

METHODOLOGY TEACHING OF PLAYING TABLE TENNIS IN THE PROCESS OF PHYSICAL EDUCATION FOR GIRLS IN HIGHER EDUCATION INSTITUTIONS**Marufkhuja Akhmatkhonovich Azizov**

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Annotation. This article presents a methodology for quickly teaching girls to play table tennis in physical education classes at a higher educational institution. 1st-year students of Physical Culture took part in the pedagogical experiment: 60 participants in the experimental group and 40 participants in the control group. The experimental methodology for teaching girls to table tennis in a higher educational institution included the following pedagogical algorithm: demonstration as a whole - girls trying the game of table tennis in pairs - assessment of basic technical errors - serious technical errors correction - rematch in pairs, correction of serious technical errors - strengthening of technical elements in the form of competition.

Key words: table tennis, sports training, teacher-trainer, professional-pedagogical activity

МЕТОДИКА ОБУЧЕНИЯ ИГРЕ В НАСТОЛЬНЫЙ ТЕННИС В ПРОЦЕССЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ ДЕВУШЕК В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ**Маъруфходжа Ахматхоновича Азизов**

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Аннотация. В данной статье представлена методика быстрого обучения девочек игре в настольный теннис на занятиях по физической культуре в высшем учебном заведении. В педагогическом эксперименте приняли участие студенты 1-го курса Физической культуры: 60 участников экспериментальной группы и 40 участников контрольной группы. Экспериментальная методика обучения девочек настольному теннису в высшем учебном заведении включала следующий педагогический алгоритм: демонстрация в целом - девочки, пробующие игру в настольный теннис в парах - оценка основных технических ошибок - коррекция серьезных технических ошибок - реванш в парах, коррекция серьезных технических ошибок - закрепление технических элементов в виде соревнования.

Ключевые слова: настольный теннис, спортивная тренировка, учитель-тренер, профессионально-педагогическая деятельность

OLIY O'QUV YURTLARIDA QIZLARNI JISMONIY TARBIYALASH JARAYONIDA STOL TENNISI O'YININI O'RGATISH METODIKASI.**Ma'rufxo'ja Axmatxonovich Azizov**

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Annotatsiya. Ushbu maqolada oliy o'quv yurtidagi jismoniy tarbiya darslarida qizlarni stol tennisini o'yiniga tezkor o'rgatish metodikasi keltirilgan. Pedagogik tajriba-sinovda 1-kurs jismoniy madaniyat yo'nalishi talabalari ishtirok etdi: tajriba guruhining 60 nafar va nazorat guruhining 40 nafar ishtirokchisi. Oliy ta'lim muassasasida qizlarni stol tennisiga o'rgatishning eksperimental metodikasi quyidagi pedagogik algoritmni o'z ichiga oldi: umuman namoyish etish - juftlikda stol tennisini o'ynashni sinab ko'rgan qizlar - asosiy texnik xatolarni baholash - jiddiy texnik xatolarni tuzatish - juftlikda revansh, jiddiy texnik xatolarni tuzatish - texnik elementlarni musobaqa shaklida mustahkamlash.

Tayanch iboralar: stol tennisini, sport trenirovkasi, o'qituvchi-murabbiy, kasbiy-pedagogik faoliyat

Introduction. The effectiveness of the physical education process is closely related to how quickly an instructor can develop students' skills in a particular sport. When students acquire the technical competencies required to perform various physical exercises, they become more active and motivated. This, in turn, contributes to achieving the main objectives of the discipline "Physical Education"—namely, the development of students' physical culture and the enhancement of their motivation toward various types of sports.

At present, the process of physical education in higher education institutions requires not only updates to the curriculum content but also improvements in teaching methods. Innovative educators are actively introducing new ideas into the content of students' physical training across different sports. However, alongside these practical efforts, there remains a shortage of well-developed methodologies specifically adapted to teaching popular sports to students, particularly female students.

Ten to fifteen years ago, table tennis was highly popular among university students. However, today it is being mastered with difficulty, especially by female students. One of the main reasons is that this sport is rarely practiced in schools, and the methodologies used by university instructors to teach table tennis have become outdated and are not being sufficiently updated. As a result, this accessible and widely practiced sport—which plays an important role in maintaining professional-applied physical fitness—is being acquired with considerable difficulty in universities, particularly among female students.

Thus, the development of an effective methodology for rapidly teaching female students table tennis within the physical education process represents a significant pedagogical challenge.

Research Objective The objective of this study is to provide a theoretical justification for, and to develop, an accelerated teaching methodology for table tennis for university students, as well as to evaluate its effectiveness through a pedagogical experiment.

Research Methodology and Organization First-year students majoring in economics participated in the pedagogical experiment: 60 students in the experimental group and 40 students in the control group. The experiment was conducted from 2014 to 2017. During the preliminary stage of the experimental work, an accelerated methodology for teaching table tennis to university students was developed.

Literature Review

As a theoretical foundation for this study, a number of scholars—such as V. Schlager, L. K. Serova, V. Yu. Zhdanov, and Alisa Kolotaeva—have developed methodologies aimed at shaping the physical fitness levels of young table tennis players, as well as at optimizing the distribution and implementation of training loads to improve their technical and tactical skills.

Fundamental works in this field include "Technology of Training Young Tennis Players" by O. Kh. Abdalimov and N. I. Azamatova; publications from Bezverkhova V. P. Trainer's Library. Tennis (Central Printing House of Science and Technology); and "Theory and Methodology of Tennis" by A. A. Pulatov, Sh. A. Pulatov, S. K. Abidov, and F. A. Pulatov (2002), among others.

