METHODOLOGY FOR THE DEVELOPMENT OF THE PHYSICAL QUALITIES OF A VOLLEYBALL PLAYER

Yuldashev Mamirzhon
Senior Lecturer, Sobirov Temur, 2-year master
Fergana State University

Annotation

Methodological principles of developing children's physical qualities in volleyball training are described in detail in this article.

One of the main tasks solved in the process of physical education is to ensure the optimal development of physical qualities inherent in a person. It is customary to call physical qualities congenital (genetically inherited) morphological and functional qualities, due to which the physical (materially expressed) activity of a person is possible, which receives its full manifestation in expedient motor activity.

The increased requirements for the physical education of students dictate the need to find new ways and organizational and methodological solutions to improve the quality of motor activity aimed at achieving physical conditions necessary to achieve and maintain a high level of health, physical development and physical fitness.

Meanwhile, the issue of improving health-improving opportunities during volleyball lessons at physical education lessons in educational institutions has not been sufficiently studied.

Some components of technologies for training sports reserves are occasionally used in mass physical culture, but blind copying of the forms, means and methods used in sports does not allow solving health problems, since sports regimes are transferred to an unprepared contingent.

Of particular relevance is the choice of teaching methods that are adequate to the level of physical fitness, optimal physical activity and age characteristics of students.

For example, in volleyball, in order to perform an attacking strike from a high-speed pass, not only perfect technique is required, but also a high level of development of speed and jumping ability, and in order to perform it repeatedly with a constant maximum power, speed-strength qualities are necessary.

A sedentary volleyball player, when receiving the ball after an attacking hit with a preliminary exit from the back line, does not always “meet” the ball in time, as a result, a technique was performed incorrectly and, as a result, an error in the technique or tactics of the game. In the course of improving technique and tactics, the level of physical fitness also rises. So, to work out the attacker hitting, repetitions are needed, and these repetitions, in turn, contributes to the education of jumping ability, jumping endurance and agility.

All techniques are implemented in the tactics of the game (individual, group and team). Most of the technical combinations are based on the fast movements of the players, which requires volleyball players to develop a high level of reaction speed, movement speed and speed endurance. The effective execution of multiple jumping actions for blocking and attacking blows depends on a good level of developed jumping ability, jumping endurance, agility. Receiving balls in defense is associated with the speed of reaction, the speed of a single movement and the speed of movement. Maintaining high game activity for 2-3 hours in one game day and throughout the entire round (3-5 game days) depends on the good functioning of the central nervous, cardiovascular and respiratory systems. The low level of development of one of the special physical qualities affects the implementation of the technical and tactical components of the game.

The impact of the game on the body of volleyball players is of a mixed aerobic-anaerobic nature, and in terms of temporal characteristics, game activity is close to the regime of interval training. Therefore, for the development of speed-strength qualities of volleyball players, it is advisable to use the interval method, which consists in repeated repetition of short-term "portions" of work with strict regulation of the duration of exercises and rest pauses between repetitions for each training session.

Types of physical qualities

In the domestic sports theory, it is customary to distinguish five physical qualities: strength, speed, endurance, flexibility, dexterity. Their manifestation depends on the capabilities of the functional systems of the body, on their readiness for motor actions.

Strength Development

Strength (or strength abilities) in physical education is the ability of a person to overcome external resistance or counteract it through muscle tension.

The magnitude of the manifestation of the force of action depends on external factors - the magnitude of burdens, external conditions, the location of the body and its links in space; and from internal - the functional state of the muscles and the mental state of a person. The location of the body and its links in space affects the magnitude of the force of action due to the unequal stretching of muscle fibers in different initial postures of a person: the more the muscle is stretched, the greater the magnitude of the force exerted.

Manifestation of the power of human action also depends on the ratio of the phases of movement and breathing. The greatest value of the force of action is manifested when straining and the smallest - when inhaling. Distinguish between absolute and relative forces of action.

Absolute strength is determined by the maximum indicators of muscle tension without taking into account the mass of the human body, and relative strength is determined by the ratio of the absolute strength to its own body weight.

Strength abilities are determined by muscle tension and correspond to various forms of changes in the active state of the muscles.

