

**THE ROLE OF MOVEMENT GAMES IN DEVELOPING DIAGONAL JUMPING  
SKILLS IN YOUNG VOLLEYBALL PLAYERS**

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**Abstract:** This article highlights the role and significance of movement games in the development of diagonal jumping skills in young volleyball players. The study analyzes games based on jumping elements, such as “Roosters’ Fight,” “Lame Crow,” “Little Hook,” and “Fox and Chickens,” examining their potential not only to improve jumping ability but also to enhance physical qualities such as coordination, agility, balance, and reaction speed. Furthermore, it emphasizes that existing educational literature lacks sufficiently developed adaptations of movement games for volleyball-specific technical elements (spiking, blocking, passing, and serving) that would develop coordination skills. The article proposes scientific and practical foundations for the purposeful use of movement games to improve the jumping technique of young volleyball players.

**Keywords:** movement games, diagonal jumping, jumping skills, coordination abilities, agility, balance, reaction speed, young volleyball players, technical training, physical fitness development.

Movement games belong to a broad and diverse category of national values and, in terms of their essence and content, were invented by various peoples and ethnic groups under specific socio-economic, cultural-domestic, and spiritual-educational conditions characteristic of certain stages of human development. Regardless of their evolutionary or ethnogenetic origins, interest in these games continues to grow. Especially during the years of our country’s independent development, significant state attention has been directed toward reviving traditional movement games and using them as a means of promoting health, as well as physical and mental well-being. Today, the versatile significance of national movement games is being studied as a scientific object by scholars from different fields.

In this study, it was hypothesized that using movement games that correspond to, or are similar to, a particular motor skill may increase the effectiveness of teaching that skill to young volleyball players. To test this hypothesis, we examined the effectiveness of specialized movement games in teaching the techniques of receiving the served ball and passing it to the “desired location” in volleyball.

Due to their content, essence, and versatility, movement games have always generated strong interest among children of various ages, and even adults. Their priority and universality lie in the fact that games can be adapted and modified according to children’s age, gender, level of preparedness, as well as the conditions and environment in which they are played. Their advantages are not limited to these features alone. Alongside developing essential life skills, motor skills, physical qualities, household and vocational abilities, and sports competencies, movement games also help strengthen such qualities as quick-wittedness, honesty, humaneness, cooperation, mutual assistance, attention, memory, emotions, imagination, thinking, speech, pronunciation, and many other attributes.

Most importantly, unlike standard physical exercises, movement games enable the activation and development of deeply rooted hereditary traits, internal feelings, and hidden sparks of talent within the child.

It is well known that the “transfer” and “graduation” test assessments used during the selection process for beginner training groups in sports clubs, for monitoring the development of various preparedness qualities, and for promoting athletes from one training year to the next, are primarily aimed at evaluating children’s physical development and physical fitness. However, in modern volleyball, not only highly developed physical qualities, but also the biopsychological traits that determine the effectiveness of performing complex combination skills based on those qualities-such as reasoning, sensing, perception, attention, memory (retention), analysis, and decision-making-are of critical importance. Numerous studies by leading experts and scholars have demonstrated that these very traits can be effectively developed through movement games (Qurbonova M.A., 2006).

From this, it can be clearly stated that during the execution of volleyball skills that require jumping-such as spiking, blocking, passing, and serving-players must possess well-developed, highly specialized, and precisely coordinated abilities in jump height, timing, spatial awareness, noticing and analyzing the positions and movements of teammates and opponents, remembering situations, and making effective decisions appropriate to the game context.

It is true that jumping abilities (vertical jumping, diagonal jumping, lateral and backward jumping, jump speed, and jump endurance) can be rapidly improved through standard physical exercises, the use of weights (lead plates attached to the arms, legs, or waist), specialized equipment, and training machines. However, developing these abilities in training sessions for beginner and instructional groups through such approaches inevitably leads to overloading young children; above all, these exercises cause quick fatigue, reduce interest, and make children think only about the difficulty of jumping itself.

Therefore, it is more advisable to develop jumping abilities through specific movement games and game-based relay activities designed for this purpose.

Focusing on the advantages of developing jumping abilities in young children through movement games, the authors emphasize that game-based exercises should be selected according to the specific type of jumping skill that needs to be developed. For example, if the goal is to improve accurate landing, the game “Parachutists” is recommended. To simultaneously develop jumping skills in a group of children, the “Hooked” game exercise is suggested. Long-jump skills, in turn, can be improved through games in which children jump to marks drawn at increasing distances. Game-based exercises such as “Who Can Jump Higher?”, “Who Can Jump Farther?”, and “Who Can Land More Accurately?” also belong to this category.

Bileeva L.V. and Korotkov I.M. (1999) not only described game exercises aimed at developing various physical qualities but also elaborated on the content and essence of movement games designed to develop different types of jumping abilities, including those performed individually, in pairs, in groups, and in team formats.

Usmonkhojaev T.S. and Khojaev F. (2000) highlighted the importance of numerous exercises that develop jumping skills in different directions (vertical, diagonal, long jump, lateral, and backward). Their movement games-such as “Crossing Obstacles,” “Jumping Through Hoops,” “Jumping from Mound to Mound,” “Kangaroos,” “Jumping Rope,” “Jumping Over a Circle,” and various games performed while wearing sack-like leg covers-are especially effective for improving jumping power and jump endurance.

Other specialists have also proposed many games aimed at developing these qualities.

Selecting the right game and conducting it appropriately is of great importance. However, not every game automatically fulfills educational objectives. To achieve good results in the field of education, movement games must be organized and conducted with an educational focus. The game leader must have a deep understanding of the children’s group, be thoroughly familiar with

the content and rules of each game, and possess high pedagogical skills. Only then can movement games serve the intended educational and developmental purposes.

