METHODOLOGY FOR IMPLEMENTING AN ANNUAL TRAINING PROGRAM FOR LONG JUMPERS IN THE INITIAL PREPARATION GROUP

Raxmonov Sherzod Ulashevich
Master's student at Karshi State University

Annotation: *Mazkur tezisda boshlang‘ich tayyorgarlik guruhida uzunlikka sakrashga ixtisoslashayotgan sportchilarda yillik tayyorgarlik mashg‘ulotlarini rejalashtirish va amalga oshirishning uslubiy asoslari yoritiladi. Maqsad bosqichma-bosqich yuklama oshirish, texnika va umumjismoniy sifatlar uyg‘unligini ta’minlashdir. Ilmiy yangilik sifatida mikrosikl tuzilishi, nazorat testlari va texnik xatolarni barqaror tuzatish mezonlari taklif etiladi.*

Kalit so'zlar: *uzunlikka sakrash; dastlabki tayyorgarlik; yillik rejalashtirish; makrosikl; mikrosikl; umumiy jismoniy tarbiya; texnika; nazorat sinovlari*

Аннотация: *В тезисе раскрываются методические основы планирования и реализации годичного тренировочного процесса у прыгунов в длину на этапе начальной подготовки. Целью является обеспечение постепенного повышения нагрузки при согласованном развитии техники и общей физической подготовленности. Научная новизна состоит в уточнении структуры микроциклов, подборе контрольных тестов и критериев устойчивой коррекции технических ошибок на протяжении макроцикла.*

Ключевые слова: *прыжок в длину; начальная подготовка; годичное планирование; макроцикл; микроцикл; общая физическая подготовка; техника; контрольные тесты*

Abstract: *The thesis substantiates a methodology for planning and delivering an annual training program for long jumpers at the initial preparation stage. The aim is to ensure progressive load increase while integrating technical mastery with general physical development. Scientific novelty lies in specifying microcycle structure, selecting control tests for stage monitoring, and defining criteria for stable correction of key technical errors across the annual macrocycle.*

Keywords: *long jump; initial preparation; annual planning; macrocycle; microcycle; general physical training; technique; monitoring tests.*

Main body of the thesis. The initial preparation stage in long jump has a decisive methodological role because it creates the motor and functional foundation on which later specialization is built. In practice, annual programs for beginners are often transferred mechanically from advanced athletes, which leads to mismatched loads, unstable technique, and early stagnation. A scientifically grounded annual methodology must therefore begin with the logic of long-term athlete development: priority is given to movement culture, safe accumulation of training volume, and stable acquisition of key technical elements, while maximal intensity and narrow specialization remain limited. This thesis addresses the methodological design of an annual macrocycle for the initial preparation group by integrating periodization principles with pedagogical control and technique-oriented content, in line with general theories of sports training and athletics methodology [1; 3; 5].The purpose of the study

is to substantiate and describe an implementable methodology for annual training sessions for initial-stage long jumpers that ensures progressive development of speed-strength qualities, coordination, and technical stability under age-appropriate load management. The object is the training process of long jumpers at the initial preparation stage, and the subject is the structure and content of the annual macrocycle (mesocycles, microcycles, and session models) together with monitoring tools. The methodological basis combines: analysis of specialized literature on training theory and athletics technique [1; 3; 5], pedagogical observation of session dynamics, and a system of stage control through standard tests that are feasible in school or sports school conditions. The key methodological premise is that initial-stage long jump performance improves primarily through better run-up rhythm, take-off coordination, and landing mechanics, while physical qualities develop as a supportive system rather than as isolated targets.