Muscle tensions are manifested in dynamic and static modes of contraction, where the first is characterized by a change in the length of the muscles and is inherent mainly in speed-strength abilities, and the second is the constancy of the length of the muscles under tension and is the prerogative of the strength abilities themselves. In the practice of physical education, these modes of muscle contraction are denoted by the terms “dynamic strength” and “static strength”.

As an example of the manifestation of static force, one can cite the holding of the weight of the barbell on outstretched arms, and a dynamic one - a jump up. Actually power abilities are manifested mainly in conditions of isometric muscle tension, ensuring the retention of the body and its links in space, maintaining postures when external forces act on a person. The development of strength is accompanied by thickening and growth of muscle fibers. By developing a lot of different muscle groups, you can change the physique, which is clearly manifested in athletic gymnastics through regular and methodically correctly constructed training sessions.

Development of speed

Speed is understood as a complex of functional properties of a person, which directly and predominantly determine the speed characteristics of movements, as well as motor reactions. Meanwhile, the speed of movement should not be confused with the speed of movement.

The speed of the speed skater is 400-500 m higher than the speed of the sprinter, but the latter has more frequency (speed) of movements. It is no coincidence that in the latest research on the theory of sports, instead of the term "quickness", the concept of "speed abilities" is used.

Speed is manifested through a set of speed abilities, including: a) the speed of motor reactions; b) the speed of a single movement, not weighed down by external resistance; c) frequency (tempo) of movements. Many physical abilities that characterize speed are constituent elements of other physical qualities, especially the quality of dexterity. Speed is brought up by solving various motor tasks, the success of which is determined by the minimum time for performing a motor action.

The choice of motor tasks for the development of speed dictates the observance of a number of methodological provisions that require, on the one hand, a high mastery of the technique of motor action, and on the other hand, the presence of an optimal functional state of the body, which ensures high physical performance.

The first group of requirements provides for an increase in the difficulty of solving problems by reducing the time of performing motor actions, but on the condition that the technique of mastering the motor action does not limit its speed parameters.

The second group of requirements involves the implementation of the solution of motor tasks before the onset of the first signs of fatigue, which is associated with an increase in the time of movements, and, consequently, fixing other time parameters of its implementation.

The speed of the motor reaction is characterized by the minimum time from the supply of any signal to the start of the movement and is a sensory reaction. Distinguish between simple and complex motor reactions. The time of simple reactions is much shorter than the time of complex ones.

A simple reaction is a response with a predetermined movement to an expected signal. Complex reactions are divided into reactions of choice and reactions to a moving object. A choice response is a response with a specific movement to one of several cues. The necessary conditions for the development of speed are increased efficiency and high emotionality of a person, the desire to perform an exercise for a given result.

Development of endurance

Endurance is expressed through a set of physical abilities, maintaining the duration of work in various power zones: maximum, submaximal (near-limit), large and moderate loads. Each load zone has its own peculiar complex of reactions of organs and structures of the body.

The duration of mechanical work until complete fatigue can be divided into three phases: initial fatigue, compensated and decompensated fatigue. The first phase is characterized by the appearance of initial signs of fatigue, the second - by progressively deepening fatigue, maintaining a given work intensity due to additional volitional efforts and a partial change in the structure of a motor action (for example, a decrease in the length and an increase in the pace of steps when running).

The third phase is characterized by a high degree of fatigue, leading to a decrease in the intensity of work up to its termination. In the theory and practice of physical education, general and special endurance are distinguished. General endurance is understood as a long-term performance of work with optimal functional activity of the main life-supporting organs and structures of the body.

This mode of operation is provided mainly by the ability to perform motor actions in the zone of moderate loads. The education of general endurance is served by cyclic exercises (long running, skiing, swimming, rowing, cycling). Special endurance is characterized by the duration of work, which is determined by the dependence of the degree of fatigue on the content of the solution of the motor task.

Special endurance is classified:

a) according to the signs of a motor action, with the help of which a motor task is solved (for example, jumping endurance);

b) according to the signs of motor activity, in the conditions of which the motor task is solved (for example, game endurance); c) according to the signs of interaction with other physical

qualities (abilities) necessary for the successful solution of a motor task (for example, strength endurance).

