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MOVEMENT-ORIENTED GAMES AS A TOOL FOR VOLLEYBALL INSTRUCTION AND PHYSICAL DEVELOPMENT IN YOUNG LEARNERS

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Abstract:
This study examines the pedagogical significance of movement-based games in teaching volleyball skills to children in preschool educational institutions and general education schools, as well as their role in enhancing physical fitness. The research focuses on creating favorable conditions for young volleyball players to develop individual abilities, reveal their functional potential, and improve their physical and technical capacities during long-term training processes. Special attention is given to the development of motor abilities such as speed, coordination, agility, and explosive strength. The use of national and traditional movement-based games is considered as an effective tool for maintaining children's interest in training, preventing monotony, and improving the learning process. The findings demonstrate that integrating movement-based games into volleyball training programs significantly contributes to the physical development and technical skill formation of young athletes.

Keywords: physical abilities, preschool education, schoolchildren, volleyball training, motor skills, coordination, physical development, sports pedagogy, movement games, athletic preparation, youth sports.

Introduction. In modern society, significant efforts are being made to promote a healthy lifestyle and encourage regular participation in physical education and sports among the population, particularly among young people. Governments and educational institutions increasingly recognize the importance of sports as a tool for strengthening physical health, building psychological resilience, and developing socially responsible citizens.

Sports competitions and organized physical activities help young individuals gain confidence in their abilities, strengthen their willpower, and cultivate qualities such as courage, discipline, patriotism, and respect for national values. Furthermore, systematic initiatives aimed at identifying talented young athletes and nurturing their potential have become an essential component of national sports development strategies.

Among various sports disciplines, volleyball occupies an important place due to its accessibility, dynamic nature, and educational value. Over the past decade, volleyball has experienced considerable growth as a result of targeted policies and reforms in sports education. For example, national programs and educational initiatives have integrated volleyball into continuous sports competitions among schoolchildren and students, strengthening its role in youth development.

Modern volleyball requires athletes to possess a high level of physical fitness, especially explosive power, jumping endurance, coordination, and reaction speed. Successful performance in volleyball largely depends on the athlete's ability to perform repeated jumps, quick movements, and powerful attacks throughout the match without losing efficiency. Therefore, developing these physical qualities from an early age is essential.

Early sports specialization and proper physical preparation should begin during preschool and primary school stages. Introducing children to volleyball-related activities at this age allows educators to identify promising athletes and gradually develop their motor abilities. However, traditional repetitive exercises may lead to fatigue and decreased motivation among children. In this regard, movement-based games serve as an effective pedagogical tool that combines entertainment with physical development.

Movement games not only enhance children's physical abilities but also stimulate their cognitive and emotional engagement in sports training. By incorporating play-based activities into volleyball lessons, teachers can create a dynamic learning environment that promotes skill acquisition, cooperation, and enthusiasm for physical activity.

Methods. The study utilized pedagogical observation, comparative analysis, and methodological experimentation to evaluate the effectiveness of movement-based games in volleyball training for children.

The research was conducted in preschool educational institutions and general education schools where volleyball training programs were implemented for young learners. Participants included children aged 6–12 who were involved in introductory volleyball training sessions.

The methodology consisted of integrating specially designed movement-based games into regular volleyball practice sessions. These games were selected based on their ability to develop key physical qualities required in volleyball, including:

- speed and reaction time
- agility and coordination
- explosive strength and jumping ability
- endurance and flexibility

Several game formats were implemented during training sessions, including:

- **Target Throw Game** – improving jumping ability and throwing accuracy
- **Return Throw Game** – enhancing coordination and teamwork
- **Elimination Volleyball Game** – developing tactical thinking and endurance
- **Double Ball Game** – strengthening reaction speed and attention

Each training session lasted approximately 45–60 minutes and consisted of warm-up exercises, movement-based games, technical skill practice, and cool-down activities.

The effectiveness of the games was assessed by observing changes in students' physical performance, engagement level, and skill development during the training process.

Results. The integration of movement-based games into volleyball training produced several positive outcomes in both physical and psychological aspects of children's development.

