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Psycho-Pedagogical Aspects of the Volleyball Team Management in Training and Competition Activities

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“One of the central figures in sports activity is a coach whose personality, sports and life principles, philosophy, professional pedagogical skills and high qualification in the field of organization and management guarantee the successful achievement of common tasks of humanistic pedagogy – “Education – Upbringing – Development” as well as the achievement of high sports results. Study of pedagogical and psychological aspects of sports coach activity is particularly relevant taking into account its basic peculiarities associated with the specificity of sports in general and a selected activity in particular, as well as with a wide range of separate directions of work, roles and responsibilities of a coach, for example as a teacher, a psychologist and a sociologist, a manager, a friend and a sportsman’s assistant” (Markov, 2001).

The challenging problem of the coach activity is his pedagogical skills of the training process, knowledge of the modern, scientifically based and specialized teaching methods, as well as the principles of their effective implementation and programmed education (Rodionov, 1990).

A competition component, an ability to achieve sports results that are a system-forming factor for the activity of a coach, individual players and a team in general have a particular relevance in the coach sports activity. Primarily, the coach’s playing, strategic and tactical thinking have a great importance, as well as his ability to plan the process of training players and teams to compete, reconnaissance and operational analysis of the current competition information, flexibility and insistence in implementing the game plan, significant communicative skills, the ability to inspire players, to give them faith in victory and make it happen in practice (Markov, 2001).

Considering a sports training and a competition process as a key way to improve techniques and tactics of volleyball players, as well as the form of organization of improving physical qualities of sportsmen, it is important to the coach to have a well-developed management methodology that will help to avoid the spontaneity and randomness in actions, low quality and poor work results.

Keywords: volleyball, sports perfection groups, coach, management, factors, capabilities, game structure, training and competition processes, psychological and pedagogical aspects.

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Introduction

“In 2010, it was 115 years from the date when in 1895 an American college teacher of physical education William G. Morgan suggested a game that became known as volleyball. “Currently, the national teams are manned with the highly qualified players. The average height of attackers in national women’s teams is 185-195 cm; passing players’ average height is 180-184 cm. The players with such characteristics have a high level of physical, technical and tactical skills. Shorter players have to compensate it by the technical and tactical skills with excellent physical fitness” (Belyaev, 2007).

Thus, modern volleyball, both Olympic and professional, is an extremely entertaining and exciting game which involves a powerful jump serve, strikes from the attack line and the backcourt, the masterly defensive techniques and complex tactical combinations with the participation of the front row and back row players” (Belyaev, 2004).

In the Krasnoyarsk Territory volleyball is cultivated at secondary schools, vocational and higher educational institutions and is a part of the educational program of physical training for all types of educational institutions. There are volleyball club teams in Minusinsk, Achinsk, Krasnoyarsk, Abakan and other cities of the Territory.

The work of a sports team coach, apart from the significant similarity of principles, pedagogical tools and methods with any other pedagogical activity, has one essential feature: a great value and significance of sports competition results.

Competition activity of volleyball players has two major tightly integrated aspects: physical, motor and psychological components. The first aspect involves overcoming physical resistance of an opponent who due to the absence of a direct contact between the rivals separated by the net

(Mohammed, 1992) influences the player through the ball. The psychological component of the competition activity arises from the very essence of the competition, behavior of opponents, teammates and a coach, audience and judges, as well as the game’s environment. It is connected with different mental processes and stress states of the players, their personal characteristics and behavioral reactions (Puni, 1969, Naydiffer, 1979).

Often sports managers, officials in charge and sponsors judge a coach not by what kind of a specialist, teacher or psychologist he is, not by how well he used to play in the past, but by the current professional achievements. Although sometimes it may seem cruel, but in most cases it is fair. This is a part of sports life.

Therefore, another very important quality of a coach is the ability to win. One might be a very qualified specialist, able to correctly and competently build a long-term training process, be an excellent teacher and a psychologist, have a great relationship with the players, but, at the same time, not be able to win which whittles away all the advantages of the volleyball team coach.

The actual work of a coach in competition does not begin with presenting to a judge the record of the initial positioning of the players and does not end with the last match. Managing a team in competition begins on the first day of training when a coach begins training the team to achieve certain goals. It can be a long-term goal (successful participation in a long-term competition, continental or world championships) or a short-term one (to win an important match, a round of a domestic competition, etc.).

A coach develops, manages and controls the process of achieving the goal. Team training includes the following steps:

- training a team for competitions;
- managing a team during the game;
- match analysis and evaluation.