Leading in the development of endurance is the method of strictly regulated exercise, which allows you to accurately set the magnitude and volume of the load. Repeated performance of the exercise or series can be started at a heart rate of 110-120 beats / min. In pauses for rest, breathing exercises, muscle relaxation and development of mobility in the joints are performed. It is advisable to develop endurance under submaximal loads after exercises for the development of coordination of movements or training in motor actions with the onset of fatigue. The duration of the exercises, their number and the intervals for rest between them should be correlated with the nature of the previous work. The development of endurance under conditions of heavy loads is carried out by the methods of strictly regulated and game exercises. The latter allows, due to increased emotionality, to achieve a greater amount of work.

Dexterity is usually called the ability to quickly, accurately, expediently, economically solve motor problems. Dexterity is expressed in the ability to quickly master new movements, accurately differentiate various characteristics of movements and control them, improvise in the process of motor activity in accordance with a changing situation.

Agility is expressed through a set of coordination abilities, as well as the ability to perform motor actions with the required range of motion (mobility in the joints). Dexterity is brought up by teaching motor actions and solving motor tasks that require a constant change in the structure of actions. When teaching, a mandatory requirement is the novelty of the exercise being learned and the conditions for its application. The element of novelty is supported by the coordination difficulty of the action and the creation of external conditions that make it difficult to perform the exercise.

A person does not simply react to an external situation. He must take into account the possible dynamics of its change, carry out forecasting of upcoming events and, in this regard, build an appropriate program of action aimed at achieving a positive result. The reproduction of spatial, power and temporal parameters of movements is manifested in the accuracy of the performance of motor actions. Their development is determined by the improvement of sensory (sensitive) mechanisms of regulation of movements. The accuracy of spatial movements in various joints (simple coordination) progressively increases when using exercises to reproduce postures, the parameters of which are set in advance. The accuracy of reproduction of power and time parameters of a motor action is characterized by the ability to differentiate muscle efforts according to a task or a need associated with the conditions for performing a given exercise. The development of the accuracy of the temporal parameters of movements is aimed at improving the so-called sense of time, i.e., the ability to differentiate the temporal characteristics of a motor action. Its development is provided by exercises that

allow you to change the amplitude of movements in a wide range, as well as cyclic exercises performed at different speeds of movement, using technical means (for example, electroleaders, metronomes, etc.). The development of this quality is facilitated by exercises that allow you to change the duration of movements in a wide range.

Development of flexibility

Flexibility - the ability to perform movements with a large amplitude. The presence of flexibility is associated with a heredity factor, but it is also affected by age and regular exercise. Different sports affect the development of flexibility in different ways. High demands on flexibility are made by various sports (rhythmic and artistic gymnastics, diving and trampolining) and some forms of professional activity. But more often, flexibility acts as an auxiliary quality, contributing to the development of new highly coordinated motor actions or the manifestation of other motor qualities. There are dynamic flexibility (manifested in motion), static (allowing you to maintain a posture and body position), active (manifested due to your own efforts) and passive (manifested due to external forces). Passive flexibility is determined by the amplitude of movements performed under the influence of external forces. Active flexibility is expressed by the amplitude of movements performed due to the tension of one's own muscles serving a particular joint. The value of passive flexibility is always greater than active. Under the influence of fatigue, active flexibility decreases, and passive increases. The level of development of flexibility is assessed by the amplitude of movements, which is measured either in angular degrees or in linear measures. In the practice of physical education, general and special flexibility are distinguished. The first is characterized by the maximum amplitude of movements in the largest joints of the musculoskeletal system, the second - by the amplitude of movements corresponding to the technique of a particular motor action. Flexibility is developed mainly through the repeated method, in which stretching exercises are performed in series. Active and passive flexibility develop in parallel. The level of flexibility development should exceed the maximum amplitude, which is necessary for mastering the technique of the studied motor action. This creates a so-called margin of flexibility. The achieved level of flexibility must be maintained by repeated reproduction of the required range of motion. Training in motor action, education of one or another physical quality is based on the knowledge already available and newly acquired by a person. In the practice of physical education, there is a certain system of facts and patterns that contribute to the correct organization of physical education. Systematic expansion and deepening of special knowledge constitute the main content of mental activity in the process of physical education.

Development of physical qualities in volleyball.

The specificity of each of the sports determines the features of the ways of development of physical qualities. Consider these features on the example of volleyball. For the development

of strength, strength exercises are recommended for muscle groups that are actively involved in the implementation of techniques. All strength exercises are divided into: A) weight training B) maintaining the weight of your own body.