In addition, researchers such as Ye. G. Babushkin, Ye. P. Ilin, V. B. Antipin, A. F. Karavaev, L. V. Lebedeva, T. S. Chaxlova, O. G. Filimonova, T. S. Suslikov, L. G. Ulyaeva, L. P. Shumilin, E. S. Ozolin, and A. V. Kanatov have conducted a range of scientific studies focused on the formation and development of sports motivation.

Despite the growing popularity of table tennis, a systematic scientific framework for training highly qualified athletes in this sport has not yet been fully established. In particular, there is a lack of comprehensive theoretical and methodological systems addressing the execution of technical actions in table tennis, the sequence of their instruction, and the classification of exercises within the training process. Moreover, there are no sufficiently extensive, scientifically grounded educational or methodological manuals available in this area.

This situation determines the relevance and timeliness of the present research.

Results and Analysis

Researchers who have devoted their lives to tennis, along with practicing coaches, athletes, and even professionals such as physicians, managers, entrepreneurs, and enthusiasts closely associated with this sport, widely acknowledge that regular, moderate, and purposeful engagement in tennis contributes significantly to improved posture, better health, enhanced work capacity, as well as the development of moral, cultural, and ethical qualities, and, of course, higher athletic performance.

Indeed, achieving positive outcomes—such as improved health, the formation of physical and psychological activity, and high-level sports performance—through consistent and dedicated tennis practice largely depends on the ability of the teacher-coach to effectively organize and manage long-term training processes. This highlights the importance of pedagogical mastery in sports training.

The model of a teacher-coach specializing in physical education, particularly in tennis, is determined by the requirements set forth in the Law “On Education,” the National Program for Personnel Training, as well as state educational standards and model curricula designed for this field.

The professional and pedagogical activities of a teacher-coach with higher education in table tennis can be carried out in the following educational and sports institutions:

- preschool educational institutions;
- general secondary education schools;
- secondary specialized educational institutions (academic lyceums and vocational colleges);
- colleges of Olympic reserve;
- children’s and youth sports schools;
- specialized children’s and youth Olympic reserve schools;
- schools of higher sports mastery;
- sports clubs;
- voluntary sports societies;
- national teams;
- private health-improving physical education and sports centers;
- recreational camps and wellness facilities.

A table tennis teacher-coach must possess the theoretical knowledge, professional-pedagogical skills, and competencies defined by the curriculum in fundamental, specialized, and major-specific disciplines. They should also be well-versed in, and adhere to, legal, regulatory, and administrative documents related to physical education and sport. Furthermore, they are expected to conduct mass sports activities and continuously study best practices in the preparation of sports reserves and highly qualified athletes.

As an individual, the teacher-coach is required to be well-developed, possessing high moral and cultural qualities, intellectual depth, independent thinking, and creativity. They should

embody both national and universal values, demonstrate initiative and responsibility in complex situations, and have a broad worldview.

The qualification requirements for a table tennis teacher-coach are defined by a wide range of professional-pedagogical competencies, including managerial, design (planning), organizational, constructive, communicative, gnostic, advocacy and promotional, research, and innovative (inventive) skills.

An experimental methodology for teaching table tennis to higher education students was developed based on the following pedagogical algorithm: comprehensive demonstration; students' attempts to play in pairs; assessment of major technical errors; correction of significant technical errors; repeated paired play with continued correction; and consolidation of technical elements through competitive formats.

The managerial competence of a coach is reflected in their ability to lead a group or sports team as a mentor, as well as in their skill in managing training sessions and competition processes.

Design (planning) competence includes developing long-term training systems for preparing highly qualified athletes and sports reserves; designing training programs for annual cycles (macrocycles), mesocycles, and microcycles; planning mass tennis events; and teaching athletes to independently plan morning exercises and sets of activities aimed at developing physical qualities.

Constructive competence involves equipping trainees with tennis-specific and related knowledge, teaching them to select exercises based on their complexity and physiological impact, and developing skills for properly organizing work, study, nutrition, sleep, and rest. It also includes training athletes to make independent decisions during training and competitions.

Organizational competence is expressed in the ability to effectively coordinate diverse and multifaceted activities of trainees, as well as to systematically implement educational and health-promoting processes.

Communicative competence refers to the coach's ability to establish effective relationships with athletes, parents, professionals of various levels and positions, and public organizations.

Gnostic competence encompasses the acquisition of theoretical and methodological knowledge related to training tennis players of different ages and skill levels, the use of scientific and methodological literature, the conduct of research, and the analysis of both personal and advanced professional experience.

The ability to promote and advocate for the sport is an essential quality of every teacher-coach. This includes promoting the advantages and positive characteristics of table tennis, highlighting its role in the international sports community, its position within the Olympic system, and its traditions, as well as taking measures to further expand its массовость (mass participation).

Conclusion

Only when a teacher-coach possesses innovative (inventive) abilities can they develop new and effective exercises, methods, and pedagogical technologies, and apply them skillfully to train talented athletes.

These competencies characteristic of a teacher-coach's professional activity are closely interrelated. In addition, within the educational process, students are required to complete introductory practice, as well as teaching and coaching internships in accordance with qualification requirements. They must also conduct research related to their chosen topic for the final qualification thesis and, in the fourth year of study, successfully defend it through the final state attestation, as stipulated by the curriculum.

The results of the study demonstrated that the use of an accelerated table tennis teaching methodology reduced the training time for female students by half. Moreover, it contributed to the formation of stable motivation among female students to engage in sports.

-The application of the accelerated teaching methodology in table tennis reduced students' learning time by half.

-A stable motivation to engage in sports was formed among students.

-The acquired skills can be effectively applied by students in their future professional and social activities.

-The experimentally validated accelerated teaching methodology can be recommended for implementation in other higher education institutions.

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