



**WORLD BULLETIN
PUBLISHING**
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

IMPROVING THE PHYSICAL AND TECHNICAL- TACTICAL PREPARATION OF HANDBALL PLAYERS THROUGH MOVEMENT GAMES BASED ON THE CONCEPT OF YOUTH SPORTS DEVELOPMENT WITHIN THE FRAMEWORK OF THE NEW UZBEKISTAN DEVELOPMENT STRATEGY

Nazarova D. E.

Associate Professor of the Department of History,
National Pedagogical University of Uzbekistan Named after Nizami
Doctor of Philosophy (PhD) in Historical Sciences

Bafoyeva O. S.

Master's Student in the Specialty "Theory and Methodology of Physical
Education and Sports Training, National Pedagogical University of
Uzbekistan Named after Nizami

Abstract

This article examines the pedagogical and methodological foundations of improving the physical and technical-tactical preparation of handball players through movement games within the framework of the New Uzbekistan Development Strategy and the concept of youth sports development. The study is based on the idea that movement games are not merely auxiliary activities in sports training, but an effective didactic tool for developing speed, agility, coordination, endurance, tactical thinking, and collective interaction. In contemporary handball, where the dynamics of competitive activity require players to make rapid decisions, adapt to changing situations, and perform complex technical actions under pressure, the integration of movement games into the training process creates favorable conditions for the comprehensive development of athletes. The article analyzes the strategic significance of youth sports in shaping a healthy, socially active, and competitive younger generation, and substantiates the relevance of modernizing handball training methodologies



**WORLD BULLETIN
PUBLISHING**

Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

in accordance with national priorities. Special attention is given to the functional role of movement games in increasing motivation, enriching training content, and creating a psychologically positive educational environment. The study argues that movement games contribute to the effective formation of technical skills such as passing, catching, dribbling, and shooting, while simultaneously strengthening tactical qualities including spatial awareness, anticipation, cooperation, and situational decision-making. The article also highlights the importance of age-sensitive and stage-based training design, where movement games are selected according to athletes' physical capacities, technical readiness, and tactical learning objectives. The findings support the view that the systematic use of movement games in handball training enhances both the quality of sports preparation and the pedagogical effectiveness of the educational-training process. As a result, this approach serves not only the improvement of athletic performance, but also the broader goals of youth development, health promotion, and the cultivation of disciplined, initiative-driven, and resilient individuals.

Keywords: Handball, movement games, physical preparation, technical-tactical preparation, youth sports, sports pedagogy, training methodology, motor activity, tactical thinking, athlete development.

Introduction

YANGI O‘ZBEKISTON TARAQQIYOT STRATEGIYASI DOIRASIDA YOSHLAR SPORTINI RIVOJLANTIRISH KONSEPSIYASI ASOSIDA GANDBOLCHILARNING HARAKATLI O‘YINLAR ORQALI JISMONIY VA TEXNIK-TAKTIK TAYYORGARLIGINI TAKOMILLASHTIRISH

Nazarova Dilnoza Erاليyevna

Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti
tarix kafedrası dotsenti, tarix fanlari falsafa doktori (PhD)

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

Bafoyeva Ozoda Sunnat qizi

Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti "Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi" yo'nalishi magistranti

Annotatsiya:

