DEVELOPMENT OF STUDENTS' TEAMWORK SKILLS THROUGH INTERACTIVE METHODS IN VOLLEYBALL TRAINING SESSIONS

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Abstract

The article examines the effectiveness of interactive teaching methods in developing teamwork skills during volleyball training sessions among university students. Teamwork competence is one of the essential soft skills required in modern education and professional activities. Volleyball, as a collective sport, provides favorable conditions for improving communication, cooperation, leadership, and decision-making abilities. The study analyzes innovative pedagogical approaches that increase students' motivation and active participation during practical lessons. The findings indicate that interactive learning significantly improves students' teamwork competence and contributes to the overall quality of physical education.

Keywords: volleyball, teamwork, interactive methods, physical education, communication skills, cooperative learning, students.

Introduction

The modernization of higher education requires not only the development of students' professional knowledge but also the formation of universal competencies. Among these competencies, teamwork occupies a central place because modern specialists are expected to collaborate effectively in different professional environments.

Physical education lessons, especially volleyball training sessions, provide excellent opportunities for developing cooperation, responsibility, communication, and leadership. Unlike individual sports, volleyball requires constant interaction among team members, making it an effective educational tool for cultivating teamwork skills.

Researchers emphasize that cooperative learning enhances students' motivation and academic achievement while improving interpersonal relationships. Johnson and Johnson (2019) state that collaborative activities encourage mutual responsibility and positive interdependence among learners.

Casey and Goodyear (2015) note that interactive teaching strategies in physical education increase students' engagement and create a learner-centered environment. Similarly, Dyson (2020) argues that volleyball activities naturally support communication, strategic thinking, and collective decision-making.

The research employed qualitative and descriptive methods. Classroom observation, pedagogical analysis, comparative analysis, and literature review were used to evaluate the effectiveness of interactive teaching methods during volleyball training sessions.

The study focused on several instructional approaches:

-cooperative learning;
-problem-solving activities;
-small-group competitions;
-peer assessment;
-role-playing;
-reflective discussion.

These methods were integrated into practical volleyball lessons for university students.

The implementation of interactive methods produced several positive outcomes.

First, students became more active participants during volleyball training. Rather than simply following instructions, they discussed tactical decisions, evaluated teammates' performance, and jointly solved practical problems.

Second, communication skills improved significantly. Students learned to provide constructive feedback, encourage teammates, and coordinate movements during offensive and defensive actions.

Third, leadership qualities developed naturally. Different students assumed leadership roles during training activities, increasing confidence and responsibility.

Furthermore, cooperative learning reduced anxiety among less experienced students because teamwork created a supportive learning environment.

The study also revealed that reflective discussions after training sessions helped students analyze their strengths and weaknesses, improving future performance.

Conclusion

Interactive teaching methods considerably enhance teamwork competence during volleyball training sessions. The integration of cooperative learning, peer interaction, reflective practice, and problem-solving activities promotes effective communication, leadership, and responsibility among university students.

Physical education instructors should actively incorporate innovative pedagogical technologies into volleyball lessons to prepare students for collaborative professional environments. Future research may investigate the long-term impact of interactive sports education on students' professional competencies.

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