

Management of the System of Special Physical Training of Students in Table Tennis

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Abstract

This article describes the role of auxiliary physical exercises in the development of physical fitness of young table tennis players, their use and the tasks that need to be solved with these exercises, as well as information and practical recommendations on the importance of loads given to the body.

Keywords: physical fitness, general and special physical fitness, physical qualities, auxiliary exercises, strength, agility, endurance, flexibility.

INTRODUCTION

Today, the development of physical fitness of young table tennis players is considered one of the most important components of sports training, and is understood as a process aimed at comprehensive development of the body, strengthening of health, improvement of physical abilities and creating a solid functional base for all other types of training, as well as achieving high results in sports.

High demands are placed on the development of physical fitness in the sport of table tennis.

This can be explained by the following factors:

- The growth of achievements in sports always requires a new level of development of physical abilities from the athlete;
- A high level of physical fitness is a necessary condition for increasing training and competition loads.

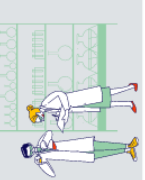
According to the nature and direction of the effect of the tools used, the physical fitness of young table tennis players is divided into general physical fitness (GPF), auxiliary and special physical fitness (SPF) groups.

The general physical fitness of young table tennis players is the foundation and necessary basis for achieving high results. It is aimed at solving the following tasks.

- Increasing the functional capabilities of the body of young table tennis players;
- Physical qualities - development of strength, quickness, endurance, dexterity and flexibility;
- Elimination of defects in physical development of young table tennis players.

Auxiliary physical training of young table tennis players is aimed at creating a functional basis necessary for effective activity aimed at developing special physical abilities. It has a special direction and is aimed at solving the following tasks:

- Development of functional capabilities of young table tennis players, which are manifested in movement activities specific to the chosen sport;
- Improving the body's resistance to high-level special loads and agility and quickness abilities;
- Increasing the intensity of recovery processes.



The special physical training of young table tennis players is aimed at developing physical abilities in strict compliance with the requirements set by the characteristics of the competitive activity of the selected sport.

Special physical training of young table tennis players solves the following tasks:

- improvement of physical abilities specific to the chosen sport;
- in-depth development of movement skills necessary for successful technical-tactical improvement in the chosen sport;
- selective development of specific muscle groups that are more involved in performing specialized exercises.

Special physical training of young table tennis players focuses on the development of the most important movement qualities in the movement skills system. Therefore, competition exercises are used as the main means of special physical training, and they are used in combination with various complicating elements that increase their effect on the athlete's body.

All types of physical training have certain similarities. Physical fitness of young table tennis players is closely related to sports specialization. Underestimation of any type of physical training during training will ultimately prevent the development of sports skills. In the training of young table tennis players, the tasks assigned to the ratio of general physical training and special physical training tools are changed based on the age of the athletes, their qualifications, their special characteristics, the stages and periods of the training process, and the current state of the body.

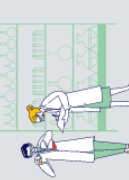
As the athlete's skill increases, the contribution of special physical training equipment increases, and the amount of general physical training equipment decreases accordingly.

In addition, the formation of physical culture of young table tennis players is also an important factor. Therefore, in the process of forming the physical culture of young athletes, the participants not only master the movements and the knowledge related to them, but also develop their physical abilities. Currently, the terms "physical abilities" and "physical qualities" are used to describe the movement capabilities of athletes. Although these concepts are similar in some ways, they are not the same. Physical abilities are a set of psychological, physiological and morphological characteristics of a young athlete that meet the requirements of this or that muscle activity and ensure its effective performance. In physical education and sports, the expressions "strong", "quick", "agile", "flexible", "durable" are reflected in the characteristics of the quality of athletes' abilities.

Currently, it is accepted to divide physical abilities into five main types: strength, agility and coordination abilities, endurance and flexibility. Each of them is manifested in different forms in different types of movement activity.

Currently, there are also the main laws of the development of physical abilities:

1. Movement is the leading factor of physical abilities.
2. The dependence of the development of abilities on the mode of activity.
3. Grading of the development of physical abilities.
4. Uneven and heterochronic development of abilities (belonging to different times).
5. Reversibility of indicators of abilities.



6. Migration of physical abilities.

7. Interaction and unity of movement skills and physical abilities.

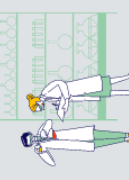
Due to this, depending on the extent to which young table tennis players have mastered this or that activity, the level of exposure of the corresponding physical abilities will also change. Therefore, the person who conducts the pedagogical process in the field of physical education should build it in accordance with the principles of development of physical abilities, and not only with the principles of education and training. It should be taken into account that the principles of training in physical exercises reflect the unique requirements of rhythmic gymnasts: any pedagogical process must be built on the basis of awareness, activity and other principles. But the specific implementation of these principles must be in accordance with the tasks decided.

Thus, the actual indicators of the maximum load can be determined only in relation to the specific physical condition of the participants.

Of course, in the development of physical abilities, it is necessary to apply maximal loads, taking into account their age, special characteristics, as well as specific aspects of the load, and following other principles, when the participants have appropriate training. The magnitude of the physical load is characterized by its volume and intensity. Accordingly, it is permissible to clearly divide the workload.

