



STRUCTURE, PURPOSE AND TASKS OF THE VOLLEYBALL SECTION

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Abstract:

The article examines in detail the goals, tasks, planning and implementation of the volleyball section in schools and other educational institutions. The structure of the volleyball sports section, including organizational and methodological parts, is described. The article provides detailed information on the structure of the volleyball sports section, highlighting the importance of each component to the successful operation and achievement of its goals.

Keywords: Volleyball, section, school, annual, work plan, admission, age, training, events, students, physical, sport.

Introduction:

Volleyball section is a specialized process specifically for volleyball, a set of exercises aimed at mastering the sport of volleyball and achieving high results in competitions.

Volleyball is included in the school physical education program and is one of the means of solving the main tasks of physical education of students. It is a game that promotes health, develops motor skills and abilities, develops strength, speed, agility and flexibility.

"The study of volleyball playing techniques and elementary tactics is carried out in physical education classes and sports sections (extracurricular activities) in grades 5-11," writes Belyaev A.V., Zheleznyak Yu.D., Kleshev Yu.N. and others in their textbook "Volleyball" [1].

Currently, a schoolchild spends 80-85% of his time sitting. Starting from the 9th grade, as he moves from grade to grade, his motor activity decreases. This negatively affects their health and physical development. Although, according to the results of



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sports research, it has been proven that starting from the 9th grade, high results in sports are achieved, the development of technologies has the opposite effect on our youth [2].

A.Abdullayev (1984), R.Rasulov (2008) within the framework of their candidate dissertations on the organization of extracurricular activities in physical education The research conducted in the Fergana Valley general secondary schools served to identify the problems of “School sports” and “Mass sports for the health of students” [3].

They substantiated the fact that the activities of school sports sections, which are extremely necessary for the popularization of the above-mentioned school sports in the context of school physical culture and for familiarizing students with sports games from a young school age, are not up to the required level. However, the problem of applying the research in practice remains a shortcoming of the authors in organizing the practical application of various forms of school sports and its training based on scientific, theoretical, practical grounds.

According to the opinion of A. Abdullaev, R. Rasulov, A. Khasanov and the results of their research, “In general secondary schools and other educational institutions of state education, sports sections are organized for those who wish to engage in one or another type of sport in order to improve their sports skills. Sports sections are organized for schoolchildren who do not have the opportunity to engage in sports institutions outside of school, but are relatively capable of engaging in one or another type of sport. When forming a section, the conditions at the school for this section and the availability of a specialist teacher to organize and conduct it are taken into account. The general leadership is of course the responsibility of school physical education teachers” [4].

The fact that the aspects of the problem related to “Early involvement in sports” have been studied (S.S. Niyazov, 2011) is important in enriching the theoretical foundations of children's sports in our country. Early involvement in sports is carried out only in school sports sections.

Sections cover students in grades 1-11 in schools. In higher education institutions, they are selected from among all students. Sections should be planned for the academic year. No less than 15 students are accepted into each group of sections.



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When accepting students into a section, their age and interests are taken into account. Each section member has the right to leave the section during the academic year, become a member of another section, and participate in several sections at the same time if they wish.

The regulatory documents of the head of the section are as follows:

1. Training schedule;
2. Information about the participants of the section;
3. Annual workload;
4. Annual work plan with distribution of training hours;
5. Annual calendar work plan;
6. Monthly calendar work plan;
7. Section inspection journal;
8. Training schedule.

The coaching activities of sports sections are carried out by a physical education teacher or sports coaches, and supervision is provided by the deputy director for spiritual and educational affairs of the school.

Below is the structure of the school sports section for the most commonly used volleyball sport in secondary schools (see Table 1), and we also recommend it for other sports sections of the school. We divided the volleyball sports section into 5 groups. Each of the listed groups has its own name, admission threshold and age ratio, taking into account health and initial training. The number of participants in their composition can be from 16 to 32 people. Here, it is taken into account that general secondary schools conduct training from September to May.

1. Health group - one training session should not exceed 1 academic hour 2 times a week (we have determined 1 week 2 hours, 1 month 8 hours, 9 months 72 hours.) (the number of participants is up to 32 people);
2. Initial training group - no more than 2 academic hours 2 times a week (we set 1 week 4 hours, 1 month 16 hours, 9 months 144 hours) (the number of participants is up to 32);
3. Training group - no more than 2 academic hours 3 times a week (we set 1 week 6 hours, 1 month 24 hours, 9 months 216 hours) (the number of participants is up to 16-22);



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4. In improvement groups - no more than 2 academic hours 4 times a week (we set 1 week 8 hours, 1 month 32 hours, 9 months 288 hours) (the number of participants is up to 16);

5. Even in the high-sport group, there should be no more than 2 academic hours 5 times a week (we have set 10 hours in 1 week, 40 hours in 1 month, 360 hours in 9 months) (the number of participants is up to 12-14), and in the pre-competition process, it is recommended to hold training sessions no more than twice a day, but the total weekly load should not exceed 24 hours.

