



THE MAIN METHODS USED IN THE TRAINING PROCESS

Gapparov Khafiz Zakhidovich

Candidate of Pedagogical Sciences, Associate Professor,
Tashkent State Law Institute Specialized branch, Uzbekistan
(gapparov70@mail.ru)

Akhmedov Hikmatilla Rakhmanberdievich

Candidate of pedagogical sciences
Specialized branch of Tashkent State University of Law
(hikmatilla616@gmail.com)

Article history:	Abstract:
Received: 26 th March 2022	The article presents the main methods used in the training process. Two large groups of methods are considered: general pedagogical and practical, and their essence is also revealed.
Accepted: 24 th April 2022	
Published: 30 th May 2022	
Keywords: sports training, training process, method	

The process of training highly qualified athletes can be conditionally divided into three interrelated components: the construction of the process, its implementation and control over the course of training. In the process of building sports training, the integrity of the training process is ensured on the basis of a certain structure, which is a relatively stable order of combining components, their regular relationship with each other and a common sequence. The structure of the training is characterized by:

- 1) the order of interconnection of the training content elements (means, methods of general and special physical, tactical and technical training, etc.);
- 2) the necessary ratio of the parameters of the training load (its quantitative and qualitative characteristics of volume and intensity);
- 3) a certain sequence of different parts of the training process (separate classes and their parts, stages, periods, cycles), representing the phases or stages of this process, during which the training process undergoes regular changes.

Depending on the time scale within which the training process takes place, there are:

- a) microstructure - the structure of a separate training session, the structure of a separate training day and a microcycle (for example, a weekly one);
- b) mesostructure - the structure of training stages, including a relatively complete series of microcycles (with a total duration, for example, about a month);
- c) macrostructure - the structure of large training cycles such as semi-annual annual and multi-year.

The main means of sports training are physical exercises, the healing forces of the natural environment and hygiene factors. Physical exercises are motor actions during which the tasks of sports training are solved. The healing forces of the natural environment and hygienic factors (solar radiation, the properties of the air and water environment, etc.) serve as means of strengthening health, hardening and increasing human efficiency. Physical exercises in combination with natural hardening factors help to increase the overall resistance of the body to the adverse effects of the external environment.

In the process of sports training, two large groups of methods are used:

- general pedagogical, including verbal and visual methods;
- practical, including methods of strictly regulated exercise, game and competitive.

In the method of strictly regulated exercise, the activities of those involved are organized and regulated with the most complete regulation, which consists of:

- a firmly prescribed program of movements (a predetermined composition of movements, the order of their repetition, changes and connections with each other);
- accurate dosing of the load, control of its dynamics during the exercise, as well as in the possible clear regulation of rest intervals and a strictly established order of alternating them with load phases;
- creation or use of external conditions that facilitate the management of students' actions (building and distributing a group at the places of employment, the use of auxiliary equipment, simulators and other technical devices that contribute to the implementation of educational tasks, dosing the load, controlling its impact).

The meaning of such regulation is to provide optimal conditions for the assimilation of new motor skills, or to guarantee a precisely directed impact on the development of qualities and abilities.

The methods of a strictly regulated exercise have many specific options, the application of which depends primarily on the content of the classes and the stages that are successively replaced in the preparation process. In sports practice, a number of varieties of methods of strictly regulated exercise are distinguished. These include, first of all, two main groups: methods, mainly aimed at mastering sports equipment, and methods, mainly aimed at developing motor qualities.

Among the methods aimed primarily at the development of sports equipment, it is necessary to single out the methods of learning exercises as a whole (holistically constructive) and in parts (segmented constructive). Learning the movement as a whole is carried out when mastering relatively simple exercises, as well as complex movements, the division of which into parts is impossible. However, when mastering a holistic movement, the attention of those involved is consistently focused on the rational implementation of individual elements of a holistic motor act.

When applying these two methods of mastering movements, a large role is given to leading and imitation exercises.

Methods aimed primarily at improving motor qualities. The structure of practical training methods is determined by whether the exercise during a single use of this method is continuous or given at intervals for rest, performed in a uniform (standard) or variable (variable) mode.

In the process of sports training, exercises are used within the framework of two main groups of methods - continuous and interval.

Continuous methods are characterized by a single continuous execution of training work. Interval methods provide for the performance of exercises, both with regulated pauses and arbitrary rest pauses.

When using both methods, exercises can be performed both in a uniform (standard) and in a variable (variable) mode. Depending on the selection of exercises and the peculiarities of their use, training can be complex (integral) and selective (primary) in nature. With a complex impact, parallel improvement of various qualities is carried out, which determine the level of preparedness of an athlete, and with a selective effect, the primary development of individual qualities is carried out. With a uniform mode of using any of the methods, the intensity of work is constant, with a variable - varying. The intensity of work from exercise to exercise can increase (progressive variant) or change repeatedly (variable variant).

Continuous training methods used in conditions of uniform and variable work are mainly used to increase aerobic capacity, develop special endurance for work of medium and long duration.

In the case of using a varying variant, parts of the exercise performed at different intensities or with different intensities and varying durations can alternate.

Interval training methods (including repeated and combined) are widely used in the practice of sports training. Performing a series of exercises of the same and different duration with constant and variable intensity and strictly regulated arbitrary pauses is typical for these methods. In one complex, progressive and descending variants can also be combined.

Exercises using interval methods can be performed in one (for example, 10x800 m in running, 6x5 km, etc.) or several series (4x50 m in swimming, etc.).

In the modes of continuous and interval work in sports training, a circular method is also used, aimed at selective or complex improvement of physical qualities.

