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PLANNING AND PERIODIZATION OF THE TRAINING PROCESS

Boburjon Kholmamatov

Faculty of Social Sciences Department of Physical Education

Teacher-Assistant Shakhrisabz State Pedagogical Institute

boburjonxolmaxmatov1995@gmail.com

<https://orcid.org/0009-0005-2512-4960>

Abstract:

Physical and technical (volleyball) exercises given in the training process and in academic classes should be standardized in terms of their volume, intensity, complexity and number of repetitions, taking into account the functional and physical capabilities of children of different ages and genders. The correct distribution of physical and technical-tactical exercises used in the training process determines the effectiveness of training qualified volleyball players.

Keywords: Volleyball, player, hit, coordination ability, total center of gravity, height.

Аннотация:

Физические и технические (волейбольные) упражнения, выполняемые в процессе тренировок и на академических занятиях, должны быть стандартизированы по объему, интенсивности, сложности и количеству повторений с учетом функциональных и физических возможностей детей разного возраста и пола. Правильное распределение физических и технико-тактических упражнений, используемых в процессе тренировок, определяет эффективность подготовки квалифицированных волейболистов.

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Ключевые слова: волейбол, игрок, удар, координационные способности, общий центр тяжести, рост.

Introduction

Multi-year sports training is a long-term pedagogical process, which is represented by conducting training in specific age groups based on a specific program.

This process is carried out in the following stages:

- health-improving group - 7-8 years old;
- initial training group - 9-10 and 11-12 years old;
- training group - 13-14; 14-15; 15-16; 16-17 years old;
- improvement group - 17-18; 18-19; 19-20 years old;
- high sports skills group - 17 and older.

Depending on the physical, psychological and morphofunctional capabilities of the children involved in the training, they can be transferred from a younger age group to a older age group.

Admission of children to groups and their transfer from one group to another is carried out based on the results of standardized tests. The training process in all groups should be aimed at solving the following tasks:

- strengthening health, strengthening, forming physical, psychological and morphofunctional capabilities;
- improving vital movement skills (sitting-standing, walking-running; jumping, moving-stopping; pulling, etc.);
- developing physical qualities (strength, speed, agility, endurance, flexibility);
- forming special qualities for volleyball (jumping, jumping endurance, speed-strength, game endurance, attention, memory, will, ingenuity, etc.);
- training and improving technical and tactical skills;
- improving game skills in training games and competitions.

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One of the important conditions is that during the initial training process, the majority of the exercises should be aimed at the formation of physical and functional fitness of children, and the remaining part should be aimed at mastering technical and tactical skills. At this stage, the use of various movement games, including specialized movement games for volleyball, helps to effectively organize the training process. It is advisable to use such movement games at all stages of the training and improvement process. At the improvement stage, the percentage of general physical exercises is gradually reduced, and the percentage of special physical exercises and technical and tactical exercises increases significantly. The volume of exercises is slightly reduced, and their intensity and number of repetitions are increased. At the stage of improving (consolidating) skills, the intensity of the exercises should be brought to the competition level. At this stage, it is of great importance that most competition exercises are used in accordance with various game situations. Teaching each game skill (passing, passing, blocking, receiving, hitting) to be performed in different ways, for example, being able to perform hitting relatively equally with the right and left hands, expands the scope of performance of game skills and enriches the reserve of movement. In the process of training and improvement, in order to ensure that game skills are performed quickly, strongly, agilely, accurately and effectively in accordance with the situation in terms of physical, technical and tactical aspects for a long time, exercises are most often performed in cases where there are complications of fatigue. However, such exercises should be used with extreme caution. Because excessive loading (load) can subject the child's body to stress, injury or pathological conditions. In the training of young volleyball players, it is important to form their psychological qualities in parallel. It is known that success in a volleyball game or in certain game situations requires the development of all qualities, skills and abilities, as well as the formation of quick thinking, analysis, differentiation, correct assessment, attention, memory, anticipation, will, ingenuity and "cunning". The effectiveness of training talented young volleyball

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players largely depends on the purposeful organization of the selection process for admission to sports clubs and sports schools. In the training process, the coach selects talented, exemplary children from among the members of the group of different ages working under his guidance and trains them as his active assistants, which not only increases the effectiveness of training, but also helps to organize sports discipline and the educational process in general in a purposeful manner. Another important aspect of this issue is that auxiliary activists play a special role in organizing mass volleyball, searching for talented children, attracting children from residential areas to volleyball, organizing competitions, conducting standardized exercise tests, as well as the "Alpomish" and "Barchinoy" tests. Each coach is trained in sports clubs and sports schools.

