



Moral-Volitional Training in the System of Training Volleyball Players

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Abstract: The article considers and presents the main tasks of the moral and strong-willed training of volleyball players as an integral part of general training, means and methods of its development and improvement. The role of the coach in the process of moral-volitional training of volleyball players is given.

Keywords: moral-volitional training, volleyball game, volleyball player, coach, means, methods.

Introduction. Moral-volitional training is an important component of the system of long-term training of volleyball players and has a significant impact on the achievement of the ultimate goal. It is very important in the process of educational and training work not only to prepare a highly qualified athlete in terms of his physical qualities, technical and tactical skills, but also to promote the formation of his moral and volitional qualities [1, 2, 3].

The so-called game phase in volleyball (the time from the moment the ball is served until it leaves the game after a mistake by any player) can theoretically continue indefinitely. It should be said that a separate meeting (game) as a whole is not limited in time. This creates certain difficulties for the teams that are waiting for the meeting, preparing and adjusting accordingly for the game. A long stay in the gym, uncertainty at the beginning of the game often lead to the fact that some players or teams in such conditions cannot maximize their potential [4, 5, 6]. Knowledge of these and other features of volleyball as a sport allows you to build the preparation process more thoughtfully, taking into account these details.

Thus, in the moral and volitional training, it is possible to single out issues common to all sports, as well as individual issues that are specific to volleyball. Hence the tendency to consider the process of moral preparation of volleyball players in two aspects: as general preparation and preparation for specific competitions [7, 8, 9].

At the initial stages, moral-volitional training contributes to teaching the skills of playing volleyball, and in the future it affects the results of the competitive activity of volleyball players [10].

The tasks of moral and volitional training are as follows:

1. Education of moral qualities, the formation of motives for behavior and a conscious attitude to the training process [11, 12].
2. Purposeful development of mental functions in relation to the requirements of volleyball. Here, specific types of perception are distinguished (“feeling of the ball”, “feeling of a partner”, “feeling of the site”, “sense of time”), attention (volume, intensity, stability, distribution and switching), tactical thinking, memory, the ability to quickly assess game conditions, make decisions and control their actions, the ability to manage their emotions [13, 14].
3. The attitude and education of the compatibility of athletes in the process of joint activities as part of a team. The importance of this task stems from the specifics of volleyball as a team sport [15].

4. Adaptation to the conditions of the competition. An athlete must learn how to effectively apply in the game and at competitions everything that he has learned in the process of training sessions. To do this, he is “accustomed” first to the game conditions (in initial training groups), then to competitive practice (in educational and training groups) [16].
5. Setting up for the game and leading the team in the game. The correct use of attitudes towards the game, the analysis of ongoing games, the implementation of timely substitutions during the game contribute to solving the problems of moral and volitional training [17].
6. Improving the psychological factors that enhance the reliability of the competitive activity of volleyball players. The identification of such factors in volleyball will contribute to the stability of the level of effectiveness of game actions achieved during the preparation process in difficult conditions of a sports match and during the competition (all game days) [18, 19].

The effectiveness of moral-volitional training depends on the skillful and successful application of a wide range of means and methods. Some of them are specific for moral-volitional training, others are encountered in the process of physical, tactical, integral and theoretical training [20, 21].

Personal example of a coach. The moral qualities of a coach, his high professional level are very important in the process of training in general and moral-volitional training in particular. The same methods give a different effect depending on how pets treat their trainer, how much respect and authority he enjoys. The coach must respect the human dignity of the athlete, he is the first assistant to the volleyball player in the training process and at competitions. The coach has a special influence immediately before the start of the competition. His poise and confidence contribute to setting up the team to fight and win [22, 23].

Motivation for activity, increase in personal organization and purposefulness [24]. Volleyball players need to be encouraged to actively participate in the life of the team and in the training process. As the training becomes more difficult, some athletes become passive, namely, to do only what the coach says, not to show personal initiative. Occasionally, you can see volleyball players in the gym, independently practicing technical techniques and tactical actions.

Persuasion, reward and punishment, team discussion. It is useful to practice joint viewing of the game by all players together with the coach, reports and discussions in the team about participation in competitions, reports from individual players, discussion of game moments, mistakes made and ways to correct them. The method of persuasion is especially effective if the authority of the coach is high enough.

Performing exercises of increased complexity in the process of physical, technical and tactical training. Conducting joint classes of less prepared players with more prepared ones. Useful in this regard are control games and competitions with obviously strong or weaker opponents, games with a handicap.

Instilling the skills of self-regulation and self-management, self-training and ideomotor training. Sometimes, even in favorable conditions, volleyball players uncertainly complete the attack, make mistakes. This may be a consequence of the braking reaction after several unsuccessfully executed attacking strokes, the ball.

It should be noted that these reactions are not always realized by the players, but they negatively affect their well-being and behavior, exhaust the nervous system and lead to unsuccessful performances.

Given this and the individual characteristics of the player, the coach must select certain methods of influence, using clear, confident instructions and advice. For example, to explain to players that uncertainty in their actions and fears of opponents can be overcome if, from the very beginning of the game, a high pace is offered, resorting to maximum game activity. It is important to note here that mistakes at the beginning of the game are inevitable and should not be feared.

The leading direction in the education of moral and volitional qualities is the complication of the training process, the creation of difficulties, the overcoming of which requires the use of strong-willed

efforts, the maximum approximation of the conditions of training sessions to competitive and more difficult conditions than in competitions.

Moral-volitional preparedness, like other types of training, is under the control of both the coach and the athlete himself. The set of signs of moral and volitional readiness is one of the most essential components of a sports uniform, without which there can be no question of readiness for competitions.

Conclusions. Thus, the moral-volitional training of volleyball players acquires a "three-frontal" character, consisting of programming, control and regulation of their own actions; implementation of group interaction in a team; complicating the actions of the players and the opposing team as a whole. These moments, as well as the growing importance of moral and volitional training, determine the specific features of the psychological content and structure of the educational, training and competitive activities of volleyball players.

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