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# METHODS FOR IMPROVING BALL PASSING AND RECEIVING SKILLS IN VOLLEYBALL PLAYERS

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**Abstract**

This article examines effective methods for improving ball passing and receiving skills in volleyball players within the context of sports education at pedagogical universities. The study is grounded in the idea that accurate passing and stable reception are fundamental technical components determining both individual performance and team coordination during training and competition. The paper analyzes methodological approaches aimed at developing these skills through structured repetition, differentiated drills, situational exercises, and integrated physical preparation. Special attention is given to the relationship between technical accuracy, movement coordination, reaction speed, spatial orientation, and decision-making under game conditions. The research emphasizes that the improvement of passing and receiving cannot be achieved solely through mechanical repetition, but requires a pedagogically organized system that combines technique correction, tactical awareness, and psychological stability. Training tasks designed for various levels of preparedness are discussed, including pair exercises, group combinations, target-oriented passing drills, and game-based reception practice. The article also highlights the importance of feedback, error analysis, and gradual complication of exercises in the formation of durable motor skills. It is argued that the use of modern instructional methods in volleyball education contributes not only to technical mastery but also to learners' confidence, discipline, and cooperative competence. The findings suggest that systematic and scientifically grounded training methods significantly enhance the quality of passing and receiving, thereby increasing

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the overall effectiveness of volleyball instruction in higher pedagogical education.

**Keywords**: Volleyball, ball passing, ball receiving, technical skills, training methods, coordination, sports education.

# VOLEYBOLCHILARDA TO‘P UZATISH VA QABUL QILISH KO‘NIKMALARINI TAKOMILLASHTIRISH USULLARI

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**Annotatsiya**:
Ushbu maqolada sport ta’limi yo‘nalishida tahsil olayotgan voleybolchilarda to‘p uzatish va qabul qilish ko‘nikmalarini takomillashtirishning samarali usullari tahlil qilinadi. Tadqiqot voleybolda aniq uzatish va barqaror qabul qilish individual mahorat hamda jamoaviy hamkorlikni belgilovchi asosiy texnik omillardan biri ekaniga asoslanadi. Maqolada ushbu ko‘nikmalarni rivojlantirishga xizmat qiluvchi metodik yondashuvlar, xususan, tizimli takrorlash, tabaqalashtirilgan mashqlar, vaziyatli topshiriqlar va jismoniy tayyorgarlik bilan integratsiyalashgan mashg‘ulotlar yoritilgan. Texnik aniqlik, harakat koordinatsiyasi, reaksiya tezligi, fazoviy mo‘ljal olish hamda o‘yin sharoitida tez qaror qabul qilish o‘rtasidagi bog‘liqlikka alohida e’tibor qaratiladi. Tadqiqot natijalariga ko‘ra, to‘p uzatish va qabul qilishni rivojlantirish faqat mexanik takrorlash bilan cheklanmasdan, texnikani tuzatish, taktik tafakkurni shakllantirish va psixologik barqarorlikni mustahkamlashni o‘z ichiga olgan pedagogik jihatdan puxta tashkil etilgan tizim asosida olib borilishi lozim. Turli tayyorgarlik darajasiga mos mashqlar, juftlikda bajariladigan topshiriqlar, guruh kombinatsiyalari, nishonga yo‘naltirilgan uzatish mashqlari va o‘yin asosidagi qabul qilish mashqlari tahlil qilingan. Shuningdek, teskari aloqa, xatolarni tahlil qilish va mashqlarni bosqichma-bosqich

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murakkablashtirib borish barqaror harakat malakalarini shakllantirishning muhim sharti sifatida ko‘rsatiladi. Maqolada zamonaviy o‘qitish metodlaridan foydalanish nafaqat texnik mahoratni oshirishi, balki talabalarda ishonch, intizom va jamoada ishlash kompetensiyasini ham rivojlantirishi ta’kidlanadi. Natijalar shuni ko‘rsatadiki, ilmiy asoslangan va tizimli mashg‘ulot usullari to‘p uzatish hamda qabul qilish sifatini sezilarli darajada yaxshilaydi, bu esa oliy pedagogik ta’lim tizimida voleybolni o‘qitish samaradorligini oshiradi.

**Kalit so‘zlar:** voleybol, to‘p uzatish, to‘p qabul qilish, texnik ko‘nikmalar, mashg‘ulot metodlari, koordinatsiya, sport ta’limi.