If each training group includes an average of 20 participants, then the number of participants in the boys' groups alone can be 100. If we add the number of participants in the girls' group (100), the volleyball section alone will have a total of 200 student athletes [4].

Of course, for students in these 5 groups, it will be necessary to involve not one, but several sports coaches or physical education teachers. All recommended regulatory documents for the volleyball sports section are presented in separate annexes.

The council of sports sections manages the activities of the sections organized in all sports of the school.

This process is carried out in the following stages:

1. Recreational group - 7-8 years old, the number of participants is up to 32;
2. Initial training group - 9-12 years old, the number of participants is up to 32;
3. Training group - 13-14 years old, the number of participants is up to 22;
4. Improvement group - 15-16 years old, the number of participants is up to 16;
5. High sports skills group - 17 years old and older, the number of participants is up to 12-14.

We have distributed the annual hours for all groups as follows:

Table 1.1 Wellness group – 7-8 years old

T/r	Types of preparation	Size of downloads
1	Theoretical preparation	4
2	General physical preparation (through volleyball-related movement games)	50
3	Special physical preparation	9
4	Technical preparation	9
5	Control test exercises	-
TOTAL:		72

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Table 1.2 Distribution of training hours in the annual volleyball work plan

No	Training schedule	September	October	November	December	January	February	March	April	May	Total
1	Theoretical preparation	1	1	1	1	-	-	-	-	-	4
2	General physical preparation (through volleyball-related movement games)	5	5	5	5	6	6	6	6	6	50
3	Special physical preparation	1	1	1	1	1	1	1	1	1	9
4	Technical preparation	1	1	1	1	1	1	1	1	1	9
5	Control test exercises	-	-	-	-	-	-	-	-	-	-
Total hours:		8	8	8	8	8	8	8	8	8	72

Table 1.3 Initial training group

T/r	Types of preparation	Size of downloads
		9 -12 years old
1	General physical training	62
2	Special physical training	12
3	Technical training	60
4	Tactical training	-
5	Integral (game) training	9
6	Control test exercises test	1
TOTAL:		144



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Table 1.4 Distribution of training hours in the annual volleyball work plan

No	Training schedule	September	October	November	December	January	February	March	April	May	Total
1	General physical training	6	6	6	6	6	8	8	8	8	62
2	Special physical training	1	2	1	1	1	1	2	2	1	12
3	Technical training	7	7	8	8	8	6	5	5	6	60
4	Tactical training	-	-	-	-	-	-	-	-	-	-
5	Integral (game) training	1	1	1	1	1	1	1	1	1	9
6	Control test exercises test	1									1
Total hours:		16	16	16	16	16	16	16	16	16	144

Table 1.5 Training group

T/r	Types of preparation	Size of downloads
		13 -14 years old
1	General physical training	60
2	Special physical training	30
3	Technical training	80
4	Tactical training	9
5	Integral (game) training	28
6	Control test exercises test	9
	TOTAL:	216



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Table 1.6 Distribution of training hours in the annual volleyball work plan

No	Training schedule	September	October	November	December	January	February	March	April	May	Total
1	General physical training	7	7	7	7	8	6	6	6	6	60
2	Special physical training	3	3	3	3	3	4	4	4	3	30
3	Technical training	9	9	9	9	8	9	9	9	9	80
4	Tactical training	1	1	1	1	1	1	1	1	1	9
5	Integral (game) training	3	3	3	3	3	3	3	3	4	28
6	Control test exercises test	1	1	1	1	1	1	1	1	1	9
Total hours:		24	24	24	24	24	24	24	24	24	216

Table 1.7 Takomillashuv guruhi

T/r	Types of preparation	Size of downloads
		15 -16 years old
1	General physical training	50
2	Special physical training	80
3	Technical training	80
4	Tactical training	36
5	Integral (game) training	36
6	Control test exercises test	6
TOTAL:		288



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Table 1.8 Distribution of training hours in the annual volleyball work plan

