the ability to work effectively in a team.

Research Tasks: To assist female students in mastering key technical skills in volleyball (receiving the ball, striking, blocking, passing).

- To develop the psychological preparedness of female students to manage psychological stress, prepare for competition, and ensure success.
- To enhance problem-solving abilities in a team, along with decision-making skills in strategy and tactics.
- To apply effective methodologies in volleyball education, including interactive and practical sessions.
- To study and research modern trends and innovations in the world of volleyball.
- To promote personal development, professional independence, and creativity through participation in professional experiences, statistics, and sports Olympics.
- To ensure their development as conscientious and responsible athletes.

These goals and tasks serve to achieve effective results in the process of forming the professional skills of female students studying volleyball. Enhancing students' professional development, physical, psychological, and technical preparation, along with teamwork abilities, is crucial for molding competitive and successful volleyball players.

Research Methods and Organization: The methods include pedagogical observation, pedagogical experiments, mathematical statistics methods, analysis of research results, and their generalization. Monitoring the effectiveness of forming general and specific physical qualities and technical-tactical skills during volleyball training is of significant practical importance for preparing highly qualified athletes. This monitoring is especially critical during the initial training stage, as children who have just started engaging in sports are not yet prepared for significant functional and physical loads. Therefore, the physical and technical-tactical exercises applied must be tailored to the children's age-related capabilities.

In young volleyball players, several technical-tactical indicators have been noted to improve compared to initial indicators before competition cycles, with the impact of training

sessions and competition loads (A.A. Boltayev) highlighted in scientific research. Currently, the effectiveness of executing almost all technical-tactical methods in volleyball is largely dependent on the functional capabilities of the leg and arm muscles.

A.A. Ummatov notes that during the initial training phase, developing explosive strength is essential, emphasizing that training sessions for students in the volleyball field should be organized in a focused manner based on their chosen specialty. A.N. Abdiev believes that developing physical qualities among 12-14-year-old volleyball players to enhance their physical preparedness level, integrating specialized exercises according to sport types, and forming technical-tactical skills remain urgent issues.

While there is considerable research on developing professional and pedagogical skills, numerous scientific works reflecting the content and methods of forming these skills among coaches across various sports have been examined.

Achieving high levels of modern sports results requires athletes to possess not only excellent physical preparedness but also a mastery of rational movement techniques. Detailed studies on the structure of movement actions and the methodology for preparing and improving athletes' techniques have been conducted.

Technique is inseparable from the actions an athlete takes during competitions and constitutes a necessary part of competitive actions. An analysis of scientific-methodological literature in volleyball indicates that current research focuses on understanding the unique characteristics of techniques and analyzing factors that ensure rational and effective execution of athletes' movement actions. In volleyball, the role of the coach in preparing and managing the process of enhancing athletes' technical skills is paramount.

A coach's pedagogical skill is directly tied to their ability to visually monitor the athlete's performance during practice, analyze their mistakes, and implement timely improvements. Many researchers in physical education and sports consider these skills crucial, and coaches value their significance highly.

I.P. Sokolova emphasizes that during the skill development stage with young athletes, the following skills are vital: recognizing mistakes, clearly and briefly explaining exercises, selecting observation spots, identifying the causes of errors, and analyzing the athlete's movements while distinguishing individual and age-related traits. For coaches working with highly qualified athletes, skills such as concise and precise explanations and the ability to identify athletes' mistakes are essential.

It is known that several publications and research analyses indicate that the current state of developing students' ability to correct errors in sports activities in volleyball does not meet

pedagogical requirements: the composition of skills necessary for identifying and correcting errors remains unexplored; the initial level of developed skills has not been studied, and methods for assessing the level of developed skills are yet to be effectively implemented in practice; moreover, theoretical and methodological aspects of forming these professional skills have not been thoroughly examined.

According to V.A. Magin, one of the pressing modern issues in local sports activities for students studying in the volleyball field is the reinforcement of humanitarian knowledge, the development of the process of preparing specialists, and organizing training sessions using pedagogical technologies.

S.D. Neverkovich, who studied the current state of professional preparation among students in volleyball, indicated a discrepancy between the demands placed on contemporary specialists and the practical training structure.

The primary reasons include the lack of theoretical foundations in higher education, fragmented multi-disciplinary approaches in specialist training, the mechanical transfer of methods from school education to adult education, and the sluggishness of the pedagogical process focused on conveying abstract knowledge detached from practice.

N.G. Alekseev, Yu.V. Gromiko, and V.A. Zolotnik stressed the need to explore reserves for improving the quality and effectiveness of personnel training, emphasizing the creation of conceptual and theoretical foundations for new pedagogical technologies in the area of disseminating and studying advanced pedagogical experiences.

The introduction and utilization of modern pedagogical technologies in preparing students in volleyball is particularly urgent, as it aims to fully harness the students' potential, create favorable psychological-pedagogical conditions for enhancing the quality of training for physical education and sports specialists, and facilitate their development.

Active teaching is one of the crucial components in the field of sports activities related to volleyball. Generally, the practice and experience of utilizing active teaching in higher education, particularly in physical education, demonstrate that the level of professional skills formed through its forms, methods, and tools can be effectively enhanced. Special attention should be paid to the development of active teaching methods in preparing specialists in volleyball.

A special methodology based on using modern pedagogical technologies for the gradual formation of professional skills aimed at improving the technical execution of practical actions among future coaches in volleyball is essential. This also involves identifying the most important and challenging skills to improve volleyball techniques, formulating an algorithm for

coaches' practical actions in identifying and correcting technical errors, and educating future coaches in volleyball.

Conclusion: Forming professional skills in female students studying in the volleyball education field is not merely about encouraging interest in sports; it involves a complex process aimed at ensuring their acquisition of the knowledge, skills, and competencies necessary for becoming successful professional volleyball players.

The formation of professional skills in volleyball education requires a strategic approach to ensure the success and competitiveness of female students in sports. In this process, teachers, coaches, and the pedagogical team are responsible for educating, training, and motivating students, playing a key role in their professional development.

Fostering the formation of professional skills and providing an environment conducive to achieving the results and accomplishments expected of female students in volleyball undoubtedly helps transform them into successful athletes in the future.

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