Annual planning is justified through a macrocycle composed of preparatory, competitive, and transitional periods, but with content adapted to beginners. For the initial preparation group, the preparatory period is not merely “off-season conditioning”; it is the main time for technical literacy and versatile athleticism. The competitive period is used as a pedagogical tool for motivation and for consolidating stable technical patterns under moderate emotional stress, rather than for achieving peak results at any cost. The transitional period is required to protect the musculoskeletal system and maintain general activity without formalized high loads, preventing detraining while preserving interest. This structure aligns with classic periodization logic but is applied with reduced intensity, diversified means, and increased emphasis on coordination and injury prevention [1; 5]. Within the preparatory period, it is methodologically sound to divide work into two mesocycles: general preparatory and special preparatory. In the general preparatory mesocycle, the dominant tasks are development of general physical preparedness and basic motor skills: running technique, posture control, mobility, fundamental strength (especially of trunk and foot-ankle complex), and simple plyometric literacy (low amplitude, correct landing, and reactive stiffness without excessive shock). The special preparatory mesocycle increases the share of long-jump-specific means but still avoids maximal take-off efforts; it focuses on run-up accuracy, take-off placement, and the coupling of penultimate and last steps. The underlying rationale is that the take-off in long jump is not a purely strength action; it is a precisely timed conversion of horizontal velocity into a controlled vertical component with minimal braking. Beginners typically lose distance due to braking at take-off, inconsistent board placement, and premature lowering of the center of mass. Therefore, technical tasks must be planned before high-intensity speed-strength tasks, otherwise faulty patterns become reinforced and more resistant to correction.

Microcycle design is the practical core of implementation. For initial preparation, a weekly microcycle of three to four sessions is optimal, depending on age, schooling load, and recovery indicators. The recommended internal logic is alternation of neuromuscularly demanding sessions with developmental and corrective sessions. A technically oriented microcycle may include: one session emphasizing acceleration and run-up rhythm; one session emphasizing take-off coordination through drills and short approach jumps; one session emphasizing general strength and mobility with low-impact plyometrics; and, when a fourth

session is possible, a mixed session focused on technique consolidation and playful competitive tasks. The critical methodological point is that “speed” for beginners is trained as controllable acceleration and step rhythm, not as maximal sprinting. This protects technique and reduces injury risk while still developing the neuromuscular prerequisites of a fast run-up [3; 6].

The content of a single training session is built around consistent pedagogical sequencing. After a warm-up that includes joint mobility and running drills, the main part begins with coordination and technical exercises while attention and freshness are highest. For long jumpers, these include A- and B-skips, rhythmic runs with markers, short approach take-offs into sand, and landing mechanics into soft surfaces. Only after technical work is stabilized within the session should more demanding speed-strength means be introduced, such as short sprints, low hurdle hops, or medicine-ball throws. The final part includes low-intensity running, mobility, and recovery-oriented exercises. This sequencing reflects the principle that skill acquisition requires quality repetitions; fatigue-based technique repetition is counterproductive at the initial stage and tends to consolidate errors, especially in the penultimate step and take-off posture [5; 6].

Monitoring and control are necessary to connect annual planning with real adaptation. In the initial preparation group, control must be simple, repeatable, and informative. The thesis proposes three levels of control: operational control within the session (quality of run-up rhythm, take-off foot placement consistency, and landing safety), current control at the end of each mesocycle (tests), and stage control at the end of the macrocycle. Suitable tests include 30 m sprint from standing start, standing long jump, triple jump from standing (with technique supervision), repeated hops over a short distance with low amplitude, and a run-up consistency test using check-marks (variance of foot placement over several trials). These tests are widely supported in athletics practice because they reflect acceleration ability, elastic strength, and coordination relevant to long jump while being feasible for schools and sports clubs [3; 4]. Importantly, the methodology interprets test results not as selection tools but as feedback for adjusting loads and technical priorities. For example, if sprint indicators improve while run-up consistency worsens, the program should temporarily reduce maximal acceleration tasks and increase rhythm and control drills, because speed without accuracy increases braking at take-off and elevates injury risk.A central methodological element is the systematic correction of typical technical errors through criteria-based coaching. For beginners, errors are often stable because they originate from insufficient postural control and misunderstanding of take-off mechanics. The thesis proposes correction criteria across the year: first, stable approach rhythm with minimal deceleration in the last two steps; second, consistent take-off foot placement within a narrow tolerance; third, take-off posture with active free-leg drive and controlled trunk alignment; fourth, landing with coordinated leg extension and safe forward momentum in the sand. Corrective means should follow the principle of minimal intervention: the coach selects one key cue and one drill block per session rather than changing multiple elements at once. Over the year, the priority shifts from gross coordination to fine coupling. This approach is consistent with pedagogical theories of motor learning, where excessive cues overload attention and reduce retention [5; 6]. Load progression in the annual plan is governed

