

**STUDY OF TABLE TENNIS IN HIGHER EDUCATIONAL INSTITUTIONS
NOT FOCUSED ON PHYSICAL CULTURE AND SPORTS, AS WELL AS
SOLUTIONS TO EMERGING PROBLEMS IN TRAINING**

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This work examines how to fully implement table tennis in the educational process of higher education institutions where sport is not a specialty but only a mandatory part of education. The study shows that such conditions create a set of difficulties, ranging from lack of equipment to low student motivation. All of this gradually becomes a system that can be changed if you approach the work flexibly: adapt the methodology, maintain interest, and create a friendly atmosphere even in a limited space in the gym. The article presents the results of observations, surveys, and literature analysis, and discusses possible solutions that can enhance the effectiveness of learning and strengthen the role of table tennis in shaping a healthy culture among students.

Table tennis is gradually strengthening its position as one of the most accessible and universal types of physical activity. Its advantages - high mobility, relatively low requirements for sports infrastructure, the ability to engage in activities in a limited space - make it attractive for implementation in educational institutions that do not have a special sporting focus. However, the process of teaching table tennis in such universities is accompanied by a number of problems related to both the organizational conditions and the methodological features of student training. These issues need to be considered

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systematically to develop effective solutions capable of improving the quality of training and forming sustainable interest in this sport.

The purpose of the article is to analyze the features of studying table tennis in general education institutions, identify the main difficulties, and propose methodological and organizational solutions. To achieve the goal, literature on teaching methodology is examined, the conditions of the educational process are analyzed, and a set of proposals based on the research results is formed.

The study of table tennis as an academic discipline in non-core faculties has repeatedly become the subject of scientific attention. Many authors note that table tennis contributes to the development of agility, quick reaction, coordination abilities, and also has a positive impact on cognitive functions. Research emphasizes the versatility of this sport, its ability to adapt to a wide range of trainees' physical capabilities.

However, as researchers point out, teaching methodology in conditions of limited hours and insufficient material base requires a special approach. A number of works emphasize the need to use modular programs, individualized lesson schemes, and adapt traditional game exercises to the conditions of non-core universities.

The methodology of this study includes: analysis of literary sources, observation of the educational process in several universities, conducting a survey among physical education teachers, as well as testing students for the level of mastery of the basic skills of table tennis. Based on the data obtained, a systematization of the identified problems was carried out and recommendations for their solution were developed.

The analysis results showed that the study of table tennis in universities not focused on sports activities faces several groups of problems.

Firstly, organizational difficulties. Most universities do not have specially equipped halls for table tennis. Often, tables are placed in corridors, small halls, or used in conjunction with other sports. This leads to a lack of training time and a decrease in the quality of training sessions.

Secondly, methodological problems. Physical education teachers do not always have specialized training to teach table tennis. Lack of deep knowledge of game techniques and tactics reduces learning effectiveness. Also, students come with different levels of preparation, which complicates the formation of homogeneous learning groups.

Thirdly, motivational factors. In non-core universities, students have limited interest in physical education. If the discipline is perceived as formal, it reduces students' activity and leads to superficial mastery of skills.

Fourthly, there is a shortage of teaching materials. Educational and methodological manuals for table tennis are more oriented towards sports schools or physical education faculties. They lack recommendations adapted to the university environment and reduced teaching hours.

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To eliminate organizational difficulties, it is necessary to rationally use the available premises. If it is not possible to allocate a separate hall, it is possible to implement a modular class schedule oriented towards the distribution of student flows. An additional step can be the purchase of folding tables that allow you to quickly transform the space.

Methodical problems require teachers to improve their qualifications. Professional retraining courses, master classes from trainers, and participation in specialized seminars allow for the expansion of teaching competencies. It is also beneficial to develop adapted curricula that allow for the training of students with different levels of preparedness.

Regarding student motivation, it is important to implement game forms, mini-tournaments, and ranking competitions. Competitive elements increase interest and create additional incentives for regular engagement. In addition, the digital environment is close to modern students: video materials, game analysis, interactive tasks help to engage the audience.

The shortage of methodological materials can be compensated by creating our own manuals for universities not focused on sports. Such materials should include simplified training schemes, exercises for classes in limited time and space, and recommendations for adjusting the load.

In general, table tennis can be successfully integrated into the educational process provided that it is approached systematically and traditional methods are adapted.

The study of table tennis in non-core universities faces a number of specific problems, however, if the process is properly organized, these difficulties can be successfully overcome. Analysis showed that the main obstacles are the lack of infrastructure, limited methodological resources, varying levels of student preparation, and low motivation. The proposed solutions, including organizational changes, teacher qualification improvement, student game activation, and the development of adapted learning materials, allow for increased learning effectiveness and expanded physical education capabilities.

Table tennis has great potential for implementation in the educational process due to its accessibility, versatility, and positive impact on students' physical and cognitive qualities. Its inclusion in the physical education program contributes to the formation of a culture of health and strengthens young people's interest in regular motor activity. Thus, the purposeful improvement of training conditions and methods will create full opportunities for the development of this sport in non-physical education institutions.

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