

DEVELOPMENT OF VOLITIONAL QUALITIES IN UNIVERSITY VOLLEYBALL PLAYERS

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Abstract. *The article examines the psychological and pedagogical aspects of developing volitional qualities in student volleyball players during the process of sports training in higher education institutions. The essence of volitional traits-purposefulness, persistence, determination, self-control, and courage-is revealed as key factors of successful competitive performance. The paper presents pedagogical conditions and methodological techniques aimed at the formation of these qualities within volleyball training sessions. Special attention is given to the role of physical education instructors and coaches in creating a motivational and psychological environment that promotes the manifestation and strengthening of students' volitional stability.*

Keywords: *volleyball, volitional qualities, students, persistence, purposefulness, self-control, sports training.*

Introduction. The modern system of physical education in higher education is aimed not only at developing students' physical and technical skills but also at forming their moral and volitional qualities, which ensure success in both sports and life activities. Volleyball, as a collective and dynamic sport, provides wide opportunities for the manifestation and training of volitional traits such as persistence, courage, determination, self-control, and purposefulness [5, 7, 8].

The formation of volitional qualities in student volleyball players during the process of sports training is one of the priority tasks of physical education at universities, since these qualities determine the effectiveness of gameplay, resistance to stress, and the ability to self-organize.

The importance of volitional qualities in modern sports is difficult to overestimate. An athlete's ability to overcome numerous difficulties and failures directly affects their results and overall sports career [9, 12, 13].

Having great potential but lacking willpower, an athlete is unable to realize their capabilities in sports. Many athletes possess considerable physical and technical resources; however, experience shows that without willpower and purposefulness, these resources remain unfulfilled. Therefore, willpower is as significant as an athlete's potential, and in some cases, even more so [1, 3, 4].

Achieving a high level of physical, technical, and tactical preparedness, as well as successful performance in competitions, is impossible without well-developed psychological qualities and personal characteristics of volleyball players. Volleyball places increased demands on the athlete's psyche - on their sensations, perception, attention, imagination, memory, thinking, emotions, and volitional qualities. Most of a volleyball player's actions are based on visual perception [2, 6, 14]. Under a constant flow of information about moving objects (the ball, teammate, opponent, etc.) and in conditions of active opposition, an athlete must perform game techniques quickly and accurately. Therefore, the requirements for volitional regulation and the manifestation of willpower in volleyball players are exceptionally high.

In earlier textbooks on sports psychology, a crucial characteristic of an athlete - moral and volitional qualities - was frequently discussed. Although this term is now used less often, its essence remains unchanged: without willpower, there can be no true athlete. It is evident that all those who compete at a high professional level and achieve outstanding results undoubtedly possess strong and well-developed willpower. From the very definition of will, it becomes clear that without it, achieving one's goals is impossible [10, 11].

Modern scientific research presents a wide range of approaches, methods, and techniques for assessing and developing athletes' volitional qualities. However, this

problem remains relevant. This is natural, since no matter how much society strives to create a “universal athlete” who combines theoretical, practical, physiological, and psychological components, the process of personal and professional improvement remains continuous.

The volitional education of a player involves the development of such willpower qualities that are necessary to overcome the difficulties arising during training sessions and competitions. Naturally, the formation of willpower in a volleyball player, as well as the development of volitional traits in general, occurs not only in sports activity but also in everyday life.

A prerequisite for the successful cultivation of willpower is the athlete’s readiness to endure significant physical and psychological loads. This readiness is formed under the influence of various motives - the joyful feeling derived from the game, movement, and competition, as well as the desire to demonstrate a high level of team cooperation and achieve victory.

The coach’s task is to maintain and strengthen these motives, to guide them in the right direction, and to foster in athletes a sense of responsibility and sports enthusiasm. The coach should develop healthy ambition in players, setting them high yet realistic goals that motivate continuous self-improvement.

Another important condition for the formation of willpower is that the team should consist of a sufficient number of diligent and skilled players. This creates a positive emotional climate during training sessions, promotes professional growth, and encourages each athlete to strive for excellence, to earn a place in the main lineup, and to demonstrate maximum effort.

Willpower should be developed through persistent and labor-intensive training sessions. The player must experience joy and satisfaction from overcoming difficulties and should not seek to avoid them. The coach must use a targeted set of exercises that require athletes to exert their full physical and psychological effort to overcome challenges successfully.

Below are exercises whose successful performance primarily depends on the athlete's fighting spirit, determination, and complete self-commitment:

- Competitive forms of warm-up, athletic conditioning, or technical drills in which the actions of each player or group are evaluated;
- Training games that generate particular interest among players (for example, small-court games, mini-tournaments, matches with a handicap where the stronger team begins with a score deficit; sets that end after a specific point advantage; or playful matches such as "young vs. experienced," "tall vs. short," "married vs. unmarried," and other similar formats);
- Friendly matches and competitions with rewards for demonstrated fighting spirit (for instance, games against stronger opponents with the goal of winning a predetermined number of points, or the awarding of a challenge trophy for the highest level of morale and full commitment).

Coaches are advised to create a special list of players who often fail to show full effort during matches. These athletes should subsequently receive individual tasks aimed at developing persistence, self-discipline, and emotional stability.

The development of the ability to concentrate effort, which equally reflects the manifestation of volitional qualities, is facilitated by performing technical and tactical exercises with an emphasis on precision, as well as conducting training sessions under conditions of increased psychological stress (for example, in the presence of spectators, in a noisy environment, or under simulated competitive pressure).

However, making a decision does not necessarily mean implementing it. Sometimes an intention remains unrealized, and the initiated game action is not brought to completion. The essence of a volitional act lies not in the struggle of motives or in the decision-making process itself, but in its practical execution. Only a player who can successfully carry out their game-related decisions can be considered an athlete with a sufficiently developed will.

The executive phase of a volitional action has a complex psychological structure. It includes several consecutive stages:

- the emergence of motivation and preliminary goal formation;
- discussion and conflict of motives;
- decision-making and final goal selection;
- implementation of the decision and achievement of the result.

The quality and speed with which these stages are completed determine the success of the team's performance and the effectiveness of each athlete individually.

Conclusions. Thus, willpower is a generalized concept that encompasses a variety of psychological phenomena. It includes conscious control over one's actions, volitional effort, and specific forms of its manifestation - volitional qualities. Therefore, it is necessary to develop not an abstract notion of "will" in general, but specific components of volitional regulation and particular manifestations of willpower (volitional qualities), using methods and pedagogical techniques appropriate to their nature.

A misunderstanding of this essence often leads to incorrect recommendations, such as "awareness of one's goal itself strengthens willpower" or "willpower should be trained primarily through overcoming one's weaknesses - laziness, disorganization, or bad habits." Such advice reflects only a superficial understanding of the athlete's volitional development.

In conclusion, it should be emphasized that creating a favorable psychological climate within a sports team and promoting team cohesion are essential conditions for achieving high competitive results.

A cohesive sports team is better able to overcome difficulties, effectively mobilize efforts, and avoid disagreements and conflicts both during training and in competitions, while also creating conditions for the development of each athlete's potential.

Objective indicators of a team's cohesion include consistently high performance results, shared team values, emotional involvement in both victories and defeats, discipline, mutual understanding, and stability of team composition.

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