First, students demonstrated significant improvements in basic motor abilities. Activities involving running, jumping, throwing, and catching enhanced overall coordination, balance, and agility. These physical improvements directly contributed to better execution of volleyball techniques such as serving, passing, and attacking.

Second, movement-based games increased children's motivation and participation during training sessions. Unlike repetitive drills, game-based exercises created a more enjoyable and interactive environment. As a result, children maintained higher levels of concentration and enthusiasm throughout the lessons.

Third, the use of competitive game formats improved teamwork, communication, and tactical awareness among participants. Children learned to cooperate with teammates, make quick decisions, and adapt their strategies during gameplay situations.

Another important result was the development of explosive strength and jumping endurance, which are essential components of volleyball performance. Regular participation in games requiring repeated jumps and rapid movements helped students gradually strengthen their musculoskeletal system and improve their physical resilience.

Overall, the findings indicate that movement-based games significantly enhance the effectiveness of volleyball training programs for young learners.

Discussion. The results of the study confirm that movement-based games play a crucial role in the physical and pedagogical development of young volleyball players. From a methodological perspective, incorporating playful activities into sports training aligns with the natural developmental characteristics of children.

During early childhood, play represents the dominant form of activity through which children explore the environment, develop motor skills, and acquire social experience. Therefore, using games in sports education corresponds with children's psychological and physiological needs.

Historically, games have always been regarded as an important means of strengthening health and preparing young generations for life challenges. Traditional folk games, in particular, reflect cultural heritage while simultaneously promoting physical fitness and mental alertness.

In the context of volleyball training, movement-based games provide multiple benefits. They help reduce monotony in practice sessions, prevent emotional fatigue, and maintain students' long-term interest in sports. Additionally, such games allow coaches to develop several physical qualities simultaneously, making training more efficient.

The pedagogical value of movement-based games is also evident in their ability to support comprehensive development. Through structured play, children improve not only their physical abilities but also their social behavior, discipline, responsibility, and self-confidence.

Effective sports training requires continuous monitoring of athletes' physical condition. Regular assessment of performance, recovery, and adaptation to training loads allows coaches to optimize training programs and ensure gradual progress toward higher levels of athletic performance.

Thus, combining systematic monitoring with movement-based training methods creates a balanced and scientifically grounded approach to preparing young volleyball players.

Conclusion. The results of this study confirm that movement-based games play a significant role as an effective pedagogical method in teaching volleyball to children in preschool educational institutions and general education schools. The integration of such activities into the training process not only improves the effectiveness of learning volleyball techniques but also contributes to the comprehensive physical development of young learners. Through participation in structured movement games, children are able to develop essential motor abilities such as speed, agility, coordination, flexibility, and explosive strength, which are considered fundamental physical qualities for successful participation in volleyball.

In addition to improving physical fitness, movement-based games also have a positive influence on children's psychological engagement and motivation toward sports activities. Unlike repetitive drills, game-based exercises create an enjoyable and emotionally stimulating learning environment. This helps maintain children's interest in training sessions and prevents fatigue or boredom that may arise from monotonous exercises. As a result, young athletes become more active, enthusiastic, and willing to participate in volleyball training programs.

Furthermore, movement games contribute to the development of important social and cognitive skills. During such activities, children learn to cooperate with teammates, communicate effectively, and make quick decisions in dynamic situations. These experiences promote the

development of teamwork, discipline, responsibility, and tactical thinking, which are essential components of successful performance in volleyball and other team sports.

Introducing volleyball training through playful and engaging methods at the early stages of education also provides teachers and coaches with opportunities to identify talented and promising athletes. Early involvement in sports activities allows for the gradual development of children's physical capabilities and technical skills while forming a strong foundation for their future athletic growth.

Therefore, the systematic and purposeful use of movement-based games should be considered an essential element of volleyball training programs designed for young athletes. Their application in preschool institutions and general education schools can significantly enhance the effectiveness of physical education and contribute to the preparation of physically active, healthy, and well-developed young generations.

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