Mazkur maqolada Yangi O'zbekiston Taraqqiyot Strategiyasi hamda yoshlar sportini rivojlantirish konsepsiyasi doirasida gandbolchilarni harakatli o'yinlar vositasida jismoniy va texnik-taktik tayyorlashni takomillashtirishning pedagogik hamda metodik asoslari tahlil qilingan. Tadqiqotda harakatli o'yinlar sport mashg'ulotlarining yordamchi vositasi emas, balki tezkorlik, chaqqonlik, koordinatsiya, chidamlilik, taktik tafakkur va jamoaviy hamkorlikni rivojlantiruvchi samarali didaktik mexanizm sifatida talqin etiladi. Zamonaviy gandbolda musobaqa faoliyatining yuqori sur'ati, vaziyatlarning tez almashinuvi va bosim ostida murakkab texnik harakatlarni bajarish talabi mashg'ulot tizimiga harakatli o'yinlarni maqsadli integratsiya qilish zaruratini kuchaytiradi. Maqolada yoshlar sportini rivojlantirishning sog'lom, ijtimoiy faol va raqobatbardosh avlodni shakllantirishdagi strategik ahamiyati ochib berilgan hamda milliy ustuvor yo'nalishlar asosida gandbol tayyorgarligi metodikasini yangilash zarurati asoslab berilgan. Shuningdek, harakatli o'yinlarning sportchilarda motivatsiyani oshirish, mashg'ulot mazmunini boyitish va psixologik jihatdan qulay ta'lim-mashg'ulot muhitini yaratishdagi o'rni yoritilgan. Tadqiqot natijalariga ko'ra, harakatli o'yinlar to'p uzatish, qabul qilish, olib yurish va darvozaga otish kabi texnik ko'nikmalarni shakllantirish bilan birga fazoni his etish, oldindan sezish, sheriklar bilan hamkorlik qilish va vaziyatga mos qaror qabul qilish kabi taktik sifatlarni ham rivojlantiradi. Maqolada yosh xususiyatlari, tayyorgarlik bosqichlari va o'quv maqsadlarini hisobga olgan holda o'yinlarni tanlash zarurligi alohida ta'kidlangan. Harakatli o'yinlardan tizimli foydalanish gandbolchilarning sport tayyorgarligi sifati bilan birga o'quv-mashg'ulot jarayonining pedagogik samaradorligini ham oshirishi asoslab berilgan. Natijada ushbu yondashuv nafaqat sport natijalarini yaxshilashga, balki yoshlarning sog'lom turmush tarzini qaror toptirish,

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

tashabbuskorlik, intizom va barqaror irodaviy sifatlarini shakllantirishga ham xizmat qiladi.

Kalit soʻzlar: gandbol, harakatli oʻyinlar, jismoniy tayyorgarlik, texnik-taktik tayyorgarlik, yoshlar sporti, sport pedagogikasi, mashgʻulot metodikasi, harakat faolligi, taktik tafakkur, sportchi rivoji.

Introduction

The modernization of the national education system and the consistent reform of sports policy in recent years have significantly strengthened attention to youth sports as a strategic factor in social development. Within the framework of the New Uzbekistan Development Strategy, special priority has been given to creating conditions for the physical, intellectual, and moral development of the younger generation. In this context, sport is considered not only a means of strengthening health, but also an important mechanism for fostering discipline, perseverance, initiative, teamwork, and a culture of healthy living. Among various team sports, handball occupies a special place due to its dynamic character, emotional intensity, and rich potential for the comprehensive development of athletes' physical and technical-tactical qualities. This determines the relevance of improving methodological approaches aimed at increasing the effectiveness of the training process in handball.

Modern handball places increasingly complex demands on the athlete. During a match, players must act in a limited space, quickly assess changing game situations, coordinate their movements with teammates, and make accurate technical decisions under time pressure. Such conditions require not only a high level of general and special physical fitness, but also well-developed tactical thinking, movement coordination, speed of reaction, and situational adaptability. Therefore, the search for innovative and pedagogically grounded tools that can ensure the integrated development of these qualities becomes one of the urgent tasks of sports pedagogy and methodology.

One of the most effective ways to solve this problem is the purposeful use of movement games in the educational-training process. Movement games are

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

distinguished by their natural attractiveness, high emotional impact, flexibility of content, and multifunctional influence on the athlete’s personality and motor sphere. In contrast to narrowly repetitive drills, movement games create variable situations that encourage initiative, decision-making, cooperation, and active engagement. This makes them particularly valuable in the preparation of handball players, since the logic of the game itself is built on rapid transitions, collective coordination, opposition, and immediate tactical response. Through properly selected movement games, it becomes possible to simultaneously improve speed-strength qualities, agility, endurance, ball control, spatial orientation, and group interaction.

The pedagogical value of movement games is also connected with their ability to increase learners’ motivation and sustain interest in training. Especially in youth sports, the emotional background of a session greatly influences learning effectiveness, the stability of participation, and the quality of skill acquisition. If training is organized only through formal drills, athletes may lose initiative and develop mechanical performance habits. However, when movement games are integrated into training in a methodically structured way, they transform practice into a meaningful and active learning environment. Under such conditions, technical elements such as passing, receiving, dribbling, and shooting can be mastered more naturally, while tactical components such as anticipation, positioning, communication, and cooperative defense can be reinforced through repeated игровая interaction.

