

NELUȚA SMÍDU - TEODORA DOMINTEANU - ANDREEA
VOINEA

Volleyball METHODOLOGY IN HIGHER EDUCATION



A Practical Guide for Non-Specialized
Students and Teachers

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Cluj-Napoca, 2026



**NELUȚA SMIDU
TEODORA DOMINTEANU
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**VOLLEYBALL
METHODOLOGY IN HIGHER EDUCATION
A PRACTICAL GUIDE FOR NON-SPECIALIZED
STUDENTS AND TEACHERS**

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Foreword

The present volume offers a modern and rigorous approach to volleyball teaching within a university setting, with a particular focus on non-specialized higher education programs. Owing to its complex yet accessible nature, volleyball represents an effective means of fostering physical, motor, and social development, thereby contributing significantly to the balanced formation of students.

This work is intended for physical education instructors and students interested in deepening their understanding of the specific methodology of volleyball instruction. It aims to clarify the technical and tactical objectives of the game, provide a coherent structure for instructional content, and adapt this content to the level and characteristics of non-specialized students. The proposed pedagogical framework is grounded in the contemporary principles of physical education didactics and emphasizes learning through action, the development of self-organization skills, and the gradual introduction of bilateral play under conditions that approximate real competition.

Through its content, this book seeks to support the university's teaching process by offering both theoretical and practical benchmarks for optimizing instruction, diversifying training exercises, and stimulating students' interest in volleyball. It is our hope that the material presented herein will serve as a valuable working tool and a starting point for the development of effective teaching practices adapted to the current demands of physical education in higher education institutions.

Note: All authors contributed equally to the development of this work.

Authors

Table of Contents

Chapter 1 – A Brief History of Volleyball / 6

- 1.1. The Emergence and Evolution of Volleyball Worldwide /6*
 - 1.1.1. Origins and the American Context / 6*
 - 1.1.2. The First Rules and the Official Demonstration /9*
 - 1.1.3. Standardization and Institutional Development /10*
 - 1.1.4. The Internationalization of Volleyball / 11*
 - 1.1.5. International and Competitive Organization /11*
 - 1.1.6. Modern Evolution and Global Impact / 12*
- 1.2. The Emergence and Development of Volleyball in Romania / 15*
- 1.3. A Summary of the Romanian National Teams' Achievements / 16*
 - 1.3.1. Men's National Team / 16*
 - 1.3.2. Women's National Team / 16*

Chapter 2 – Characteristics and Structure of the Volleyball Game / 18

- 2.1. General Characteristics of Volleyball Game / 18*
- 2.2. Stages of Instruction – Specific Requirements and Learning Principles / 21*
- 2.3. Fundamental Principles of Volleyball Instruction / 23*
 - 2.3.1. General Principles / 23*
 - 2.3.2. Specific Principles of Volleyball Instruction / 25*
- 2.4. Somatic, Motor, and Psychological Characteristics of Volleyball Players / 30*
 - 2.4.1. Medico-Biological and Somatic Criteria / 30*
 - 2.4.2. Motor Abilities and Physical Preparation / 33*
 - 2.4.3. Neuropsychological Capacity / 36*

Chapter 3 –Technique in Volleyball Game / 44

- 3.1. Definition / 44*
- 3.2. Systematization of Technique / 45*

- 3.2.1. *The Serve / 49*
- 3.2.2. *Serve Reception / 53*
- 3.2.3. *Setting for Attack / 57*
- 3.2.4. *The Attack Hit / 61*
- 3.2.5. *The Block / 65*
- 3.2.6. *The Dive / 69*

Chapter 4 – Tactics in Volleyball Game / 74

- 4.1. *Definition / 74*
- 4.2. *Fundamental Components of Tactics / 75*
- 4.3. *Systematization of Tactics / 78*
- 4.4. *Individual Tactics / 79*
 - 4.4.1. *Systematization / 79*
 - 4.4.2. *Individual Tactics in Offense / 83*
 - 4.4.3. *Individual Tactics in Defense / 87*
- 4.5. *Collective Tactical Actions / 90*
 - 4.5.1. *Fundamentals of Collective Offensive Tactics /90*
 - 4.5.1.1. *Tactical actions after service reception /92*
 - 4.5.1.2. *Tactical Actions After Attack Reception or Support (Doubling) / 93*
 - 4.5.2. *Fundamentals of Collective Defensive Tactics /97*
 - 4.5.2.1. *Defensive System with the Zone 6 Player Advanced / 98*
 - 4.5.2.2. *Defensive System with the Zone 6 Player Deep / 99*
 - 4.5.2.3. *“Lane” (Corridor) Defensive System / 100*
 - 4.5.2.4. *Collective Tactical Actions for Service Reception / 107*

Chapter 5 – BASIC ELEMENTS OF THE RULES / 111

- 5.1. *The Playing Surface / 111*
- 5.2. *The Net and Accessories / 114*
- 5.3. *The Ball / 116*
- 5.4. *The Team / 118*
- 5.5. *Player Positions and Rotation / 120*
- 5.6. *Substitutions / 121*
- 5.7. *Playing the Ball / 121*

5.8. *Winning Conditions / 121*

5.9. *Game Actions / 122*

**Chapter 6 – VOLLEYBALL IN PHYSICAL EDUCATION
CLASSES IN NON-SPECIALIZED HIGHER EDUCATION
/ 124**

6.1. *The Role of Volleyball in University Physical Education /
124*

6.2. *Curriculum Framework / 125*

6.3. *Limiting Factors in Instruction / 126*

6.4. *Optimizing Volleyball Instruction in Non-Specialized
Higher Education / 126*

REFERENCES / 132

Chapter 1 – A Brief History of Volleyball

1.1. The Emergence and Evolution of Volleyball Worldwide

Volleyball is one of the most popular team sports worldwide. Although it is now played professionally across all continents, its origins are relatively modest, emerging from an American educational context shaped by the need to diversify physical activities within the Young Men's Christian Association (YMCA). The evolution of volleyball from a simple recreational game to a global sporting phenomenon reflects not only technical developments but also significant institutional, cultural, and social transformations.

1.1.1. Origins and the American Context

At the end of the 19th century, the Young Men's Christian Association (YMCA) in the United States played an essential role in promoting physical activity and moral values among young Americans. This environment fostered the emergence of several modern sports, including James Naismith's basketball and William G. Morgan's volleyball a few years later.

William G. Morgan, born in 1870, graduated from Springfield College, a YMCA institution renowned for its pioneering role in physical education. During his studies in Springfield, Morgan met his colleague James Naismith, an encounter that provided both inspiration and a fertile pedagogical framework for innovation (International Volleyball Hall of Fame, n.d.). Later, Morgan became the Director of Physical Education at the YMCA in Holyoke, Massachusetts. During this period, he identified a clear

need to create a moderate, safe, and non-contact physical activity suitable for adults, not only for the highly active youth of the time.

Initially, Morgan considered tennis as a potential model but abandoned the idea owing to the high cost of equipment, such as rackets and balls, while retaining the concept of a net as a central structural element (Morgan apud International Volleyball Hall of Fame, n.d.). In 1895, he decided to install a net at a height of approximately 1.98 meters (6 feet 6 inches)—high enough to separate the playing areas and create a challenge, yet low enough to maintain accessibility. He also collaborated with A.G. The Spalding & Bros Company produces a special ball with a rubber bladder and a leather cover, designed to meet the specific motor demands of the new game.

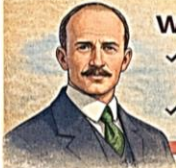


ORIGINS and the AMERICAN CONTEXT of VOLLEYBALL



Late 19th Century YMCA MOVEMENT

- ✓ Promoted physical activity & moral education
- ✓ Foundation for new sports emphasizing health, teamwork, and discipline



WILLIAM G. MORGAN (1870–1942)

- ✓ Graduate of Springfield College, the same institution where James Naismith invented basketball
- ✓ Shared ideals of innovation through physical education



1895 HOLYOKE YMCA

- ✓ Becomes Director of Physical Education at the YMCA in Holyoke, Massachusetts
- ✓ Identifies need for a non-contact, accessible sport for adults



1895 FROM TENNIS TO VOLLEYBALL

- ✓ Adapts the idea of the **net** from tennis
- ✓ High cost of rackets and balls → new equipment needed

1895 INVENTION OF VOLLEYBALL

- ✓ Morgan installs a net at 1.98 m (6'6") and collaborates with A.G. Spalding & Bros to design a special ball



**International Volleyball Hall of Fame (n.d.)*

** International Volleyball Hall of Fame (n.d.)*

1.1.2. The First Rules and the Official Demonstration

After designing the game mechanics and obtaining a suitable ball, Morgan sought assistance from two colleagues at the Holyoke YMCA, Dr. Frank Wood and John Lynch, to formulate the first rules and theoretical concepts. Together, they established the game's basic structure: the primary objective was to keep the ball in the air, passing it alternately over the net without holding it. Unlike other sports, volleyball does not involve prolonged possession; instead, players have to return the ball swiftly, maintaining continuous and dynamic play (volleyball.org, n.d.).

In January 1896, at a conference held at Springfield College, Morgan publicly presented a new game. He organized a demonstration match between two teams of five men each, explaining that the game could be played both indoors and outdoors and that the number of players was flexible, depending on the available space and participants' characteristics. Interestingly, the purpose of the game is not solely competition but also recreation, physical education, and social cooperation (Merghes, 2024).

Professor Alfred T. Halstead, present at the demonstration, was impressed by the trajectory of the ball, speed of exchanges, and rhythm of play. He suggested a new name for the game: *Volley Ball*, emphasizing the action of the ball "volleying" back and forth over the net (International Volleyball Hall of Fame, n.d.). The proposal was well received by Morgan and the attendees, and from that point on, the game became known as "volley ball."

Subsequently, Morgan distributed handwritten copies of the initial rules and conceptual framework to the participants. A YMCA committee was appointed to study and refine the regulations. The first official rules were published in the *Physical Education* magazine in 1896 and were later included in the inaugural *YMCA Athletic League Handbook* in 1897 (Merghes, 2024).

1.1.3. Standardization and Institutional Development

Following the introduction of the first rule, volleyball began to spread in an organized manner through the YMCA network. The YMCA played a dual role—both as an educational and social promoter, and as a vehicle for the sport’s standardization and competitive development. Through the YMCA, volleyball was introduced to schools, community centers, and recreational institutions, becoming an accessible and structured physical activity.

As volleyball’s popularity grew, there was a need for more precise regulations. The dimensions of the court, weight of the ball, striking techniques, player rotation system, and scoring structure were all reviewed and refined. This process led to the adoption of uniform standards, which proved essential for organizing competition at the regional and national levels.

Additionally, the YMCA encouraged the organization of internal tournaments, inter-branch meetings, and experience exchanges among centers, activities that strengthened both community cohesion and competitive culture.

1.1.4. The Internationalization of Volleyball

The dissemination of volleyball beyond the borders of the United States was largely facilitated by the YMCA network, which already had branches in many European countries. These organizations adopted the game and adapted its rules to local contexts, resulting in its rapid expansion between 1910 and 1920.

- **1914** – Volleyball was introduced in England.
- **1917** – The game reached France.
- **1918** – Italy adopted volleyball.
- **1919** – Czechoslovakia began organizing matches and competitions.
- **1920** – Volleyball appeared in Soviet Russia, Poland, and Romania.

This rapid expansion reflects not only the game’s appeal but also its adaptability to diverse conditions, such as indoor and outdoor environments, varying skill levels, and limited resources (Merghes, 2024).

1.1.5. International and Competitive Organization

As volleyball gained global popularity, the need for a governing international structure became more evident. In 1947, the **Fédération Internationale de Volleyball (FIVB)** was established as the official body responsible for regulating sports worldwide, organizing international competitions, and promoting volleyball in developing countries (FIVB, n.d.).

FIVB plays a crucial role in consolidating volleyball as a global sport. It standardized the official rules—including court dimensions, ball specifications, and scoring systems—organized World Championships

and later oversaw the inclusion of volleyball in the Olympic Games. Moreover, the FIVB fostered the development of **beach volleyball**, providing an alternative form of sport suitable for beaches, resorts, and recreational spaces.

Volleyball's inclusion in the **Tokyo 1964 Olympic Games** marked a turning point in history. This milestone elevated sports prestige and stimulated substantial investment in infrastructure, coaching education, and professionalization (FIVB, n.d.).

1.1.6. Modern Evolution and Global Impact

With the institutionalization of volleyball at the competitive level, the sport underwent profound transformations that enhanced both its technical-tactical complexity and global reach. National teams and international tournaments have become increasingly professionalized, and volleyball has evolved through the introduction of advanced systems and strategies such as tactical rotations, complex attack and blocking schemes, and coordinated defensive structures.

Training methods have also become more specialized, integrating physical, psychological, and technical-tactical preparation tailored to high-performance demands. The development of modern infrastructure—indoor sports halls, professional equipment, and beach volleyball courts—further supported the growth of sports by enabling year-round training and international competitions.

These developments increased volleyball's attractiveness, diversified its strategic approaches, and continuously refined the modern player's skill set. Today,

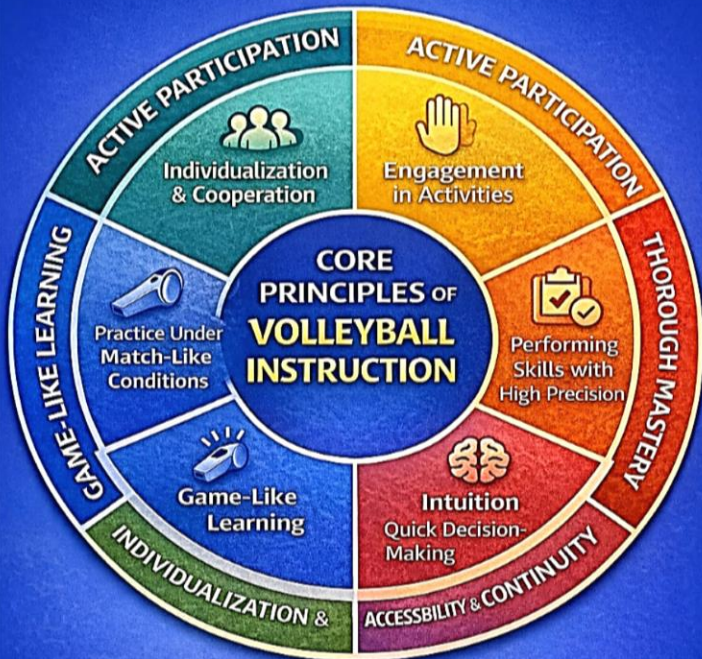
volleyball is played competitively and recreationally across the globe, from professional clubs to schools, universities, and local communities. It ranks among the world's most widely followed sports and continues to expand through technological innovation, youth training programs, and a strong presence in global sports marketing.

The history of volleyball demonstrates how a simple game, originally created for recreation and physical education, evolved into a global competitive discipline. Through William G. Morgan's vision and the YMCA's support, volleyball emerged as an accessible indoor activity. The early standardization of rules, organized demonstrations, and formal inclusion in the YMCA handbooks laid the foundation for its institutional growth. The subsequent international expansion, establishment of the FIVB, and recognition of the Olympics transformed volleyball into a world-class sport.

In the modern era, volleyball continues to thrive due to its flexibility (being playable indoors, on beaches, and at multiple skill levels), tactical and technical innovation, and ability to engage players and spectators of all ages. The study of its historical evolution thus provides valuable insights into how sports can respond to social, educational, and health needs, and how pedagogical innovation can become a global benchmark.



CORE PRINCIPLES OF VOLLEYBALL INSTRUCTION



Methodological Foundations for Effective Training

1.2. The Emergence and Development of Volleyball in Romania

The introduction of volleyball in Romania was historically linked to American troops at the beginning of the 20th century. Initially, the sport spread through the school system, which provided the primary setting for training and developing the first generation of Romanian volleyball players. A key milestone was the organization of the first interscholastic championship in 1921, involving several prominent high schools in Bucharest.

