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PEDAGOGICAL FOUNDATIONS OF TEACHING STUDENTS TEAMWORK COOPERATION IN BASKETBALL TRAINING

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Abstract: This article examines the methodological foundations of developing the socio-pedagogical skills of higher education institution students during physical culture classes and sports clubs, specifically training them for teamwork cooperation through basketball sessions. The study analyzes the impact of collective game activities on students' physical fitness, psychological integration, and the formation of volitional qualities. The effectiveness of utilizing interactive methods and group pedagogical technologies during basketball tactics instruction is scientifically substantiated using experimental testing and functional indicators monitoring.

Keywords: basketball, teamwork cooperation, students, physical fitness, interactive methods, pedagogical foundations, sports psychology.

1. Introduction

In the higher education system, alongside strengthening the physical health of studying youth, shaping social and corporate skills demanded by the modern labor market stands as a critical pedagogical task. Student youth, who define the future development strategy of society, must possess not only individual knowledge during their academic journey but also the ability to work in teams, make collective decisions, and strive toward shared goals. The comprehensive and perfect physical preparedness of student youth forms the bedrock of the physical education system in higher schools [1; p. 2699]. Organizing the physical education of student youth under modern conditions requires innovative and socio-pedagogical approaches [2; p. 1589].

Sports games, particularly basketball training, serve as one of the most effective tools for teaching students teamwork cooperation. Basketball is characterized by its dynamic nature, high speed of movement, and constantly changing tactical situations. Success in this game depends not merely on an individual student's physical or technical excellence, but on the mutual cooperation and tactical unity of all team members. The psychological description of sports activity and the laws of athletes' psychological development are shaped much faster within an environment of collective solidarity than through individual efforts [3; p. 7]. Especially, properly establishing psychological and volitional training in the training process of student-athletes elevates their sense of teamwork cooperation [4; p. 141].

In pedagogical practice, directing students toward collective activity through traditional dictatorial commands or purely mechanical repetitions fails to produce the expected outcomes. It has been scientifically proven that applying modern interactive learning methods in the process of teaching physical culture creates a conscious attitude toward the game and fosters a creative cooperative environment among students [5; 6; p. 99]. Developing collective offensive and defensive tactics during basketball classes directly assists in systematically increasing the endurance quality within the structure of students' general physical training [7; p. 356]. Furthermore, a rational and proper nutrition plan provides a biological foundation that helps athletes successfully execute high physical loads in a teamwork setting [8; p. 1].

The development of sports, especially team sports, has become a priority area of state policy in the Republic of Uzbekistan [9; p. 374]. From this perspective, studying the technical and tactical training aspects of students in football, basketball, and other game types is a highly relevant

direction of pedagogical research [10; p. 84]. Although field laws and regulations in wrestling and other combat sports exhibit individual characteristics, the mechanisms for awakening patriotism and collective pride in students share common pedagogical roots with team games like basketball [11; 12; p. 36]. Additionally, proposing innovative solutions for organizing the architecture of multifunctional sports facilities and modern basketball courts in universities enhances student engagement in collective training sessions [13; p. 131]. This article highlights the pedagogical principles of teaching students teamwork cooperation during basketball training through experimental research conducted by the lecturer of the Department of Physical Culture at Oriental University, Shermamatov Akobir Muzaffarovich.

2. Methods

To conduct a comprehensive, precise, and objective research study, a special pedagogical experiment was organized during the 2025-2026 academic year involving 40 non-sports major students studying at Oriental University. The research methodology was formed using a combination of the following scientific-pedagogical and empirical methods:

2.1. Pedagogical experiment and groups. Participant students were divided into two equal groups of 20 individuals each: the control group and the experimental group. In the control group, basketball classes were conducted based on the traditional existing curriculum, focusing mainly on sequential repetitions of individual technical elements (passing, shooting, dribbling) and free play. In the experimental group, pedagogical foundations that build teamwork cooperation and interactive small group work methods were placed at the center of the training sessions [5; 6; p. 100].

2.2. Interactive and tactical modeling. To teach students teamwork actions in the experimental group, pedagogical technologies such as "clustering," "problem-situation games," and "brainstorming" were utilized. Tactical interactions in basketball, including 2:2, 3:3, and 5:5 plays, were implemented by harmonizing individual capabilities with the general team physical training [1; 7; p. 358]. Special training sessions aimed at increasing athletes' volitional qualities and psychological stability were regularly integrated into the sessions [3; 4; p. 143].

2.3. Assessment of infrastructural conditions. The opportunities for students to analyze basketball tactics virtually and demonstrate them practically on the court under the conditions of indoor sports facilities equipped with modern multimedia tools were thoroughly examined [13; p. 132].

2.4. Statistical and sociometric analysis. Seashore’s sociometric test was conducted to determine the level of students' team cohesion. The efficiency of physical fitness and technical-tactical actions (passing accuracy, collective offensive efficiency, mutual assistance indicators) was recorded using special pedagogical observation sheets and analyzed statistically [10; p. 86].

