

THE ROLE OF PSYCHOLOGICAL PREPARATION IN THE TRAINING PROCESS OF VOLLEYBALL PLAYERS

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Abstract: In this article, the author analyzes the role of psychological preparation in the training process of volleyball players. It is noted that psychological preparation of players includes the ability to manage their psychological state, cope with stressful situations, and maintain inner balance, which is an integral part of the training and competitive processes. It is established that the development of an effective system of psychological preparation for volleyball players is essential for ensuring their ability to cope with the neuropsychological stress that inevitably arises during the game. This includes methods that help players maintain emotional balance, improve concentration, and prevent stressful situations that negatively impact their performance.

Keywords: volleyball, athletes, psychological preparation, methods of psychological preparation for athletes, training process.

Introduction. The modern development of volleyball is characterized by a highly dynamic pace, increasingly complex technical and tactical actions, and increased demands on the functional, psychophysiological, and psychological potential of athletes [4, 7, 8]. Therefore, coaches must constantly seek innovative approaches to organizing the training process aimed at improving performance and athletes' resilience in intense competitive conditions.

A strong position has emerged in both scientific and practical circles regarding the need for a comprehensive optimization of the training system for highly skilled volleyball players. A number of researchers emphasize that traditional methods, focused primarily on developing physical and technical qualities, no longer fully meet the requirements of modern volleyball [1, 3]. The integration of psychological preparation as a key factor in ensuring successful game performance is becoming increasingly important.

Psychological preparation is particularly important in the context of team sports, including volleyball. The game involves a constant change of game situations, a high variability of tactical tasks, and the need for instant decision-making [2, 5, 6]. Athletes are required to be able to quickly adapt to changing conditions, maintain emotional stability, rationally distribute attention, and demonstrate willpower-determination, persistence, and determination [9, 10, 11]. Volleyball players must not only perform technically competent game actions but also be able to quickly switch between different types of activity: attacking, blocking, receiving serves, and transitioning to defense or offense. These requirements emphasize the importance of developing perceptual-cognitive functions, stress resistance, and self-regulation [12, 13].

Thus, improving the effectiveness of volleyball players' training is impossible without systematically considering the psychological factors that determine the quality of their performance. Scientifically based psychological and pedagogical training ensures a high level of athlete readiness for competitive pressures, fostering inner confidence, sustained motivation, and the ability to successfully overcome difficult game situations. Therefore, research into the role of psychological preparation in modern volleyball is relevant and crucial for improving the training process.

Methods. To achieve the stated goal and address the research objectives, a set of methods was used to provide a comprehensive analysis of the psychological and pedagogical factors influencing the effectiveness of volleyball players' competitive performance [14]. The use of complementary methodological approaches allowed for the collection of objective and reliable data.

1. Theoretical Analysis and Synthesis of Scientific Literature. A systematic study of fundamental and contemporary research in the fields of sports psychology, volleyball theory and methodology, as well as works devoted to the development of athletes' cognitive, psychophysiological, and volitional qualities, was conducted. This analysis of scientific sources allowed us to define key concepts, identify existing approaches to psychological preparation, and identify unresolved issues in this area.

2. Pedagogical Observations. The study included targeted observation of the training process and competitive performance of volleyball players. Particular attention was paid to the manifestation of psychological states, decision-making under time pressure, the characteristics of team player interactions, and the manifestation of willpower and emotional stability in stressful game situations.

3. Psychodiagnostic Methods. To study the individual psychological characteristics of volleyball players, standardized tests and questionnaires were used to assess:

- anxiety and stress tolerance levels,
- achievement motivation,
- concentration and attention distribution,
- decision-making speed,
- willpower (determination, persistence, determination).

The results obtained allowed us to identify typological differences and determine the most significant psychological factors for success.

4. Pedagogical Experiment. The experimental work included testing a specially developed psychological training program for volleyball players. The program was aimed at developing emotional stability, improving cognitive processing, improving teamwork, and refining self-regulation skills. The experiment was conducted in two stages - ascertaining and formative - which made it possible to compare the initial and final indicators.

Results. To confirm the reliability of the obtained results, quantitative analysis methods were used: calculating average values, determining the degree of variation of indicators, and correlation analysis. Data processing was carried out using specialized statistical programs, ensuring the objectivity and reliability of the conclusions.