For the development of speed, exercises are offered that increase the speed of the response, and exercises for speed, as close as possible in their structure to volleyball techniques. For the development of endurance, running with low intensity, running with walking, swimming are recommended. Further exercises at a variable pace. It is advisable to combine endurance exercises with the development of speed. The main means of developing dexterity are the following exercises: basketball, handball, acrobatic, etc. For the development of flexibility, mainly stretching exercises are offered, performed in series with a gradual increase in amplitude and pace, once or twice a day.

METHODS OF EDUCATION OF SPEED ABILITIES The main methods of educating speed abilities are: 1) methods of strictly regulated exercise; 2) competitive method; 3) game method; 4) circuit training method. Methods of a strictly regulated exercise include: a) methods of repeated actions with the installation at the maximum speed of movement; b) methods of variable (variable) exercises with varying speed and acceleration according to a given program in specially created conditions. When using the method of variable exercise, movements with high intensity (for 4-5 s) and movements with less intensity are alternated - first they increase the speed, then maintain it and slow down the speed. This is repeated several times in a row. The competitive method is used in the form of various training competitions (estimates, relay races, handicaps - leveling competitions) and final competitions.

The effectiveness of this method is very high, since athletes of various fitness levels are given the opportunity to fight each other on an equal footing, with emotional upsurge, showing maximum volitional efforts. The game method provides for the implementation of a variety of exercises with the highest possible speed in the conditions of outdoor and sports games. At the same time, the exercises are performed very emotionally, without undue stress. In addition, this method provides a wide variability of actions that prevents the formation of a “speed barrier”. The circuit training method is used for the purpose of purposefully educating various types of speed abilities at stations, as well as improving the speed motor actions of the school program and, thereby, the speed abilities associated with them. The specific laws governing the development of speed abilities make it necessary to carefully combine the above methods in appropriate proportions. The fact is that a relatively standard repetition of movements at maximum speed contributes to the stabilization of speed at the achieved level, the emergence of a “speed barrier”. Therefore, in the method of educating speed, the central place is occupied by the problem of the optimal combination of methods, including relatively standard and variable forms of exercises.

MEANS OF DEVELOPING SPEED ABILITIES The means of developing speed are exercises performed with maximum or near-limit speed - speed exercises. They can be divided into three main groups: 1. Exercises aimed at influencing individual components of speed abilities: a) the speed of the reaction; b) the speed of performing individual movements; c) improvement in the frequency of movements; d) improving the starting speed; e) speed endurance; f) the speed of performing sequential motor actions in general (for example, running, swimming, dribbling). The exercises selected in this way contribute to the development of individual aspects of human speed, which are lagging behind, but require development in connection with the study of mastered motor actions, are important as a component of a student's general or special physical fitness or as an ability on which success in sports depends. 2. Exercises of a complex (versatile) impact on all the main components of speed abilities (for example, sports and outdoor games, relay races, martial arts, etc.). 3. Exercises of conjugated influence: a) speed and all other abilities (speed and strength, speed and coordination, speed and endurance); b) on speed abilities and improvement of motor actions (in running, swimming, sports games, etc.). In sports practice, to develop the speed of individual movements, the same exercises are used as for the development of explosive strength, but without weights or with such weights that do not reduce the speed of movement. In addition, such exercises are used that are performed with an incomplete scope, with maximum speed and with an abrupt stop of movements, as well as starts and spurts.

To develop the frequency of movements, the following are used: cyclic exercises under conditions that increase the rate of movements; running downhill behind a motorcycle, with a traction device; quick movements of the legs and arms, performed at a high pace by reducing the scope, and then gradually increasing it; exercises to increase the rate of relaxation of muscle groups after their contraction. To develop speed capabilities in their complex expression, three groups of exercises are used: exercises that are used to develop speed of reaction; exercises that are used to develop the speed of individual movements, including for movement in various short stretches (from 10 to 100 m); explosive exercises.

BASICS OF DEVELOPING SPEED ABILITIES Despite the importance of developing the speed of response to the actions of a partner or opponent, in professional activity and sports, the speed of performing integral motor actions - movements, changes in body position, attacks and defenses in a duel, etc., is of the greatest importance.