The institutionalization of Romanian volleyball took shape with the establishment of the Romanian Basketball and Volleyball Federation in 1931 and at the international level with the founding of the International Basketball and Volleyball Federation in 1947. In 1958, volleyball became an independent discipline through the creation of the Romanian Volleyball Federation, which enabled the specialization of training structures and the formal organization of national competitions.

The evolution of Romanian volleyball within the international context was supported by consistent participation in major competitions and technical and methodological exchanges with some of the most advanced volleyball schools of the time. The Soviet school had a significant influence on physical conditioning and individual technical proficiency, while the Japanese school introduced innovative principles that emphasized collective play, mobility, and execution speed.

The results achieved by Romania's national teams between 1955 and 1980 demonstrate the existence of a

solid tradition and a highly competitive standard, confirmed by podium finishes at the **Olympic Games**, **World Championships**, and **European Championships**.

1.3. A Summary of the Romanian National Teams' Achievements

An analysis of postwar performance indicates that Romanian volleyball reached its highest level of competitiveness between **1955 and 1980**, a period in which both men's and women's national teams achieved remarkable results.

1.3.1. Men's National Team

- **1956, Paris** – 2nd place at the World Championship
- **1958, Prague** – 2nd place at the European Championship
- **1960, Rio de Janeiro** and **1962, Moscow** – 3rd place at the World Championships
- **1963, Bucharest** – *European Champion*
- **1977, Helsinki** – 3rd place at the European Championship
- **1980, Moscow** – *Bronze medal at the Olympic Games*

1.3.2. Women's National Team

- **1956** – 2nd place at the World Championship
- **1963** – 3rd place at the European Championship
- **1964, Tokyo** – 4th place at the Olympic Games
- **1952 and 1974** – 5th place at the World Championships

- **1950 and 1979** – 5th place at the European Championships

This record reflects the potential and excellence achieved by Romanian volleyball during a period when financial resources and sports infrastructure were limited; however, motivation, methodological preparation, and commitment to performance were exceptionally high.

Chapter 2 – Characteristics and Structure of the Volleyball Game

2.1. General Characteristics of Volleyball Game

Volleyball is a complex team sport in which the interaction between technical skills, tactical decision-making, and motor abilities determines the dynamic nature of performance (Dragnea & Teodorescu, 2002). Its particularities stem from the nature of its technical actions—striking the ball without holding it—which require extremely short reaction times and high execution precision (Marques, 2018).

The rules of the game, which are relatively simple at the beginner level, ensure accessibility and allow for participation across all age groups. However, as technical and tactical demands increase, the game’s structural complexity becomes more evident, particularly through the requirements imposed by offensive and defensive systems (Coleman & Neville, 2010).

From a physiological perspective, volleyball is characterized by a combination of aerobic and anaerobic efforts, alternating periods of moderate intensity with explosive actions such as jumps, rapid displacements, and sudden changes in direction (Bompa & Buzzichelli, 2015).

The psychological component also plays an essential role in performance, as players must make rapid decisions, manage pressure, and maintain emotional self-control (Weinberg & Gould, 2019). In competitive contexts, collective coordination occurs at a high speed,

requiring elevated levels of attention, anticipation, and tactical thinking.

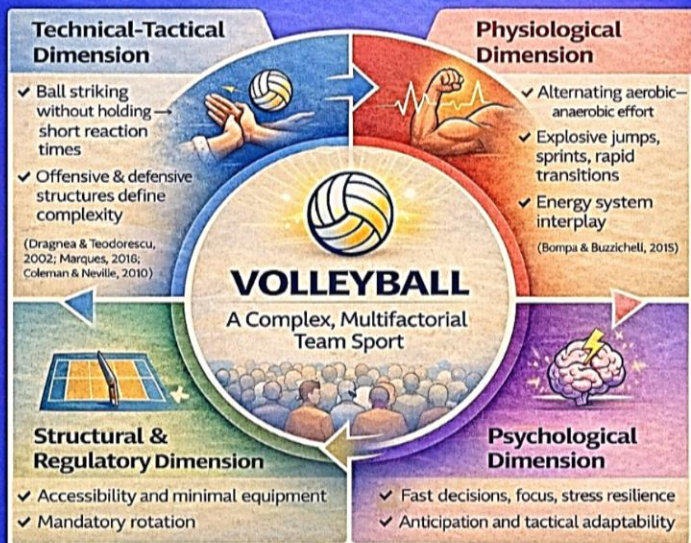
The main characteristics of volleyball can be summarized as follows:

1. **Accessibility:** simple rules, minimal equipment requirements, and suitability for all ages.
2. **Variability of effort:** numerous jumps, quick displacements, and acrobatic defensive maneuvers.
3. **Mandatory rotation:** A fundamental regulatory element ensuring positional alternation.
4. **The acyclic movement pattern** was characterized by successive ball contacts without retention.



General Characteristics of VOLLEYBALL

A Multifactorial Perspective on Technical, Tactical, Physiological, and Psychological Components



Main Characteristics of Volleyball

#	Feature	Description
1	Accessibility	Simple rules, suitable for all ages
2	Variability of Effort	Frequent jumps, rapid changes
3	Mandatory Rotation	Ensures positional alternation
4	Acyclic Movement	Continuous, non-repetitive actions

• International Volleyball Hall of Fame (n.d.)

2.2. Stages of Instruction – Specific Requirements and Learning Principles

Learning and mastering volleyball skills involves progressing through several **methodological stages**: initiation, fixation, consolidation, improvement, application, and automation. Structuring these stages facilitates coherent instructional planning and the selection of appropriate teaching methods.

Initial Stages (Initiation – Fixation)

These stages focus on forming correct basic motor skills.

- Global practices under varied but accessible conditions.
- Adherence to game rules without excessive technical details.
- Execution at a speed typical of real play.
- Establishing connections between newly learned and previously acquired skills.
- Gradual approach that integrates technical, tactical, and psychological components.

The premature introduction of competition, excessive drills without the ball, or exercises lacking a tactical context should be **avoided** during this phase.

Advanced Stages (Consolidation – Improvement – Application)

These stages aim to:

- Develop competitive capacity.
- Increase consistency, precision, and efficiency in execution.

- Integrate exercises into real tactical contexts.
- Raises training demands to match or exceed competitive intensity.



2.3. Fundamental Principles of Volleyball Instruction

The training of volleyball players across various instructional stages must be grounded in modern principles and methods that ensure both the necessary training volume and intensity to promote continuous improvement and effective integration of the team into a competitive system (Bompa & Haff, 2009; Zatsiorsky, 2006).

Consistent application of these principles allows the instructional process to be organized to maximize the efficiency of technical-tactical learning, physical preparation, and psychological development.

2.3.1. General Principles

In the methodology of physical education and sports, several **general principles** guide the instructional process (Gutiérrez, 2018; Bompa & Buzzichelli, 2015):

1. The Principle of Conscious and Active Participation

Athletes must be actively engaged in the learning process of making decisions, self-assessing performance, and developing motor autonomy and adaptability to real game situations.

2. The Principle of Thorough Mastery

This principle aims to consolidate motor habits and technical-tactical knowledge in a stable manner,

ensuring that they can be applied effectively under competitive pressure.

3. The Principle of Intuition

Through the development of intuition, players acquire the ability to anticipate their opponents' actions, identify strategic options quickly, and make effective decisions in complex game scenarios (Schmidt & Wrisberg, 2008).

4. The Principle of Accessibility and Continuity

Training tasks should be progressively adapted to the athlete's current level while ensuring continuity in the accumulation of technical, tactical, and motor competencies (Rink, 2001).

Instructional Methods for Implementing

General Principles

Various teaching methods have been applied to ensure effective learning (Gutiérrez, 2018).

- **Observation** for identifying and immediately correcting errors.
- **Explanation and demonstration** to facilitate proper understanding of technique and tactics.
- **The global method** enables the athlete to learn the complete action as a whole.
- **The analytical or partial method** focuses on practicing specific components of game actions.

2.3.2. Specific Principles of Volleyball Instruction

In addition to the general principles of training, volleyball instruction involves specific principles that reflect the collective, dynamic, and complex character of a sport (Carter, 2014).

1. The Principle of Concentric Preparation

This principle emphasizes the harmonious integration of physical, technicaltactical, psychological, and methodological preparation so that the development of one component supports and enhances the others (Zatsiorsky & Kraemer, 2006).

Examples of applications:

- Physical preparation (jumping ability, reaction speed) is combined with technicaltactical drills, such as blocking and attacking the rising ball.
- The development of attention, anticipation, and decision-making speed is integrated into *small-sided games*.

Studies have shown that the integration of these training factors has a significant impact on the transfer of learning to real game situations (Afonso et al., 2012; Mesquita et al., 2007).

2. The Principle of Balance Between Offense and Defense

Modern volleyball requires the development of well-rounded players capable of contributing effectively in both the offensive and defensive phases. Attack efficiency depends on high-quality reception, whereas defensive

success is incomplete without an effective counterattack (Palao & Martínez, 2013).

Examples of application:

- In youth training, players should develop multidirectional competence, including *reception, setting, and attacks*.
- At the performance level, specialization becomes necessary, but without losing fundamental competencies in secondary phases.

Analyses of elite teams show that the proportion of points won is strongly correlated with defensive efficiency and the effectiveness of transitions between the negative and positive phases (González-Silva et al., 2019).

3. The Principle of Training Under Game-Like Conditions

The efficient transfer of technical-tactical skills into competition occurs only when training faithfully reproduces real game conditions (Epuran, 2011).

Methods used include:

- Drills against active opponents.
- Small-court games to accelerate rhythm.
- Decision stress situations (e.g., close scores, time pressure)
- Variability in the incoming balls (different speeds, trajectories, and angles).

In volleyball, actions are acyclic and situational. Therefore, isolated repetition (traditional drills) has

limited value unless it is followed by integration into variable contexts (Weinberg & Gould, 2019).

4. The Principle of “Making Fewer Errors than the Opponent”

As a rally point sport, a significant portion of volleyball points are won because of opponents’ mistakes. Thus, minimizing unforced errors is a key performance indicator (Palao & Martínez, 2013).

Types of errors:

- *Technical errors* (faulty reception, missed serve).
- *Tactical errors* (incorrect attack direction or poor shot selection).
- *Mental errors* (loss of focus, impulsive decision-making).

Methods for error reduction

- guided and pressure-based repetition
- immediate corrective feedback;
- differentiated training focused on execution accuracy.

International match analyses indicate that winning teams produce 15–30% fewer unforced errors than their opponents (Marques, 2018).

5. The Principle of Individualization

Training should be adapted to each athlete’s individual characteristics, since physical and psychological demands vary across playing positions (Stamm et al., 2003).

Examples:

- *Setters* require exercise to enhance distributive attention, fine coordination, and mobility.
- *Middle blockers* must develop vertical jump ability and reaction speed to block actions.
- *Liberos* focuses on low-level movements, anticipation, and emotional stability.

Individualized training maximizes morphofunctional potential and reduces the risk of injury (Bahr and Krosshaug, 2005).

6. The Principle of Cooperation

Volleyball is a team sport based on indirect cooperation, in which success depends on the synchronization of collective actions. The quality of interpersonal relationships, communication, and mutual trust is decisive for performance (Mesquita et al., 2007).

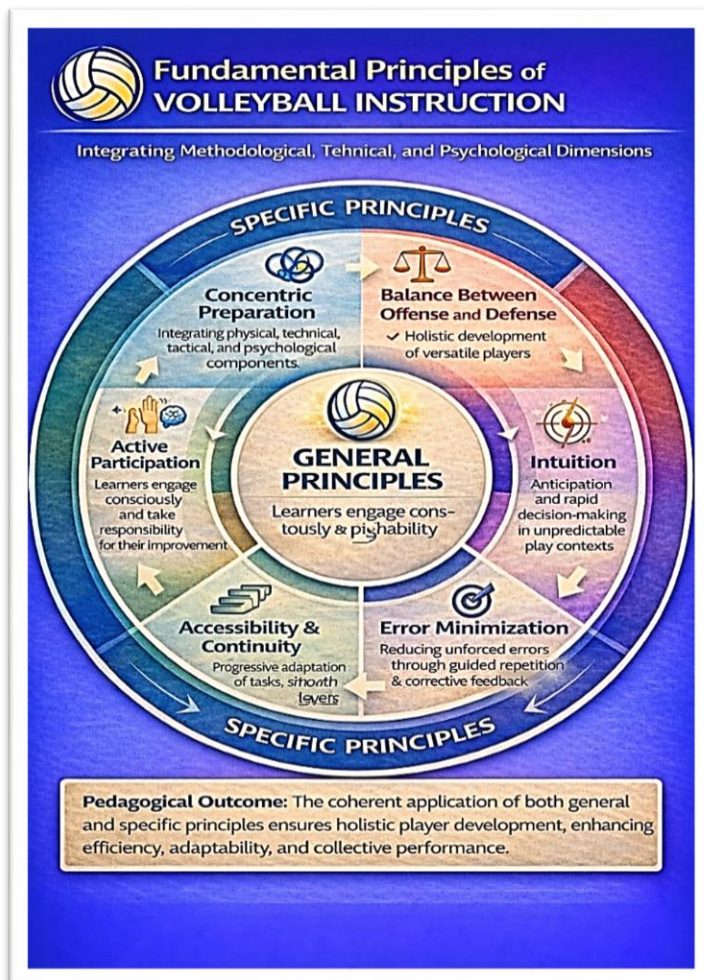
Examples of cooperative behaviors

- Coordination between the setter and hitter during the attacking phases.
- Continuous adjustment in collective blocking.
- Effective communication during defensive play.

Methods for developing cooperation

- Tactical exercises, such as 3 vs. 3 or 4 vs. 4 games.
- Role-switching games to foster tactical empathy.
- Communication drills under time or score pressure.

The coherent application of both general and specific principles of instruction ensures the holistic development of athletes, increases the efficiency of the training process, and contributes to team performance in competition.



Through progressive and individualized task adaptation, each player can develop their motor, technical-tactical, and psychological potential in accordance with the complex demands of modern volleyball.

2.4. Somatic, Motor, and Psychological Characteristics of Volleyball Players

The selection and preparation of volleyball players are based on a detailed analysis of athletes' somatic, motor, and psychological characteristics. Volleyball is a sport with demanding biomechanical and neurocognitive requirements, characterized by explosive efforts, rapid alternations between phases of play, acyclic actions, and a high degree of tactical complexity. From this perspective, athlete selection cannot be conducted intuitively, but must rely on systematic evaluations based on objective and standardized criteria validated through scientific testing (Sheppard & Young, 2006; Ziv & Lidor, 2010).

2.4.1. Medico-Biological and Somatic Criteria

The selection and evaluation of volleyball players begin with well-defined medico-biological and somatic criteria, ensuring both optimal performance and injury prevention (Malina et al., 2004; Ziv & Lidor, 2010).

Medico-Biological Criteria

Medico-biological criteria form the foundation of the athlete selection and preparation process, because health status directly influences training capacity and competitive performance. The main indicators include the following:

- **General health status:** assessment of blood pressure, heart rate, respiratory function, metabolic profile, and blood analyses to detect possible deficiencies or underlying conditions (Malina et al., 2004).
- **Musculoskeletal integrity:** Evaluation of joint mobility, muscular symmetry, and flexibility. Players must demonstrate healthy joints and adequate muscular strength to support explosive effort and repetitive jumps.
- **Endurance and effort tolerance:** testing of cardiorespiratory capacity and tolerance to variable-intensity effort, with emphasis on short, repetitive, and maximal-intensity activities specific to volleyball.
- **Absence of contraindications** – identification of chronic or acute conditions that could prevent participation in training and competitions (e.g., cardiovascular problems, orthopedic, or neurological disorders).