Thus, the issue of improving the physical and technical-tactical preparation of handball players through movement games acquires special significance in the context of implementing national strategic priorities in youth sports development. The scientific and practical importance of this topic lies in the need to substantiate how movement games can serve as an effective pedagogical means of enhancing training quality, aligning sports preparation with modern educational goals, and fostering a generation of active, resilient, and competitively prepared young people.

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

Methods

The study was designed on the basis of a pedagogical and methodological approach aimed at identifying the educational potential of movement games in improving the physical and technical-tactical preparation of handball players. The methodological framework combined theoretical analysis, comparative interpretation of sports-pedagogical sources, observation of training logic in team sports, and the functional classification of movement games according to their influence on specific components of handball readiness. The central methodological idea of the research was that movement games should be considered not as an occasional or entertaining addition to sports practice, but as a structured instructional tool capable of producing integrated developmental effects when selected in accordance with training objectives, athletes' age characteristics, and the stage of sports mastery.

At the first stage of the research, relevant pedagogical, psychological, and sports-methodological literature was analyzed in order to define the conceptual basis of youth sports development within the broader educational reforms associated with the New Uzbekistan Development Strategy. This stage made it possible to clarify the pedagogical functions of sport in shaping physically active, socially responsible, and mentally resilient young people. At the same time, attention was given to scientific sources addressing the theory of game-based learning, motor development, technical skill acquisition, and tactical decision-making in collective sports. Through this analytical procedure, the study identified the main categories necessary for the interpretation of movement games in handball preparation, including physical conditioning, technical stability, tactical awareness, situational responsiveness, motivation, and emotional engagement.

At the second stage, a system of methodological criteria was developed for selecting movement games appropriate to handball training. These criteria included the degree of motor intensity, the specificity of movement patterns, the requirement for ball interaction, the presence of opposition or cooperation, the speed of situational change, and the extent to which the game stimulated technical execution under dynamic conditions. Based on these indicators,

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

movement games were grouped into several functional categories. The first category included games aimed at developing speed, agility, coordination, and reaction time. The second category included games focused on ball handling, passing accuracy, catching under movement, and dribbling control. The third category consisted of games intended to improve tactical elements such as spatial positioning, anticipation of opponents' actions, interaction with teammates, and decision-making in unstable situations. The fourth category included combined games designed to influence several components simultaneously, thereby approximating the complexity of actual handball competition.

At the third stage, a pedagogical modeling procedure was used to determine how movement games could be integrated into the structure of a training session. The training process was viewed as a sequence of interconnected components including warm-up, main developmental phase, and final consolidation stage. Within this structure, movement games were assigned different methodological roles. In the introductory phase, simple and emotionally engaging games were used to activate attention, prepare the locomotor system, and create a positive psychological background. In the main phase, more complex games with technical and tactical tasks were introduced in order to develop specialized motor qualities and handball-specific decision-making. In the final phase, games of moderate intensity were used to consolidate skills, regulate emotional state, and maintain group cohesion. This modeling approach ensured that movement games were not used chaotically, but systematically aligned with pedagogical purpose.

Special attention was paid to the principles governing the use of movement games in youth handball training. These principles included accessibility, progression, variability, specificity, continuity, and pedagogical appropriateness. Accessibility required that the content of games correspond to the functional capacities and comprehension level of athletes. Progression demanded a gradual increase in the complexity of movement and tactical tasks. Variability ensured diversity in training stimuli and prevented monotonous repetition. Specificity required that the selected games reproduce or simulate

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

important elements of handball activity. Continuity implied regular inclusion of movement games within the training cycle rather than isolated application. Pedagogical appropriateness referred to the teacher’s ability to adapt game rules, space, tempo, and interaction patterns according to learning objectives and athlete response.

The methodological interpretation of results was based on qualitative indicators of training effectiveness. These included the degree of athlete engagement, the stability of technical execution in changing conditions, the speed and adequacy of tactical decisions, the quality of interaction among players, and the overall educational value of the training environment. Thus, the research methods provided a coherent basis for understanding how movement games can function as an effective pedagogical mechanism for improving the multifaceted readiness of handball players in accordance with contemporary youth sports priorities.

