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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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METHODOLOGICAL FEATURES OF CONSTRUCTING THE BASKETBALL TRAINING PROCESS IN PHYSICAL EDUCATION CLUBS OF GENERAL EDUCATION SCHOOLS

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Abstract: The article examines the issues of planning and improving the pre-competition training of young basketball players, as well as the comprehensive system, features, and structure of their training.

Key words: technique, tactics, general physical training, technical elements, endurance, general developmental exercises.

Annotatsiya: Ushbu maqolada yosh basketbolchilarning musobaqaoldi tayyorgarligini rejalashtirish va takomillashtirish masalalari, shuningdek, ularni tayyorlashning kompleks tizimi, o'ziga xos xususiyatlari va tuzilishi tahlil qilinadi.

Kalit so'zlar: texnika, taktika, umumiy jismoniy tayyorgarlik, texnik elementlar, chidamlilik, umumrivojlaniruvchi mashqlar.

Аннотация: В статье рассматриваются вопросы планирования и совершенствования предсоревновательной подготовки юных баскетболистов, а также комплексная система, особенности и структура их подготовки.

Ключевые слова: техника, тактика, общая физическая подготовка, технические элементы, выносливость, общеразвивающие упражнения.

INTRODUCTION

When planning the training process for students of basketball clubs in physical education clubs in general education schools, the following tasks were identified:

1. Development of general developmental and special exercises using basketballs, medicine balls, gymnastic benches, ropes, weights, resistance bands, audio equipment, and other training equipment.
2. Mastering the necessary theoretical knowledge about basketball and improving basketball game techniques and tactics.
3. Formation of skills in applying technical and tactical elements through two-sided training games.
4. Further improvement of the basic technical and tactical elements of basketball and development of the ability to apply individual, group, and team actions during games.

LITERATURE REVIEW

The total duration of the lesson was 90 minutes, with 15–20 minutes allocated for the preparatory part, 60–70 minutes for the main part, and 5–10 minutes for the final part.

In basketball clubs, training traditionally begins with group formation, greetings, reporting, checking students according to the club journal, announcing training tasks, and exercises for concentration and emotional mood. Then, for 5–7 minutes, various types of walking, running, jumping, turning, stopping, and acceleration were

used. In Grades X and XI, depending on the degree of training, in the first half of the preparatory part of the lesson, exercises with the ball in motion were used (carrying the ball, passing the ball from the chest with both hands in pairs, overhead and bounce passes, passing the ball from hand to hand while moving, one-handed passes from above the shoulder, from the side, from below, etc.). As the improvement progressed, efforts were made to perform the indicated exercises at maximum speed and maximum running speed.

The use of exercises in motion and on the spot in the specified ratio made it possible to achieve high effectiveness in the development of general and special endurance of basketball players.

The sets of general developmental and special exercises in the preparatory part are compiled taking into account the main objectives of the training and should be no fewer than two. At the initial stage of the training, the ratio of general developmental and special exercises depended on the preparation of the groups and the training course. When paying more attention to the formation of the first GPD and basic skills, priority was given to exercises of a general developmental nature. In the second and third stages, in the process of game practice and the acquisition of skills and abilities characteristic of basketball players, special exercises prevailed in the preparatory part of the training.

After the completion of running exercises, a set of general developmental and special exercises was performed in the above-mentioned ratio for 7–10 minutes. The number of exercises depended on the planned tasks but, as a rule, did not exceed 6–10 basic exercises performed in 10–12 repetitions. General developmental exercises were performed in the same way for all muscle groups according to the top-down principle. Nevertheless, when performing complexes of exercises of a special and general developmental nature, special attention was paid to warming up the muscle groups that, considering the specifics of the game, received the greatest load during the main part of the training. First of all, these included the muscles of the hands, fingers, shoulders, elbows, knees, and ankle joints. Regardless of the nature of the exercises, they were performed in groups.

At the end of the preparatory part of the training, 2–3 flexibility development exercises were performed at a slow and medium pace. The interval of rest between exercises depended on the tasks and preparation of the training group. In the first stage, it was not less than 1–2 minutes; in the second and third years, 0.5–1 minute. When transitioning from one part of the lesson to another, the duration of rest varied within 3–5 minutes.