No	Training schedule	September	October	November	December	January	February	March	April	May	Total
1	General physical training	6	6	6	6	6	5	5	5	5	50
2	Special physical training	9	9	9	8	9	9	9	9	9	80
3	Technical training	9	9	9	9	8	9	9	9	9	80
4	Tactical training	4	4	4	4	4	4	4	4	4	36
5	Integral (game) training	4	4	4	4	4	4	4	4	4	36
6	Control test exercises test				1	1	1	1	1	1	6
Total hours:		32	32	32	32	32	32	32	32	32	288

Table 1.9 Yuqori sport mahorati guruhi

T/r	Content of the trainings Size of the downloads	Content of the trainings Size of the downloads
		Ages 17 and older
1	General physical training	36
2	Special physical training	80
3	Technical training	80
4	Tactical training	80
5	Integral (game) training	80
6	Control test exercises test	4
	TOTAL:	360



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Table 1.10 Distribution of training hours in the annual volleyball work plan

No	Training schedule	September	October	November	December	January	February	March	April	May	Total
1	General physical training	4	4	4	4	4	4	4	4	4	36
2	Special physical training	9	9	9	9	9	9	8	9	9	80
3	Technical training	9	9	9	8	9	9	9	9	9	80
4	Tactical training	9	9	9	9	9	9	9	9	8	80
5	Integral (game) training	8	9	9	9	9	9	9	9	9	80
6	Control test exercises test	1			1			1		1	4
Total hours:		40	40	40	40	40	40	40	40	40	360

Depending on the physical, psychological and morphofunctional capabilities of the children involved, both in terms of their genetic and life-long development, they can be transferred from a younger age group to a older age group. The admission of children to groups and their transfer from one group to another is carried out based on the results of standardized tests.

A certain part of the physical education program in secondary schools is made up of sports games. An analysis of the work of the volleyball section in the process of physical education of students shows that it is not used effectively enough, which is an important method in the process of teaching and upbringing.

Objective:

1. Physical development of participants. Strengthening health, developing physical endurance, strength, speed and coordination of movements.
2. Formation of teamwork skills. Development of the ability to communicate with partners, make collective decisions and respect opponents.



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3. Teaching technical and tactical methods of volleyball. Mastering the basics of game techniques such as passing, dribbling, blocking, hitting and receiving the ball.
4. Improving sportsmanship. Preparation for participation in competitions of various levels, regional and republican tournaments held within the school.
5. Formation of a stable interest in sports. Instilling love for volleyball and an active lifestyle, forming the habit of regular training.
6. The introduction of volleyball sports sections will serve to popularize this sport among young people, education and training in school sections can be the basis for training future professional athletes, and crime will not be allowed, while spending free time meaningfully.

Tasks:

1. Training tasks. Establishing the correct technique of the main elements of volleyball (receiving, passing, hitting, blocking). Forming the main tactical movements in the game, including attacks, defense and building team relationships.
2. Health tasks. Increasing the general and special physical fitness of participants. Reducing the risk of disease by strengthening the immune system through regular physical activity.
3. Educational tasks. Developing discipline, diligence, responsibility and dedication in participants. Forming sports ethics and the ability to respect the rules of the game and opponents.
4. Competition tasks. Organizing and holding friendly matches and tournaments within the section. Preparing the team for participation in inter-school and regional competitions.
5. Methodological tasks. Individualizing the learning process, taking into account the age, level of preparation and goals of each participant. Introducing new techniques and exercises to increase the effectiveness of training.

The section helps to develop strength, endurance, coordination, speed and flexibility in participants, gives students the opportunity to master the basic technical elements and tactical movements, through regular physical exercises, healthy lifestyle habits are formed in students, develops qualities such as discipline, endurance, self-control,



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holding school and inter-school volleyball competitions helps to increase students' skills and enthusiasm for sports.

CONCLUSION

In conclusion, it should be noted that the article summarizes the main aspects such as goals, objectives, planning and structure, emphasizing the importance of an integrated approach to organizing and conducting a volleyball section. The main goal of the “Volleyball Sport” section is to develop the physical, technical and social skills of students, which serves to popularize volleyball and form a healthy lifestyle. The tasks of the section, including teaching the basics of the game, developing technical and tactical skills, as well as forming a team spirit, are aimed at the comprehensive development of participants.

The structure of the volleyball sports section is a well-organized system, in which each element plays an important role in achieving goals. An integrated and systematic approach to managing the section serves not only to develop the skills and abilities of participants, but also to popularize volleyball among young people, which ultimately serves to strengthen sports traditions and increase the level of physical culture in society.

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