The main forms of preparation. The main forms of preparation of volleyball players are the processes of sports training and participation in competitions. They are interconnected, but at the same time have their own characteristics that determine the content of the main tasks of management. Therefore, training management is divided into 2 sections:

1. Management of the training process and preparation for the competition.
2. Management of the team during the competition. One of the main tasks of management is planning. It regulates not only the content of the entire training process, but also the work of the coach. Planning means being able to see the future and predict it in advance. Planning the activities of volleyball players and volleyball teams should be based on the technology of applying the laws, principles, methods and tools of training and training sessions. Volleyball is a team game, therefore planning is drawn up both for the team and for the player. Volleyball, like other team sports, is characterized by the improvement of not only individual, but also collective actions of the team in the fight against the opposing team. Therefore, the purposeful formation of technical, tactical and game preparation is one of the most important conditions. The time allocated to the types of preparation is approximately distributed as follows: physical

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preparation - 20%, technical - 30%, tactical, game and competition preparation - 50%. These figures may vary depending on the age, qualifications and level of preparation of the players. When drawing up training plans, the age, qualifications, level of preparation of those involved in the group or team, the conditions of the material and technical base and the main tasks facing the team are taken into account. The developed plans may include targeted changes or additional measures based on real indicators recorded during training and competition processes, observation and scientific research results. Each player and team should have a separate long-term plan (for 4 years), annual plan, meso- and micro-cycle plans (current plan, operational plan). In order to objectively and reasonably assess the effectiveness of mastering the planned training and competition loads, the achieved capabilities in the types of training should be monitored based on standardized tests.

Types of planning. Multi-year sports training is a long-term pedagogical process, which is managed on the basis of specific target planning documents designed for different periods and stages. As noted above, the targeted management of the multi-year training process is carried out primarily on the basis of a strategic document designed for 4 years - a perspective plan. A perspective plan is a conceptual program aimed at improving the sports skills of the team and players, in which realistic goals and tasks set for different periods and stages of the annual training cycle are solved. A sample perspective plan for the team can be compiled in the following order: 1. The purpose of training. In this, the ultimate sports result to be achieved in the main competitions and the priority areas of the training process are projected. 2. Training the team composition and reserve composition. In this direction, the tasks of determining the team's capabilities, determining the team composition and training reserve volleyball players are solved. 3. Participation in competitions. In this, tasks aimed at preparing for competitions are implemented. Modeled training sessions are organized to prepare for the main and intermediate competitions and the results achieved in them are predicted. 4.

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Training loads. The real situation in this direction is determined and tasks are set, the volume of training loads is planned for the years of preparation. 5. Periodicity of preparation. Tasks are planned according to the annual training cycle and structure. Preparation periods, stages, their duration and content are determined. 6. Means and level of preparation. The tasks and the direction of training are planned for each type of preparation. 7. Reporting, pedagogical and medical control. The terms of control tests, medical examinations and all other controls are determined. The form of the team perspective plan is given in Table 8.

An individual perspective plan can be developed in the following order: 1. General and anthropometric indicators of the athlete. 2. The athlete's performance in all areas is planned: the dynamics of the game function in the team, physical qualities, technical, tactical, theoretical, psychofunctional preparation are designed. 3. The purpose and objectives of the preparation:

- the main goal and direction of preparation;
- tasks for the volume of training;
- tasks for the types of preparation;
- tasks for participation in competitions.