RESEARCH METHODOLOGY

In the main part of the training, tasks were solved aimed at general physical development, the formation and improvement of special qualities, the study of technical-tactical individual, group, and team actions, and the improvement of game practice. Of the listed areas of motor activity of basketball players, priority was given to teaching GPT and technical techniques in general education institutions, and in Grades 9–10, more attention was paid to the development of special qualities and game practice.

The number of exercises in the main part of the lesson depended on the tasks to be solved and the group's preparedness. In the process of teaching technical and tactical techniques, 8–12 basic and parallel exercises were used. During the improvement stage, their number reached a maximum of 20 exercises in one lesson. During the periods of mastering game practice, the number of training and improvement exercises was minimized (3–4), and more attention was paid to two-sided play, during which technical techniques were practiced under game conditions.

In implementing the main training tasks, the classical sequence was followed: first, technical techniques and then tactical methods of the game were studied. This applied to individual, group, and team actions. When studying offensive and defensive techniques, technical skills used in offense (movement techniques, jumping, stopping, turning, catching, passing, and shooting the ball with one or both hands, etc.) were mastered first. Then, defensive techniques (correct defensive stance, various movement patterns, stealing, blocking, intercepting the ball, jumping to block the ball, etc.) were introduced.

Taking into account the specifics of motor activity aimed at developing speed-strength qualities, speed, and endurance, special sessions for the development of strength abilities were included in the basketball training program.

In the final part of the training, exercises were used to gradually reduce the physical load and transition from a state of high emotional excitement to a state of relative rest, allowing students to continue their educational activities. Walking, breathing, relaxation exercises, light running, and stationary basketball shooting were used as the primary means of achieving these objectives. At the end of each lesson, a brief analysis and evaluation of the completed work were conducted, followed by information about the content of the upcoming lesson.



ANALYSIS AND RESULTS

Assessing the intensity of the physical load, it should be noted that in the preparatory part of the training, the heart rate (HR) ranged from 120–130 bpm; in the main part, from 130–180 bpm (its maximum value was usually recorded during bilateral games); and in the final part, from 100–120 bpm. Studies have shown that this indicator returned to normal within 3–5 minutes after training.

When performing exercises in different intensity zones, the physical load was distributed as follows: the compensatory zone (up to 130 bpm) accounted for 30%, the aerobic zone (131–150 bpm) for 50%, and the mixed-intensity zone (151–180 bpm) for 20% of the effective training time. Motor density was 60–70% in the men's group and 50–60% in the women's group.

CONCLUSION AND RECOMMENDATIONS

The analysis of the training process demonstrates that effective preparation of young basketball players requires a balanced combination of general physical training, technical and tactical instruction, and systematic game practice. The results indicate that the gradual development of physical qualities, together with the consistent improvement of technical and tactical skills, positively influences players' overall performance. The use of properly structured training sessions, appropriate training loads, and game-based exercises contributes to improving endurance, coordination, decision-making, and competitive readiness.

Based on the analysis, it can be concluded that successful basketball training depends not only on the volume of physical exercises but also on the correct planning of the educational and training process. Special attention should be given to age-specific characteristics, the individual preparedness of players, and the gradual increase of training intensity.

To eliminate the identified shortcomings and improve the effectiveness of basketball training, the following recommendations are proposed:

1. Increase the use of modern training technologies and digital tools for monitoring players' physical and technical development.
2. Individualize training programs according to the physical fitness and technical abilities of each player.
3. Expand the use of game-based and situational exercises that improve tactical thinking and decision-making skills.
4. Regularly assess players' functional condition and adjust training loads accordingly.
5. Strengthen coaches' professional development through seminars, workshops, and modern coaching courses.
6. Improve the material and technical resources of basketball clubs by providing modern sports equipment and training facilities.
7. Increase the frequency of friendly matches and competition simulations to improve players' psychological preparedness and competitive experience.

The implementation of these recommendations will contribute to improving the quality of basketball training, increasing players' physical and technical preparedness, and achieving higher sporting performance.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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