Materials and methods

We have carried out a pedagogical study. In order to correctly identify the main direction and specific content in training volleyball players for competitions, at least two issues must be clarified (Ayrapetyants, 1991; Belyaev, 2004; Kleshchev, 1983):

- factors affecting sports results of a game and their correlation;
- requirements for each individual factor;

“The main factors that mostly define excellent achievements in volleyball are as follows:

- anatomical, morphological and constitutional features of a game;
- functional (energy) capabilities defined by the aerobic and anaerobic processes;
- physical qualities;
- technical and tactical skills;
- psychological factors;
- theoretical knowledge;
- rehabilitation measures.

These factors are mutually complementary, and, to some extent, equally significant (Kleshchev et al, 2000)”.

Anthropomorphological features of volleyball players significantly affect the choice of a game’s tactical plan in the defense and attack lines as well as the technique improvement. In recent years, there has been an increase in volleyball players’ height. The average body length of highly qualified sportsmen is 195-200 cm in men, 180-186 cm in women (Dudson, 2000).

Modern volleyball implies the maintenance of high playing activity of volleyball players for a long time (up to 2-3 hours per game day), which greatly increases the influence of the energy production processes on the efficiency of motor activities. Without energetic abilities the effective demonstration of special capabilities, stamina, quickness, flexibility, dexterity of volleyball players during the game becomes impossible,

which, in its turn, leads to the structural failure of the technique implementation.

For example, a passive volleyball player performing reception after a strike with a preliminary approach from the back line, does not always “meet” the ball in time, and as a result wrongly performs a technique which leads to an error in the game technique or tactics. The lag in technique skills even with an excellent functional and motor activity will not allow to use the game tactics to the utmost since there will be no basis for its implementation (technical skills are the tissue of the game).

Highly developed moral and volitional qualities are the keys to success in competition. Physical, technical, tactical superiority of the team is meaningless if the loss of a point, a set or a game demoralizes instead of being an incentive to improve sports results.

“Tactical skills of a volleyball player are unimaginable without a great stock of theoretical knowledge of sports tactics and regularities of the volleyball development. Detailed knowledge of the rules of competitions (games) allows sportsmen to use individual tactical combinations more efficiently (positioning of players, good positioning on the court for an effective and unexpected attack)” (Markov, 1996).

The level of physical fitness increases in the process of improving technical and tactic skills. Thus, an attack practicing requires executing reps that, in their turn, contribute to the improvement of jumping ability, stamina and dexterity. The main condition for improving fitness and increasing athletic performance is the implementation of measures to facilitate the recovery of sportsmen. Ignoring this fact and methodologically incorrect implementation of recovery measures after exercising leads to a negative effect: overstrain and injuries.

“An expert evaluation of the participation of the world’s leading teams in major competitions

(Olympics Games, World or European Championships) allows us to determine the main direction in the improvement of techniques and tactics of volleyball and reveals the main reasons of the typical errors while performing the techniques and tactical combinations. A description of the duration of the impact of the competition load in general and particular cases, the record of the volume of competition techniques and their effectiveness carry important information.” (Kim, 1994).

This is a so-called “outer” side of the competition load which is determined by its volume and intensity. In order to plan and evaluate the training process it is required to have detailed knowledge of the game structure with the temporary and quantitative indicators that determine the duration of the impact of the “external” load (jumping, acceleration, falls, etc.) and its volume. The value of this kind of information is obvious for each coach. In our opinion, it is equally important to define and control the load standards for training young volleyball players since the learning process involves heavy training loads.

All in all, we can assume that the due standards characterize such level of general and special fitness of sportsmen that is necessary for the successful achievement of the planned sports results and the development of different analyzers that provide successful performance during a volleyball game.

In the training process there is always a lack of time for practicing one or another technique or interaction element, as well as for bringing some physical quality to a competitive level. Establishing the exact volume of the training load according to the indicators of motor activities of sportsmen in games makes it possible to unify the preparatory work assessment and improves the planning quality for all sections of training.

We have divided the whole period of training of young volleyball players at the Children and Youth Sports Schools into three stages. The first two years of study at the Children and Youth Sports School (children under 13 years of age), according to long-term plan, are the preparatory educational and training courses; the next two years (children up to 15 years of age) of the educational and training courses are aimed at the special physical, technical and tactical training; the last two years (children up to 17 years of age) are dedicated to the improvement of the special game readiness.

The coach’s role, responsibilities, objectives and moral principles are the important and determining factors in sports. According to the official statistics, there are about 150 million people play volleyball in 210 national federations that belong to the FIVB (Fédération Internationale de Volleyball). Thus, we can assume that at least 7 million coaches actively work throughout the world (Sawula, 1997). According to the tentative data, more than 10 thousand coaches work in Russia.

Depending on the coach’s level and specialization, the following categories can be distinguished:

- a coach of the national team;
- a coach of club teams for the championship of Russia and departmental competitions;
- a coach of teams of vocational schools, institutes and companies;
- a coach of teams of children sports schools, school sections.

