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**SCIENTIFIC AND THEORETICAL ANALYSIS OF AGGRESSION IN STUDENTS OF MIDDLE SCHOOL AGE**

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**Abstract**

The school was attended by students studying at a special workplace and studying at the workplace. The volleyball school is a research center. As a trainer engaged in the preparation, preparation and conduct of trainings on the basis of special training and preparation.

**Keyword:** Schoolchildren, agility development, young athletes, special exercises, research, experience and control group.

Middle school age captures students in the age of 12 to 15 years. Students 12-15 years old are distinguished by a functionally unstable state and a relatively easy sensitivity of the body. This can be explained by the fact that adolescents at this age experience a stage of complex internal rearrangements associated with the transition from childhood to adolescence. The external manifestation is a change in growth (sharp acceleration), discoordination of movement, frequent fatigue, mood swings and manifestation of one's "I".

In adolescence, the accelerated process of developing muscle strength begins and functional formation ends. Kamenskaya V.G. and Melnikova I.E. write that: "... In the central nervous system, the processes of irradiation are weakened, and the ability to differentiate is enhanced. Automation of motor skills begins, which plays a key role in the subsequent study of complex tactical actions. "Participants switch from a long thought process to performing a technique and solving a tactical task.

The inconsistency of motor and autonomic functions in those engaged in 12-15 years is imperfect, so it is undesirable to develop endurance and give exercises with statics to develop strength. It becomes easier for the body to prepare for high-speed exercises with high efficiency.

According to Fomin N.A., "... middle school age is characterized by the intensity of growth and an increase in body size: an increase in body length per year of 4-7 cm, mainly due to the length of the legs; annually 3-6 kg is added to the body weight; in boys, growth develops most rapidly at the age of 13-14, when 7-9 cm is added to the length of the body per year; Girls begin to add in growth much earlier, but at the same time the growth increases only to 7 cm. " In early adolescence, the long tubular bones of the upper and lower extremities grow at a rapid pace, and the growth of the vertebrae accelerates. Improper and too much load on the muscles



leads to the process of ossification, the growth of tubular bones in length slows down.

The muscle system develops at a rapid pace. From the age of 13, there has been a sharp increase in total muscle mass, primarily due to an increase in the thickness of muscle fibers. Muscle mass increases especially rapidly in boys at 13-14 years old, and in girls at 11-12 years old. " Zheleznyak Yu.D. writes: "... In connection with the morphological and functional immaturity of the cardiovascular system, the rapid development of the central nervous system, it is clearly seen that the formation of mechanisms that counteract and coordinate various functions of the heart and blood vessels has not been completed. Therefore, the adaptive capabilities of the circulatory system in children 12-15 years old with muscular activity are much less than in adolescence. " [6].

Experimental study of special exercises with a ball to develop dexterity in students of secondary school age.

The use of game exercises with a ball, during the training process, should buzz the increase in the efficiency of young volleyball players, allow simultaneously to improve the technique and tactical training. By setting a certain task for the players (direct the ball to a certain zone, beat the blocker, "close" the attacking player with a block, etc.), we can coordinate the actions of both the team and the individual player. An increase in the intensity of these exercises should be carried out only if the athlete applies the acquired skills and abilities until the end of the competitive period.

At the stage of the formative experiment, work was carried out with an experimental group to develop the agility of students of grades 7 "B" and 7 "G" in the process of volleyball lessons. Based on the task, to develop agility, we developed a program that includes a developed set of exercises that were introduced into the main part of the training session during the entire experiment.

Programme of work in the pilot group. A set of special exercises for students of secondary school age *No. 1*

1. Transmissions (individually, in pairs) from different starting positions (standing, sitting, lying, jumping), during and after movements and stops.
2. Passing the ball to a partner with an attacking one-handed shot.
3. Run 9 m with a change of direction - to 6 points of the volleyball court.
4. Somersault forward with a jump up to set up a block.
5. Passing the ball in pairs from the bottom and top.

Introduction of special exercises with a ball to develop the dexterity of students of secondary school age.