## Introduction

In contemporary sports education, volleyball occupies a significant place as a dynamic team game that combines speed, coordination, tactical awareness, and technical precision. Among the essential technical elements of volleyball, ball passing and receiving serve as the operational foundation of both offensive construction and defensive stability. Without accurate reception and effective passing, it becomes difficult for players to organize attacks, maintain ball control, and execute coordinated team actions. For this reason, the development of these skills is considered one of the central tasks in the training of volleyball players, especially in pedagogical universities where future specialists in physical education and sports are prepared.

Ball passing and receiving are not isolated motor actions but highly integrated technical processes influenced by physical, psychological, and tactical factors. The quality of a player’s pass depends on body position, timing, arm coordination, visual tracking, anticipation of ball trajectory, and the ability to adjust movement under rapidly changing conditions. Similarly, successful ball reception requires stability, balance, reaction speed, spatial awareness, and confidence. In real game situations, these actions must be performed under pressure, often within limited time and space, which makes their mastery more complex than in ordinary drill-based training. Therefore, the improvement of passing and receiving demands a methodological system that extends beyond

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repetition and includes conscious technical correction, situational learning, and progressive adaptation to competitive conditions.

In the context of higher pedagogical education, this issue becomes even more important because students are expected not only to master sports skills personally, but also to understand the pedagogical mechanisms through which such skills are formed and improved. Future teachers and coaches need to acquire both practical competence and methodological literacy. This means that the educational process in volleyball classes should be structured in a way that helps students analyze technique, identify common errors, select suitable exercises, and apply differentiated approaches depending on the preparedness of learners. As a result, the training of ball passing and receiving should be seen not merely as technical instruction, but as an educational process involving motor learning theory, didactic principles, and the formation of professional competence.

The relevance of this topic is also connected with the demands of modern sport, where the pace of the game has increased considerably and teams rely heavily on precise first contact and rapid transition play. Contemporary volleyball requires players to handle serves and attacks with greater consistency, accuracy, and speed than before. This intensification has led to renewed attention to the early stages of technical preparation and the refinement of basic skills through innovative training methods. Coaches increasingly incorporate reaction drills, game modeling, coordination tasks, and feedback-based instruction to improve passing and receiving performance. In this regard, traditional forms of drill practice remain important, but they are no longer sufficient when used alone. A more comprehensive approach is needed, one that integrates physical conditioning, cognitive engagement, and tactical adaptation.

Another important aspect of the problem lies in the diversity of learners' abilities in university settings. Students entering pedagogical institutions often differ in prior sports experience, motor preparedness, and confidence levels. Some may possess a strong technical base, while others require fundamental correction of posture, movement patterns, and ball contact mechanics. Consequently, the improvement of passing and receiving should rely on differentiated instruction

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that takes into account individual characteristics and learning pace. Exercises should be selected and sequenced according to students' technical needs, ensuring gradual progression from simple static tasks to dynamic and game-like situations. This pedagogical flexibility increases the effectiveness of instruction and supports more stable acquisition of technical habits.

Scientific and methodological literature in physical education emphasizes that stable technical skills are formed through repetition only when repetition is meaningful, controlled, and supported by feedback. In volleyball, incorrect repetition can reinforce technical errors and reduce performance reliability. That is why the role of the instructor remains crucial. The teacher or coach must observe details of execution, provide timely correction, encourage proper movement patterns, and create learning situations that stimulate active participation. Through this process, students not only improve their own technical actions but also learn how to organize similar educational interactions in their future professional practice.

Thus, the study of methods for improving ball passing and receiving skills in volleyball players is both theoretically and practically important. It addresses the technical foundations of volleyball performance, responds to the needs of modern pedagogical training, and contributes to the preparation of competent sports educators. A systematic examination of this issue allows for the identification of effective instructional approaches capable of increasing technical stability, tactical efficiency, and overall educational quality in volleyball training.

## Methods

This study employed a descriptive-analytical and practice-oriented methodological approach aimed at identifying effective ways to improve ball passing and receiving skills in volleyball players within the system of pedagogical university sports education. The methodological framework was built on the integration of theoretical analysis, pedagogical observation, comparative evaluation of training exercises, and the systematization of instructional techniques commonly used in volleyball practice. Special emphasis

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was placed on the pedagogical logic of skill development, according to which technical mastery is formed through the sequential interaction of explanation, demonstration, guided repetition, correction, and gradual transition to variable game situations.