During play, children demonstrate their behavior and personal characteristics. Through this, the teacher can identify their various habits, as well as their negative and positive actions, plan appropriate measures, and guide the game in a way that cultivates honesty, bravery, camaraderie, and a sense of responsibility within the team. At the same time, the teacher should support the children in showing creative initiative without violating the rules of the game.

When preparing to conduct a game, the teacher defines its specific objectives, ensuring that these objectives correspond to the children's age and are achievable for them. Encouraging students to take initiative and participate actively is of great importance in organizing and conducting the game.

When children play with creative enthusiasm, games develop their organizational skills. Helping a teammate to achieve a common goal, making decisions independently or in coordination with peers-these are manifestations of creative initiative. If children have previously mastered the game, their activity level during gameplay may increase even further (Bileeva L.V., Korotkov I.M., 1999).

The degree of activity children show during the game also depends on how well the teacher has prepared to conduct it. The teacher must clearly and vividly imagine the game and have a strong understanding of the interactions that occur between players during gameplay.

As children become more familiar with the rules and execution of the game, the teacher may assign roles such as captain or referee, and once the children participate in an organized manner, the teacher may appoint assistants from among them. Even then, the teacher must continue to supervise the game. Explaining the game in an illustrative and engaging manner is one of the most important factors. This is especially necessary when describing games with detailed plot elements, as it helps participants perform their roles correctly. To ensure that students fully understand the content of the game, the leader should combine verbal explanation with demonstration, using visual aids when clarifying the rules or demonstrating movements, while always keeping the specific objectives of the game in mind.

When planning games, it is important not to overlook their content and interrelation, as well as their correspondence to the physical education objectives for a specific age group. For example, new knowledge and skills should be connected to previously learned ones. Suppose the basic rules of passing, catching, dribbling, and shooting a ball into a basket have been learned during training sessions. To reinforce this knowledge and these skills, games such as "Throw to the Mother Ball" or the three variations of "Ball Games" may be recommended. Additionally, games should be selected and conducted in accordance with participants' level of growth and physical preparedness. Every game has its own characteristics and challenges; therefore, when selecting a game, the teacher should ensure that students can overcome its challenges with moderate effort.

A game that does not require overcoming obstacles or challenges-meaning it does not require sufficient effort-will not generate any interest among children. However, games that require physical effort must still be within the children's capabilities. Only then can such games help children develop confidence in their own strength and have a positive effect on them. Games that are too easy or excessively difficult will also fail to be engaging.

The teacher must select games according to the principle of progressing from easy to difficult, and from simple to complex. Games that are simple in structure and do not require dividing into teams are considered basic games. The rules of such games are very easy to follow.

For each lesson, the teacher should choose various exercises and movement games that have a positive and well-rounded effect on the child's body, and should use different methods when conducting them.

According to several expert scholars, repeatedly using only standard technical-tactical exercises in sports games-volleyball included-to develop game techniques and movement skills limits children's motivational activity, increases psychological tension, and leads to early physical fatigue. Additionally, this approach does not stabilize the coordination (technique and tactics) of the developing quality or skill. For example, as mentioned earlier, the jumping types required for volleyball techniques performed in the air (spiking performed according to tactical situations, attacking from various zones, blocking, jump-passing, and jump-serving) differ fundamentally in their coordination, biomechanical, and aerodynamic characteristics. Using standard, uniform technical exercises may disrupt these unique qualities.

For this reason, many specialists and researchers in various sports recommend using related movement games to develop sport-specific technical-tactical skills, physical qualities, and, in particular, jumping abilities required for airborne actions. For instance, to develop jumping skills essential in volleyball, basketball, football, and handball, games such as "Rooster Fight," "Lame Crow," "Little Hook," "Fox and Chickens," "Rabbits in the Garden," "Jumping Sparrows," "Leapfrog," as well as various relay races involving jumping elements, are widely used.

A question arises: What other qualities and abilities are these games designed to develop besides jumping skills?

The game "Roosters' Fight" is organized either in pairs or with several pairs (in a team format). Depending on the participants' age, a circle with a diameter of 2–3 meters is drawn. The players step into the circle, place their hands behind their backs, and "lock" them. Then they bend their right legs and begin the rooster fight by hopping on their left legs. The player who pushes their opponent out of the circle with shoulder movements while hopping becomes the winner. After this, the fight continues on the opposite (left) leg.

In the "**Lame Crow**" game, as the name implies, two teams standing in columns participate in a relay race. One by one, players hop forward with one leg tied, imitating a limping crow. The game is first performed with the right leg tied and then with the left leg tied.

In the "**Little Hook**" game, participants form a circle. In the center, the leader stands holding a long rope with a small water-filled bottle attached to its end. At the signal, the leader swings the rope in a circular motion along the ground. Each participant must jump over the rotating bottle to avoid being eliminated. If the bottle touches a player's leg, that player loses, and the game continues.

In the "**Fox and Chickens**" game, the "chickens" (students) wander around a long bench as if pecking grain. At the signal, the "fox" (leader) tries to catch them. The chickens must escape by jumping onto the bench (the "roost"). Any chicken caught by the fox is taken to its "den."

The above-mentioned games and other similar movement-based games involving jumping elements undoubtedly possess strong potential for developing jumping skills, explosiveness, and jump endurance. However, for example, in volleyball-where spike execution from various zones, blocking, jump-setting, and jump-serving require highly specialized **coordination-based jumping qualities**-existing educational literature on movement games does not offer games adapted specifically to the coordination requirements of volleyball techniques (spiking, blocking, passing, serving, and their variations). Moreover, no information is provided regarding the development of such coordination-based abilities through specially adapted movement games.

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