Students who are engaged in volleyball for more than a year should have high coordination abilities. In order to develop agility in young athletes, coaches create and develop special techniques based on data from training sessions, friendly meetings and city competitions. It is easy to understand that the development of agility is the most important aspect in which the athlete realizes himself fully in the game.

In this regard, in our work, a pedagogical experiment was conducted on the introduction of a set of special exercises No. 1, to develop agility in the educational and training process of young volleyball players. Based on the results obtained, we compiled Table 1, with statistical

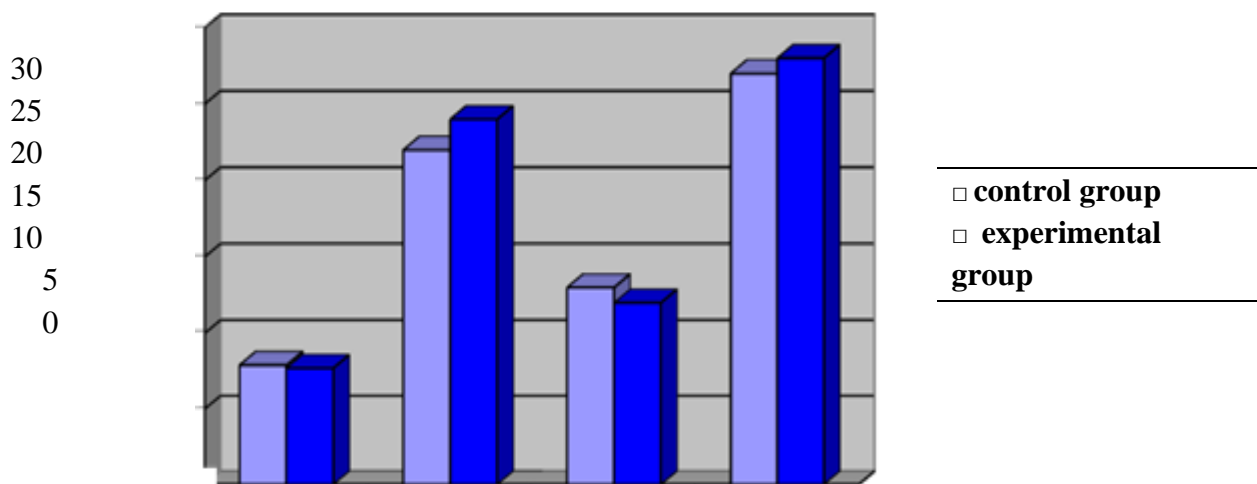


indicators of the effectiveness of the dexterity of the control and experimental groups before the start of the pedagogical experiment for each of the previously used tests.

**Table 1 Resource requirements by component**  
**Performance indicators of volleyball players of secondary school age during the**  
**ascertaining experiment**

Stathis. They'll show you. $X \pm a$	Shuttle run 3 x 10 m (sec)	Transfer with two hands from the bottom to the wall in 30 seconds (times)	Transmission Two hands on top of the accuracy (number of times)	Combined test (number of times)
ΚΓ N=12	8,0±	22±	12±	27±0
ΞΓ N=12	8,3±	20±	10±	25±
(P)	R>0.05	R>0.05	R>0.05	R>0.001

The result of the ascertaining experiment can be clearly seen in The Diagram 1 we have compiled.



**Figure 1. The level of physical fitness at the stage of the control experiment**  
**test 1 test 2 test 3 test 4**

As can be seen from the table, the control and experimental groups on the main average indicators before the pedagogical experiment did not have strong discrepancies in performance. This showed us that both groups had an equal level of dexterity development at the beginning of the pedagogical experiment.

In the work done, we were particularly interested in the indicator of the transfer of two hands, a check for accuracy of  $12 \pm 1.5$  times, and a combined test of  $27 \pm 0.0$ ; young volleyball players of the control group showed the following results -  $10 \pm 1.3$ ; and  $25 \pm 3.0$ , respectively, at  $P > 0.05$  and  $P > 0.001$ .

The second stage of the experiment was to conduct a control experiment after the technique used to develop dexterity. For its implementation, the previously described tests were used.