The coach’s role, responsibilities, objectives and skill level vary widely in these categories. In a summary form we have identified two major factors that are the determinants in studying the coach’s role:

1. Determining the main aim and objectives the solution of which is needed to achieve the

ultimate goal. It is the analysis of the entire work of the coach.

2. The means and methods that help to solve the problems of training of players and teams and achieve the main goal which is the result. It is the characteristics of the coach's individual skills and creativity.

Results

In order to answer the questions about the role and function of a coach, we have presented the following two schemes resulted from the experiment – Fig. 1 and 2.

They may change in each specific case. For example, in the children's team only a coach and a doctor are needed, in the national team it is desirable to keep the entire staff including sponsors, however it is not necessary to have a GPT (general physical training) coach and a psychologist in the club teams, but it is good to have a selector.

Certainly, all these basic functions are closely interrelated and mutually conditioned. Very often the distinction between them is practically absent. A coach plays an educator's role, particularly when working with children.

A coach is a man with a huge life, game and sports experience, therefore players need his advice and support in a variety of unexpected and complex situations. Also, a coach is a senior fellow and assistant to the players.

Coach is a sports specialist who must deal with the development and popularization of volleyball in the country, city, club, university, etc.

Coach is a manager responsible for coordinating the work of all his assistants, including interaction with administration, national federation etc.

All these definitions of the coach's role, certainly, have a right to exist. Nevertheless, the most basic and essential feature of his work is the training of players, teams and achieving the results. Therefore, the following definitions will be more accurate:

Coach is a professional team manager responsible for the training and performance of individual players and teams in general. Usually coach is the only person who is responsible for the results – Fig. 1.

These definitions are more applicable and correct for the coaches who train teams of high



Fig. 1. Position of a coach in the overall team management system in volleyball

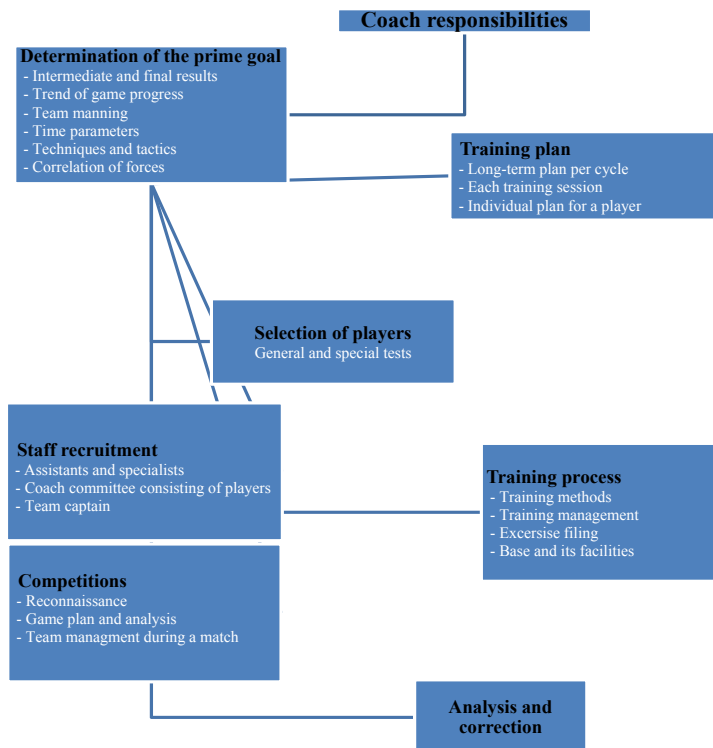


Fig. 2. Analysis of the coach’s special responsibilities in the process of the team management

and middle levels such as sports perfection groups and teams of high sports skills level. The specific feature of the coach’s activity is that in comparison with other leaders of groups consisting of up to 25-30 people, the coach makes the main and exclusive decision and simultaneously applies it in practice.

Generally speaking, when controlling and managing the volleyball players of sports perfection teams, the coach decides the problem concerning education of the new generation, i.e. the question of volleyball’s future. The important task of the coach is not just to teach how to play but to train a “good” and “true” athlete who can become a member of the Super League teams and a candidate for a place in the national team (Fig. 2).

Summary

The coach often deals with young sportsmen, mostly with school children. As a rule, the joint

work is carried out within the period of 8-10 years, and during this period a coach is becoming the “COACH”. In fact, the coach’s influence and ability to educate are extremely powerful. In many cases, the influence of coaches on the personality formation is even more significant than the influence of school and family. The main aspects of the educational work of a coach are:

- character training (from a psychological perspective);
- courage, strong will, persistence;
- kindness, moral qualities of the personality, honesty;
- responsibility, adherence of principles;
- team work.