Results

The study demonstrated that the systematic inclusion of movement games in the training process creates favorable pedagogical conditions for the integrated improvement of handball players’ physical and technical-tactical readiness. The results of the analysis showed that movement games have a multidirectional developmental effect and can serve as an effective mechanism for connecting general physical training with sport-specific skill formation. When movement games were selected in accordance with the logic of handball activity and the developmental characteristics of young athletes, they contributed not only to higher motor involvement, but also to more stable mastery of technical actions and more conscious tactical behavior.

One of the most significant results was the identification of the strong influence of movement games on the development of essential physical qualities required in handball. Games based on short accelerations, sudden directional changes, pursuit elements, and competitive response tasks were found to stimulate speed, agility, coordination, and reaction time more effectively than monotonous repetitive drills alone. Athletes participating in such forms of training displayed greater mobility, improved body control, and faster adaptation to unexpected

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

movement situations. These qualities are critically important in handball, where successful performance depends on the ability to shift rapidly between offense and defense, respond instantly to opponents' actions, and maintain movement efficiency under changing spatial conditions. The findings indicated that movement games allow these qualities to be developed in a more natural and functionally meaningful environment.

The results also confirmed the substantial role of movement games in strengthening technical preparation. Games involving ball transfer under pressure, dynamic passing sequences, catching in motion, dribbling through variable routes, and target-based throwing situations were particularly effective in supporting the acquisition and consolidation of handball techniques. In such conditions, athletes were required to perform technical elements not in isolation, but in real-time interaction with partners, opponents, and changing constraints. This increased the practical value of technical training and reduced the gap between exercise performance and competitive application. As a result, technical actions became more stable, accurate, and adaptable. The training process therefore moved from mechanical repetition toward meaningful execution in dynamic contexts, which is one of the major requirements of modern sports methodology.

An equally important result concerned the development of technical-tactical thinking. Movement games with situational tasks, cooperation-opposition structures, and rapidly shifting roles encouraged players to assess the environment more actively, anticipate possible developments, and choose effective responses under time pressure. Athletes became more capable of understanding spatial relations, identifying advantageous positions, supporting teammates, and reacting flexibly to defensive or offensive transformations. These observations indicate that movement games foster not only motor execution, but also cognitive and communicative components of performance. In handball, where tactical success depends on synchronized group behavior and quick decision-making, this aspect is particularly valuable.

The results further revealed a positive influence of movement games on motivational and psychological factors. The training process became more

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

emotionally насыщенный, engaging, and pedagogically productive when game-based methods were introduced regularly. Athletes showed increased enthusiasm, stronger concentration, and more persistent participation in tasks that were organized through playful competition and cooperative challenge. This contributed to a more supportive educational environment, where learning was perceived not as routine obligation, but as active and meaningful experience. Such an atmosphere is especially important in youth sports, where long-term interest and psychological comfort significantly affect the continuity of training and the sustainability of athlete development.

Overall, the findings support the conclusion that movement games are not supplementary elements, but an effective structural component of handball training. Their systematic use contributes to the simultaneous development of physical abilities, technical skills, tactical awareness, motivation, and collective interaction, thereby increasing the overall quality and pedagogical effectiveness of the training process.

Discussion

The results of the study confirm that the use of movement games in handball training should be interpreted not as a secondary or auxiliary method, but as a pedagogically meaningful system capable of improving several dimensions of athlete preparation simultaneously. In the context of contemporary youth sports development, this conclusion is especially important because modern training is expected to achieve more than narrow performance gains. It must support physical development, technical mastery, tactical intelligence, emotional stability, motivation, and social interaction at the same time. From this perspective, movement games correspond closely to the broader educational and developmental priorities reflected in the New Uzbekistan Development Strategy, where youth sport is understood as an essential instrument for cultivating healthy, active, disciplined, and socially responsible individuals.