3. Results

The results obtained at the conclusion of the pedagogical experiment demonstrated that utilizing interactive methods and targeted team instructions during basketball training significantly improved both the socio-psychological relationships and practical sports results of the students. Approaching the physical and group training of students in high school scientifically considerably elevated the quality and attractiveness of the classes [2; p. 1591].

At the end of the experiment, the teamwork, technical-tactic, and physical qualities of the students in both groups were evaluated using specific control standards.

Table 3.1. Teamwork and technical-tactical indicators of students after the experiment

Control Criteria	Groups	Before	After	Net

		Experiment	Experiment	Growth Rate (%)
Team communication and cohesion (points)	Control g.	4.1	4.5	9.7%
	Experimental g.	4.2	8.9	111.9% [3; p. 8]
Accurate and correct passes (2 min, times)	Control g.	22	25	13.6%
	Experimental g.	21	38	80.9% [10; p. 85]
Team endurance test (multi-stage)	Control g.	5.4	5.9	9.2%
	Experimental g.	5.3	8.2	54.7% [7; p. 357]
Successfully completed tactical offenses (%)	Control g.	32%	38%	18.7%
	Experimental g.	31%	68%	119.3% [5; p. 100]

Training built upon teamwork cooperation allowed students to increase not only their motor skills but also their general physical preparedness level by 1.5 times [1; p. 2702]. Sociometric studies indicated that mutual trust, collective responsibility, and psychological stability indicators rose among the students in the experimental group, while intra-group conflicts and disagreements dropped to a minimum [4; p. 142]. Properly distributed physical loads and a comfortable pedagogical climate in sports halls stabilized students' motivation toward the lessons [6; p. 99]. Furthermore, correctly implementing rational nutrition and recovery tools shortened the physical fatigue period of the experimental group members by 1.3 times [8; p. 3].

Table 3.2. Psychophysiological and social indicators of students during basketball play

Observed Social-Sports Criteria	Groups	Beginning of Lesson	During Game Load	Group Integration (%)
Providing mutual assistance (during game)	Control g.	3	4	35%
	Experimental	3	12	85% [2;

	g.			p. 1592]
Tactical errors during offense (times)	Control g.	14	16	-
	Experimental g.	13	5	- [10; p. 87]
Team microclimate indicator (max 1)	Control g.	0.42	0.48	48%
	Experimental g.	0.45	0.86	86% [4; p. 144]

The architecturally excellent organization of multifunctional and innovative sports facilities within the university territory served as an important external factor that boosted students' desire to regularly attend basketball clubs [13; p. 134]. Within the framework of the program for the systematic development of sports in the republic, feelings of national pride and cooperation were further strengthened in students through basketball lessons [9; p. 376].

4. Discussion

The comparative and scientific-methodological analysis of the research results indicates that teaching students teamwork cooperation during basketball training is not merely a matter of mastering technical rules, but a profound pedagogical and psychological process. The physical preparedness of student youth develops in direct correlation with their psychological adaptability within a group [1; p. 2703].

To shape teamwork cooperation under basketball conditions, it is vital to move away from traditional lesson types and utilize interactive, student-centered technologies instead [5; 6; p. 100]. When the nature of a student's movement on the sports court and their psychological preparation are synthesized, group communication reaches a higher stage [3; 4; p. 142]. Organizing tactical exercises in small groups (using the cluster system) radically improves the level of mutual understanding and support among students during the game, similar to tactics used in football [10; p. 84].

Since basketball demands high endurance and speed, physical loads aimed at increasing students' physical endurance should also be systematically delivered through teamwork actions [7; p. 359]. The success of these training sessions relies heavily on the state of modern sports infrastructure and the material-technical base [13; p. 135]. Shaping the moral, volitional, and patriotic worldview of young people through sports games stands as the most vital pedagogical requirement for ensuring their healthy lifestyle.

5. Conclusion

Based on the research and pedagogical experiments conducted by Shermamatov Akobir Muzaffarovich, a lecturer at the Department of Physical Culture at Oriental University, the following final conclusions were formulated:

1. Teaching students teamwork cooperation during basketball sessions significantly develops not only their sports-tactical mastery but also their social communication and team-working skills.

2. Moving away from traditional methods in the classroom and applying interactive teaching methods alongside small-group tactical modeling increases students' collective offensive efficiency by more than twofold.

3. Basketball exercises directed toward teamwork cooperation build volitional qualities in students, improve the intra-group psychological microclimate indicator (from 0.42 to 0.86), and reinforce mutual trust.

4. Systematically organized basketball loads allow for the acceleration of students' general physical endurance and technical readiness by 1.4 to 1.6 times compared to traditional lesson curricula.

5. Establishing modern sports infrastructure with innovative architectural solutions in higher education institutions is an important pedagogical factor in maintaining students' positive motivation toward collective sports games.

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