At the first stage, scientific and methodological literature on volleyball training, sports pedagogy, and motor skill development was examined in order to determine the theoretical foundations of passing and receiving instruction. This stage made it possible to identify the key components affecting the quality of technical execution, including body positioning, arm placement, lower-limb coordination, visual concentration, anticipatory movement, balance, and timing. The analysis also helped classify the most common technical errors observed among student volleyball players, such as incorrect hand formation during overhead passing, insufficient knee flexion during reception, unstable stance, delayed reaction to ball trajectory, and poor coordination between movement and contact.

At the second stage, pedagogical observation was used to study how students performed ball passing and receiving during training sessions. Observation focused on the stability of execution, precision of ball direction, coordination of body segments, speed of adaptation to changing ball flight, and the ability to maintain technique under fatigue or game pressure. The purpose of this stage was not only to assess the visible quality of motor performance, but also to understand how different instructional conditions influenced learning outcomes. Attention was paid to the role of teacher guidance, the organization of drills, the frequency of feedback, and the sequence in which exercises were introduced.

In the practical dimension, the methodological system for improving passing and receiving included several interconnected groups of exercises. The first group consisted of basic technical drills performed in stable conditions. These exercises included stationary overhead passing, forearm passing from a fixed position, paired exchanges at short and medium distance, wall passing drills, and controlled reception of softly thrown balls. Their main function was to reinforce proper motor patterns and help students develop confidence in ball contact.

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Repetition at this stage was carried out with continuous teacher monitoring to prevent the fixation of incorrect movements.

The second group of methods involved dynamic coordination drills designed to improve movement adjustment before contact with the ball. These included passing after side steps, forward and backward movement, pivoting, acceleration toward a target zone, and reception after changing direction. Such exercises were selected because successful passing and receiving in volleyball rarely occur in static conditions. Instead, players must constantly adapt their position relative to the ball. By integrating footwork and coordination tasks into technical training, the methodology aimed to make movement preparation an inseparable part of ball control.

The third methodological group included differentiated exercises based on the students' level of preparedness. For beginners, simplified tasks were used, such as slow-paced paired passing, larger target zones, and predictable ball trajectories. For more advanced learners, exercises involved increased ball speed, reduced preparation time, directional variability, and tactical combinations requiring quick decision-making. This differentiated approach ensured that each student could train within an appropriate level of difficulty while maintaining the possibility of further progression. The principle of individualization was regarded as essential in pedagogical university settings, where the range of technical readiness is often broad.

Another significant methodological component was the use of situational and game-based tasks. These exercises recreated fragments of real volleyball play, such as serve reception, transition from defense to attack, three-contact combinations, and pressure-based passing sequences. Through these methods, students were encouraged to apply technical skills in realistic contexts rather than only in isolated drills. This helped connect motor execution with tactical thinking and improved the transfer of training results to actual game performance. Situational exercises also increased students' motivation, as they experienced the functional value of passing and receiving within meaningful play structures.

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Feedback and error correction were treated as central instructional methods throughout the training process. Immediate verbal feedback, visual demonstration, peer observation, and repeated execution after correction were used to strengthen technical awareness. Rather than correcting all mistakes at once, instructors focused on the most significant error affecting performance efficiency, allowing students to gradually refine their technique without cognitive overload. This approach corresponded to pedagogical principles of accessibility and consistency. In addition, self-analysis was encouraged, enabling students to reflect on their own movements and develop a more conscious attitude toward technical improvement.

Physical conditioning was also incorporated into the methodology as a supportive factor in skill development. Exercises aimed at improving reaction speed, coordination, agility, leg strength, and core stability were integrated into volleyball training sessions because these qualities directly affect the quality of passing and receiving. For example, quick foot movement helps players reach the correct position under the ball, while postural stability improves control during contact. Thus, technical preparation was not isolated from general motor development, but was treated as part of a unified training system.

The overall methodological structure was based on progression from simple to complex, from controlled to variable, and from isolated technique to integrated game action. This sequence ensured that students first formed correct motor foundations, then adapted them to dynamic conditions, and finally applied them in competitive contexts. Such an approach reflects the pedagogical principle that durable sports skills are formed most effectively when technical instruction is systematic, differentiated, and functionally connected with the demands of real performance.

## Results

The implementation of a structured methodological system for improving ball passing and receiving skills in volleyball players demonstrated clear positive outcomes in the quality, stability, and effectiveness of technical performance. The analysis of training practice showed that students who engaged in

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systematically organized drills with gradual complication, differentiated tasks, and regular corrective feedback performed passing and receiving actions with greater confidence and precision than at the initial stage of instruction. The most noticeable changes were observed in movement coordination, body positioning before contact with the ball, directional control, and the ability to maintain technique under dynamic conditions.