The results obtained were mathematically processed to the average result and recorded in



Table 2 Resource requirements by component

**Performance indicators of volleyball players of secondary school age during the control experiment**

Stathis. They'll show you. $X \pm a$	Shuttle run 3 x 10 m (sec)	Two-handed transmission from the bottom into the wall in 30 seconds ( $r^{az}$ )	Passing with two hands from above for accuracy (number of times)	Combined test (number of times)
KΓ N=12	7,9±0,1	22,0±2,0	17±5,0	27±0,0
ΞΓ N=12	5,4±2,9	24,0±4,0	14±4,0	28±3,0
(P)	R<0.05	R<0.05	<0,05	R>0.05

Based on the results that we see in Table 2, we can say:

- 1.The experimental group achieved better results due to the fact that the participants began to systematize their training process, tried to be interested in the correctness of the exercise and their own improvement.
- 2.The refinement of passing the ball from above and below began to grow into a skill. Young volleyball players began to pay special attention to putting their hands on the block and receiving the ball after an attacking blow.
- 3.Volleyball players of the experimental group set themselves the goal of not losing sight of the ball and not paying attention to the opponent, so the concentration of attention and the indicator of agility began to gradually increase. Based on the performance indicators during the control experiment, we compiled Diagram 2.

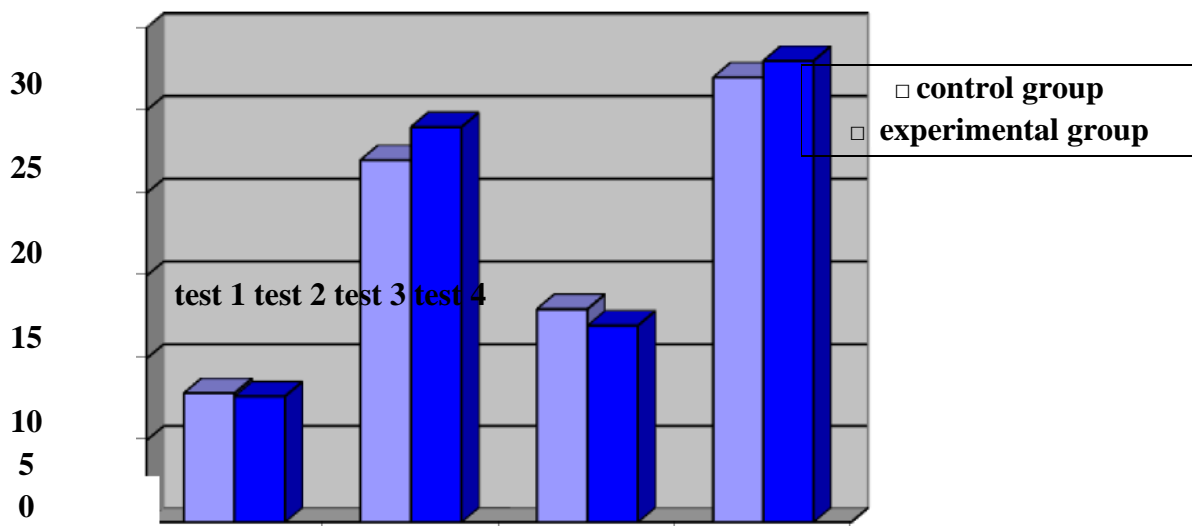


Figure 2. *The level of physical fitness at the stage of the control experiment*

Let's talk about the developed methodical complex of tests No. 1, to improve agility in volleyball players of secondary school age, we used the circuit training complex shown in Appendix 4 in Figure 3. Also, in addition to the basic quality, we tried to give the experimental group new skills that could be used to prepare the body for the upcoming work - this we showed



in the stretch complex in Figure 2 in Appendix 3.

Thus, the success of training and its duration are directly dependent on the construction of the learning process. Its basis is the laws of the pedagogical process. Due to the specifics of volleyball, conditions are created for those involved that find their application in certain conditions for the organization of the educational process and appropriate methods.

When repeatedly tested in two groups, it was found that the experimental group showed results higher compared to the control group. In the control group, the results did not change significantly, almost the same as in the first test.

The study of the dynamics of the development of dexterity in training sessions in students of secondary school age.

