

Effectiveness of Using Movement Games in Improving the Physical Fitness of Female Handball Students

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Abstract: This article analyzes the effectiveness of using movement games in improving the physical fitness of female handball students from a scientific, theoretical, and practical perspective. During the research, a set of special movement games aimed at developing speed, agility, strength, endurance, and coordination skills was developed, and their effectiveness was determined through experimental and test work. The results obtained showed that when movement games are integrated into the training process, the physical performance of female students improves significantly, interest in training increases, and the level of functional training increases. The results of the study are of great importance in improving the teaching and training process in handball in higher educational institutions.

Keywords: Handball, female students, physical training, movement games, speed, agility, endurance, strength, coordination, training and training process, sports pedagogy.

Introduction.

In the process of general and special physical training of an athlete, all means of physical education are used, that is, natural factors of physical training and health improvement (training in the sun, characteristics of the air and water environment), regime, and other hygienic conditions.

The use of active games is one of the most effective methods for increasing physical fitness. For example, if the load given through a sports load has its effect on overcoming difficulties, then in active games it is the opposite. The child, being absorbed in the game during the game, overcomes the difficulty in developing the concept of physical fitness through desire, without even noticing it. Therefore, physical qualities are often developed due to extremely intensive exercises in active games. In such games, the physical load (load) is also gradually increased. For example, increasing the area; reduce the number of players without reducing the size of the field; increase the number of game equipment (sticks, handkerchiefs, hats, stones, capes, balls, etc.); extend the running distance; increase the number of obstacles; use complex exercises and increasing their number, etc. When these methods are used consistently, the goal is achieved faster.

Examples of games used to improve physical fitness include “Aksok karga”, “qiriq tosh”, “Lanka”, “Podachi”, “Potoshka sow and harvest”, and “ball to the captain”.

Here are some examples of games used to improve physical fitness;

1. "Aksaq qaarga" - a relay-style movement game. The number of players is equal, and they line up in two teams facing each other. Each of the players takes turns tying one of their legs with a bandage (handkerchief or ribbon) from the calf to the thigh. When the command "Ready - Do it!" is given, the players of both teams jump one leg at a time to the line of the opposing team, then

take off the bandage from their legs, run backwards, and pass it to the next player in their team. The game continues in this way until the last player brings the bandage to the teacher. The team that brings the bandage to the teacher first wins. "Potato planting and harvesting" - in this game, the team is divided into two teams, the teams line up parallel to the line, the students in front of the line have a bag with potatoes (stones), after the teacher's signal, they collect the stones from the bag to the designated places and pass the bag to their partner, who then collects the stones. The game continues in this way: the team whose players plant and harvest potatoes first is considered the winner. The number of participants in the game can be unlimited, but the number of potatoes must be equal to the number of participants. In addition, if we take the game "forty stones", this game is one of our national games and is very interesting for students. The game can be played on the lawn, in the gym, or on the field. Starting from the starting line, parallel lines are drawn one meter apart, counting each child (6-6, 10-10, 20-20, etc.). Each child stands ready, holding a stone or something else, a ball. At the teacher's command, each child runs to each designated meter, puts down a stone or ball, and returns to his place. After the last player puts down a stone, he brings back another stone that he put down. The team that collects its balls first is considered the winner.

2. The game "Long stick relay" (Figure 1). Students are divided into 2-3 teams and, forming a column of two, grab a long stick (stick). Those standing on the right side hold the stick with their right hand, those standing on the left side hold it with their left hand. The team that runs to its flag at a distance of 10-15m in front of each column, goes around it, and stands in its place is the winner. The teacher should pay attention to the distance between the teams, because the sticks cannot touch each other when passing around the flag. Repeat 4-5 times.

3. "Shooter" game (Figure 2). Students are divided into two teams and line up facing each other. A mace is placed in the middle, 6-8 m from each team. When the signal is given, the children in each line try to throw the ball at the mace and knock it down. The team that knocks down the mace more times is the winner.

4. When playing the game "Forbidden Action", the students are divided into groups. The teacher instructs the students to perform all the actions with him, except for the prohibited ones. For example, putting their hands on their shoulders is a prohibited action. The teacher performs various exercises, and the students repeat his actions. In the process of performing these actions, the teacher suddenly puts his hands on his shoulders, which means that he has performed a prohibited action. Whichever player performs this action, if he takes a step, is considered to have made the most mistakes. After each exercise, the prohibited action is changed. In this way, the game includes various actions.

5. The game "Jump from one to the other". The players are divided into several teams and stand in front of the starting line, lined up in a column of one person. In a straight line from the start to the finish, 10-12 circles (circles) with a diameter of 25-30 cm are drawn at a distance of 60-80 cm from each other. At the teacher's signal, the first players of the teams jump from circle to circle from start to finish and run back, standing behind their column. The first player to run is awarded 5 points, the second player is awarded 4 points, and the third is awarded 3 points. After that, the racers continue running. The team that has scored the most points at the end of the game wins.

In order to study the ways of training the physical fitness of handball players, initial and final test indicators were obtained in the experimental and control groups. From the analysis of the collected data, it was found that the results of the initial and final test indicators of physical fitness in the experimental and control groups changed positively in both groups. When comparing the indicators of the experimental and control groups, it was found that the experimental group was slightly better than their peers in the control group. As can be seen from the analysis of the conducted scientific research, in the process of studying how physical fitness is increased during training with female handball students, it was also clear that their physical qualities are improving.

The quality of flexibility is also one of the necessary factors in the training of qualified handball players and the formation of their technical skills. The methods and (technical) skills used in handball are formed by the athlete through his flexibility. However, this alone does not allow for the full development of this quality. In order to effectively improve this quality, it is necessary to gradually and systematically use special exercises such as stretching, bending, spreading, squeezing, and twisting of muscles, tendons, and joints. General and special physical training tools should be aimed at developing a complex of qualities that will contribute to the all-round development of the handball player and affect the improvement of the special qualities necessary for him, serve as the main tool for the athlete in the transition to another type of activity, as well as in the acquisition of vital skills and qualifications. When choosing general physical training tools for handball players, the following important rules should be taken into account.

-Exercises should be close to the nature of the handball player's neuromuscular strength and the mode of operation of all body systems. Exercises should help develop specific qualities. For example, in handball, some acrobatic exercises are performed in pairs with a partner against resistance, etc.

-Exercises should develop coordination of movements and enrich the athlete's activity with all kinds of movement actions in changing situations.

-Exercises should help the athlete to recover more quickly from other movements and the activity of the central nervous system.

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