The game method is used in the process of sports training not only for initial training in movements or selective influence on individual abilities, but for the complex improvement of motor activity in complicated conditions. To the greatest extent, it allows you to improve such qualities and abilities as dexterity, resourcefulness, quick orientation, independence, initiative. In the hands of a skilled teacher, it also serves as a very effective method of instilling collectivism, camaraderie, conscious discipline, and other moral qualities of the individual.

Equally important is its role as a means of active recreation, switching those involved in a different type of physical activity in order to accelerate and increase the efficiency of adaptation and recovery processes, maintain the previously achieved level of preparedness.

The gaming method is most often embodied in the form of various outdoor and sports games.

The significance of the game as a diverse social phenomenon goes far beyond the sphere of physical education and even education in general. However, one of the main functions of the game is pedagogical: the game has long been one of the main means and methods of education in the broad sense of the word.

The ability to achieve a game goal is usually not associated with any one course of action. There are almost always different ways to win.

The competitive method involves a specially organized competitive activity, which in this case acts as the best way to increase the effectiveness of the training process. The use of this method is associated with high requirements for the technical-tactical, physical and mental capabilities of an athlete, causes profound changes in the activity of the most important systems of the body and thereby stimulates adaptation processes, provides an integral improvement of various aspects of the athlete's preparedness.

When using the competitive method, the conditions for conducting competitions should be widely varied in order to bring them as close as possible to those requirements that are most conducive to solving the tasks set.

The competitive method in the process of sports training is used both in relatively elementary forms and in a detailed form. The main defining feature of the competitive method is the comparison of forces in the conditions of

ordered rivalry, the struggle for superiority or perhaps a high achievement. All other features of this method follow from this.

The rivalry factor in the process of competitions, as well as the conditions for their organization and conduct, create a special emotional and physiological "background" that enhances the impact of physical exercises and can contribute to the maximum emergence of the body's functional capabilities. During competitions, especially significant in personal and social relations, moments of mental tension are expressed to a greater extent than in the game. The factor of counteraction, confrontation, clash of opposing interests is constantly at work here.

The competitive method is also characterized by the unification of the subject of the competition, the order of the struggle for victory and the methods of assessing the achievement.

Verbal and sensory methods - the use of words and sensory information. In training sessions and competitions, the word can be used and expressed in the form:

- stories, conversations, discussions;
- briefing (clarification of the task);
- accompanying explanation (comments in the course of execution);
- instructions and commands (in the imperative mood);
- assessments (current performance correction);
- verbal report and mutual explanation;
- the very pronunciation of the core performance settings (for example, "stronger", "keep", etc.).

The verbal methods used in sports training include storytelling, explanation, conversation, analysis, discussion, etc. They are most often used in a concise form, especially in the process of training qualified athletes, which is facilitated by special terminology, a combination of verbal and visual methods. The effectiveness of the training process largely depends on the skillful use of instructions, commands, comments, verbal assessments and explanations.

Visual methods used in sports practice include: 1) methodologically correct demonstration of individual exercises and their elements, which is usually carried out by a coach or a qualified athlete; 2) demonstration of educational films, video recordings of the technique of motor actions of students, tactical schemes on models of playgrounds and fields, etc.; 3) the use of the simplest landmarks that limit the direction of movement, the distance covered, etc.; 4) application of motor action correction.

Through sensory methods, visibility in physical education is provided, along with visual perception, it includes auditory and muscle sensations, which allows creating a more complete picture of the execution of movements, actions, and activities in general.

Forms of implementation of sensory methods: exercise demonstration; demonstration of visual aids; use of models and layouts; film and video demonstrations; selective-sensory demonstration of individual parameters of movements using hardware devices and techniques.

Sensory methods include:

- the method of directed "feeling" of the movement (with an emphasis on the basis or any details of the technique);
- orientation method (introduction to the task of additional landmarks);
- methods of leading and current programming (video, sound leaders, etc.).

Conclusion.

It should be noted that all of the above methods of sports training are used in various combinations. Each method is not used in a standard way, but is constantly adapted to specific requirements due to the peculiarities of sports practice. When choosing methods, it is necessary to ensure that they strictly correspond to the tasks set, the age and gender characteristics of athletes, their qualifications and preparedness, general didactic principles, as well as special principles of sports training.

Achieving high sports results is impossible without a well-established system of training an athlete, carried out in the field of diverse interpersonal contacts that develop between coaches, athletes and judges, organizers, spectators, etc. They are carried out at different levels, ranging from a sports team to competitions at various international levels.

BIBLIOGRAPHY

1. Абдуллаев А., Хонкелдиев Ш.Х. Жисмоний тарбия назарияси ва усулияти. – Т., 2000
2. Махкамджонов К.М. Жисмоний маданият назарияси ва методикаси. – Т.: "Иқтисод-молия" 2008 йил - 300 б.
3. Саломов Р.С. Спорт машғулотнинг назарий асослари - Т.:ЎзДЖТИ, 2005, - 238 б.
4. Хужаев Ф. Ўзбекистонда жисмоний тарбия. – Т., 1998
5. Максименко А.М. Основы теории и методики физической культуры. - М., 1999.
6. Матвеев Л.П. Теория и методика физической культуры: Учеб. для ин-тов физ.культ. - М., 1991.
7. Теория и методика физического воспитания: Учеб. для ин-тов физ.культ.: В 2 т./Под общ.ред. Л.П. Матвеева, А.Д. Новикова. - 2-е изд., испр. и доп. - М., 1976.

8. Теория и методика физического воспитания том 1/ Под ред. Т. Ю. Круцевич. – К.: Олимпийская литература, 2003. – 424 с.
9. Платонов В.Н. Спорт высших достижений и подготовка национальных команд к Олимпийским играм – М.: Советский спорт, 2010, 310 стр.