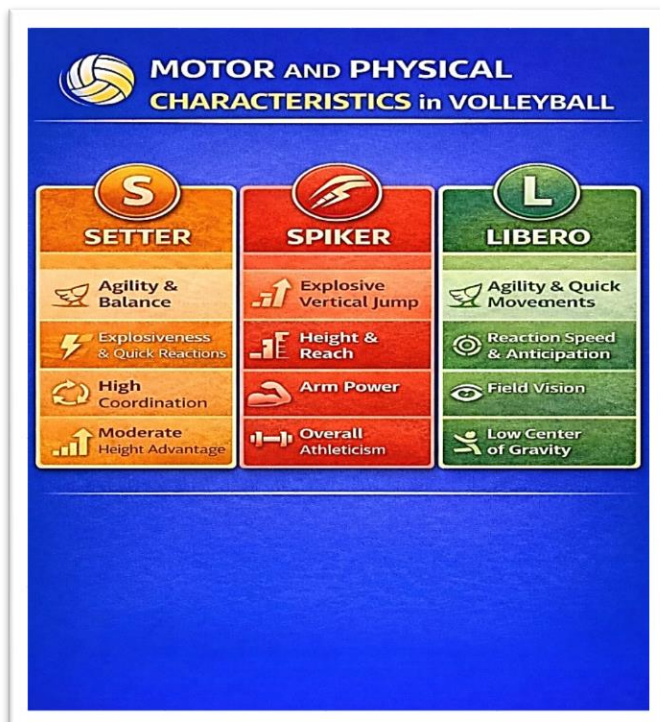
Somatic Criteria

Somatic characteristics represent essential factors for adapting to the specific demands of each playing position (Ziv & Lidor, 2010):

- **Body height** is a primary determinant of volleyball, facilitating net clearance for setting and blocking. Positions such as setters and middle blockers typically require athletes with above-average height.
- **Arm span and arm-torso ratio** – These measurements influence the range of motion and

the ability to cover the playing space in both attack and defense. Players with greater reach have a clear advantage in blocking and spiking actions.

- **Segmental proportions:** The ratio between limb length and torso affects vertical jump performance, reaction speed, and dynamic balance (Komi & Bosco, 1978).
- **Constitutional type:** ectomorphic athletes tend to excel in jumping and rapid movements, while mesomorphic athletes combine strength and speed, being more suited to attacking and blocking positions.



The Importance of Integrated Evaluation

Assessment of medico-biological and somatic criteria must be integrated with functional and motor testing to construct a comprehensive athletic profile (Gabbett et al., 2007). For instance, a tall athlete with a long reach may have an advantage in blocking, but without sufficient reaction capacity and effort endurance, performance will remain limited.

Therefore, the selection process should be conducted in stages, combining anthropometric measurements, physical tests, and clinical assessments to ensure a balanced and evidence-based evaluation.

In this way, medico-biological and somatic criteria not only guide the selection of players but also serve as the foundation for individualized training programs, injury prevention, and performance optimization in competitive environments (Malina et al., 2004; Ziv & Lidor, 2010).

2.4.2. Motor Abilities and Physical Preparation

Motor abilities represent a central element in volleyball players' performance, directly influencing the efficiency of technical and tactical actions and resilience to the game's complex physical demands (Gabbett et al., 2007). These abilities are generally divided into two main categories: **conditional** and **coordinative capacities**.

Conditional Capacities

1. **Strength:** Essential for executing blocks, attacks, and jumps. Strength development is achieved through targeted training of the lower limbs, trunk,

and shoulders, including **plyometric exercises** to enhance explosive power (Bompa & Haff, 2009).

2. **Speed:** Involves both movement speed across the court and **reaction speed** in acyclic situations. It was developed using high-intensity drills with short recovery intervals (Sheppard and Young, 2006).
3. **Anaerobic endurance and explosiveness** – Volleyball involves short, intense, and repetitive efforts, such as multiple jumps, brief sprints, and rapid changes in direction. These qualities are achieved through **circuit training, sprinting, jumping, and moderate weight-resistance exercises** (Gabbett et al., 2007).

Coordinative Capacities

Coordinative abilities enable athletes to execute movements precisely and efficiently, adapt quickly to changing situations, and maintain balance during complex actions.

These include:

1. **Balance:** Fundamental for blocking, attacking while airborne, and maintaining stability during defensive movements.
2. **Spatial orientation:** The ability to rapidly perceive the position of the ball, teammates, and opponents, which is essential for tactical anticipation and decision-making.
3. **Rhythm and quick reaction:** Allow optimal synchronization of movements and rapid adjustment of speed and direction based on game dynamics.

Testing and Evaluation of Motor Abilities

Motor testing follows standardized protocols, such as the *Standard Fitness Test* or sport-specific assessments of **vertical jump, sprint speed, throwing strength, and reaction time** (Sheppard & Young, 2006).

The resulting data serve the following:

- Objectively evaluate the athlete's level of physical preparedness.
- Individualize training programs.
- Monitoring progress and preventing overtraining or injury.

Development of Motor Abilities

The development of motor abilities follows a progressive and structured approach, which includes:

1. **Position-specific training:** Setters focus on reaction speed and endurance for repetitive effort; hitters concentrate on explosiveness and precision; liberos emphasize agility and anticipation.
2. **Adaptation to age and performance level:** Young athletes require a broad base of coordination and general endurance, whereas mature athletes refine conditional capacities and optimize their competitive application.
3. **Integration of specific training into complex tasks** – Combining physical exercises with technical-tactical drills and *small-sided games* ensures optimal transfer of motor capacities to real game contexts (Bompa & Haff, 2009).

Thus, motor abilities are not merely a measure of physical aptitude but also a determinant of volleyball performance, influencing every game action, from serving and setting to attacking and defending.

2.4.3. Neuropsychological Capacity

Performance in volleyball depends not only on physical and motor qualities but also on the neuropsychological capacity of players, which influences decision-making, adaptability to new situations, and response to competitive pressure (Gould & Maynard, 2009). This capacity encompasses the cognitive, emotional, and behavioral competencies that enable athletes to effectively manage the game's complex demands.

1. Motor Learning and Skill Transfer

Motor learning refers to the process through which an athlete internalizes and refines technical-tactical movements, optimizing them according to the competitive context. It involves:

- **Deliberate and structured repetition** of technical actions (serving, setting, attacking, blocking)
- **Continuous feedback**, both internal (self-assessment) and external (from coaches or teammates).
- **Skill transfer** under stress and fatigue is essential for maintaining high performance during elite-level matches (Williams & Hodges, 2005).

2. Personality Traits

An athlete's personality determines how they manage their emotions and respond to the psychological demands of a competition. Key psychological factors include the following:

- **Stress tolerance** – the ability to maintain high performance under pressure.
- **Positive aggressiveness** – assertiveness and initiative without emotional loss of control.
- **Ego strength**: Confidence in one's abilities and resilience in the face of setbacks.
- **Clarity of thought and decision-making**: Speed and accuracy in identifying tactical solutions during play (Gucciardi & Gordon, 2009).

3. Adaptation to the Competitive Environment

Adapting to a competitive environment involves the ability to integrate interpersonal relationships and team dynamics:

- **Interaction with teammates** – cooperation and synchronization of actions to ensure collective efficiency.
- **Relationship with the coach**: Influences motivation, stress management, and strategy implementation. Coaches with strong communication and leadership skills foster optimal player behavior and team performance (Gould & Maynard, 2009).

4. Psychological Profiles by Playing Position

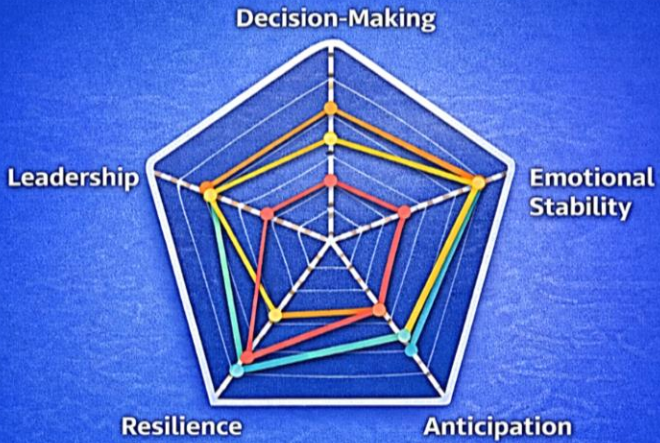
Neuropsychological abilities can be optimized according to the player's role in the court:

Position	Key Psychological Traits
Hitters (Outside/Spikers)	Composure, quick decision-making, positive aggressiveness, stress resilience
Setters	Rapid analysis, divided attention, clarity of thought, emotional stability, team leadership
Liberos	Anticipation, emotional balance, self-sacrifice, adaptability under pressure

These characteristics align with positional demands and support psychological specialization complementary to physical and motor development (Carter, 2014; Ziv & Lidor, 2010).



MENTAL AND COGNITIVE DEMANDS BY PLAYING POSITION



S Setter

Sp Spiker

L Libero

5. Psychological Preparation of Volleyball Players

Psychological preparation is a fundamental pillar in developing the neuropsychological capacity of volleyball players, as it influences both individual performance and team cohesion. It extends beyond motor training, encompassing the development of cognitive, emotional, and behavioral resources needed to cope with the complexities of competition (Gould & Maynard, 2009; Gucciardi & Gordon, 2009).

5.1. Building Self-Confidence and Achievement Motivation

Therefore, strengthening athletes' self-concept is vital. Confidence in one's abilities enables decisive and composing actions, especially at critical moments. This can be expressed as follows:

- Competitive simulations during training, exposing players to time-limited, high-stakes scenarios.
- Performance self-evaluation through journals or video analysis.
- Setting realistic, progressively challenging goals enhances responsibility and motivation (Vealey 2007).

5.2. Emotional Control and Stress Resistance

Maintaining performance under pressure depends on effective **emotion regulation**. Stressful moments often occur at the end of sets or during tied scores. The applied methods include the following:

- **Breathing and relaxation techniques** to reduce muscular tension.

- **Visualization exercises** to mentally simulate match scenarios and anticipate emotional responses.
- **Gradual exposure to stress** introduces controlled distractions (e.g., noise and false scores) to enhance psychological adaptation (Hanton et al., 2008).

5.3. Developing Anticipation and Rapid Decision-Making

Volleyball demands fast and accurate decisions within a limited time and space. Training should, therefore, stimulate the following:

- Observation and anticipation through tactical exercises and video feedback.
- Decision-making under time constraints in simulated matching scenarios.
- Multiple reaction drills (e.g., quick direction changes based on visual or auditory cues) (Carter, 2014).

5.4. Enhancing Team Spirit and Communication

Team performance depends on effective interaction and communication among players. Psychological training should include the following:

- **Cooperative exercises** with variable roles to develop empathy and adaptability.
- **Communication techniques:** Verbal and nonverbal signaling, constructive feedback among teammates.
- **Team-building activities** outside the court strengthen trust and cohesion (Carron et al. 2002).

5.5. Objective Evaluation of Opponents and Strategic Adjustment

A psychologically prepared player can analyze and adjust strategies in real time by

- Observing opponents' play patterns and identifying their weaknesses.
- Adjusting individual and team tactics according to score evolution
- Developing mental flexibility to manage unexpected changes (Gould & Maynard, 2009).

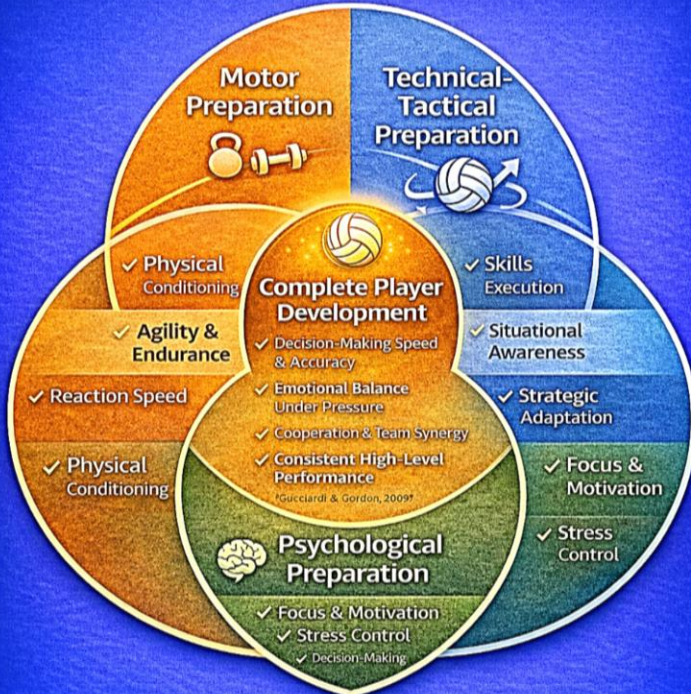
Through the integration of these components, psychological preparation becomes a multifaceted instrument.

- Enhances decision-making speed and accuracy.
- Increases stress resilience and emotional balance
- Optimizes cooperation and team efficiency.
- Contributes to the formation of a complete player capable of performing under elite competitive conditions (Gucciardi & Gordon, 2009).

Thus, psychological preparation should not be viewed as separate from motor or technical-tactical training, but as an integral component of the modern instructional model for volleyball players.



INTEGRATED PSYCHOLOGICAL PREPARATION in MODERN VOLLEYBALL



Chapter 3 – Technique in Volleyball Game

3.1. Definition

Technique represents a system of integrated, specialized, and automated movements through which the specific objectives of the game are achieved, both in the offensive and defensive phases (Bota & Colibaba, 1998). It can be regarded as the motor structure of the game, inseparable from tactics, and subordinate to the instructional goals.

Leon Teodorescu (1964) defines technique as the set of specific procedures used to maximize efficiency in the practice of a sport, in accordance with competitive demands. A. Dragnea (1993) complements this view by describing technique as a system of sport-specific motor structures, executed rationally and economically to achieve optimal performance in competition.

In volleyball, technique is considered the nucleus of the game, without which tactical actions cannot be implemented effectively.

Its main characteristics include the following:

- **Acyclic movements** specific to volleyball.
- **Short contact with the ball** lasting only fractions of a second.
- **Variable trajectories, speeds, and angles** require precise and complex execution.

Thus, technical preparation requires solid knowledge and rigorous methodology for effective transmission to athletes. Within the motor act, the technique is organized into initial positions and execution phases, some of which are further divided into sub-phases.

The volleyball technique is influenced by the dynamic conditions of play, and its development is based on the fundamental principles of learning, consolidation, and refinement (Bota & Colibaba, 1998).

3.2. Systematization of Technique

The volleyball technique can be systematized according to the game phase—offensive or defensive—as well as by elements common to both. This classification supports a progressive and coherent approach to technical training adapted to competitive requirements.

A. Offensive Elements

Service

Techniques:

- *Underhand serve*: from the front, from the side
- *Overhand serve*: floater (from the front), power serve from the ground, jump serve, lateral serve, and topspin serve.

Setting

Techniques:

- *Forward sets* (from ground or jump)
 - Long: high or flat trajectory.
 - Short: High, flat, or rising trajectory.
- *Overhead sets* (from ground or jump)
 - Long: high or flat trajectory.
 - Short: high, flat, or rising trajectory.
- *Lateral sets* (from ground or jump)
 - Long: high or flat trajectory.
 - Short: high, flat, or rising trajectory.

Attack Hit (Spike)

Techniques:

- Straight or turned hits are executed through full-arm **rotation** (Dragnea, 1993; Teodorescu, 1964).

B. Defensive Elements

Reception

Techniques:

- From service: two-handed overhead or underhand reception.
- From attack or near the net: two-handed overhead, two-handed underhand, or one-handed underhand reception.

Blocking Techniques:

- Individual block.
- Group block (two or three players).

Dive (Defensive Fall)

Techniques:

- Lateral (with shoulder or back roll).
- Backward (rolling or tumbling).
- Forward (dive roll).

Self-Cover (Second-Contact Recovery)

Techniques:

- Two-handed Overhead Contact.
- Two-handed Underhand Contact.
- One-handed Underhand Contact.

C. Elements Common to Offense and Defense

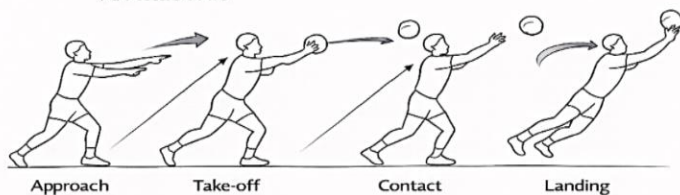
Court Positions: high, medium, and low stance.

Court Movements: walking, lunging, running, slide step, crossover step, and jumping.