by volume-first logic. In the general preparatory phase, volume is increased mainly through general running, multi-jump literacy with low impact, and strength endurance of postural muscles. Intensity is kept moderate to preserve movement quality. In the special preparatory phase, intensity increases through controlled accelerations and more specific take-off drills, but total shock load (high-amplitude plyometrics, repeated full approach jumps) remains limited. During the competitive period, the number of full approach jumps may increase slightly, but only if technique criteria are met and recovery is adequate; otherwise, competitive starts should use shortened approaches to preserve technical correctness. The transitional period reduces structured load while maintaining general activity and mobility. This progression reflects the principle of supercompensation under safe adaptation, emphasizing tendon and bone adaptation time, which is particularly important for youth athletes exposed to jumping loads [1; 6].The scientific novelty of the thesis is expressed in the integrated methodological model linking microcycle structure, technique correction criteria, and monitoring tests to annual periodization for initial long jump preparation. Unlike simplified plans that treat the year as a linear accumulation of “fitness,” the proposed methodology treats technical stability as the main dependent variable that conditions the effectiveness of physical development. The practical value lies in providing coaches and physical education specialists with a realistic annual framework that can be implemented with limited facilities, while maintaining compliance with training theory and injury-prevention logic.

CONCLUSION

The annual training methodology for initial preparation long jumpers should be built around a preparatory period that prioritizes movement culture and technical literacy, a competitive period used to consolidate stable skills under controlled conditions, and a transitional period ensuring recovery and sustained engagement. Effective implementation depends on microcycles that alternate neuromuscular demands with corrective work, session sequencing that protects technique quality, and monitoring based on simple tests and run-up consistency indicators. The proposed criteria-based correction of typical errors allows progressive load increase without reinforcing faulty patterns, thereby improving long-term training sustainability and creating a reliable foundation for subsequent specialization.

REFERENCES:

1. Абдуллаев А. Жисмоний тарбия назарияси ва методикаси. Тошкент. Ўқитувчи. 2012. 320 b.

2. Усмонхўжаев Т., Хўжаев Ф. Миллий ҳаракатли ўйинлар ва уларни ўқитиш методикаси. Тошкент. Иқтисод-Молия. 2016. 208 б.

3. Матвеев Л. П. Теория и методика физической культуры. Москва. Спорт. 2015. 544 с.

4. Виленский М. Я., Авчинников В. И. Физическое воспитание в общеобразовательной школе. Москва. Просвеченные. 2014. 256 с.

5. Лях В. И. Двигатели способности школьников: основа диагностики и развития. Москва. Академия. 2010. 272 с.

6. Платонов В. Н. Система подготовки спортсменов в олимпийском спорте. Киев. Олимпийская литература. 2015. 680 с.

7. Каримов И. Ш. Жомини тербия дарсларида ҳаракатли ўйинлардан фойдаланиш методикаси. Самарқанд. Самарқанд давлат университети нашриёти. 2018. 180 б.

8. Faigenbaum A. D., Myer G. D. Youth resistance training: Updated position statement paper from the national strength and conditioning association. Champaign. Human Kinetics. 2010. 12 p.

9. Bailey R. Physical education and sport in schools: A review of benefits and outcomes. London. Routledge. 2013. 256 p.