One of the main results was the improvement of technical accuracy during both overhead passing and forearm reception. At the beginning of the training process, many students displayed common deficiencies such as unstable stance, poorly coordinated arm and leg actions, delayed response to ball flight, and insufficient control over the direction of the pass. After the consistent application of targeted exercises, these shortcomings became less pronounced. Students increasingly demonstrated correct initial positioning, more balanced lower-body support, and improved synchronization between movement and ball contact. This led to a more stable trajectory of the ball and reduced the frequency of uncontrolled or inaccurate passes.

A second important result concerned the development of motor adaptability. In volleyball, passing and receiving rarely occur in ideal conditions, and the ability to adjust quickly to varying ball speed, angle, and direction is essential. The use of dynamic drills involving side movement, directional change, and variable tempo significantly strengthened students' readiness to perform technical actions in non-standard situations. During training observations, it became evident that learners became more capable of approaching the ball efficiently, selecting an appropriate body position, and maintaining technical form even when the ball trajectory changed unexpectedly. This indicates that the inclusion of movement-based tasks increased not only technical skill but also functional responsiveness.

The results also revealed a strong connection between differentiated instruction and the rate of skill acquisition. Students with lower initial preparedness benefited from simplified repetitive drills that emphasized correct mechanics and confidence building, while more advanced students showed marked improvement when exposed to faster, more demanding, and tactically oriented tasks. This confirms the pedagogical value of adapting exercise difficulty to

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learners' capabilities. When students practiced at an appropriate challenge level, technical progress occurred more steadily and with fewer persistent errors. The differentiated model therefore contributed to more inclusive and efficient skill development across groups with varied backgrounds.

Another significant outcome was the increased consistency of skill execution during situational and game-like exercises. In earlier stages, many learners were able to perform passing and receiving in isolated drills but struggled to transfer these skills into realistic play contexts. After the introduction of situational tasks such as serve reception patterns, defensive transitions, and three-contact combinations, students began to apply technical actions with greater reliability during play. Their first contact improved in quality, their passes became more functional for setting up attacks, and their defensive receptions became more controlled. These changes suggest that the transfer of technical skills into game conditions was strengthened through practice that simulated authentic volleyball scenarios.

The research also identified positive changes in students' cognitive and psychological readiness. As technical execution improved, players showed greater confidence, reduced hesitation, and better concentration during ball contact. Fear of error, which had previously affected reception quality in some learners, gradually diminished as training became more structured and supportive. Regular teacher feedback and repeated success in progressively complex exercises contributed to stronger motivation and a more conscious understanding of technique. Students began to analyze their own mistakes more effectively and showed increased ability to self-correct. This demonstrates that the development of passing and receiving skills was accompanied by the formation of reflective and self-regulatory capacities.

In addition, the study found that the integration of physical conditioning elements had a supportive effect on technical improvement. Students who participated in exercises aimed at developing agility, reaction speed, balance, and lower-body strength were more successful in reaching optimal positions for ball contact and maintaining stability during reception. Technical quality improved when students possessed better motor readiness, indicating that

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passing and receiving cannot be developed in isolation from general physical preparedness. This result supports the view that volleyball instruction should combine technical learning with purposeful development of relevant physical qualities.

The cumulative result of the implemented methodology was the strengthening of team interaction. Since passing and receiving are directly linked to the continuity of collective play, technical improvement at the individual level contributed to greater coherence in group exercises and training matches. Students communicated more effectively, sustained rallies for longer periods, and built attacks with greater organization. The quality of team play improved because the first and second contacts became more predictable and controllable. Thus, the refinement of individual technical skills also produced broader educational effects related to cooperation, tactical discipline, and mutual coordination.

Overall, the results indicate that a pedagogically grounded, sequential, and differentiated approach to passing and receiving training substantially increases the effectiveness of volleyball instruction. Technical precision, movement adaptation, confidence, and functional use of skills in game situations all improved under conditions where instruction was systematic and methodologically structured. These findings confirm that the improvement of passing and receiving is most successful when technical drills, movement tasks, feedback, physical conditioning, and situational practice are combined into a coherent educational model.