These elements and techniques form the basis for comprehensive technical preparation, integrating both the offensive and defensive phases. Their mastery develops coordination, reaction speed, and decision-making capacity under real game conditions (Bota & Colibaba, 1998; Dragnea, 1993; Teodorescu, 1964).

A. Offensive Elements

A. Attack Hit



- 1. Approach:** one or two preparatory steps, the final step longer and lower to convert horizontal into vertical force.
- 2. Take-off:** powerful leg extension coordinated with a backward and upward arm swing.
- 3. Arm Action:** trunk extended slightly, hitting arm raised and flexed behind the head.
- 4. Landing:** balanced and elastic on both feet, allowing immediate readiness for the next

B. Defensive Elements

Positioning



Positioning

Contact



Transition

- 1. Positioning:** feet wider than shoulder width, knees slightly bent.
- 2. Contact:** achieves the flatsurcer form to the next plej pertense.

B. The Block

Positioning



Take-off



Contact



- 1. Positioning:** facing the net, feet shoulder-width apart, knees slightly bent.
- 2. Take-off:** strong from-below jump

C. Common Elements in Offense and Defense

Positioning



- Knees bent, chest leaning forward, arms ready or extended down ward.

Setting



- Fingers cupped, wrists line up with the ball.

Footwork



- Short, quick steps, sidestep and cross steps.

3.2.1. The Serve

Elementary Individual Tactical Aspects

Serving volleyball involves a set of tactical decisions aimed at creating an advantage at the beginning of play. The most important tactical aspects include the following:

- Directing the serve toward vulnerable areas of the opponent's court.
- Targeting a player who demonstrates difficulty in reception.
- Serving toward a player who committed an error in the previous rally or who had just entered the game.

Serving Techniques

1. Underhand Serve (Front Underhand Serve)

This technique is primarily used by beginners. The initial stance required the player to face the net with shoulders parallel to the net line. The foot opposite the hitting arm was positioned forward, with the knees and ankles slightly flexed. The trunk was inclined slightly forward, and the ball was held at waist level by the non-hitting hand.

The ball was tossed slightly upward, and the hitting arm executed a short forward swing. Contact is made with the lower part of the ball using a firm palm and fingers held together.

Common errors:

- *Initial phase:* feet on the same line, incorrect body alignment, holding the ball too close or too far from the body.

- *Execution phase:* tossing the ball too high, striking without a toss, hitting with the fingers or forearm.
- *Final phase:* Swinging the arm above the shoulder level or laterally and failing to visually track the ball after impact.

2. Overhand Serve (Front Overhand Serve)

Used by beginners and advanced players. The initial stance places the shoulders parallel to the net and feet parallel to the shoulder width, with the body weight evenly distributed. The ball is held at chest level by the non-hitting hand, while the hitting arm is raised and extended above the head height.

The ball is tossed upward and forward by approximately 40–60 cm, while body weight shifts to the rear foot and the trunk performs a slight extension. The hit was made with the full palm, imparting upward and forward rotation to the ball.

Common errors:

- *Initial phase:* incorrect stance or leg position.
- *Execution phase:* inaccurate toss direction, contact on the lower or lateral surface of the ball, and limited arm swing amplitude.
- *Final phase:* center of gravity remains on the rear foot, arm swings laterally, and eyes fail to follow the ball.

3. Overhand Floater Serve

This service is frequently used in high-level volleyball. The technique resembles the front overhand serve, except that the wrist joint and palm remain locked

in extension throughout the movement. The hitting motion was short, and the point of contact was near the vertical axis of the ball.

The trajectory was flat and oscillating, making it unpredictable. It is typically executed from a greater distance behind the end line, aimed at the back zones of the opponent's court.

Common errors:

- *Initial phase:* the ball-holding arm or hitting arm positioned too low.
- *Execution phase:* relaxed wrist, palm covering the ball, contact point too low.
- *Final phase:* Lateral arm swing or excessive wrist flexion.

4. Jump Serve

The jump serve was first introduced in the 1982 World Championship, gaining popularity through South American teams. The player tosses the ball forward and takes one or two approach steps, followed by a jump to strike the ball at the highest possible point. The hitting arm was fully extended above the head, and contact was made slightly below the midline of the ball. Landing should be balanced and elastic with both feet inside the court.

Common errors:

- *Initial phase:* standing too far behind the end line.
- *Execution phase:* poor synchronization between the toss and jump, contact point too low.

- *Final phase:* Insufficient trunk involvement or unbalanced landing.

Less common serve variations include the side overhand serve and rotational (spin) serve.

Methodological Progression for Learning the Serve

1. Action Systems Focused on Overall Execution

- Serving against a wall from a short distance over a line simulating the height of the net.
- In pairs, at 5–6 m: one student serves, the other receives.
- Repeated practice with a progressive increase in distance.
- Serving against the wall from 6 to 7 m, followed by overhead or underhand reception and control pass.
- In pairs: serve → reception → control pass → catch.

2. Action Systems Focused on Joint Fixation and Correct Contact Point

- Serving against the wall from 4 to 5 m, over a marked line.
- Overhand serving with two or three preliminary tosses to verify the height and position.
- Serving with emphasis on wrist fixation by striking the ball two or three times before execution.

3. Practice Under Game-Like Conditions

- Serving over the net from varying distances.
- The partner serves in sequence.
- Serving drills in competition format.
- The targeted area serves specific zones of the opponent's court, including diagonal areas.
- Game play with penalties for missed serves.

4. Consolidation Systems

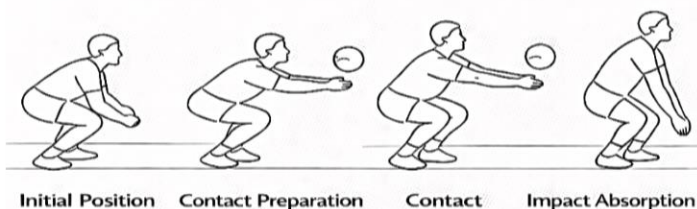
- Targeted serving toward the **back-court zones**.
- Targeted serving toward **specific tactical zones** of the opponent's court.

Serve represents both a technical and a tactical component of volleyball. It marks the transition from defense to offense and often determines the flow of play. Proper methodological instruction, beginning with global exercises, progressing through biomechanical precision, and culminating in situational practice, ensures the formation of efficient, accurate, and strategically adaptable serving techniques.

3.2.2. Serve Reception

Serve reception is a fundamental defensive action that marks the initial phase of play through which the team gains ball possession. Its primary purpose is to prevent the opponent from scoring directly from the server while simultaneously ensuring an optimal pass to the setter to facilitate the next phase of the attack.

Service Reception – Technical Phases



- 1. Initial Position:** feet wider than shoulder width, knees bent, body leaning slightly forward.
 - 2. Contact Preparation:** arms extended, elbows locked, forearms aligned, hands joined symmetrically.
 - 3. Contact:** achieved with the flat surface of the forearms, under the ball's center.
 - 4. Impact Absorption:** minor lowering or raising of the body to control ball trajectory.
 - 5. Transition:** quick repositioning for the next play (e.g., cover or defense).
-

Classification of Serve Reception

Serve reception can be classified according to the position and execution technique:

1. **Two-handed underhand reception:** The most frequently used form
2. **Two-handed overhead reception**
3. **Two-handed overhead or underhand reception is combined with a dive,** either backward or lateral.

Basic Tactical Aspects

Serve reception involves several fundamental tactical decisions, including

- Directing the ball accurately to the setter ensures the continuity of the offensive phase.
- Imparting an appropriate trajectory to the ball allows it to be effectively used for subsequent attacks.

Two-Handed Underhand Reception

This is the most common form of serve reception and is typically executed following a quick movement and a controlled stop in the ready position.

Key characteristics of the posture include the following:

- A **wide base of support**, with the feet positioned beyond the shoulder width and one foot slightly forward.
- **Lowering the center of gravity** by flexing the lower limb joints

- **Arms initially apart**, coming together at the moment of contact.
- **Contact made with the forearms** while the wrist and elbow joints remain extended.
- **Slight shoulder flexion (anteversion)** during action, with elbows locked throughout.
- Depending on the velocity of the ball, **impact absorption** is achieved by adjusting the center of gravity (lowering or raising slightly).
- After execution, the player must **move and prepare for the next action** (cover, attack, etc.).

Common Errors

1. Initial phase:

- Inaccurate estimation of ball trajectory or speed.
- Incorrect choice of movement timing or form.
- Misjudgment of the contact point.
- Striking the ball from an unbalanced position.

2. Execution phase:

- Lack of elbow extension or wrist fixation.
- Uneven alignment of the forearms.
- Contact with areas other than the forearms.
- Fragmented upper-limb motion.

3. Final phase:

- Arms raised above shoulder level.
- Failure to visually follow the trajectory of the ball.

Methodological Progression for Learning Serve Reception

1. Basic underhand reception for beginners

The service speed is generally low; emphasis is placed on

stability, foot positioning, and the base of support. Exercises with thrown or served balls at various distances

- In pairs, at lunge distance.
- From the instructor, at 6–7 m, in various formations.
- Partner serving or in groups of three at 7–8 m.
- Alternating services between pairs.
- Over-the-net serves the corresponding receptions.

2. Reception with focus on movement

- In pairs, alternating underhand receptions from different distances.
- A controlled short reception is followed by a long reception toward a partner.

3. Game-like reception situations

- Reception followed by an attack.
- Two-player reception followed by lateral switching of positions.
- Reception is followed by attack coverage and defensive repositioning.

3.2.3. Setting for Attack

Setting for an attack is a fundamental offensive action in volleyball, aiming to position the attacker in the most favorable situation for completing the offensive combination. The setter executes this action—most often using a two-handed overhead pass—by adjusting the trajectory, speed, and distance from the net according to:

- Attackers' position and capabilities.
- Opponents blocking configuration.
- The team's offensive strategy.

There are two predominant techniques for this purpose.

1. Front set (forward set).
2. Backset (overhead set behind the head).

1. Front Set (Forward Pass)

This is one of the most frequently used techniques and is adaptable to numerous game situations.

Key Execution Characteristics

- Rapid movement toward the ball and balanced positioning facing the target direction.
- The setter's body acts as a spring mechanism, engaging all joints.
- Feet slightly apart and parallel, with the foot closer to the net placed slightly forward.
- Contact with the ball occurs above the forehead, with fingers forming a flexible cup.
- Wrists slightly extended, elbows flexed; hip, knee, and ankle joints moderately flexed.
- Upon contact, an upward and forward impulse is generated through coordinated joint extension aided by mild radial flexion of the wrists.
- The optimal distance from the net is 40–80 cm, whereas the height and length of the set depend on the attacker's technical level and team tactics.

Post-set positioning:

The setter repositions itself into a low stance near the attacker to facilitate attack coverage.

Common errors:

- *Initial phase:* incorrect estimation of contact point, rigid arms and legs, elbows too close or too far apart, improper hand shape.
- *Execution:* Insufficient elasticity in finger contact, contact point too low, segmented movement, uneven finger pressure.
- *Final phase:* Excessive or insufficient wrist flexion, lack of visual tracking, movement opposite the trajectory of the ball.

Methodological pathway for learning the front set.

- The overhead passes preceded by movement toward the tossed ball.
- Sequential passing of two balls thrown by teammates.
- Overhead reception followed by triangular passing and ball crossing over the net.
- Passing in two triangles placed on opposite sides of net.
- Overhead reception from short serves, followed by a pass and net crossing.
- Overhead reception from Zone 3, followed by attack from Zone 4.

2. Back Set (Overhead Set Behind the Head)

This technique allows the setter to redirect the attack, thereby avoiding the block of the opponent. Key differences from the front set occur during the precontact and execution phases.

- The ball was placed above the forehead.

- The ball is directed behind the head through a strong extension of the arms and wrists, imparting a backward trajectory.
- Upper-limb movement is accompanied by the extension of the lower-limb joints.
- After execution, the setter performs rapid body rotation to provide attack coverage.

Common errors:

- *Initial phase:* Poor awareness of teammates' positions, contact cup positioned too low, misjudged contact point.
- *Execution:* Insufficient wrist extension, exaggerated trunk extension without pelvic thrust.
- *Final phase:* Failure to visually follow the ball and body shifting in the opposite direction of the trajectory.

Methodological pathway for learning the background

- In groups of three, the back passes from partner-thrown balls.
- From zone 3, back passes from zones 5 or 6, followed by an attack from zone 2.
- Serve reception followed by backset, with player rotation between positions to train synchronization and timing.

Serve reception and setting represent the foundation of offensive construction in volleyball. Their efficiency depends on precise biomechanics, tactical awareness, and coordination between players. The methodological approach must ensure progressive acquisition—from

stability and technical accuracy to decision-making under game-like conditions—forming the basis for high-performance teamplay.

3.2.4. The Attack Hit

An attack hit represents the final action of the offensive phase in volleyball, embodying the team's collective effort to convert the construction of play into a scoring opportunity. The main objective of this action is to send the ball forcefully into the opponent's court with one hand, usually during a jump that allows contact above the level of the net.

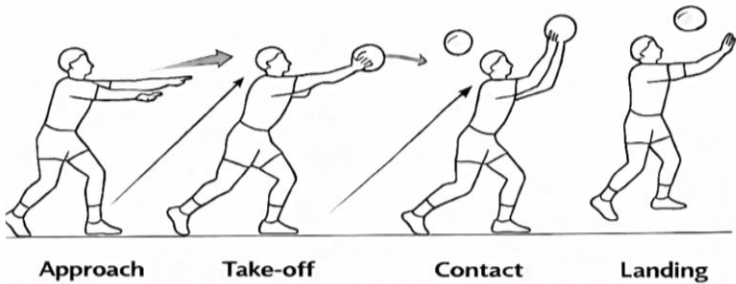
Execution Techniques

The most common types of attack hits include the following:

- **Attack hit in the direction of approach** – the most frequently used, particularly at the beginner and intermediate levels.
- **Attack hit in a different direction (rotated technique)** – employed to avoid the opponent's block.
- **Attack hit with arm rotation:** Used less often in modern play.

An attack hit is a complex motor action that requires a minimum level of physical ability and technical proficiency. It integrates body coordination, arm and leg synchronization, timing of takeoff and contact, and the ability to land and transition quickly into subsequent phases of play.

The Attack Hit — Technical Phases



- 1. Approach:** one or two preparatory steps, the final step longer and lower to convert horizontal into vertical force.
- 2. Take-off:** powerful leg extension coordinated with a backward and upward arm swing.
- 3. Arm Action:** trunk extended slightly, hitting arm raised and flexed behind the head.
- 4. Contact:** full palm contact above the shoulder line, imparting a downward trajectory.
- 5. Landing:** balanced and elastic on both feet, allowing immediate readiness for the next action.

1. Attack Hit in the Direction of Approach

This technique involves sending the ball in the same direction as the player's movement and consists of several sequential components:

- **Approach:** One or two steps, with the last step longer and performed on the heel to convert horizontal velocity into vertical lift; takeoff may be simultaneous or sequential.
- **Jump:** an energetic extension of the lower limbs coordinated with the swinging of the arms to achieve maximum elevation; the takeoff point depends on the trajectory and speed of the ball.
- **Arm action:** arms raised above the head, slightly flexed, shoulders parallel to the net, trunk slightly extended, knees softly bent.
- **Ball contact:** Made with the entire palm above the midline of the ball, imparting a descending trajectory.
- **Landing:** elastic on both feet, maintaining balance.
- **Transition:** Rapid preparation for the next phase, whether for a secondary attack or defensive repositioning.

2. Attack Hit in a Different Direction (Rotated Technique)

This method is used to avoid the opponent's block and is typical in certain playing zones.

- Zones **3 and 2** for right-handed players.
- Zones **3 and 4** for left-handed players.

Execution is similar to the direct approach, except during the striking phase. While airborne, the player rotates the body up to 45° laterally, aligning the shoulder line parallel to the original direction of approach and perpendicular to the trajectory of the ball. The ball was then hit on a trajectory designed to bypass the block.

3. Advanced-Level Variations

- Attack hit from a **short set**
- Attack hit from **rising set**
- Attack hit from a **flat (fast) set**
- **Back-row attack** from the second line.

