



## DEVELOPING STUDENTS' PSYCHOLOGICAL STABILITY IN VOLLEYBALL COMPETITIONS

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### Introduction

Today, the effective organization of physical education and sports activities in general secondary schools significantly influences not only students' physical development but also the strengthening of their psychological stability. In particular, team sports such as volleyball provide opportunities to foster a sense of responsibility, volitional preparedness, stress resilience, and self-confidence in students.

Volleyball competitions challenge students' ability to maintain composure, demonstrate mental stability, and make decisions under competitive conditions. This highlights the necessity of incorporating psychological preparation as an integral component of sports training.

From this perspective, enhancing psychological stability in students participating in volleyball competitions is considered one of the pressing issues of contemporary sports pedagogy. In this context, the psychological approaches of teacher-coaches, methods of individual motivation, and techniques adapted to students' psychological profiles play a crucial role.

This thesis examines effective methods for developing mental resilience in students during volleyball competitions, explores the pedagogical conditions that support this process, and analyzes outcomes achieved through practical training sessions. The primary aim of the study is to identify the factors that enhance competitive performance by positively influencing students' psychological states.



### **Research Aim:**

The primary aim of this study is to develop effective methods for enhancing students' psychological stability during volleyball competitions and to determine their impact on students' resilience to stress in competitive settings. The research also seeks to evaluate the effectiveness of volleyball as a team sport in motivating students, strengthening self-confidence, and improving their ability to manage complex situations.

### **Research Objectives:**

1. To examine the theoretical foundations of students' psychological stability by analyzing mental resilience in volleyball players from the perspectives of sports pedagogy and psychology.
2. To identify the psychological conditions arising in volleyball competitions—such as stress, excitement, responsibility, and competitive atmosphere—and study their impact on students' mental states.
3. To analyze pedagogical conditions and methods that promote psychological stability by identifying effective training and educational strategies based on practical experience.
4. To assess students' psychological states through experimental testing by analyzing changes in psychological indicators before and after participation in volleyball competitions.
5. To develop recommendations aimed at fostering psychological resilience in students' competitive performance, including practical methodological guidelines for physical education teachers within the school environment.

**Research Organization Methods:** This study aims to explore the scientific foundations of preparing students for psychological stability in volleyball competitions. The research process was organized based on the following stages:

**Participant Selection:** The study involved students aged 15 to 17 years. The participants included both experienced athletes who had participated in inter-school competitions and novice students. All participants provided written consent, and the purpose of the study was clearly explained to them.

### **Research Instruments and Methods:**

Various methods were employed throughout the study:

- **Surveys:** Specialized questionnaires were distributed among students and their coaches to assess the state of psychological preparedness.



- **Observation:** The mental and physical behaviors of athletes were analyzed during training sessions and competitions.
- **Experiment:** Psychological adjustment techniques, motivational exercises, and stress resilience training were conducted.
- **Statistical Analysis:** Data collected during the study were analyzed using modern statistical software. For example, differences in students' psychological states before and after the experiment were examined using the t-test.
- **Methodological Approach:** Factors influencing the level of psychological readiness—such as the coach's supportive style, team relationships, and individual mental preparation—were studied in detail. These processes were organized based on adapted approaches from international research. For instance, the significance of coaching styles in developing psychological stability during volleyball competitions has been confirmed by multiple studies.
- **Comparison of Results:** The results obtained during the experiment were compared to evaluate the effectiveness of coaching styles and training programs. These findings were also benchmarked against international standards, highlighting distinctive features.

The application of these methods and techniques contributes to optimizing the process of developing psychological stability in students participating in volleyball competitions.

## Research Results and Discussion

Within the scope of the study, experimental work was conducted to examine the psychological state of students participating in volleyball competitions. The experimental trials were organized within physical education classes at several schools in Samarkand city. Students were divided into two groups: the experimental group (EG) and the control group (CG). The experimental group underwent specialized psychological preparedness training, while the control group continued with their regular training routines.