## Discussion

The results of this study confirm that the improvement of ball passing and receiving skills in volleyball players is most effective when technical instruction is organized as a comprehensive pedagogical system rather than as a set of isolated repetitive drills. The observed progress in technical accuracy, movement coordination, confidence, and game application demonstrates that passing and receiving are multidimensional skills shaped by the interaction of motor, cognitive, tactical, and psychological factors. For this reason, the instructional

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process in volleyball education should not be limited to mechanical training of hand position or body posture, but should involve a broader methodological structure aimed at developing adaptable and stable performance under variable conditions.

One of the central issues highlighted by the findings is the importance of combining technical repetition with meaningful movement preparation. Traditional volleyball instruction often emphasizes repeated passing and receiving in static conditions, which is useful at the early stage of skill acquisition. However, the results suggest that technical stability becomes significantly stronger when learners practice these actions in connection with footwork, directional adjustment, and spatial orientation. This can be explained by the nature of volleyball itself, where players rarely interact with the ball from a perfectly prepared position. Therefore, technical training that neglects pre-contact movement may produce formally correct but functionally weak skills. The study supports the view that movement toward the ball should be considered an integral component of technique rather than a separate auxiliary element.

The findings also invite reflection on the pedagogical role of differentiated instruction in sports education. In university volleyball groups, learners often differ substantially in their technical background, physical readiness, and learning speed. A uniform training model cannot fully address these differences and may either overload weaker students or fail to challenge more advanced ones. The positive impact of differentiated exercises in this study indicates that individualized progression is not only desirable but necessary for effective skill development. When students work with tasks appropriate to their level, they are more likely to maintain motivation, avoid persistent technical errors, and achieve more stable improvement. This has important implications for pedagogical universities, where future teachers must learn to design inclusive and adaptive learning environments.

Another important point emerging from the study is the significance of situational and game-based learning. Technical drills remain essential for establishing movement patterns, yet the results show that the real educational value of passing and receiving is revealed when students apply them in realistic

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volleyball situations. The transfer of skill from drill to game is not automatic. It requires practice conditions that reproduce the uncertainty, timing demands, and tactical context of real play. The improvement observed during serve reception exercises, transition sequences, and game-based combinations suggests that situational learning promotes deeper functional understanding of technique. In this sense, the study aligns with contemporary pedagogical approaches that prioritize contextualized learning and performance-based instruction.

The discussion must also address the role of feedback as a key mechanism of technical improvement. The results indicate that regular correction, targeted verbal guidance, and reflective self-analysis contributed significantly to students' progress. This is consistent with the theory of motor learning, according to which feedback supports error detection, movement awareness, and refinement of execution. At the same time, the study suggests that effective feedback should be selective and pedagogically measured. Excessive correction may overload learners and reduce confidence, whereas focused guidance on the most influential error can produce clearer improvement. Thus, the instructional role of the teacher is not merely to observe performance, but to regulate learning through timely and purposeful intervention.

The positive changes in confidence and concentration observed in the study deserve separate consideration. Technical failure in volleyball, especially in reception, often has a psychological dimension. Fear of making mistakes, hesitation in movement, and loss of concentration can undermine even well-developed motor skills. The gradual reduction of these barriers during the training process suggests that well-organized instruction creates not only technical competence but also psychological readiness. Repeated success in progressively complex tasks appears to strengthen self-efficacy and emotional stability. This means that passing and receiving training can contribute to the broader educational goal of forming resilient, disciplined, and self-regulating athletes.

The integration of physical conditioning into skill development also has important methodological implications. The study showed that technical progress was supported by improvements in agility, balance, reaction speed, and

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lower-body coordination. This confirms that volleyball technique depends heavily on the physical qualities that enable effective positioning and controlled execution. As a result, the separation of technical and physical preparation may reduce overall training efficiency. A more productive model is one in which physical exercises are selected according to their functional relevance to technical tasks. Such integration makes training more coherent and better aligned with the actual demands of volleyball performance.

From an educational perspective, the findings are especially valuable for pedagogical university contexts. Students in such institutions are future teachers, coaches, and instructors, which means they must master both the execution of sports techniques and the methods by which these techniques are taught. The methodological model examined in this study can therefore be viewed not only as a means of improving volleyball performance, but also as an example of professional training in sports pedagogy. By participating in structured, reflective, and differentiated instruction, students gain experience that may later inform their own teaching practice.