The training process of a player as an individual is not separated from the general process of the team work. On the contrary, the training process is carried out through the sports, by means of sports training, through an actual

regular work of the coach and the whole team. Eventually, each word and gesture of the coach, each training session, team meeting is an act of education.

From the pedagogical perspective, the team training process is realized in the system Coach – Team – Player. It is extremely important for the team to perform the educational functions. It is utterly necessary for the coach as an educator to be well-mannered. His appearance, behavior, actions and decisions should set an example of good education.

We all know how huge a social role of volleyball really is, and not only in the modern world. This is caused not only by the fact that sport is an area of learning, development and improvement of a human and his physical and mental qualities, and not only by the fact that sport is virtually the only way of health promotion. The enormous social significance of sports is that, firstly, there is no other activity that involves a larger number of people than sports; these are the competition participants (there are up to 10 000 sportsmen who participate in the Olympics games) and the audience involved in sports due to the mass media.

Sports have a huge potential in the struggle for peace and mutual understanding between nations. And in this social aspect volleyball currently ranks in the top sports in the world. One of the most important tasks is to make volleyball a number one sport. The completion of this task is only possible on condition that every volleyball coach, regardless of his team level, performs his social function. It includes:

- development and promotion of volleyball in the sports club, region and country;
- participation in the work of the national federation;
- statements to the press;
- appearance on television and radio messages;

- assisting other coaches and teams;
- organization of competitions, etc.

Results achievement is the most important task in the coach's work. In the end, the activity and qualification level of the coach are evaluated by the game quality of his team and players. The team results are the main and obvious criterion of the coach's success.

Conclusion

Thus, this study has allowed us to determine the main directions of the coach work in team management of volleyball players in order to achieve excellent results:

1. A coach determines the main goal. Usually it is the results and ranking of the team. In order to make a decision, the analysis of the current situation is required. The analysis is composed of the following indicators:

- trends of game progress;
- time limit that is given to a coach to achieve the main goal;
- determination of intermediate results to check up the selected direction.

2. The coach should be active and have a full voting status in selecting assistants and players. It is very important for the coach to gain team players' favour so that they could take a creative part in the major decision-making process. This is especially relevant for the volleyball players of sports improvement groups, where the main task of the coach is to select the most promising players to play in groups with the higher level of sportsmanship.

3. The issues of the training planning and competition activities should be continuously analyzed (statistics, surveys, video recording) and corrected.

At the same time, the coaches of the Children and Youth Sports Schools often use the training methodology for the adult volleyball players, since nowadays there still is no special

scientifically based teaching methods for groups of basic training, including groups of sports perfection that would use an integrated approach, therefore the team management starting with the preparatory period is extremely important in the training system of volleyball players in general.

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Психолого-педагогические аспекты управления

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Одной из центральных фигур в спортивной деятельности является тренер, от личности которого, его жизненных и спортивных принципов и философии, профессионального педагогического мастерства, высокой квалификации в области организации и управления во многом зависит успешное решение как общих задач гуманистической педагогики –

“обучение – воспитание – развитие”, так и достижение высоких спортивных результатов. Исследование педагогических и психологических аспектов деятельности спортивного тренера является особенно актуальным, учитывая принципиальные ее особенности, сопряженные как со спецификой спорта вообще и выбранного вида в частности, так и с чрезвычайно разносторонним спектром отдельных разделов работы, ролей и обязанностей тренера – педагога, психолога и социолога, руководителя, друга и помощника спортсмена. Актуальной проблемой деятельности тренера является его педагогическое мастерство ведения учебно-тренировочного процесса, вооруженность современными, научно обоснованными специализированными методиками обучения и совершенствования, принципами их эффективной реализации и программированного обучения. Особую актуальность в спортивной деятельности тренера имеет ее соревновательная составляющая, его умение добиваться спортивного результата, который в целом выступает системообразующим фактором всей деятельности тренера, отдельных игроков и команды в целом. Огромное значение при этом играет, прежде всего, игровое, стратегическое и тактическое мышление тренера, его умение планировать подготовку игроков и команды к соревнованию, ведение разведки и оперативный анализ текущей соревновательной информации, гибкость мышления и упорство в реализации игрового плана, высокое коммуникативное мастерство, способность воодушевить игроков, вдохнуть в них веру в победу и практически ее добиться. Рассматривая спортивную тренировку и соревновательный процесс как основной способ совершенствования техники и тактики волейболистов, а также как форму организации совершенствования физических качеств спортсменов, тренеру важно иметь хорошо разработанную методику управления, которая поможет ему избежать стихийности и случайности в действиях, низкого качества и плохих результатов работы.

Ключевые слова: волейбол, группы спортивного совершенствования, тренер, управление, факторы, возможности, структура игры, тренировочный и соревновательный процессы, психолого-педагогические аспекты.