Studying at universities is associated with a heavy academic load, requiring significant stress on various systems and functions of the body, which often negatively affects the health of future specialists. The implementation of physical education programs in universities does not always give the expected success, which forces teachers to look for new forms and methods of organizing the physical education and sports life of students, study the needs of young people in playing various sports, and develop effective methods for their use in academic forms of classes. In modern conditions, most universities do not have the necessary material resources. Physical education classes in such universities are conducted according to a uniform program for all students, which does not take into account the individual capabilities of the student, his motives and needs. With such an organization of classes, students lose interest in the discipline “physical culture”, attendance and effectiveness of classes decrease. Lack of motivation to engage in physical education leads to the fact that students do not meet the control standards provided for by the curriculum during the final certification.

A significant portion of female university students have poor physical development and cannot withstand the stress of preparing to pass test standards for physical fitness. One of the main problems in organizing the educational process of female students is creating motivation for physical education. This problem can be solved by organizing physical education classes based on various sports and physical exercise systems that take into account the student’s individuality and interests. When organizing training sessions based on various sports, special attention should be paid to table tennis. Its advantage is that organizing training sessions does not require large sports facilities, expensive equipment and inventory. Table tennis is not only an entertaining game, but also a lot of work, as well as testing and developing strong-willed



qualities. The game accustoms a person to those physical and mental conditions that are so necessary both for work and in everyday life.

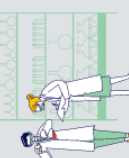
Table tennis is useful, first of all, because it develops in us such qualities as determination, determination, perseverance, initiative, confidence, composure, endurance and other qualities that are so important for a person in everyday life. Table tennis requires not only great physical effort, but also good coordination of movements, the ability to maintain steady attention for a long time: with the slightest change in the player's mood or the appearance of negative emotions, the accuracy of the shots is disrupted. We have developed a long-term training program for female tennis students from the first to the fifth year at a pedagogical university.

During the long-term experiment, statistically significant differences were revealed in the success of participants in the experimental group mastering a long-term sports training program in table tennis, carried out on the basis of an individual approach to management, taking into account the nature and direction of development of various parameters of their special physical and tactical-technical readiness.

The obtained and analyzed data characterize the peculiarities of the rhythms of acceleration, stagnation and deceleration in the significance of certain parameters of the special preparedness of the participants in the long-term experiment at each stage of the five-year systematic training.

Thus, the complex of physical qualities and motor abilities that determine the success of the test for the distance of the ball's rebound after a strike demonstrates great significance in the first year of systematic tennis training. In the "figure eight run" test, the greatest contribution to competitive activity was noted in the second year of training. In "running around the table", "successful" tennis players of the second and third years of training in this sport had relatively "fast" seconds. The result of the "carrying balls" test was the best among the "successful" tennis players after the third and fourth years of systematic training. Speed-strength endurance of the shoulder girdle muscles, indicated by the "table push-ups" test, was most significant among athletes who had the best increase in sports results in the first year of training. The most "sensitive" for training influences aimed at increasing the level of speed-strength endurance of the trunk muscles, manifested in the exercise "rising into a squat from a lying position," were the indicators of female athletes after the first and second year of specialized table tennis training.

The rhythm of manifestation of the greatest significance in the development of speed-strength readiness of the muscles of the lower extremities, reflected in the control exercises with a skipping rope, turned out to be ambiguous; for female students, the most favorable period was the second and fourth year of tennis lessons. In the standing long jump, improved results and the significance of this type of manifestation of speed-strength qualities among "successful" tennis players became apparent after the third and fourth years of training. Sprinting abilities, according to the 60 m run, were most significant among the "successful" tennis players of the first and third years of training. The obtained research results using neural networks to identify model characteristics of preparedness made it possible to determine the main focus of the long-



term training process of tennis players, focusing on the different significance of certain parameters of special physical and technical training.

In order to create an effective artificial learning environment, we have developed and tested a computer gaming complex that allows us to simulate competitions in table tennis. The complex contains a sensor racket, an interface for connecting signals from the racket with a computer, a computer with software and an information monitor. The complex allows an athlete to play with a computer at different levels of technical and tactical skill of a virtual phantom, as well as online with a specific tennis opponent. The tennis player moves the touch racket in accordance with the game situation, which is created by a computer program. The movements of the racket are transmitted through an interface to the command port of the computer, which analyzes these movements and incorporates them into the game situation in real time. The success of the player(s)' actions is recorded by the computer and displayed on the monitor for use of this information in the learning process.

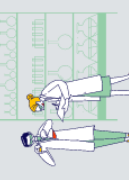
Our experimental studies showed that in the created virtual learning environment, athletes were able to master the basic technical techniques of table tennis in just 8-10 lessons, and 12-14 lessons, combined with real conditions, formed in them a stable skill in both attacking and defensive actions. To master a similar volume of motor experience, athletes in the control group required twice as many sessions conducted under normal conditions using the traditional method. This made it possible to improve the controllability of the training process, consistently and rationally distribute special funds over a multi-year cycle. The training system we built turned out to be more effective in relation to the traditional one, as it allowed us to improve sports results and their reliability among student tennis players.

The results of the pedagogical experiment showed that in the experimental group there was a significant intra-group increase in indicators of general and special physical fitness. Thus, in the "figure eight run" tests, the indicator increased by 6.8%; "running around the table" – by 4.6%, "push-ups from the table" – by 33.1%, "carrying balls" – by 7.7%; 30 m run – by 8.2%; 60 m run – by 7.1%; "getting up to sit from a lying position" – by 12.8%; "standing long jump" – by 25.3%.

As can be seen from the results obtained, during the long-term experiment, statistically significant differences ($p < 0.05$) were revealed in the success of students in the experimental and control groups mastering the sports training program in table tennis using the technology we developed for distributing the main means of long-term training of female tennis students.

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