At the same time, the study opens possibilities for further research. Future investigations may focus on the comparative effectiveness of specific drill types, the role of digital feedback technologies in volleyball instruction, or the long-term retention of passing and receiving skills under different pedagogical conditions. It would also be valuable to examine how gender, training history, and competitive level influence responsiveness to various instructional methods. Such research would deepen the methodological foundation for sports education and expand the practical possibilities of volleyball training in higher education.

In sum, the discussion confirms that the improvement of ball passing and receiving in volleyball players should be approached as a holistic pedagogical task. Technical mastery emerges most effectively when repetition is purposeful, exercises are differentiated, learning is contextualized, feedback is constructive, and physical training supports motor execution. This integrated view reflects the complexity of volleyball and provides a solid basis for enhancing both athletic and pedagogical outcomes in sports education.

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## Conclusion

The study of methods for improving ball passing and receiving skills in volleyball players demonstrates that these technical elements occupy a central place in the structure of volleyball training and largely determine the quality of both individual performance and collective interaction. Passing and receiving are not simple mechanical actions acquired through repetition alone. They represent complex motor skills that require precision, coordination, tactical awareness, psychological stability, and the ability to adapt quickly to changing game situations. For this reason, their development must be based on a scientifically grounded and pedagogically organized system of instruction.

The analysis carried out in this work shows that the effectiveness of skill improvement depends primarily on the methodological structure of the training process. When instruction is built on the principles of consistency, gradual progression, differentiated task selection, and continuous feedback, students acquire technical skills more consciously and more reliably. In such conditions, passing and receiving become not only technically correct but also functionally effective in real volleyball play. This proves that successful technical training is closely linked with pedagogical design and cannot be reduced to unsystematic exercise performance.

A significant conclusion of the study is that ball passing and receiving should be improved through the integration of several interrelated components. First, students need repeated practice in basic technical movements in order to establish correct motor patterns. Second, these movements must be connected with footwork, balance, and body adjustment, because in actual game situations the player's success depends largely on positioning before ball contact. Third, the use of situational and game-based exercises is essential for transferring technical actions from isolated drills to realistic performance contexts. Without this transition, technical habits remain unstable and may not function effectively during competition or team play.

The findings also confirm the pedagogical importance of differentiated instruction. In higher educational institutions, especially in pedagogical universities, students often differ considerably in prior sports experience,

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physical readiness, and confidence. As a result, a uniform approach does not provide equally effective learning conditions for all participants. When exercises are adapted to the technical and physical capabilities of learners, the process of skill acquisition becomes more accessible, efficient, and sustainable. This conclusion is particularly important for future teachers and coaches, who must be able to organize training that accounts for individual differences while preserving common educational objectives.

Another important conclusion concerns the role of feedback and reflective learning in technical development. The study shows that students improve more effectively when they receive timely correction, observe demonstrations, analyze their errors, and consciously refine their movements. In this regard, the teacher's role is not limited to supervising physical activity. The instructor acts as a mediator of motor learning, guiding attention, shaping understanding, and helping learners transform repetition into meaningful improvement. This confirms that volleyball training in pedagogical education must be viewed as an instructional process in which teaching competence is as important as athletic competence.

The research further indicates that the improvement of passing and receiving is strengthened by the inclusion of physical conditioning elements. Agility, coordination, reaction speed, postural stability, and lower-body strength directly affect a player's capacity to reach the ball in time and execute correct technical actions. Therefore, technical training should be integrated with the purposeful development of those physical qualities that support performance. Such integration reflects the real demands of volleyball and increases the practical value of training sessions.

From a broader educational perspective, the methods discussed in this paper contribute not only to technical mastery but also to the development of qualities that are important in pedagogical and athletic activity. These include discipline, self-control, teamwork, responsibility, concentration, and the ability to act under pressure. The process of mastering passing and receiving teaches students to coordinate their actions with others, respond constructively to correction, and strive for stable performance through regular practice. In this sense, volleyball

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instruction serves not only as physical training but also as a means of professional and personal formation.

In conclusion, the improvement of ball passing and receiving skills in volleyball players should be regarded as a complex pedagogical task requiring a systematic, differentiated, and integrated methodological approach. The combination of technical drills, movement-based exercises, situational practice, physical preparation, and feedback-based correction creates favorable conditions for the formation of stable and effective volleyball skills. Such an approach is especially relevant in pedagogical universities, where students must develop both practical sports competence and methodological readiness for future teaching activity. The results of this study support the view that well-structured volleyball instruction can significantly enhance the quality of sports education and prepare learners for successful participation in both athletic and pedagogical practice.

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