Common Errors

Before take-off:

- Approach steps performed too slowly or with a uniform rhythm.
- Last step too short; lack of coordinated arm swing
- Take-off was performed on the toes instead of the full foot.

During flight:

- Poor timing of contact with the ball.
- Hitting the ball upward rather than downward.
- Insufficient wrist flexion at impact.

At the end of the action:

- Unbalanced landing.
- Rigid hitting arm.
- Failure to visually follow the ball after contact.

Methodological Progression for Learning the Attack Hit in the Direction of Approach

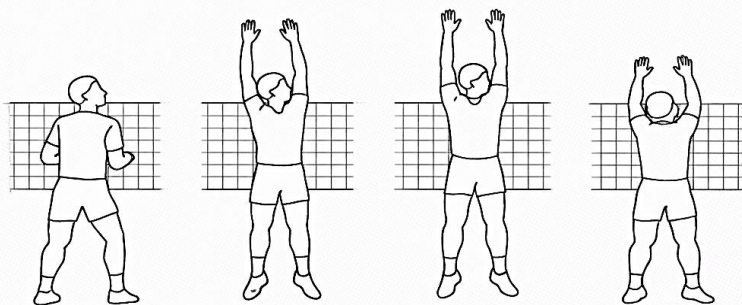
- Drills focusing on approach, takeoff, jump, and supported hitting techniques.
- Attack hits over the net from a tossed ball.
- Attack hits from a set ball.
- Ball reception → forward set → execution of the attack hit.
- Serve reception → Forward set → Attack hit sequence.

3.2.5. The Block

The block represents a defensive action in which front-row players intercept the trajectory of their opponent's attack by positioning their hands above and across the net. The main purpose of the block is to prevent the ball from entering the court.

Its effectiveness depends largely on the players' anticipatory skills, the speed of reaction, and the precise synchronization between the moment of the opponent's hit and the blocker's jump, an interval that lasts only fractions of a second.

The Block — Technical Phases



Positioning

Take-off

Contact

Landing

- 1. Positioning:** facing the net, feet shoulder-width apart, knees slightly bent, arms raised at chin level.
- 2. Take-off:** simultaneous jump of both legs, arms fully extended above the head.
- 3. Contact:** palms surpass the top of the net, fingers spread, shoulders parallel to the net.
- 4. Contact:** full palm contact above the shoulder line, imparting a downward trajectory.
- 5. Landing:** balanced and elastic on both feet, allowing immediate readiness for the next action.

Types of Blocks

According to the hand placement relative to the vertical plane of the net:

- **Offensive block:** palms flexed forward, intended to rebound the ball directly into the opponent's court.
- **Defensive block:** palms extended backward and were designed to slow the velocity of the ball.

According to the number of players involved:

- **Individual block.**
- **Collective block** (two or three players).

Individual Block

Execution phases:

- **Movement to position:** lateral movement using side steps or parallel running along the net.
- **Initial stance:** facing the net, knees slightly bent, feet shoulder-width apart, arms flexed with palms at chin height, and facing forward.
- **Execution:** vertical jump with arms extended; palms pass above the top of the net, fingers spread apart to prevent the ball from slipping.
- **Landing:** elastic on both feet, maintaining balance, and readiness for the next action.

Common errors:

- *Preparation:* Inaccurate estimation of attack point, premature arm swing forward.

- *Execution:* incomplete arm extension, excessive space between hands or between arms, and the net.
- *Final phase:* delayed hand withdrawal and unbalanced landing.

Methodological progression for learning the individual block

- **Basic exercises included** blocking a stationary ball held by a partner, blocking a supported ball above the net, paired blocking on opposite sides of the net, and blocking with lateral movement.
- **Applied exercises included** blocking against an attacked ball from a high set, sequential blocking in zones 2, 3, and 4 against long or back sets, and 3×3 or 4×4 mini-games with a scoring system (successful block = 2 points).

Collective Block

A collective block involves two or three players acting in coordination to intercept an opponent's attack. Successful execution depends on precise timing, spatial alignment, and communication among players.

- The two-player block is the most common, with each blocker covering a predetermined attack direction.
- Before learning collective blocking, players must master individual blocks at a proficient level.

Methodological progression for collective blocking

- Three players are positioned on each side of the net; at command, the middle blocker moves

laterally and, together with the side blocker, performs a simulated block.

- Two-player block against an attack from a designated opponent zone.
- Repetition of the above without prior announcement of the attack direction
- Collective block drills are integrated into full-game situations and thematic matches to refine synchronization and cohesion among blocking pairs.

3.2.6. The Dive

Definition

A dive is a defensive recovery technique executed when a player cannot reach the ball through normal movement. It is a complex and demanding action, less commonly taught during introductory physical education lessons, as it requires a high level of technical control and carries the potential risk of injury if not properly learned and performed.

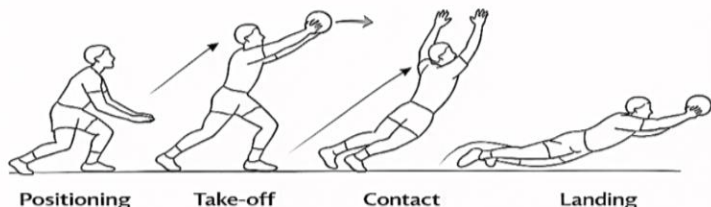
Despite these challenges, the dive is an impressive and dynamic movement, often capable of saving balls that are considered lost. This is particularly appreciated by students, especially boys, because of their spectacular and athletic nature.

Depending on the direction and mode of execution, dives can be classified as follows:

- **Backward, lateral, and forward dives**
- **Backward and lateral dives with rolling.**
- **Forward dive with stretch and slide (hard-lever technique).**

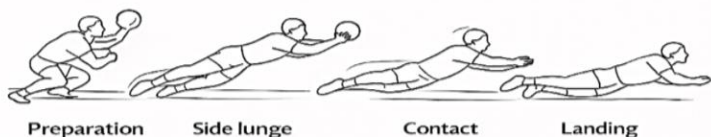
The Dive — Backward and Lateral Defensive Techniques

A. Backward Dive



1. **Starting Stance:** low, balanced position on both feet.
2. **Ball Contact:** overhead strike using both hands.
3. **Fall and Roll:** backward roll with rounded back, chin tucked to chest, knees flexed.
4. **Recovery:** extension of the front leg and a rocking motion to return to the ready position.

B. Lateral Dive



1. **Preparation:** side lunge toward the ball.
2. **Ball Contact:** one- or two-handed forearm contact from side.
3. **Fall and Roll:** lateral rolling while maintaining body control and protecting the shoulder.
4. **Recovery:** quick return to the ready stance.

At the school physical education level, instruction typically focuses on two of these techniques: backward dives and lateral dives.

1. The Backward Dive

The execution of the backward dive comprises several distinct phases.

1. Starting from a low stance with a controlled stop on both feet.
2. Hitting the ball overhead with both hands.
3. Falling backward followed by a rolling motion, maintaining a rounded back, and the chin tucked to the chest, with the legs flexed.
4. The roll is completed by extending the front leg and performing a dynamic rocking motion to accelerate the return to the initial ready position.

Common errors:

- Performing the dive too far from or too close to the point where the ball is descending.
- The body was positioned too high relative to the trajectory of the ball.

Methodological Progression for Learning the Backward Dive

Exercises without the ball:

- From a crouched position, fall backward and return to the starting stance.
- Backward rolls with recovery to a crouched position

- Dynamic games involving simulated dives to develop confidence and spatial orientation.

Exercises with the ball:

- Dives performed while holding the ball in cupped palms
- In pairs, face to face: perform overhead passes combined with backward dives from a tossed ball, followed by passing or serving.
- Themed mini-games incorporating dive execution under controlled conditions.

2. The Lateral Dive

The lateral dive was executed following a side lunge toward the incoming ball. The stages are similar to those of the backward dive but adapted for lateral motion:

- The ball was struck with one or both hands, from below, either from the side or from the front.
- The player falls and rolls laterally, maintaining control and protecting the shoulder and hip.
- The action concludes with a quick recovery to the initial ready position.

Methodological Progression for the Lateral

Dive

- **Without the ball:** consecutive and alternating lunges to the left and right, followed by simulated hitting actions
- **With the ball:** similar exercises to those used for the backward dive, but emphasizing the ball contact technique and directional adjustment based on the game situation.

A dive, whether backward or lateral, is a highly skilled defensive technique that enhances a team's capacity to recover difficult balls. Its instructional progression, from controlled drills to dynamic applications, must emphasize safety, coordination, and situational awareness. When properly taught, it develops not only defensive agility and reaction speed, but also athlete confidence and resilience in high-pressure scenarios.

Chapter 4 – Tactics in Volleyball Game

4.1. Definition

Volleyball tactics represent the totality of individual and collective actions integrated into the technical, physical, psychological, and theoretical preparation of a team's players. These actions are organized, coordinated, and applied rationally in accordance with the game's regulations and the principles of fair play, with the ultimate goal of achieving victory in competition (Leon Teodorescu, 1964).

In a broader sense, tactics constitute one of the dynamic components of training, through which players learn effective ways of organizing, preparing, and executing offensive and defensive actions according to the strategic concepts of their team, all aimed at maximizing competitive success (Ion Şiclovan, 1972).

Throughout its evolution, volleyball tactics have undergone significant transformations — from a game focused on avoiding errors and merely returning the ball across the net to one characterized by positional specialization, rotation systems, diversified attacking roles, and the refinement of offensive and defensive systems.

Today, tactical thinking in volleyball operates on two interconnected levels — individual and collective — and involves strategies designed to optimize the finalization of plays (often involving two to five players) while adapting defensive systems based on the opponent's level and playing style.

The evolution of tactics has been influenced by the following:

- Permanent interaction between attack and defense
- Periodic changes in rules
- Emergence of new technical procedures
- Improved player selection and team specialization.

Thus, volleyball tactics can be defined as an expression of sports intelligence through which individual characteristics and collective coordination are optimized to achieve strategic efficiency and competitive success.

4.2. Fundamental Components of Tactics

Tactics are structured around several fundamental components.

- **Phases of the game:** distinct stages in the development of attack and defense, from initiation to completion.
- **Principles:** general rules guiding the coordination and direction of individual and collective actions during each phase.
- **Factors** – the means through which players act in accordance with tactical principles, using technical skills, tactical actions, and predefined combinations.
- **Forms** – The concrete structure of player activity resulting from the application of tactical principles and factors in offensive and defensive systems.

Tactics can be analyzed at multiple levels:

- **Individual tactics** – the set of conscious actions of a player executed in collaboration with teammates to fulfill offensive or defensive tasks.

- **Individual action:** the conscious application of a specific sequence of actions within a game phase to resolve a partial task.
- **Tactical combination** – the coordination of two or more players' actions aimed at solving a specific offensive or defensive task.
- **Tactical scheme** – a more structured and often repetitive version of a tactical combination, particularly in an attack, characterized by higher complexity and pre-established patterns.
- **System of play** – the general form of organization of collective actions, defining player roles, and collaboration principles.
- **Game conception:** the way in which a team applies its tactics, including offensive and defensive systems, tactical combinations, and schemes, reflecting the strategic tendencies of national or international volleyball.
- **Style of play:** The manner in which a team expresses its tactical and technical philosophy through rhythm, tempo, and creative execution; it represents the team's collective identity and typically requires two to three years of consistent training to stabilize.



HIERARCHY OF TACTICAL ORGANIZATION in VOLLEYBALL



Layered Approach to Game Tactics

S Setter **Sp** Spiker **L** Libero

4.3. Systematization of Tactics

Tactics constitute an integral component of athletic preparation and are interconnected with physical, psychological, technical, and theoretical dimensions of training.

The systematization of tactics can be achieved based on several criteria:

According to the number of players involved:

- Individual tactics.
- Collective tactics.

According to the phases of play.

- Offensive tactics.
- Defensive tactics.

Individual tactics in an offense include.

- The serve.
- The set (attack preparation).
- The spike or attack hit.

Individual tactics in defense include the following:

- The service reception.
- The attack defense (digging and recovery).
- The individual block.
- The self-coverage (doubling).
- The dive.
- The net defense reception.

Collective tactical actions in offense include the following:

- Formation systems (various setter–hitter configurations).
- Ball-related actions (offensive combinations).

- Off-the-ball actions (positioning and attack coverage).
- Service positioning and execution.

Collective tactical actions in defense include the following:

- Defensive systems (varied positioning of back-row and front-row defenders).
- Collective blocking.
- Off-the-ball defensive positioning.
- Service reception organization.

4.4. Individual Tactics

4.4.1. Systematization

Individual tactics in volleyball are expressed through on-ball and off-ball actions, each gaining greater tactical significance as they are performed under conditions that are increasingly close to real game situations.

In volleyball, individual tactics are of paramount importance because even minor execution errors or inaccuracies can result in the loss of a point or provide the opponent with an opportunity for an effective counterattack.

Key characteristics of individual tactics

- **Correct technical execution** forms the foundation of every tactical action.
- **Performance consistency** is crucial for maintaining efficiency throughout the game.
- **Precision and variation** enhance tactical effectiveness.

- **Multilateral skill acquisition** in both offensive and defensive actions is vital because of the specific nature of volleyball and its rotation rule.
- **Decisive individual actions** often determine the outcome of critical phases, such as end-of-set or end-of-match situations.
- **Effectiveness** depends on motor abilities (reaction speed, execution speed, movement agility), coordination, vertical jump power, theoretical understanding, and mental preparation.

The systematization of individual tactical actions can be organized according to the phase of play:

a) Individual offensive actions

- The **serve**.
- Set (**attack preparation**).
- Attack **hit (spike)**.

b) Individual defensive actions

- The **service reception**.
- Attack reception/recovery.
- The **individual block**.
- Self-coverage (**defensive support**).

Each technical skill, when applied in coordination with teammates or in opposition to the opponent, gains specific tactical content, requiring mental engagement, situational awareness, and the ability to adapt technical execution to the evolving dynamics of play. Without this tactical dimension, a player's ability to make efficient and intelligent in-game decisions is limited.

**Table 1 – Individual and Collective Tactics:
Phases, Actions, and Player Roles**

Tactical Level	Phase of Play	Main Actions	Description / Tactical Content	Involved Roles
Individual	Offense	Serve	Initiates play; creates an initial advantage through variation in type, direction, and effect	All serving players
		Setting (for attack)	Positions the hitter for an optimal finish; involves selecting trajectory, height, and ball speed	Setter
		Attack hit (spike)	Finalizes the action; sends the ball into the opponent's court through an explosive strike	Attackers / Spikers
Individual	Defense	Service reception	Receives the opponent's serve; directs the ball toward the setter with correct body alignment	All players in front and back rows
		Attack reception / Dig	Intercepts the opponent's attack to maintain play continuity	Front and back-row defenders
		Individual block	Interposes hands above the net to intercept the opponent's spike	Front-row players (middle and outside blockers)
		Self-coverage (re-coverage)	Supports teammates by covering	All players

Tactical Level	Phase of Play	Main Actions	Description / Tactical Content	Involved Roles
			unguarded zones after attack or block	
		Dive	Extends defensive range in difficult situations	Primarily back-row defenders
		Net defense reception	Retrieves balls close to the net or redirected by the opponent	Players positioned near the net
Collective	Offense	Formation systems	Organization of player positions (e.g., 3 hitters + 3 setters, 4 hitters + 2 setters)	Entire team
		Ball actions (combinations)	Coordination between setter and hitters to efficiently finalize the attack	Setter and attackers
		Off-ball actions	Attack coverage, spacing, and movement within the offensive setup	All players
		Service organization and execution	Establishing initial team advantage through effective serve	All servers
Collective	Defense	Defensive systems	Positioning organization (advanced/retracted middle, coverage lanes)	Entire team

Tactical Level	Phase of Play	Main Actions	Description / Tactical Content	Involved Roles
		Collective block	Coordination between 2–3 players to cover the attack trajectory	Front-row players
		Off-ball actions	Anticipation and movement in response to the opponent's offensive setup	All players
		Service reception organization	Structuring the team for efficient opponent serve reception	Front and back rows

4.4.2. Individual Tactics in Offense

Individual offensive tactics refer to the set of actions executed by each player in relation to the technical elements of the attack — namely, the serve, set, and attack hit (spike) — each expressed through specific technical procedures (e.g., *overhead float serve*, *front spike*, *rotational spike*, etc.).