4. The results of pedagogical and medical supervision: the deadlines for passing the tests are determined.

5. The performance indicators for the types of preparation for 4 years are planned.

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Jismoniy tayorgarlik bo'yicha bosqichdan-bosqichga va bir o'quv-mashg'ulot yilidan navbatdagisiga ko'chirishga mo'ljallangan me'yoriy talablar mezonlari (o'g'il bolalar)×

| T/r | Me'yoriy-nazorat mashqlari | BTBG | | | O'TBG | | | | | STBG | | | OSMB G | |
|-----|--|---------------|------|------|---------------|------|------|------|------|---------------|------|----------------|----------|--|
| | | O'quv yillari | | | O'quv yillari | | | | | O'quv yillari | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 2 yildan ortiq | | |
| 1 | Tana uzunligi (sm) | 155 | 160 | 165 | 170 | 175 | 180 | 185 | 190 | 192 | 195 | 195 | 195-2,00 | |
| 2 | 30 m. yugurish (sek) | 5,5 | 5,3 | 5,1 | 5,0 | 4,8 | 4,7 | 4,6 | 4,6 | 4,6 | 4,4 | 4,4 | 4,3 | |
| 3 | 5x6 m. yugurish (sek) | 12,0 | 11,5 | 11,0 | - | - | - | - | - | - | - | - | - | |
| 4 | "Archasimon" yugurish-92 m. (sek) | - | - | - | 27,0 | 26,5 | 26,0 | 25,5 | 25,0 | 24,5 | 24,5 | 24,0 | 23,5 | |
| 5 | Joydan vertikal sakrash (sm) | 38 | 42 | 46 | 50 | 52 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | |
| 6 | YUgurib kelib vertikal sakrash (sm) | 42 | 48 | 52 | 56 | 58 | 62 | 66 | 70 | 75 | 85 | 90 | 95 | |
| 7 | 1 kg.li to'ldirma to'pni bosh ortidan uloqtirish(m): -o'tirgan holatda -tik turgan holatda | 5,8 | 6,6 | 7,0 | 7,7 | 8,2 | 9,0 | 9,5 | 11,0 | 12,0 | 13,0 | 13,5 | 14,0 | |
| | | 11,0 | 11,5 | 12,5 | 13,0 | 13,8 | 15,0 | 17,0 | 17,5 | 18,0 | 18,0 | 18,5 | 19,0 | |

* - test mashqlari o'quv yili yakunida qabul qilinadi

Jismoniy tayorgarlik bo'yicha bosqichdan-bosqichga va bir o'quv-mashg'ulot yilidan navbatdagisiga ko'chirishga mo'ljallangan me'yoriy talablar mezonlari (qiz bolalar)×

| T/r | Me'yoriy-nazorat mashqlari | BTBG | | | O'TBG | | | | | STBG | | | OSMB G | |
|-----|--|---------------|------|------|---------------|------|------|------|------|---------------|------|----------------|--------|--|
| | | O'quv yillari | | | O'quv yillari | | | | | O'quv yillari | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 2 yildan ortiq | | |
| 1 | Tana uzunligi (sm) | 155 | 160 | 165 | 168 | 174 | 176 | 178 | 180 | 182 | 184 | 186 | 190 | |
| 2 | 30 m. yugurish (sek) | 5,9 | 5,8 | 5,7 | 5,7 | 5,6 | 5,6 | 5,5 | 5,4 | 5,4 | 5,3 | 5,3 | 5,2 | |
| 3 | 5x6 m. yugurish (sek) | 12,2 | 11,9 | 11,5 | - | - | - | - | - | - | - | - | - | |
| 4 | "Archasimon" yugurish-92 m. (sek) | - | - | - | 28,7 | 28,0 | 27,4 | 26,8 | 26,2 | 26,0 | 25,7 | 25,2 | 25,0 | |
| 5 | Joydan vertikal sakrash (sm) | 34 | 36 | 40 | 44 | 48 | 52 | 56 | 60 | 60 | 62 | 65 | 65 | |
| 6 | YUgurib kelib vertikal sakrash (sm) | 40 | 42 | 44 | 48 | 52 | 56 | 60 | 64 | 66 | 68 | 70 | 70 | |
| 7 | 1 kg.li to'ldirma to'pni bosh ortidan uloqtirish(m): -o'tirgan holatda -tik turgan holatda | 4,0 | 5,0 | 5,4 | 5,7 | 6,5 | 7,0 | 7,5 | 7,9 | 8,3 | 8,5 | 9,0 | 9,0 | |
| | | 8,0 | 9,0 | 10,0 | 10,8 | 12,5 | 13,5 | 14,0 | 14,5 | 15,0 | 15,0 | 15,5 | 15,5 | |

*- test mashqlari o'quv yili yakunida qabul qilinadi

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