### 1. Baseline Psychological Indicators

Initial psychological assessments (using the Spielberger-Hanin test, mini-Multitest, and emotional stability questionnaires) revealed that the majority of students experienced heightened anxiety, lack of confidence, and psychological pressure during competitions. Specifically:



- 67% of students reported a high level of nervousness during competitions.
  - 52% of students felt a lack of self-confidence.
  - 60% of students feared making mistakes in front of opponents or spectators.
- These findings indicate a low level of psychological stability among the students.

## 2. Post-Experiment Changes

The experimental group participated in a one-month psychological training program focused on the following areas:

- Breathing and concentration exercises;
- Self-motivation techniques and positive affirmations;
- Psychological preparation for competitions through role-playing;
- Tasks aimed at strengthening communication with the coach and teammates.

At the conclusion of the experiment, repeated psychological tests showed the following positive changes:

Table-1

Indicator	Pre-Experiment	Post-Experiment	Difference
High level of anxiety	67%	29%	-38%
Lack of self-confidence	52%	18%	-34%
Low stress tolerance	60%	23%	-37%
Felt free and relaxed	21%	61%	+40%

"In the control group, however, no significant changes were observed, which confirms the positive impact of the psychological training program."

## 3. Discussion

The results indicate that the psychological preparation program conducted prior to volleyball competitions contributed significantly to stabilizing the students' emotional state. Notably, improvements were observed in students' ability to make quick decisions, act confidently, and work effectively within a team during competitive situations. These findings once again confirm that psychological preparation is just as essential as physical training in sports.

Moreover, the students demonstrated increased self-assessment skills and a greater willingness to participate in social and team-based activities. This outcome underscores the potential of physical education classes not only in developing physical abilities but also in supporting the comprehensive development of a student-athlete's personality when pedagogical and educational opportunities are utilized effectively.



### **Challenges identified during the discussion included:**

- The difficulty of implementing psychological training uniformly across all participants.
- The necessity of tailoring approaches based on gender and age. For instance, game-based sessions were more effective for younger students, while older students required deeper stress-management training.

In this regard, it is recommended that psychological stability development programs integrate game-based exercises, visualization techniques, and individualized approaches. These methods are expected to further enhance students' success in sports and improve their capacity to engage in team-based play.

### **The research findings reveal that:**

- Among students who participated in the specialized training, the success rate in competitions increased by 25–30%.
- Key components of psychological resilience—such as self-confidence and team support—played a significant role in reducing stress.
- 78% of participants reported improvements in their psychological readiness following the training program.

Despite these achievements, some challenges were noted—particularly, the limited adaptability of psychological approaches to age-specific needs. This suggests the need for developing more flexible and personalized programs in the future.

Ultimately, the findings of this study may serve as a theoretical and practical foundation for designing effective psychological preparation programs not only in volleyball but also in other team sports. Broad application of these approaches is expected to significantly enhance students' athletic performance.

### **Conclusion**

The development of students' psychological stability during volleyball competitions holds significant importance within the sports education system. This process contributes not only to the improvement of athletic performance but also to students' personal and social development.

According to the research findings, psychological characteristics such as resilience to stress, focus, and maintaining self-confidence in competitive conditions are among the key factors ensuring the successful participation of student-athletes. Several factors played a crucial role in achieving this:





- **Psychological preparation techniques** – The use of specific exercises and training during the preparation phase helped to build positive motivation among students.
- **Supportive team environment** – Promoting team cohesion and strengthening mutual trust among students contributed to a positive psychological climate.
- **Coach-athlete relationship** – The coach's support and individualized approach were found to have a positive effect on the students' psychological well-being.

In conclusion, volleyball competitions serve not only as a platform for developing physical and technical skills but also offer meaningful opportunities for students to achieve psychological and social maturity. Therefore, it is essential for coaches to deeply understand and practically apply psychological preparation methods. This approach not only enhances students' performance in sports but also prepares them to effectively cope with various challenges in daily life.

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