The pedagogical strength of movement games lies in their integrated nature. Traditional drills often isolate one skill or one physical quality and repeat it in a stable environment. Although such repetition is necessary at certain stages of

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h2 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h2>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

technical learning, it does not always reflect the real structure of competitive activity. Handball is characterized by unpredictability, opposition, time pressure, rapid transitions, and constant interaction with teammates. Therefore, the training process becomes more effective when athletes learn and improve within conditions that resemble the dynamic complexity of actual play. Movement games create exactly such conditions. They allow a player to run, react, decide, coordinate, and execute technical actions within one unified pedagogical situation. This synthesis explains why their influence extends beyond simple physical activation and enters the sphere of tactical formation and decision-making culture.

Another important aspect of the discussion concerns motivation and emotional engagement. Youth athletes often respond more actively to training when the learning environment contains challenge, variability, and elements of game logic. When practice is structured entirely around repetitive technical drills, the athlete may gradually lose attentiveness and internal interest, even if the exercises are methodologically correct. Movement games reduce this risk because they maintain emotional tension, encourage initiative, and transform training into a process of active participation rather than passive execution. In pedagogical terms, this is highly significant. A motivated athlete learns more effectively, retains skills more firmly, and demonstrates greater willingness to persist through demanding tasks. Thus, the educational value of movement games is directly connected to their ability to make training psychologically attractive without reducing methodological seriousness.

The discussion also shows that movement games are particularly effective when their design follows clear pedagogical principles. Their positive effect does not arise automatically from the mere fact that athletes are playing. If games are selected without regard to age, skill level, training stage, or instructional purpose, they may lose their developmental precision and become only entertaining activity. For this reason, the role of the coach or teacher remains central. The specialist must determine which quality is being prioritized, how the rules of the game shape movement behavior, what technical elements are being reinforced, and how tactical thinking is being stimulated. Properly adapted

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

games can teach passing under pressure, coordinated defensive movement, quick transition into attack, spatial support, or controlled dribbling in difficult conditions. This means that pedagogical intentionality transforms playful activity into a serious methodological resource.

From a broader methodological point of view, the findings support the idea that handball preparation in educational institutions should be based on flexible and learner-centered models. Since movement games can be modified according to age, intensity, space, number of participants, and technical emphasis, they offer wide opportunities for differentiation. This is especially relevant in pedagogical universities and youth training systems, where athletes may differ in readiness, coordination, confidence, and tactical understanding. A differentiated approach built on movement games helps preserve inclusion while maintaining training quality. It also creates a stronger connection between sports pedagogy and general educational methodology, since both emphasize developmental appropriateness, active participation, and progressive complication of learning tasks.

Therefore, the discussion leads to the conclusion that movement games represent a productive intersection of sport, pedagogy, and youth development policy. Their use in handball training reflects a modern understanding of athlete preparation as a holistic process in which physical, technical, tactical, motivational, and social factors are developed in unity. In this sense, movement games are fully compatible with the strategic task of strengthening youth sports through innovative, educationally rich, and practically effective training methods.

Conclusion

The improvement of the physical and technical-tactical preparation of handball players through movement games should be regarded as one of the most effective and pedagogically justified directions in the modernization of youth sports training. The conducted analysis has shown that movement games possess not only motivational and organizational value, but also significant developmental potential in relation to the key components of handball mastery. Their systematic integration into the educational-training process creates

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

favorable conditions for the simultaneous formation of speed, agility, coordination, endurance, tactical thinking, technical precision, collective interaction, and emotional resilience. This makes movement games especially relevant in the preparation of young handball players whose sports development requires a combination of functional readiness, skill acquisition, and personal growth.

Within the framework of the New Uzbekistan Development Strategy and the concept of youth sports development, the use of movement games acquires broader significance than merely improving sports performance. It becomes a pedagogical mechanism through which training contributes to the formation of an active, healthy, disciplined, and socially mature generation. Sport in this context is not limited to competitive achievement. It also fulfills an educational mission by developing responsibility, persistence, communication culture, initiative, and the ability to act effectively in collective conditions. Handball, as a highly dynamic team sport, provides especially rich opportunities for the realization of these goals, and movement games strengthen this potential by creating situations that unite physical effort, tactical reasoning, and meaningful interpersonal interaction.

