

PEDAGOGICAL TECHNIQUES FOR INSTRUCTING UNIVERSITY STUDENTS IN VOLLEYBALL DURING PHYSICAL EDUCATION CLASSES

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Abstract: Volleyball occupies a prominent place in physical education classes at higher education institutions. Regular volleyball training promotes a healthy lifestyle, has a multifaceted effect on the body of those involved, and contributes to the development of key physical qualities-speed, agility, endurance, coordination, and strength. Learning occurs through the perception and processing of relevant information, and high-quality technique learning requires accurate information and clear explanations. The process of mastering volleyball techniques follows the patterns of motor skill development. Therefore, when developing a motor skill, phases are distinguished, occurring in a specific order, one after another, and should be considered from physiological, psychological, and methodological perspectives.

Keywords: University, volleyball, training, students, technique, technique.

Introduction. Volleyball promotes the rapid and successful acquisition of vital motor skills and abilities, developing agility, jumping ability, motor coordination, endurance, and physical strength. Furthermore, volleyball training fosters positive personal qualities essential to every individual, such as discipline, communication skills, diligence, a sense of responsibility, teamwork, and mutual support [2, 3, 5]. It is the combination of motor and personal development that makes volleyball an effective pedagogical tool for the harmonious development of students.

General physical training in volleyball training encompasses a wide range of developmental exercises aimed at improving motor skills in the ratio required for this sport. It focuses on comprehensive physical development, improving health, developing correct posture, preventing musculoskeletal disorders, and enhancing the body's functional capabilities [1, 4, 12]. Thus, physical training serves as the foundation for subsequent technical and tactical training.

Volleyball's high variability in game situations is particularly important in the educational process. This requires students to make quick decisions, adapt to changing conditions, and master complex coordination skills, enhancing its value as a means of cognitive and psychomotor development. Scientific research confirms that team sports promote the development of operational thinking, spatial orientation, emotional stability, and teamwork skills-qualities that are in demand in both academic and professional settings [6, 7, 9].

Furthermore, volleyball is one of the most accessible and widespread sports in the education system. Its inclusion in the curricula of comprehensive schools and higher education institutions is due to the versatility of exercises, the ability to control the load, the variability of methods, and the game's high motivational potential. Experience shows that students readily engage in volleyball training, and the competitive nature of the lessons promotes increased interest and sustained physical activity [8, 10].

Given the importance of this sport, improving pedagogical approaches to teaching volleyball, developing effective methods for developing motor skills, particularly agility and coordination, and improving the quality of student training are pressing challenges in modern physical education. This necessitates further research aimed at scientifically substantiating methods that

ensure successful mastery of volleyball technique and the comprehensive development of students.

Methods. The study utilized a combination of methodological approaches aimed at identifying the specifics of the pedagogical process of teaching volleyball to students and assessing the effectiveness of various physical education methods. This was based on an analysis of scientific publications, the results of which indicate a low level of development of the key components of personal physical education in students [3, 14]. This necessitated the use of methods to identify the organizational features of the educational process and determine the pedagogical factors influencing the development of motor skills, interest in classes, and academic motivation.

The first stage was an analysis of the state of the traditional physical education system, characterized by a uniform approach to teaching all students, regardless of their individual abilities, level of physical fitness, interests, and experience in physical education and sports [5]. To objectively assess these conditions, pedagogical observation, questionnaires, and comparative analysis were used, which made it possible to identify the main difficulties encountered when teaching volleyball in a group setting with a diverse audience. The next stage of the study was an analysis of the contradiction inherent in traditional teaching methods, in which students do not receive sufficient knowledge about the indicative basis of technical techniques, while the educational process is primarily focused on the mechanical development of the executive component of movements [4]. To study this aspect, expert evaluation and analysis of educational and methodological documentation were used, which made it possible to identify a discrepancy between the content of the training and the actual requirements for the development of motor actions.

Results. An analysis of the traditional physical education system revealed a low level of development of the key components of personal physical fitness among a significant portion of students, confirming data presented in studies by other authors [3, 10]. The initial diagnostic results revealed heterogeneity in physical fitness, insufficient development of motor skills, particularly coordination, agility, and reaction speed, as well as a low level of proficiency in basic volleyball techniques.

The findings demonstrate that the current organization of physical education classes fails to take into account the individual differences of students, including their physical capabilities, athletic experience, and motivation. A significant portion of students demonstrated weak coordination skills and an insufficient understanding of motor technique, a consequence of a uniform and limited approach to teaching, focused primarily on completing tasks without analyzing their structure and content.

The results of the pedagogical observation revealed a contradiction characteristic of the traditional methodology: students experience difficulty mastering complex technical elements, as the learning process is primarily focused on mechanically practicing movements without first developing an orienting framework for the action. This resulted in the majority of students making typical errors when passing, receiving, and moving, as well as insufficient motor skill stability in changing game situations.

During the pedagogical experiment, which included the use of varied exercises, reliance on an orienting basis for movement, and the use of game-based and problematic situations, positive changes were observed across a number of indicators. Students in the experimental group significantly improved:

- accuracy and consistency of technical elements;
- coordination skills and agility;
- speed of motor reactions;

- ability to adapt to changing game conditions;
- independence and awareness of technical techniques.

Thus, the study results confirm the need to modernize volleyball teaching methods in universities through the introduction of varied, individually focused, and methodologically sound pedagogical technologies that ensure the development of motor skills, increased motivation, and more successful mastery of technical techniques.

Discussion. Volleyball is a team game, where each player acts in accordance with their partner's actions. The game is characterized by a variety of movement sequences, rapidly changing situations, and variations in the intensity and duration of each player's activity. This requires comprehensive development of motor skills in higher education students. Therefore, mastering the game's techniques is only possible with an appropriate level of motor development, both general and specialized [9, 15]. The conditions of game activity teach students:

- to subordinate their actions to the interests of the team in achieving a common goal;
 - to act with maximum effort and ability,
- to overcome difficulties during competitive play;
- to constantly monitor the progress of the game, instantly assess the changing situation, and make the right decisions.

These characteristics contribute to the development of a sense of teamwork, perseverance, decisiveness, determination, attention and quick thinking, the ability to manage their emotions, and the improvement of basic physical qualities. Therefore, the effectiveness of volleyball training depends on proper planning [1]. For the proper organization of the educational process, it is essential to sequence the study of program material, moving from simple to complex.

The state of the material and technical resources and the students' level of physical fitness are primarily taken into account. Based on this, the permissible load for performing exercises in physical education classes is determined, especially when studying technical and tactical material. In traditional physical education practice, teaching techniques is primarily carried out within the framework of a group organizational structure of the educational process, in which one teacher simultaneously teaches a group of students, each with a different level of physical and technical preparation. Therefore, implementing an individual approach within the group organizational structure of the educational process is sufficient [6, 7, 10]. Successful implementation of the educational process is possible by adhering to the principle of unity in all aspects of training, namely general physical, specialized physical, technical, tactical, and moral-volitional. Successful solution of educational tasks is possible only through the use of two groups of methods: general pedagogical and sports.

Conclusion. Scientific approaches to optimizing volleyball instruction in physical education classes take into account students' individualized choice of physical activity during their studies at higher education institutions. However, some contradictions exist. Therefore, increasing student motivation and a rational balance of workload and types of training during classes contribute to improving the effectiveness of the process. Certain principles, the observance (or non-observance) of which will directly impact the quality of teacher-student collaboration, are established.

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