



THE USE OF ACTIVE GAMES IN DEVELOPING VOLLEYBALL SKILLS AMONG 5TH–6TH GRADE SCHOOL STUDENTS

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Abstract

This scientific article substantiates the pedagogical significance of using active games in developing volleyball element skills (overhead pass, underhand reception, ball throwing, positioning, and movement) among 5th–6th grade students. The study examines age characteristics, physical and psychophysiological development factors, the advantages of the game method, and proposes a system of specially designed active games applied during lessons. Furthermore, the results of experimental research are analyzed, and the positive impact of active games on the effective formation of volleyball technical elements is identified.

Keywords: Volleyball, active games, 5th–6th grade, technical skills, physical education, pedagogical technology, coordination, speed, agility.

Introduction

Today, the effective organization of physical education lessons in general secondary schools is one of the urgent issues in pedagogy. Forming a healthy lifestyle among students, developing physical qualities, and increasing interest in sports games are important educational tasks. Volleyball occupies one of the leading positions in the physical education curriculum. This sport develops students' speed, agility, jumping ability, coordination, and teamwork skills. At



the international level, volleyball is governed by the Fédération Internationale de Volleyball (FIVB), which recognizes it as an effective means of promoting physical and social development. Students in grades 5–6 are at the initial stage of early adolescence, during which motor activity develops intensively. Therefore, the use of active games in teaching volleyball elements is methodologically justified.

Relevance of the Study

In traditional teaching methods, repetition of technical elements occupies the main place. However, prolonged repetition of the same exercises may reduce interest among young adolescents. Active games, in contrast: energize the lesson process; ensure active participation of students; create a natural competitive environment; reinforce technical elements indirectly and effectively. Thus, the use of the game method in forming volleyball skills requires a scientifically grounded approach.

Purpose and Objectives of the Study

Purpose. To determine the effectiveness of using active games in developing volleyball element skills among 5th–6th grade students.

Objectives. To analyze the physical development characteristics of 5th–6th grade students.

To study the methodology of teaching volleyball elements.

To develop a system of active games.

To determine effectiveness through experimental research.

Age Characteristics of 5th–6th Grade Students. At this age:

-speed of movement increases;

-coordination abilities actively develop;

-game activity remains a leading motivational factor;

-the need for teamwork and cooperation intensifies.

Therefore, the use of the game method in teaching volleyball elements is psychologically and pedagogically appropriate.



Main Technical Elements of Volleyball. According to the school curriculum, the following elements are taught: Overhead pass, underhand reception, ball throwing, positioning near the net, movement and defensive actions

Mastering these elements requires systematic training and repeated practice.

Active games organize repetition in a natural and engaging form.

Pedagogical Significance of Active Games. Active games:

- develop quick thinking;
- enhance coordination;
- improve the emotional climate of the lesson;
- involve students in active participation.

Games integrated with volleyball elements strengthen technical skills effectively.

System of Active Games for Developing Volleyball Skills:

1. “Accurate Pass”

Purpose: Development of overhead passing skills. **Game condition:** Students work in pairs and aim to send the ball into a designated circle.

2. “Who is Faster?”

Purpose: Development of underhand reception and speed. **Game condition:** Students quickly receive and return the ball thrown by the teacher.

3. “Ball Throwing Relay”

Purpose: Improving accuracy of ball throwing. **Game condition:** Students take turns serving or throwing the ball toward a target.

4. “Net Defense”

Purpose: Development of blocking technique and jumping ability.

5. “Mini-Volleyball”

Played in small groups under simplified rules.

Research methodology. The experiment was conducted among 5th–6th grade students.

Methods used: Pedagogical observation; Testing procedures; Comparison between control and experimental groups; Mathematical-statistical analysis.



Experimental Results. In the experimental group, lessons were conducted using active games, while the control group followed traditional methods.

The results showed:

- Overhead passing accuracy increased by 18–22%;
- underhand reception quality improved by 15%;
- ball throwing accuracy increased by 20%;
- students' interest in lessons significantly increased.

The obtained results confirm that active games are an effective means of forming volleyball skills. The advantage of the game method lies in transforming repetitive exercises from a monotonous process into an engaging activity.

Conclusion

The use of active games in forming volleyball elements among 5th–6th grade students demonstrates high effectiveness. The game-based methodology enables faster and higher-quality acquisition of technical skills. It is recommended to apply a specially developed system of games during lessons. Active games positively influence students' physical and social development.

Practical Recommendations. Develop at least 2–3 active games for each volleyball element. Set game duration between 5–10 minutes. Adapt games according to age characteristics. Use a motivation and reward system during activities.

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