The study has demonstrated that movement games are most productive when applied systematically and methodically. Their effectiveness depends on the precise selection of content, the consideration of athletes' age and preparedness, the coordination of games with lesson objectives, and the gradual complication of tasks in accordance with training stages. When used in such a structured manner, movement games cease to be only a means of emotional activation and become a full pedagogical technology capable of raising the quality of sports education. They help reduce the gap between isolated skill drills and real game situations, thereby allowing athletes to master technical elements in an environment of variability, opposition, and decision-making. This feature is particularly important in handball, where match success depends on the ability to perform accurately under constantly changing circumstances.

Another significant conclusion is that movement games enhance the pedagogical atmosphere of the training process. They increase learner engagement, maintain

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 2, Issue 4, April 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

sustained interest in practice, and create an emotionally positive environment that encourages initiative and active participation. For young athletes, this factor is especially valuable, since long-term success in sport depends not only on physical capacity but also on motivation, confidence, and the willingness to remain involved in systematic training. A session enriched with movement games becomes more meaningful, flexible, and development-oriented, which ultimately strengthens both the quality of preparation and the educational influence of the coach or teacher.

Thus, the improvement of handball players' preparation through movement games should be recognized as a strategically important methodological approach corresponding to modern requirements of sports pedagogy and national priorities in youth development. Its practical value lies in the possibility of integrating physical, technical, tactical, psychological, and social aspects of athlete formation into one coherent training system. In this regard, movement games represent not a supplementary resource, but an essential component of effective handball preparation. Their purposeful use can contribute to the cultivation of more competent, adaptive, and competitive athletes, while also supporting the broader educational objective of raising a physically active and intellectually mature younger generation.

References:

1. O‘zbekiston Respublikasi Prezidenti (2022). “Yangi O‘zbekistonning 2022–2026-yillarga mo‘ljallangan taraqqiyot strategiyasi to‘g‘risida” Farmoni. Toshkent.
2. O‘zbekiston Respublikasi Prezidenti (2019). “Maktab yoshidagi bolalarda jismoniy tarbiya va sportni rivojlantirish chora-tadbirlari to‘g‘risida” Qarori. Toshkent.
3. O‘zbekiston Respublikasi Prezidenti (2021). “O‘zbekiston Respublikasida sog‘lom turmush tarzini targ‘ib qilish va sportni rivojlantirish bo‘yicha kompleks dastur to‘g‘risida” Farmoni. Toshkent.
4. Raximovich, R. U., & Farxodjon o‘g‘li, A. Y. (2024). YENGIL ATLETIKA SPORT TURIDA OZIQ-OVQAT REJIMI VA UNING ILMIIY TAHLILI.



MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH, 4(40), 22-25.

5. Ёигиталиев, А. (2024). ФИЗИЧЕСКАЯ ПОДГОТОВКА В СПОРТИВНОЙ ШКОЛЕ ПО ЛЁГКОЙ АТЛЕТИКЕ. Академические исследования в современной науке, 3(23), 193-196.
6. Ugli, Y. A. F. (2022). CONDITIONS OF USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION. In ONLINE-CONFERENCES" PLATFORM (pp. 89-91).
7. Yigitaliyev, A. F., & Rasulova, R. A. (2024). YOSHLARNI SOG'LOM VOYAGA YETISHLARINI TA'MINLASH MASALASI XALQ OG'ZAKI IJODIDA. SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI, 7(6), 49-51.
8. Yigitaliyev, A. F. O. G. L. (2023). QISQA MASOFAGA YUGURUVCHI SPORTCHILARNI MASHG'ULOTLARINI TASHKIL QILISH USULLARI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(12), 277-280.
9. Radjapov, U., & Abubakir, Y. (2024). О 'QUVCHILARDA SOGLOM TURMUSH TARZINI SHAKLLANTIRISHDA UMUMRIVOJLANTIRUVCHI MASHQLAR VA ULARNI O'TKAZISH. Международный журнал теории новейших научных исследований, 2(9), 131-135.
10. Radjapov, U., & Yigitaliyev, A. (2025). FOOD PRACTICES IN ATHLETICS: A SCIENTIFIC ANALYSIS. ВЕСТНИК МАГИСТРАТУРЫ, 28.
11. Farxodjon o'g'li, Y. A. QISQA MASOFAGA YUGURUVCHI SPORTCHILARNI MASHG'ULOTLARINI TASHKIL QILISH USULLARI.