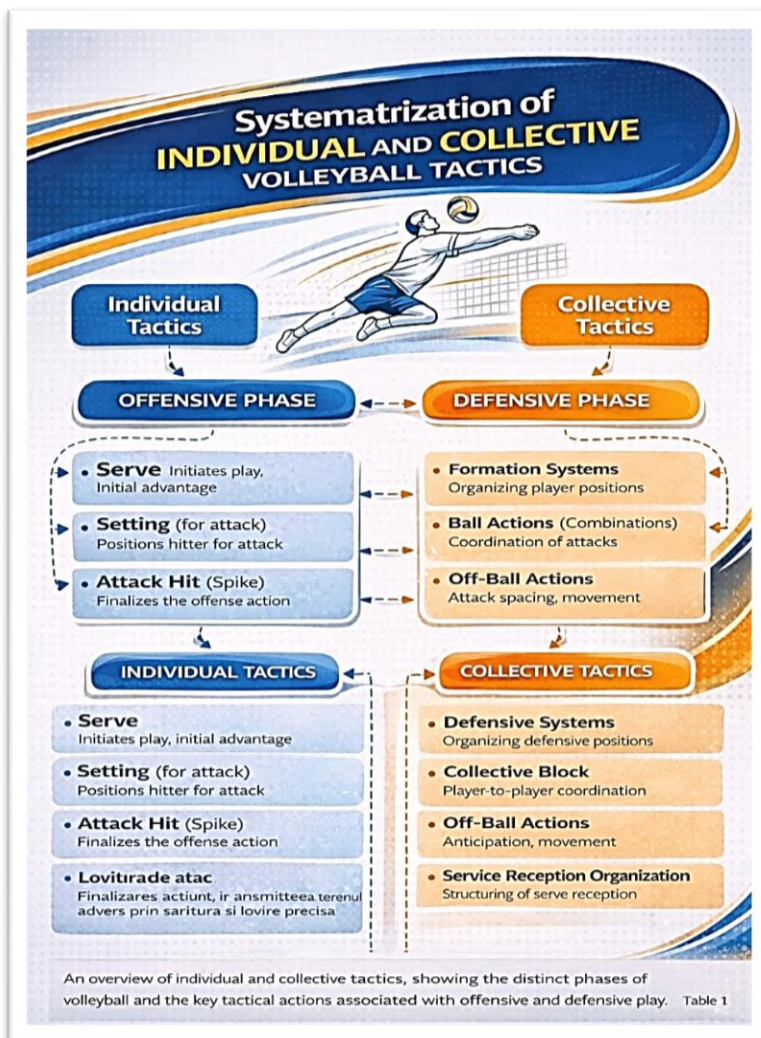
These tactical actions aim not only to maintain ball possession but also to create strategic advantages through variability, precision, and intelligent decision-making.

Key parameters that define individual offensive tactics include the following:

a) Serving Tactics

The primary objective of the serve is to initiate play while simultaneously creating difficulties for the opponent, forcing them into errors, or producing an ineffective reception.

Strategic serving can dictate the rhythm of a game and place immediate pressure on the opposing team.



Main Tactical Principles

- Vary the type and style of serve (e.g., underhand, overhead float, jump serve) to reduce predictability.
- Target-specific zones (preferably deep zones or near the sidelines) to disrupt the opponent's reception pattern.
- Direct service of weaker receivers or uncovered court areas.
- Adjust trajectory and spin to make the serve harder to anticipate and control.
- Integrating psychological variation — alternate powerful serves with a float serves to break the opponent's rhythm.

b) Setting Tactics

The setter plays a pivotal role in organizing the attack, acting as the team's tactical coordinator on the court.

An advanced setter uses creativity and disguise to make the attack less predictable and more difficult to block.

Tactical principles for setting

- Provide the attacker with the most advantageous conditions for finishing the play.
- Vary the height, trajectory, and speed of the set to adapt to both the attacker's strengths and the defensive alignment of the opponent.
- Prioritize deceptive actions (e.g., fake passes, last-second directional changes) to surprise blockers.

- Maintain visual contact and anticipate the blockers' movements to choose the most effective attack direction.
- Ensure tempo variation: alternating fast sets for quick attacks and higher sets for timing adjustments.

c) Attack Hit (Spike) Tactics

An attacker (spiker) must combine power, placement, and unpredictability to overcome the opponent's block and defense.

Tactical thinking during an attack execution involves choosing the appropriate strike type and direction based on the structure and timing of the block.

Essential tactical elements

- Alternate between powerful spikes and placed (soft) shots depending on the game context.
- Adjust the attack direction: strike past or over the block, depending on the jump height and timing;
- Aim to place the ball behind the block, exploiting open spaces in the defense.
- Perform rotational hits (cross-body spikes) to send the ball diagonally across the court, deceiving the block.
- Use feints and delayed hits to disrupt defensive rhythm.
- Maintain readiness for re-coverage (self-defense after attack) in the case of blocked or deflected balls.

4.4.3. Individual Tactics in Defense

Individual defensive tactics encompass specific actions, such as service reception, attack defense (digging), individual blocking, self-coverage (re-coverage), diving, and net defense.

Their effectiveness depends on anticipation, reaction speed, and positional discipline, supported by sound technical fundamentals.

a) Service Reception

This is typically performed with two-handed receptions (overhead or forearm pass), one-handed recoveries, or dives in difficult cases.

The defensive specialist (often the libero) must read the trajectory, spin, and speed of the serve and anticipate where the ball will land.

Tactical guidelines:

- Anticipate the server's motion and adapt positioning accordingly.
- Adjust body posture to absorb and control fast or floating serves.
- Communicate with teammates to assign coverage zones and avoid overlap.
- The ball was directed accurately toward the setter, optimizing the transition to attack.

b) Attack Reception (Digging / Recovery)

This action relies heavily on anticipation, predicting the trajectory, and force of the opponent's spike.

The player's ability to read the attacker's body language (shoulder rotation and arm swing) allows for better timing and positioning.

Key tactical components

- Position the body low and square to the net, maintaining balance.
- React based on the attacker's preparation phase.
- Use the forearms for controlled deflection toward the setter.
- Maintain readiness for continuous play transitions.

c) Blocking (Individual)

The purpose of an individual block is to close the main attacking lane, acting both defensively and as a counterattack measure. It is primarily used against rapid attacks near the net.

Tactical focus points:

- Anticipate the attacker's hitting point and swing speed.
- Align hand and arm positions above the net to maximize coverage.
- Timing the jump precisely — too early or too late— reduces effectiveness.
- Choose between the offensive block (pushing the ball back) or defensive block (slowing the attack on defenders).

d) Self-Coverage (Re-coverage)

This refers to an immediate defensive action following a block or attack, even if the player has already

touched the ball. It enables a continuous defensive presence and provides secondary support for teammates.

Serving Tactics



- Vary serve type (overhand, float, jump).
- Target weak receivers or uncovered zones.
- Aim for deep or sideline zones.
- Use spin and trajectory variation.



- Provide advantageous conditions for hitter
- Vary height, trajectory, and tempo of set.
- Deceive blockers with fake passes.
- Consider attackers' position and timing.

Setting Tactics



- Alternate powerful spikes and tentative shots.
- Attack past or over the block.
- Consider trajectories and spin, stales.

Attack Hit Tactics



- Attack past or over the block.
- Aim behind the block to open defense.
- Use cross-body / rotational hits for deception.

Individual Defensive Tactics

Service Reception



- Anticipate serve trajectory for accurate reception.
- Position low and square for attack defense.



- Position low and square for attack defense.
- Jump and align hands to block attack lanes.

Attack Reception (Digging)



- Jump and align hands to block attack lanes.
- Remain prepared after attack or block.

Tactical application:

- After a block or spike, quickly reposition to cover open areas.
- Maintaining awareness of rebound directions.
- React quickly to redirect balls near the net.

4.5. Collective Tactical Actions

Collective tactical actions in volleyball offenses represent the coordinated interaction between individual and team actions, both with and without the ball, with the aim of ensuring a coherent and efficient attack. The collective dimension of tactics emphasizes organization, communication, synchronization, and adaptability during play, allowing teams to respond dynamically to game situations.

Collective offensive actions include:

- **Formation organization** — establishing the offensive structure and player positioning.
- **Actions with the ball (attack combinations)** — sequences involving the setter and attackers.
- **Actions without the ball (support and positioning):** tactical movements ensuring coverage and continuity of attack.
- **Service positioning and execution** — initiating play strategically to gain an advantage.

4.5.1. Fundamentals of Collective Offensive Tactics

Collective attack tactics rely on the integration of individual and team efforts, combining technical precision with coordinated movements and intelligent positioning.

Their success depends on both execution quality and tactical awareness among all players.

Individual actions in the offensive system include the following:

- **Service reception:** accurate control of the first ball.
- **Setting for attack** – directing the ball to an optimal hitting position.
- **Attack hit (spike):** final offensive execution.

Collective actions include the following:

- **Attack simulation:** creating tactical deception through combined movements and feints.
- **Support and coverage (doubling):** ensuring backup and ball recovery after the initial attack.

Offensive System Structures

The offensive system represents the organizational framework of team actions and varies depending on players’ levels of performance and specialization.

Level of Play	System Characteristics	Player Roles
Beginners / School Level	Each player alternates between setting (zones 2 or 3) and attacking (zones 2, 3, 4, and 6).	All players rotate in both roles.
Intermediate / Advanced	Two setters and four attackers; greater tactical coordination and variation in offensive zones.	Setters act as game organizers and attackers specialize by zone.

<p style="text-align: center;">High Performance</p>	<p style="text-align: center;">One primary setter (coordinator) and five attackers; advanced offensive system with predetermined attack patterns.</p>	<p style="text-align: center;">Setter as tactical leader; attackers execute specialized roles.</p>
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4.5.1.1. Tactical actions after service reception

The most efficient attacking actions arise from precise service reception, forming the base of structured offensive play.

These can be classified according to the number of ball contacts involved.

Two-Touch Actions

- Requires high accuracy in service reception;
- Use a medium-to-high trajectory, approximately 1m from the net.
- Suitable for advanced players capable of rapid transitions.
- Enable quick finishing actions, reducing defensive organization time for opponents.

Three-Touch Actions

- Represents the classic and most balanced attack sequence (reception – set – attack).
- At beginner levels, use high or medium sets from zone 3 toward zones 2 or 4.
- At advanced levels, sets can be performed from any zone of the front line, increasing the tactical variety.

Possible Player Combinations

- Two front-line players executing quick and simple attacks.
- Two front-line + one back-row player, increasing tactical depth.
- Three front-line + one back-row players, providing maximum variation and offensive potential — a configuration used primarily in elite performance volleyball.

4.5.1.2. Tactical Actions After Attack Reception or Support (Doubling)

These actions may involve two or three contacts, depending on the quality of recovery and the number of players engaged. Their effectiveness depends largely on the timing of coordination and the precision of the transition from defense to counterattack.

- At beginner levels, the focus remains on three-touch sequences similar to those used after service reception.
- At intermediate and advanced levels, players learn to coordinate faster counterattacks after block rebound or defensive recovery.

Methodological Progression

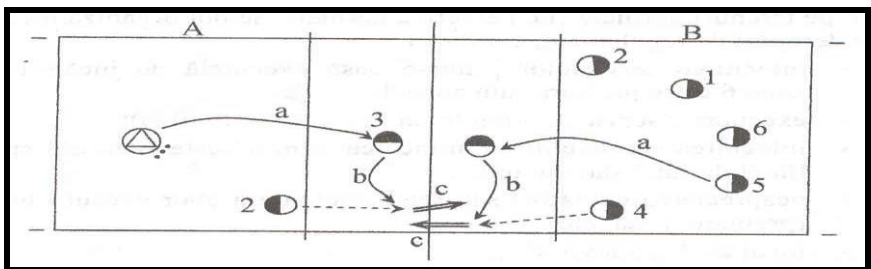
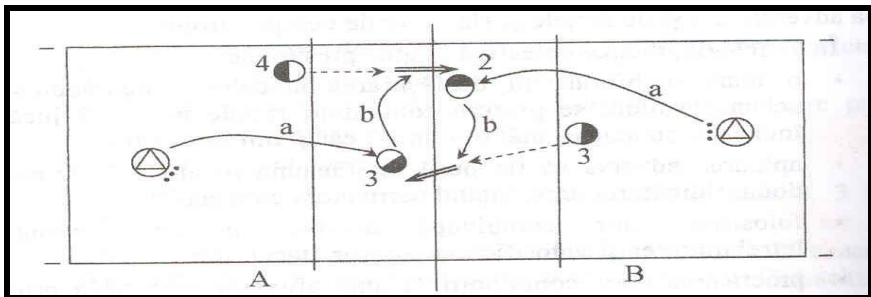
The organization of offensive play must always be correlated with the preceding defensive phase, ensuring tactical continuity.

In educational or instructional contexts, the methodological approach focuses on mastering the fundamental tactical sequence of volleyball.

→ *Reception – Set – Attack.*

To reinforce this sequence, the methodology should include the following:

- Adapted exercises emphasizing coordination between phases
- Preparatory small-sided games (e.g., 3×3, 4×4) in reduced courts to promote involvement and decision-making;
- Simplified rules to enhance clarity and confidence during tactical learning.
- Gradual introduction of tactical variability: encouraging players to read and adapt to the opponent's defense.



Exercises for learning: Simple collective offensive actions consisting of two hits for the physical education lessons

Collective Offensive Tactics

Collective Tactical Actions



Formation Organization

Establishing the offensive structure and player positioning.



Actions with the Ball

Executing attack combinations (setter and attackers).



Actions without the Ball

Support and positioning for coverage and continuity.



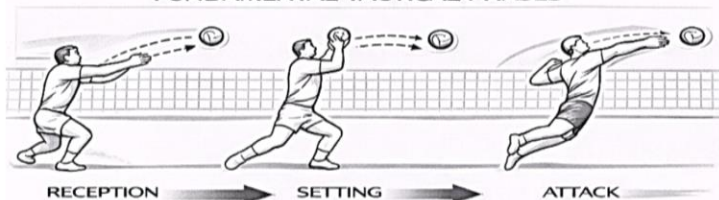
Service Positioning and Execution

Strategic set-up of players to initiate play.

Fundamental of Collective Tactics

Level of Play	Player Roles
Beginners / School Level	All players rotate through both roles.
Intermediate/Advanced Two setters and four attackers;	Setters act as game organizers; attackers specialize by zone.
High Performance One primary setter (coordinator) and five attackers.	Setters act as game organizers; attackers specialize by zone.
Player Roles All players rotate through both roles.	Setter as tactical leader; attackers execute specialized roles.

FUNDAMENTAL TACTICAL PHASES

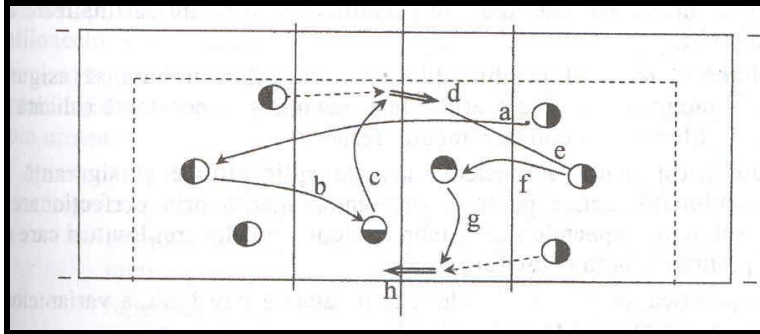




OFFENSIVE SYSTEMS IN VOLLEYBALL FROM BASIC TO PROFESSIONAL



S : Setter **MB** : Middle Blocker **OH** : Outside Hitter



Small-Sided Game on a Reduced Court for Practicing Simple Offensive Combinations

4.5.2. Fundamentals of Collective Defensive Tactics

Collective defensive tactics in volleyball encompass the following categories of action:

- Organization of defensive systems.
- Execution of collective blocking.
- Off-the-ball actions (coverage and positioning).
- Player arrangement for service reception.