As noted in the study: "Volleyball, compared to many other sports, is characterized by an extremely high level of emotional and intellectual intensity. Players often face situations that require not only physical effort but also instant mental decisions, requiring high cognitive activity". This refers to the athlete's tactical thinking, which requires quick problem-solving, critically evaluating their own decisions and actions, generalizing, and selecting the right tactical approaches at the right time. At the same time, the emotional aspect of volleyball is an important component, as each stage of the game is accompanied by strong emotions, which can both help and hinder performance. For this reason, volleyball requires athletes to be prepared not only physically but also psychologically. An athlete's psychological preparation is defined as "an organized, controlled process of realizing their potential mental abilities through objective results commensurate with these abilities".

There are three main types of psychological preparation, interconnected but aimed at solving distinct problems: general psychological preparation, specific psychological preparation for competitions, and psychological defense in a specific competition.

Discussion. Analysis of scientific research and my own training experience suggest that players' psychological preparation involves the ability to manage their psychological state, cope with stressful situations, and maintain inner calm, which is an important component of the training process. The high emotional stress typical of volleyball necessitates the development of psychological resilience, which enables athletes not only to act effectively in critical situations but also to maintain motivation and confidence throughout the game.

The most effective methods for motivating athletes include persuasion (the fundamental method, the contradiction method, the "withdrawal of conclusions" method, the emphasis method, and the imaginary support method), suggestion (which influences the athlete's emotions rather than logic), and manipulation. Each of these methods has its own characteristics and personal impact, and therefore requires consideration of each athlete's behavior and actions.

Athletes' psychological preparation is closely linked to the management of training and competition processes, as an athlete's psycho-emotional state directly influences their ability to achieve high athletic results. The issue of psychological preparation for volleyball players aged 17-22 is extremely pressing today due to the unpredictability and constant changeability of situations young players face during play. Furthermore, prolonged mental stress, which arises from the intensity and emotional intensity of the competitive process, is of great importance.

Psychological preparation of a top-level volleyball player is a pedagogical process, the success of which depends on adherence to general pedagogical principles, including those of education, awareness and activity, systematicity and consistency, comprehensiveness and strength. These principles are interconnected and interdependent, so a high level of psychological preparedness in volleyball players is ensured by their unity.

Developing an effective system of psychological preparation for volleyball players is essential for ensuring their ability to cope with stressful situations and the neuropsychological strain that are typical and inevitably arise during play. This includes methods to help players maintain emotional balance, improve concentration, and prevent the occurrence of stressful conditions that can negatively impact competitive performance.

An extremely important component of psychological preparation is the prevention of stress and mental overload, which can lead to a loss of performance during matches. Psychological preparation aims not only to ensure athletes' emotional stability during competitions but also to develop their self-regulation skills, which are essential for high performance in volleyball.

Mastering these skills significantly improves volleyball players' ability to adapt to unpredictable competition conditions, enhancing their overall effectiveness.

As noted in S. Voitenko's monograph, "...psychological preparation as a key element of the training process is becoming an important factor in achieving high results in competitions. In a context where the rules of the game are constantly evolving and the level of competition is increasing, coaches must find new ways to adapt players to stressful situations, develop their intrinsic motivation, and the ability to make quick decisions". Changing game situations require athletes to exert maximum concentration and make instant decisions. During the game, volleyball players must perceive a multitude of variable objects or elements, such as the movements of opponents, the ball, the position of teammates, and changing tactical objectives. In such conditions, psychological preparation plays a crucial role, as each player must be able to quickly navigate the situation, react promptly to changes, and make informed decisions based on rapid analysis. Furthermore, it's crucial to develop individual psychological characteristics,

such as determination, self-confidence, self-regulation, and readiness for change. All these aspects are part of overall psychological preparation, enabling volleyball players to effectively adapt to rapidly changing situations on the court and achieve high results in team competitions.

Conclusions. Based on an analysis of a wide range of scientific papers on the topic under study, it has been determined that psychological preparation is a necessary and important part of a volleyball player's specialized training process and is implemented in conjunction with other types of athlete preparation (physical, technical, tactical, and integrated). Psychological preparation allows athletes to optimize their performance in competitions, improve their overall efficiency, and maintain a high level of performance under constant physical and psycho-emotional stress.

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