The maximum speed of movements that a person can show depends not only on the speed characteristics of his nervous processes and the speed of the motor reaction, but also on other abilities: dynamic (speed) strength, flexibility, coordination, and the level of mastery of the technique of the movements performed. Therefore, speed abilities are considered a complex complex motor quality. Speed exercises refer to the work of maximum power, the continuous maximum duration of which, even for highly skilled athletes, does not exceed 20-25 seconds.

Naturally, in less trained people, these opportunities are much less. The speed abilities of a person are very specific, and as a rule, a direct transfer of speed in coordinated dissimilar movements is not observed in trained athletes. A small transfer occurs only in physically poorly prepared people. All this suggests that if you want to increase the speed of performing some specific actions, then you should train mainly in the speed of performing these particular actions. Professional applied and sports activities are characterized by four main types of high-speed work:

1. Acyclic - a single manifestation of a concentrated "explosive" effort.
2. Starting acceleration - a quick increase in speed from zero with the goal of reaching the maximum in the minimum time.
3. Remote - maintaining the optimal speed of movement.
4. Mixed - includes all three of these types of high-speed work.

For the development of speed abilities, exercises are used that must meet at least three basic conditions:

1. Ability to perform at maximum speed.
2. The mastery of the exercise should be so good that attention can be focused only on the speed of its implementation.
3. During training, there should be no decrease in the speed of exercise. A decrease in the speed of movements indicates the need to stop training this quality, and that in this case, work on the development of endurance is already beginning. Leading in the development of speed abilities are repeated and competitive methods. In the methodology aimed at increasing the speed of voluntary movements, two main methodological techniques are used: the development of speed in a holistic movement; analytical improvement of the factors that determine the maximum speed of movements during exercise. The general trend is the desire to exceed the maximum speed when performing exercises.

Therefore, it is recommended to repeat the speed exercises in series in the form of a constant competition between those involved. Competitions, as a rule, cause an emotional upsurge, force them to show extreme efforts, which leads to better results. At the same time, it is necessary to know that when performing a series of movements with a maximum frequency, the moving limb (part of the body) is first supplied with kinetic energy, which is then extinguished with the help of antagonist muscles, and the same segment is given reverse acceleration, etc. an increase in the frequency of movements, muscle activity can become so short-lived that at some point in time the muscles will no longer be able to fully contract and relax in short periods of time. In this case, their mode of operation will approach isometric.

Therefore, in the course of training to develop speed abilities, it is necessary to work not only on the speed of contraction of the working muscles, but also on the speed of their relaxation. Highly qualified athletes are just distinguished by their ability to reduce the time of voluntary

relaxation of working muscles in movements with the maximum frequency. This can be achieved by constantly monitoring the rapid relaxation of working muscles in high-speed movements, as well as training the very ability to relax muscles, including auto-training. One of the main tasks at the initial stage of developing speed abilities in professional applied training is not to specialize in performing any one exercise or action, but to use and vary a fairly large arsenal of various means. For this, speed exercises must be used not in standard, but in changing situations and forms. Of course, mobile and sports games are very useful here.