A defining characteristic of volleyball is that in the defensive phase, players must cover a wide area of the court. This task requires not only advanced motor abilities and well-developed technical skills, but also theoretical knowledge and the capacity to anticipate the opponent's offensive actions. For effective ball reception, players must accurately evaluate the direction, trajectory, and speed of the ball.

At the level of physical education lessons in primary schools or during the initiation stage, when attack intensity is lower, collective defensive tactics without blocking are primarily used. Players are positioned to evenly cover the

court in a manner similar to serving reception formation, with the main objective of recovering the ball.

As the performance level increases, the complexity of collective defensive tactics also grows. The first key element is the attack coverage. The fundamental rule is that the players closest to the attacker must position themselves low and near the hitter to recover from deflected or misdirected balls. Setters traditionally assume their main role in attack coverage.

A defense is implemented both during serve reception and in defending against the opponent's attack, the latter requiring a strategically organized system. Currently, three fundamental defensive systems are widely used in modern volleyball.

4.5.2.1. Defensive System with the Zone 6 Player Advanced

This is the oldest and is still one of the most effective defensive systems. It is mainly used by women's teams and advanced formations, particularly when the setter is positioned in the back row.

In the initial setup:

- The player in **Zone 6** positions themselves 2–3 m in front of the end line, in the center of the court.
- Players in **Zones 2 and 4** are positioned near the sidelines.
- Players in **Zones 1 and 5** stand close to the longitudinal axis.
- The player in **Zone 6** is responsible for the constant coverage of blocks and attacks.

Advantages:

- Clear task distribution (blocking or backrow defense).
- High efficiency in coverage by Zone 6 player.
- Reduced need for long-distance movement.
- Excellent compatibility with high collective blocking systems.
- Facilitates the transition from defense to offense.

Disadvantages:

- Limited effectiveness against individual blocking or quick attacks.
- Vulnerable to soft hits placed between lines.
- Challenges in handling long-distance attacks.

4.5.2.2. Defensive System with the Zone 6 Player Deep

This system is typical of advanced professional teams. Its key feature is the deep positioning of the Zone 6 player, often replaced by the libero, which is very close to the end line as the last line of defense. It is a flexible system that allows varied movement patterns for both front- and back-row players. Coverage responsibilities are assigned depending on the attack zone, typically by Zone 1 or Zone 5 players.

Advantages:

- Suitable for individual blocking situations, frequent in fast or combined attacks.
- The setter's positioning favors a rapid transition to offensive play.

Disadvantages:

- The central zone of the court remains partially unprotected.
- Requires extensive movements, particularly from the setter during the transition from defense to offense.

4.5.2.3. “Lane” (Corridor) Defensive System

This system is employed during combinational plays, when attacks are directed approximately 6–7 m from the net. Each player covers about three meters of court width, ensuring an even spatial distribution. It is primarily used by experienced men’s teams, as it demands high mobility, precise individual responsibilities, and advanced anticipation skills.

Methodological Aspects

The organization of defense requires the establishment of clear principles of action for each player, along with the continuous improvement of individual tactical skills. At the beginner level, when full defensive systems have not yet been introduced, practicing individual defensive actions within game contexts is the most effective way to develop defensive abilities.

Learning about a defensive system is a progressive and long-term process structured into several stages of preparation:

1. **Initial familiarization:** understanding each player’s responsibilities within their zone and applying them in controlled conditions. Theoretical explanations play a crucial role in helping players grasp the mechanism of the

system and interplayer relationships, supported by visual demonstrations and illustrative materials.

2. **Practical drills** – beginning without the ball, focusing on movement patterns and defensive positioning by zone.
3. **Applied exercises:** introducing balls served or attacked under near-real conditions.
4. **Game-based training:** theme-based matches designed to coordinate all defensive actions, maintain continuity between the attack and defense and defense–attack phases, and adapt the defensive system to the players’ individual and team characteristics.



DEFENSIVE SYSTEMS in VOLLEYBALL

ZONE 6 ADVANCED (FRONT DEFENSE)



Player in zone 6 positioned 2-3 m in front of the back line.
Supports blockers and defends short balls.

ZONE 6 DEEP (BACK DEFENSE)



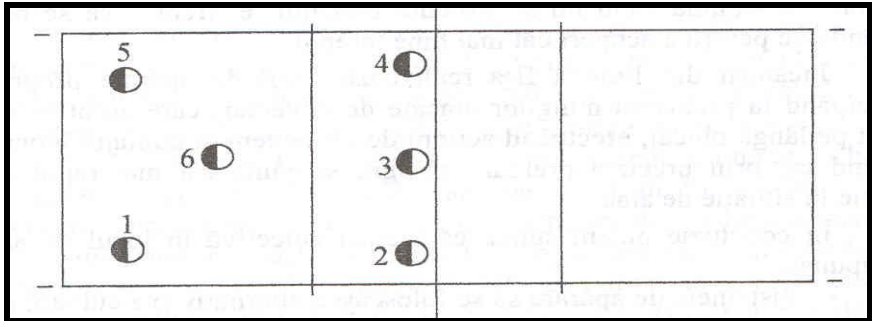
Player in zone 6 positioned near the back line.
Focuses on deep defense, Libero specific position.

CHANNEL DEFENSE (LANE SYSTEM)

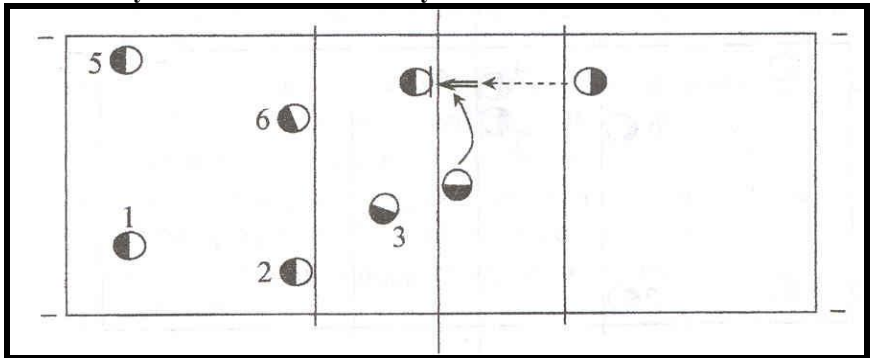


Three defenders cover separate lanes.
Used in fast, combination play.

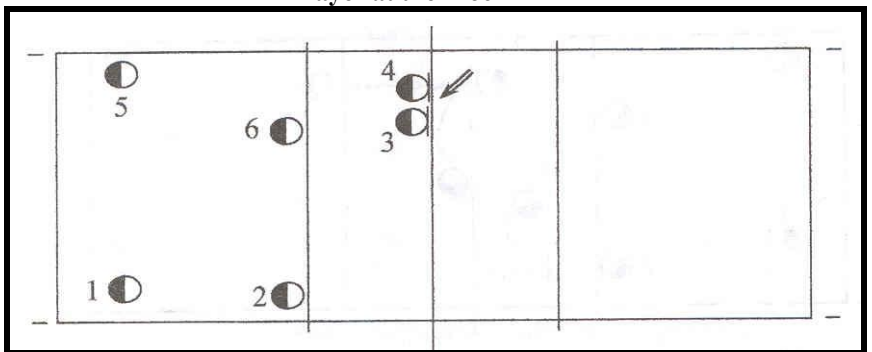
- Player in zone 6 positioned 2-3 m in front of the back line.
- Supports blockers and defends short balls.



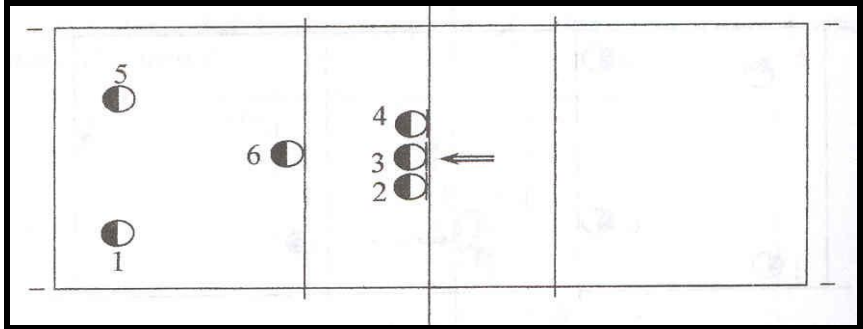
Defensive System with the Zone 6 Player Advanced – Initial Formation



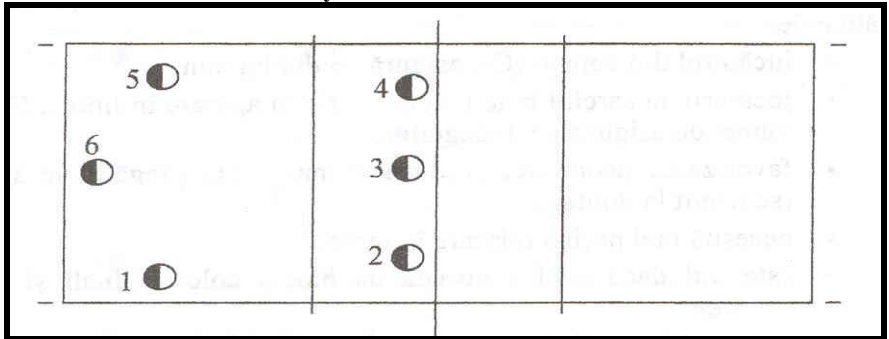
Defensive System with the Zone 6 Player Advanced – with One Player at the Block



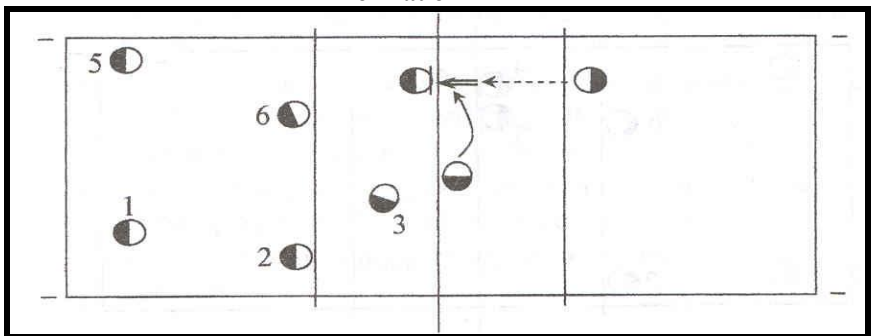
Defensive System with the Zone 6 Player Advanced – with Two Players at the Block



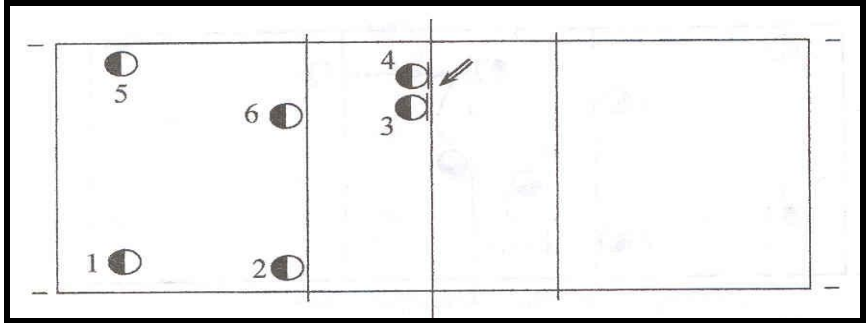
Defensive System with the Zone 6 Player Advanced – with Three Players at the Block



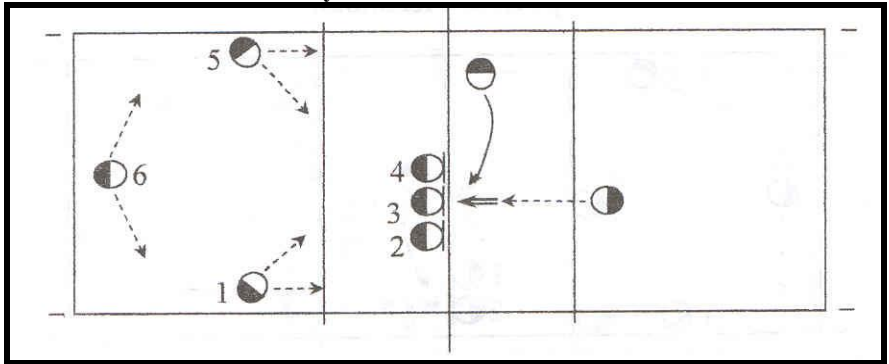
Defensive System with the Zone 6 Player Withdrawn – Initial Formation



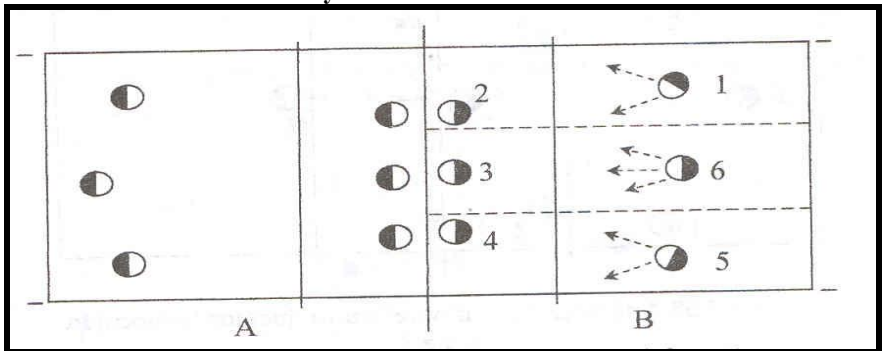
Defensive System with the Zone 6 Player Withdrawn – with One Player at the Block



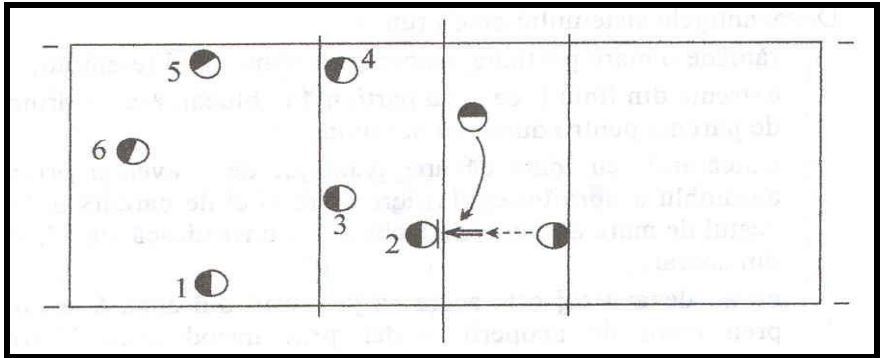
Defensive System with the Zone 6 Player Withdrawn – with Two Players at the Block



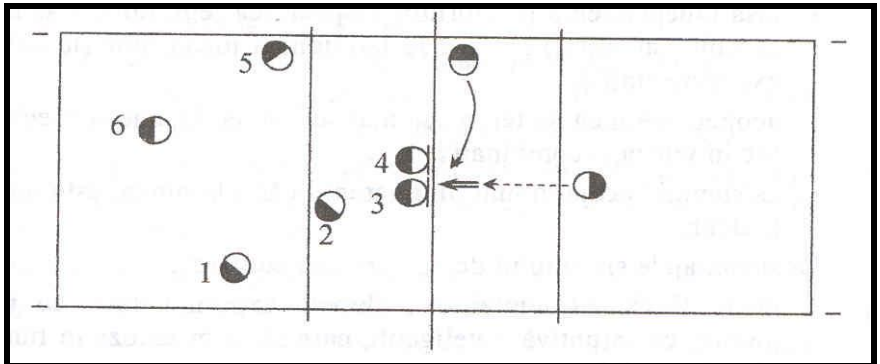
Defensive System with the Zone 6 Player Withdrawn – with Three Players at the Block



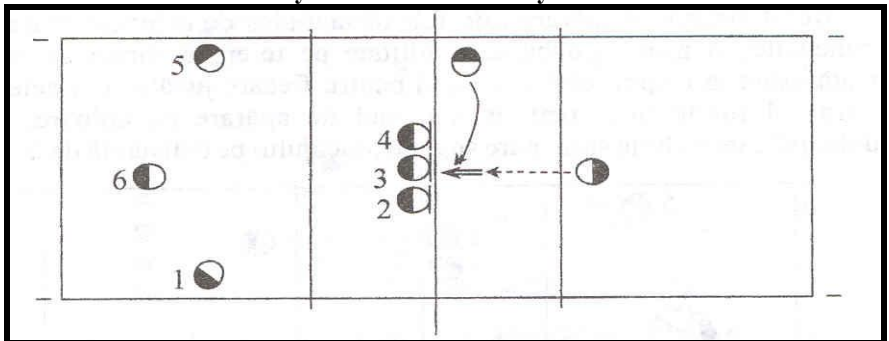
"Lane" Defensive System – Initial Formation



“Lane” Defensive System – with One Player at the Block



“Lane” Defensive System – with Two Players at the Block



“Lane” Defensive System – with Three Players at the Block

4.5.2.4. Collective Tactical Actions for Service Reception

Collective tactical actions performed during the service reception phase are part of the overall defensive strategy but also constitute the initial stage of the team's offensive construction. The fundamental objective of these actions is to gain control of the served ball under optimal conditions, ensuring its accurate transmission to the setter, and enabling the initiation of an effective attack phase.

