

Psycho-Physiological Condition in Volleyball Game and its Description

Zokirova Fazila Boltaevna

Bukhara State Medical Institute

Abstract: The desire of each parent is for their baby to be healthy, cheerful, good physically developed. Simultaneously with natural care for his health, Satisfying the need for food is very important to provide the need for movement. From birth, a child who is developing normally tends to move. The problem of the harmonious development of children and the upbringing of their need for daily physical activity is one of the acute problems in our society.

Keywords: development of children, volleyball, human body.

The study aim was to examine the associations between the category of play and the factors athletes use to make appropriate decisions. We observed 6567 game actions performed by 144 athletes. All game actions involved appropriate decisions. The study variables were factors on which appropriate decision-making is based (for five game actions in volleyball: serve, reception, setting, attack, block) and game category (Under-14, Under-16, Under-19). Our analysis—using contingency tables, the Chi-square test, and Cramer’s V—revealed a significant association between the two variables across the five actions. In the U-14 category, and sometimes in the U-16 category, it was more frequent than the expected random frequency that appropriate decisions were of low tactical complexity, focused on the performance of the skill, with an attentional focus on close elements, of low risk, and with actions of reduced difficulty and precision. For the U-19 category, it was more frequent than the expected random frequency that decisions were of greater tactical complexity, with an attentional focus on the opposing team, considering more relevant stimuli, with greater risk, and with greater time pressure. There is, therefore, a need for coaches to understand the decision-making skills of athletes from early on, as this will allow them to develop tasks and apply cognitive strategies that are adapted to the level of the athlete and that can ultimately improve decision-making further. At first, the movements are erratic. Then they gradually become more coordinated and focused. The formation of this important need for life depends to a greater extent on the peculiarities of life and upbringing, on the conditions created by adults that surround the child and help to timely master the movements that are accessible by age. Movements have a comprehensive effect on the human body, and this effect is significantly higher on the growing and developing child's body.(2) Forming in children the need to move every day, perform physical exercises from preschool age, it is possible to lay the foundations for good health, harmonious development of the child. Physical education is closely related to the age characteristics of children. As a result, a number of specific tasks, content, methods and forms of organization of physical education in early preschool and senior preschool age and the successive relationship between them are determined. Physical education is extremely important in preschool age, since the most active development of the child's body takes place, the formation of its basic movements, but at the same time the body is still very weak and vulnerable. Physical education of preschool children is focused primarily on the protection of life and health promotion, full-fledged physical

development, the formation of motor skills and the development of physical qualities, relying on the mastered early cultural and hygienic skills, developed habits for an ordered rhythm of life.(4)

At preschool age, the child's motor qualities are actively formed. It is in this age period that the future foundation of his health, physical and mental development is laid. In this regard, the main task of physical education in preschool educational institutions is to strengthen health, improve the development of a preschooler [1].

Educational institutions are trying to create conditions that guarantee the protection and promotion of children's health, but there is a lack of modern methodological approaches and conditions for solving this goal.(3)

Physical education is one of the important conditions in the all-round development of children. If you start to introduce children to sports from an early age, then in the future they develop physical conditioning, dexterity, clarity and speed of reaction are brought up, activity increases, and a sense of friendship develops. Sports exercises and elements of sports games are of great importance in the all-round physical development of preschoolers.

I would like to stop my attention on such a game as volleyball. Of course, children in kindergarten do not play this game yet, but it is worth starting to teach them the elements of volleyball. The optimal period to start teaching children the elements of this game is 5 - 7 years, i.e. senior group. For the children to successfully master the skills and abilities of playing volleyball, it is necessary to use special exercises that help

During the game and physical exercises there is an expansion of the motor experience of children, the improvement of their early motor skills in basic movements [5].

All games used in the physical education of preschoolers are based on movement. They can be divided into two groups: mobile with rules and sports. The elements of the game of volleyball are classified as sports and outdoor games, they are inextricably linked.(6)

The importance of play in the development of motor qualities is very great. Motor qualities are understood as the qualitative features of a motor action: strength, speed, endurance, agility and mobility in the joints.

Almost every game uses jumping, running, throwing, balance exercises, and volleyball is no exception. In the process of playing, the child develops basic motor qualities, such as strength, endurance, speed and a variety of physical abilities and skills are improved. A quick change of scenery during the game teaches the child to use the movements known to him in accordance with a particular situation. All this has a positive effect on the improvement of motor qualities [3].

Mastering a motor action is associated not only with the formation of a skill, but also with the development of such necessary qualitative features that contribute to the performance of physical exercise with a certain strength, speed, endurance, dexterity and mobility in the joints. Knowledge of these patterns allows the teacher to find the correct correlations in the work on mastering the technique of physical exercise and the quantitative result, to determine the age limits for the most effective development of each qualitative feature, to establish the optimal measure of complexity in the development of qualitative features.

The organization of physical education classes at a preschool educational institution has a wide variety of forms: morning exercises, physical education in the hall and for a walk, physical education, individual and subgroup work, sports sections, health days. Therefore, when selecting the necessary content that would contribute to the development of motor qualities, it is necessary to lay the basis for the general principles of physical education of preschool children:

1. The principle of developmental learning. The exercises used should be aimed not at the level of motor qualities that are already present in children, but ahead of it, that is, require efforts to be made in order to master new movements.

2. The principle of upbringing education. The work, which is focused on the development of motor qualities, must necessarily include the solution of educational tasks, such as the upbringing of endurance, perseverance, courage. Comprehensiveness principle. It is necessary to ensure a high manifestation of qualities in various types of motor activity and create conditions for a general rise in the functional capabilities of the organism.

In modern society, there is an acute problem regarding the deterioration of the health of preschool children. Experts associate this with socio - economic, environmental changes, as well as with the shortcomings of the physical education system, starting with preschool educational institutions [5]. The intellectual load of children to a large extent exceeds the physical one, especially during the period of preparation for school.

The main goal of physical education of preschool children is the development of basic motor actions, prevention of diseases and health promotion by means of physical culture, preparation for school.

Mastering basic motor actions, such as walking, running, crawling, throwing, has a positive effect on intellectual and functional development, enhances anabolic processes, increases immune resistance and the body's adaptation to various factors of the external and internal environment.

The main means of physical education in preschool educational institutions are physical exercises (sports games and their elements, game exercises, outdoor games). They are used in solving health-improving, educational and educational tasks [6].

For the harmonious development of children and their preparation for school, the process of comprehensive physical training is important. It consists in the development of preschoolers at an optimal level of motor qualities, such as strength, speed, agility, endurance, flexibility. On the basis that the speed and degree of mastering basic motor skills and abilities depend on the level of their development. With a low level of development of motor qualities, it is difficult for a child to master the technique of mastered movements.

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