

## **The Role of Action Games in the Development of the Physical Qualities of 11-12 Year Old Volleyball Players**

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**Abstract.** in the process of training young volleyball players, especially at the initial training stage, the improvement of the effectiveness of using traditional and non-traditional exercises and action games that develop agility is highlighted.

**Keywords:** young volleyball players, physical qualities, action games, games, training, preparation period.

The contents of the training of young volleyball players include mini-handball and mini-basketball exercises according to simplified rules for the development of speed, agility and speed-strength qualities, preparation and orientation exercises for the development of special qualities and abilities that facilitate the acquisition of game techniques and technical movements, educational and control games are included.

A number of experts (12) recommend to include possible gymnastic, acrobatic, athletics exercises, swimming exercises taking into account the physical abilities of the participants. During this period, great attention should be paid to the issues of game technique, mini-volleyball (12-year-old children), volleyball (18-14-year-old children) and, of course, the selection of children for special volleyball training.

In the period of primary training, the characteristics of the construction of training activities are the use of the principle of universality in the selection of tools and methods, a deep study of the characteristics of each activity (13).

The main direction of the lesson programs is teaching, the process of its implementation is to create conditions for successful training of young volleyball players in a wide range of technical techniques, and to create the necessary foundations for achieving a high level of special physical fitness in the subsequent years of training. depends.

After each year of training, necessary adjustments are made to the training of young athletes, including adjustments to the distribution of the volume of exercise components and the focus of training during the annual period. Compared to the first academic year, in the second academic year, the number of hours of tactical and integral training will be increased due to the reduction of the time allocated to general physical training. During the second year of training, the issue of expanding the set of technical methods and tactical actions studied will also be resolved.

It should be taken into account that comprehensive training in initial and general base training develops physical qualities of young athletes and has a positive effect on the growth of their sports results (14). Therefore, the tools used in the first and second stages of training young volleyball players are more important features of the initial training period than in the third and fourth stages of training.

At the same time, the standard requirements for volleyball players for the initial period are provided

only for physical and technical training. Only in the later stages is the evaluation of tactical costs based on the results of competitive activities mainly used.

Games consisting of various running, jumping, throwing and other actions are called action games.

Without doubt the correctness of such an approach, we see that they are fully suitable for studying the problems of pedagogical content and the importance of folk movement games, as well as their types, and that they do not justify themselves due to their special characteristics. In the work mentioned above, the experiment of dividing folk action games into types was tried, and it is absolutely impossible to ignore it.

It is suggested to distinguish the team (with the joint participation of all players and taking turns, and with the leader and without the leader, without the team) by the sign of the players' struggle without colliding with the opponent and without participating in the fight with him.

Simulation of movement games, including movement movements (with imitation movements), running, jumping over obstacles, finding a way with balls, sticks and other objects, etc. it is even suggested to divide it into types of games of finding independent places, games of preparation (for sports).

In other, more modern, works devoted directly to action games, they are, in our opinion, more clearly expressed: transmission and capture) is a clearly expressed role. These are the processes of movement, its sugenetics (theme, ideas) are based, they are directed to overcome various obstacles and difficulties placed on the way to the goal of the game.

I.V. Bileeva and I.M. Korotkov show the difference between sports games and sports games. The authors indicate that action games can be individual (one-person) and team (group), and differ from each other in terms of form, content, and methodical features.

The authors call action games "a method of physical education and play as a tool, it helps to educate and improve physical qualities" (15).

Beginning with L.V. Bileeva, with V.G. Yakovlev, and then with I.M. Korotkov, they suggest that during the division of muscles into pedagogical types, their complexity level, age characteristics, main types of movements, physical qualities manifested in them, and so on differ.

Encouraging familiarization with various concepts related to the classification of active games, moving them to team, non-team and team according to their purpose (educational, recreational, therapeutic, etc.), age characteristics (for school age and adults), it is necessary to mention the work of M. Korotkov, who shows that it is possible to divide into groups the transition to sports, public games .

The above-mentioned works undoubtedly have useful aspects that help to develop the principles of dividing folk action games into types.

However, naturally, as a phenomenon of belonging to a certain ethno-nationality, the physical culture of the people, we have to take into account many situations in which specific characteristics arise. Based on the existing positive scientific experiences, based on the properties of practical materials, the authors of these lines suggest an approach to classifying them into types.

At the initial stage of training, the use of special exercises for the development of jumping and rotational acceleration in the training sessions of young volleyball players led not only to the rapid growth of these qualities, but also to some other qualities (strength , strength endurance, quick-strength) and the function of maintaining balance made it possible to form.

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