Literature

1. Robilova, M. S. (2022). OILA-MAKTAB HAMKORLIKLARINI TAKOMILLASHTIRISHGA OID YANGI PEDAGOGIK TEXNOLOGIYALARNI JORIY QILISH MUOMMOLARI. Finland International Scientific Journal of Education, Social Science & Humanities, 10(12), 183-188.
2. Хамрокулов, Р., & Мамажонова, З. (2022). АКРОБАТИКА МАШҚЛАРИНИ ЎРГАТИШ УСУЛЛАРИ.
3. Khamroqulov, R. (2022, June). INCREASE GIRLS'PHYSICAL STATUS THROUGH ACTION GAMES. In E Conference Zone (pp. 234-237).
4. Rasuljon, K., & Mukhtasarkhon, R. (2022). ACTION GAMES ARE A FACTOR THAT INCREASES THE PHYSICAL FITNESS AND HEALTH OF GIRLS. American Journal of Interdisciplinary Research and Development, 9, 11-20.
5. Rasul, H., & Shuhrat, N. (2022). CHANGES THAT OCCUR IN THE ORGANISM OF YOUNG PLAYERS UNDER THE INFLUENCE OF AGE CHARACTERISTICS AND THEIR PHYSICAL FITNESS. American Journal of Interdisciplinary Research and Development, 9, 1-10.
6. ABDUSATTAROVICH, K. R., & ALISHER, K. (2022, May). PLANNING OF THE EDUCATIONAL AND TRAINING PROCESS OF YOUNG ATHLETES DURING EXTRACURRICULAR ACTIVITIES. In E Conference Zone (pp. 27-31).
7. Tulanboyevich, K. S. (2022). THE EFFECTIVENESS OF DEVELOPING STRENGTH AND PHYSICAL QUALITY OF HIGH SCHOOL STUDENTS THROUGH GYMNASTIC TRAINING. Conferencea, 176-184.
8. Хакимов, С., Мухторов, А., & Рахмонова, М. (2022). ЁШ ВОЛЕЙБОЛЧИЛАРНИНГ ЖИСМОНИЙ РИВОЖЛАНИШИ ДАРАЖАСИНИ ХИСОБГА ОЛГАН ҲОЛДА ЖИСМОНИЙ СИФАТЛАРНИ ТАРБИЯЛАШ УСУЛЛАРИ. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(5), 123-128.

9. Tulanboyevich, X. S., & Kamolaxon, U. (2022, October). GIMNASTIKA DARSIDA SNARYADLARDA BAJARILADIGAN MASHQLARNI O ‘RGATISH USULLARI. In E Conference Zone (pp. 68-73).
10. Khakimov, S. T. (2022). INCREASE IN THE LEVEL OF PHYSICAL TEXT CHAMPIONSHIP, DIFFERENTIATED BY YOUNG VOLLEYBALLS ACCORDING TO THE SPECIALTY OF THE GAME. Academic research in educational sciences, 3(3), 549-556.
11. Khakimov, S. T. (2022). THE WAYS TO ENHANCE THE TRAINING PROCESS OF YOUNG VOLLEYBALL PLAYERS. Mental Enlightenment Scientific-Methodological Journal, 2022(2), 118-135.
12. Хакимов, С. Т. (2021). ЁШ ВОЛЕЙБОЛЧИЛАРНИ ЖИСМОНИЙ ТАЙЁРГАРЛИГИНИНГ УСЛУБИЙ МУАММОЛАРИ. Fan-Sportga, (4), 50-52.
13. Убайдуллаев, Р. (2021). ОЦЕНКА ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ УЧАЩИХСЯ ШКОЛЬНОЙ СИСТЕМЫ ОБРАЗОВАНИЯ. ББК 75.1 А-43 Ответственный редактор, 277.
14. Murodilovich, U. R. (2022). PEDAGOGICAL CONTROL OF PHYSICAL AND HEALTH WORK IN RURAL GENERAL SCHOOLS. Berlin Studies Transnational Journal of Science and Humanities, 2(1.5 Pedagogical sciences).
15. Ubaydullaev, R., & Abdullaev, U. (2022, June). METHODS OF ASSESSING THE PHYSICAL DEVELOPMENT OF SCHOOLCHILDREN. In E Conference Zone (pp. 74-78).
16. Rahimjan, U. (2022). TERRITORIAL PECULIARITIES OF DIFFIRENTIAL ASSESSMENT OF PHYSICAL FITNESS OF RURAL SCHOOLCHILDREN. American Journal of Interdisciplinary Research and Development, 9, 58-66.
17. Усманов, З. Н., & Убайдуллаев, Р. М. ПРОБЛЕМЫ ФИЗКУЛЬТУРНО-ОЗДОРОВИТЕЛЬНОЙ РАБОТЫ В СИСТЕМЕ ШКОЛЬНОГО ОБРАЗОВАНИЯ. 11. Usmanov, ZN, & Ubaidullaev, R.(2020, December). PROBLEMS OF PHYSICAL AND HEALTHY WORK IN SCHOOL EDUCATION SYSTEM. In Конференции (Vol. 12, pp. 114-119).
18. Убайдуллаев, Р. М. (2020). Сопоставительный мониторинг показателей физической подготовленности девушек сельских школ с нормативами тестов здоровья “Барчиной”. In Наука сегодня: фундаментальные и прикладные исследования (pp. 37-40).
19. Хасанов, А. Т., & Икромов, И. И. (2022). ҲАРБИЙ ТАЪЛИМ ФАКУЛЬТЕТЛАРИ 1-4 БОСҚИЧ ТАЛАБАЛАР ЖИСМОНИЙ СТАТУС КЎРСАТКИЧЛАРИНИНГ ЎЗАРО БОҒЛИҚЛИК ХУСУСИЯТЛАРИ. Fan-Sportga, (2), 53-56.