When we retested in two groups, we found that the experimental group showed higher results when compared to the results of the initial testing. In the control group, the results remained almost the same as in the first test.

Based on the statically reliable results obtained (with  $P < 0.05$ ;  $P < 0.001$ ), Table 3 was compiled, which shows that the results of the experimental group in all tests are higher than the results in the control group. The exception is the quantitative ratio in the combined test. We can refer to the unstable emotional state of young volleyball players when performing a technical series of techniques. However, we have the right to clean up that a set of special exercises with a ball, which students performed for 6 weeks, gave a positive result. Based on this, we can conclude that if you use this complex for a longer time, then there will be a significant increase in the dexterity index.

For a more accurate representation of the results of the experiment, a summary table 3 with the results obtained in the course of the work was prepared.

Table 3 Resource requirements by component

**Summary table of volleyball players' results as a result of pedagogical experimentation**

Stathis. They'll show you. $X \pm a$	Shuttle run 3 x 10 m (sec)	Two-handed transmission from the bottom into the wall in 30 seconds ( $r^{az}$ )	Passing with two hands from above for accuracy (number of times)	Kombinirova Ny test (number of times)
KG N=12	7,9±0,1	22,0±	17,0±	27,0±
ЭГ N=12	5,4±2,9	24,0±	14,0±	28,0±
(P)	R<0.05	R<0.05	<0,05	R>0.05

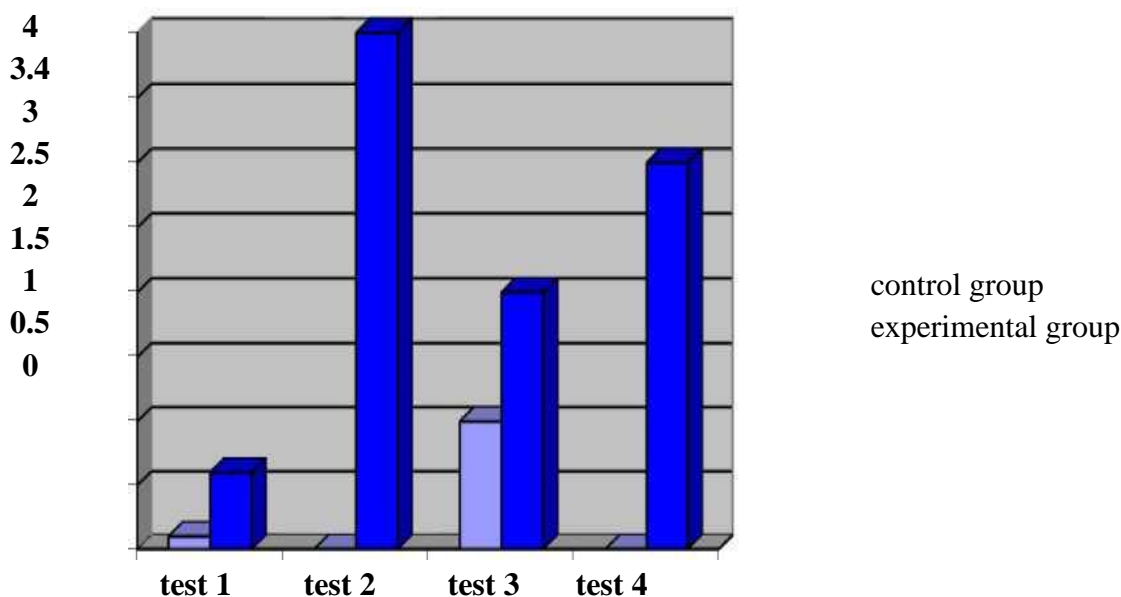


Figure3. Chart of the increase in physical fitness indicators

### Volleyball Players

Figure 3, based on the final results, shows more clearly the work done. In the experimental group in the tests: the time spent on the shuttle run 3x10 decreased by 0.6 seconds, when passing the ball with two hands from below, the number of times increased by 4 times, and when passing the ball from above for accuracy, the effectiveness increased by 2 times, the combined test showed an improvement of 3 seconds. In the control group, there were minor changes in the passing of the ball from above to accuracy, the result increased by 1.

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