20. To'lanovich, Y. T., & Ilhomjonovich, I. I. (2022). BUGUNGI KUNDA JISMONIY TARBIYA NAZARIYASINING TAEXNIK TAKOMILLASHUVI. IJODKOR O'QITUVCHI, 2(24), 213-215.
21. Agzamovich, M. A. (2021). Monitoring of the Motor Readiness of the Students of the National Guard Courses. European Journal of Research Development and Sustainability, 2(12), 108-110.
22. Avazbek, M. (2022, October). MAKTABGACHA TA'LIM MUASSASALARIDA HARAKATLI O'YINLARNI TASHKILLASHNING DIDAKTIK PRINTSIPLARI. In E Conference Zone (pp. 32-44).
23. Mekhmonov, R. (2022). MONITORING OF THE INFLUENCE OF HYPODYNAMIC FACTORS AND PHYSICAL PREPARATION OF STUDENTS. Журнал иностранных языков и лингвистики, 6(6), 11-20.
24. O'G, X. S. G. O. (2022). BOSHLANG'ICH MAKTAB YOSHIDAGI BOLALARNING IRODAVIY XUSUSIYATLARINI ANIQLASH UCHUN DIAGNOSTIK USUL VA KO'RSATKICHLARINING TAVSIFI. Science and innovation, 1(JSSR), 116-125.
25. Ханкельдиев, Ш. Х., & Хасанов, Ш. (2021). Особенности методики подготовки юных боксеров на предсоревновательном этапе. In Наука сегодня: проблемы и пути решения (pp. 93-94).
26. Ханкельдиев, Ш. Х., & Хасанов, Ш. (2021). Акцентированная физическая подготовленность юных боксеров на начальном этапе обучения. In НАУКА СЕГОДНЯ: ИСТОРИЯ И СОВРЕМЕННОСТЬ (pp. 41-43).
27. Shoxjaxon, X. (2022, October). HARAKATGA O'RGATISHNING USLUBIY TAMOYILLARI. In E Conference Zone (pp. 39-51).
28. Shoxjaxon, X. (2022, October). TA'LIM JARAYONIDA HARAKATGA O'RGATISHNING METODLARI VA ETAPLARI. In E Conference Zone (pp. 19-31).
29. Haydaraliev, X., & Malikov, I. (2022, June). LOADING AND ITS NORM IN PHYSICAL EDUCATION LESSONS. In E Conference Zone (pp. 60-63).
30. Haidaraliev, H., & Nizamova, S. (2022). AGE-RELATED FEATURES OF MOTOR QUALITIES IN YOUNGER SCHOOLCHILDREN. Academicia Globe: Inderscience Research, 3(05), 94-100.
31. Хайдаралиев, Х., & Аълохонов, А. (2022). МАКТАБГАЧА ЁШДАГИЛАРНИНГ ЖИСМОНИЙ РИВОЖЛАНИШИ ВА ТАЙЁРГАРЛИГИНИНГ ЁШ ХУСУСИЯТЛАРИ.
32. Хайдаралиев, Х. Х. (2022). ТЕХНОЛОГИЯ КОМПЕТЕНТНОСТНОГО ПОДХОДА ДЛЯ СОВЕРШЕНСТВОВАНИЯ АНТИКОРРУПЦИОННОГО МЫШЛЕНИЯ СТУДЕНТОВ. World scientific research journal, 2(2), 202-210.

33. Haydaraliev, X., & Isakov, D. (2022). Methods of Controlling the Physical Loads of Players. Texas Journal of Multidisciplinary Studies, 8, 133-135.
34. Xaydaraliev, K. (2019). THE EXPERIENCE OF CHARGES AND FACULTIES USING THE NEW MODERN INFORMATION DISTRIBUTION SYSTEM IN TRAINING. European Journal of Research and Reflection in Educational Sciences Vol, 7(6), 28.