To achieve this goal, rational coverage of the court surface is essential, allowing the ball to be safely received while maintaining good visibility of the service trajectory. Depending on their position on the court, players orient themselves perpendicular to the server. In zones 1, 5, 2, and 4, players adopted a stance with the foot closer to the sideline placed slightly forward. During reception, a medium or low defensive posture is recommended to maintain balance and control.

At the beginner level and in physical education lessons, the court arrangement typically involves five players responsible for receiving the service, positioned in a semicircular formation or in a "W" configuration, while the player in Zone 3 remains at the net to act as the setter. For more advanced athletes or older beginners, a similar setup is maintained, with five players covering the service, but the setter is placed in zone 2, near the net.

In professional teams, the number of players directly involved in service reception is significantly reduced. At the highest level of play, this task is typically carried out by only two specialized players positioned in the back row, while the remaining players are arranged to avoid

interfering with reception and to transition quickly into offensive formations.

Methodological Approach

The learning of court formations for both executing and receiving the service can be introduced relatively easily and may even be practiced in parallel using “mirror” methods. The methodological process must be aligned with the regulatory framework regarding service and rotation rules.

It is recommended to develop a basic organizational structure complemented by an alternative configuration that allows adaptation to specific tactical situations. During this phase, attention-focused games and dynamic exercises can significantly enhance comprehension and performance.

All players, including substitutes, should be trained to participate in the service reception phase. For athletes with superior technical abilities, expanded court coverage responsibilities may be assigned to maximize team efficiency.

Activation Systems

1. Team positioning on both courts for service reception

The teams were positioned on each side of the court to practice service reception. The players’ positions and orientations were first verified, followed by rotation. One team performs the service three to four times consecutively, whereas the opposing team organizes its reception. Starting with the third serve, the ball is directed to Zone 1, where it is caught and returned for a new

service execution. After complete rotation, the teams switch roles.

2. Reception of the ball thrown by the instructor and organization of the attack.

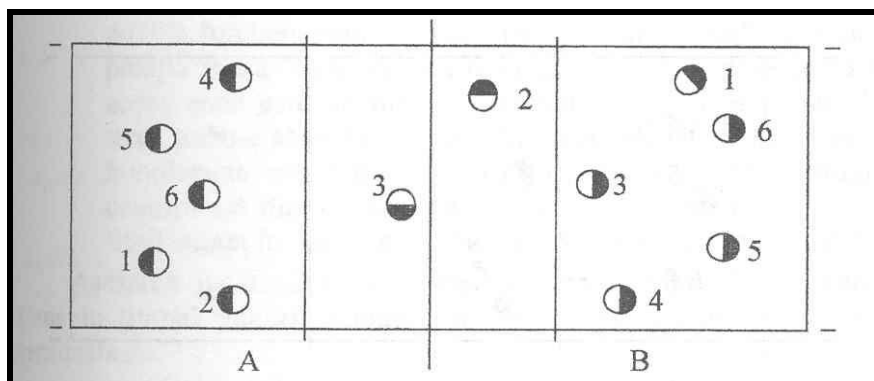
This exercise integrates the reception phase into an offensive transition phase. Additional tasks may be introduced, such as short runs after every three or four actions or performing a blocking exercise against the wall.

3. Repetition of the exercise with the introduction of the block.

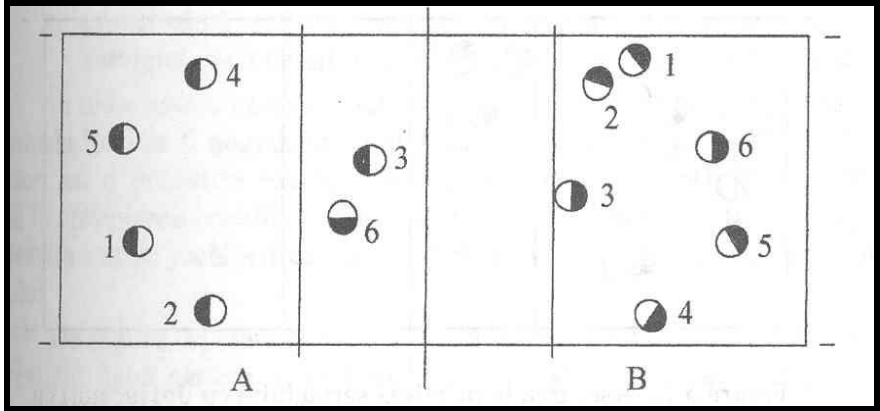
Game-like conditions were simulated by including a blocking component, thereby improving coordination between the reception phase and offensive organization.

4. Themed games.

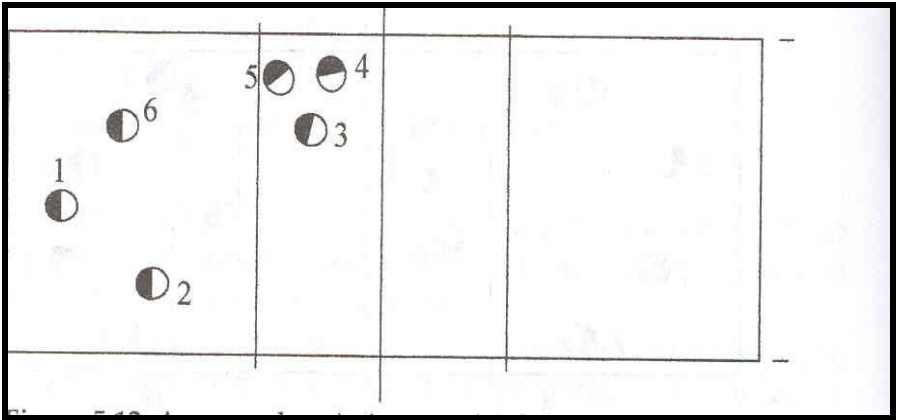
These games promote the integrated application of tactical actions, allowing players to practice under conditions that closely resemble actual competition.



Court Formation for Service Reception at Beginner and Advanced Levels (Five Players in Reception)



Court Formation for Service Reception in Performance Teams (Three Players in Reception, with the Setter Entering from Zone 1)



Court Formation for Service Reception in Performance Teams (Two Players in Reception, with the Setter Entering from Zone 5)

Chapter 5 – BASIC ELEMENTS OF THE RULES

To make volleyball more dynamic and ensure matches of predictable duration, the F.I.V.B. Congress held in Tokyo in 1998 adopted a new scoring system, which became mandatory starting in 1999 for all competitions organized under the F.I.V.B. authority, and from 2000 for all international competitions.

Matches are played in the “best of five sets” format using the rally point system (tie-break). The first four sets were played up to 25 points, while the deciding set was played up to 15 points. In every case, a team must win with a minimum difference of two points. In the event of a prolonged tie, the play continues without an upper point limit, following the principle of the old tie-break format applied in the decisive set.

A major regulatory innovation was the introduction of Libero, a defensive specialist who plays exclusively in the back row. The libero cannot serve, attack, or block, and may only participate in defensive actions. Substitutions involving the libero do not count on the team’s total number of substitutions; however, at least one rally must occur between two consecutive libero substitutions.

Under these rules, every rally ends with the awarding or loss of a point, making the game faster, more dynamic, and tactically engaging.

5.1. The Playing Surface

The playing surface includes both the court and surrounding free zone. It must be flat, uniform, horizontal, and light colored.

The official court is a rectangle measuring 18×9 m, surrounded symmetrically by a free zone at least 3 m wide. The free playing height must be no less than seven meters.

Court boundaries are marked by 5 cm wide lines, of light color contrasting with the surface:

- Boundary lines: two sidelines and two end lines drawn inside the playing area.
- Center line: divides the court into two equal 9×9 m halves.

Game Zones and Areas:

- **Attack Zone:** Between the centerline and the attack line, marked 3 m from the centerline.
- **Service Zone:** Beyond the end line, across its full width, extending to the edge of the free zone.
- **Substitution Zone:** bounded by the imaginary extensions of the attack lines up to the scorer's table.



Specifications of the VOLLEYBALL PLAYING SURFACE

Dimensions and Zones of an Official F.I.V.B.-Compliant Volleyball Court



Game Zones and Areas:

- ▼ **Attack Zone:** Between the centreline and the attack line, marked 3 m from the centreline.
- ▲ **Center Line:** divides the court into two equal 9 m x 9 m halves.

Attack Zone	Service Zone	Substitution Zone
Between the centreline and the attack line marked 3 m from the centreline.	Beyond the end line across its full width extending to the edge of the free zone.	Bounded by the imaginary extensions of the attack lines up to the scorer's table.

* Official court: Rectangle of 18 x 9 m (59 x 29 ft.)

* Free playing height must be at least 7 m (23 ft.) above the surface.

5.2. The Net and Accessories

The net is placed above the center line, at a height of 2.43 m for men and 2.24 m for women, dividing the two playing areas.

It was made of black mesh squares (10 cm per side). The top edge is bordered by a 5 cm white band containing a flexible cord to keep it taut; a similar cord at the bottom edge secures it in place.

Above each sideline, a vertical white band (5 cm wide, 1 m long) was attached. Antennae—flexible rods, 1.80 m long, striped in contrasting colors—are fixed outside these bands, extending 80 cm above the net.

Support posts, measuring 2.55 m, must be placed 0.5 m outside the sidelines and preferably adjustable. They must not be tensioned with wires and must be fully padded for safety.



Specifications of the VOLLEYBALL NET and ACCESSORIES

Key Features and Requirements for F.I.V.B.-Compliant Volleyball Nets

Net Height:

- ▲ 2.43 m (7ft. 11½ in.)
- ▲ 2.24 m (7ft. 4¼ in.)

Top White Band

- 5 cm (2 in.)
- Flexible cord inside

Black Mesh Net:

- ▲ 10 cm (4 in.) per side

ANTENNAS:

- ▲ 5 cm (2 in.) wide
- ▲ 1 m (3ft. 3 in.)

SUPPORT POSTS

2.55 m (8ft. 4 in.)

Adjustable, lightweight, preferably adjustable.

Top White Bands:

5 cm (2 in.) wide
5 ft. 11 in.) long
Vertical white bands, striped in contrasting colors.

0.5 m
(1ft. 8 in.)

80 cm
(31¼ in.)

SUPPORT POSTS:

- ▲ 2.55 m (8 ft. 4 in.)
- ▲ Preferably adjustable. They must not be tensioned with wires and must be fully padded for safety.

ANTENNAS:

Flexible rods, 1.80 m (5 ft. 11 in.) long striped in contrasting colors, extend 80 cm (31¼ in.) above the net.

0.5 m
(1ft. 8 in.)

- ✓ Support posts, measuring 2.55 m, must be placed 0.5 m (1ft. 8 in.) outside the sidelines, and preferably, yet, must not be tensioned with wires and must be fully padded for safety.
- ✓ Antennas mark the lateral boundaries, extending 80 cm (31¼ in.) above the net.

5.3. The Ball

Official volleyball must:

- Be spherical with a rubber bladder
- Have a circumference between 65 and 67 cm
- Weigh 260–280 g;
- Maintain an internal pressure of 392–444 mbar (0.40–0.45 kg/cm²).

These balls may be made of natural leather, synthetic leather, or other F.I.V.B.-approved materials. All balls used in a match must be identical in color, model, and type.



Specifications of an OFFICIAL VOLLEYBALL

Key Features and Requirements for F.I.V.B.-Compliant Volleyballs

**Spherical with
Rubber Bladder**



Made of
**Natural or
Synthetic
Leather**
Or other F.I.V.B.-
Approved materials

Circumference:

65–67 cm
(25.6–26.4 in.)



Weight:

260–280 g
(9.2–9.9 oz.)

Pressure:
392–444 mbar
(0.40–0.45 kg/cm²)

0.40–0.45 kg/cm²

Weight:

260–280 g
(9.2–9.9 oz.)

Human Kinetics.

- ✓ Made of natural leather, synthetic leather, or other F.I.V.B.-approved materials.
- ✓ All balls used in a match must be identical in color, model, and type.

* Notes: Pressure 392–444 mbar is equivalent to 0.40–0.45 kg/cm².

* Fc Bandrer Internationale de Volleyball HISTORY: Disponibil: FIVB.COM

5.4. The Team

According to the regulations, each team may include the following:

- Up to 12 players.
- 1 head coach.
- 1 assistant coach.
- 1 masseur or physiotherapist.
- 1 medical doctor.

Only players listed on the official score sheet participated. After the sheet was signed by the team captain and coach, no changes were allowed.

The team captain must be indicated on an official sheet. If the captain leaves the court, the coach must designate another player as an acting captain.

Uniform: jersey, shorts, and shoes with rubber soles. All players wore identical uniforms in model and color (except for the libero). Jerseys must be numbered 1–18, with visible numbers on the front and back, in contrasting colors.


Before each set, the coach fills and submits the rotation sheet. After submission, no modification is allowed without legal substitution.





Specifications of the VOLLEYBALL TEAM

Composition and Regulations of an Official F.I.V.B.-Compliant Volleyball Team

✓ Up to 12 Players.

 1 Head Coach.

 1 Assistant Coach.

 1 Masseur or
Physiotherapist.

 1 Medical Doctor.



Official Score Sheet:

- ✓ Only players listed on the official score sheet participated. After the sheet was signed by the team captain and coach, no changes were allowed.
- ✓ The team captain must be indicated on an official sheet. If the captain leaves the court, the coach must designate another player as an acting captain.



Official Score Sheet:

- ✓ Only players listed on the official score sheet participated.
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Uniforms:

- ✓ Jersey, shorts, and shoes with rubber soles.
- ✓ All players wore identical uniforms in model and color (except for the libero).
- ✓ Jerseys must be numbered 1-18, with visible numbers on the front and back, in contrasting colors.



* Before each set, the coach fills and submits the rotation sheet.

* After submission, no modification is allowed without legal substitution.

5.5. Player Positions and Rotation

At the moment of service, all players (except the server) must be within their court, arranged in two lines:

Front Row (Attack Line):

- Zone 4 – Front-Left
- Zone 3 – Front-Center
- Zone 2 – Front-Right

Back Row (Defense Line):

- Zone 5 – Back-Left
- Zone 6 – Back-Center
- Zone 1 – Back-Right

After the serve, all players may move freely within the court and the free zone. When the receiving team wins a rally, it gains the right to serve and rotates, with players moving one position clockwise.



5.6. Substitutions

A substitution occurs when one player leaves the court and another enters with referee approval. Each team was allowed a maximum of six substitutions per set (or three double substitutions). Libero replacements do not count toward this limit.

5.7. Playing the Ball

- Each team could make up to three touches to return the ball across the net (excluding a block touch).
- No player could touch the ball twice consecutively (except after a block).

5.8. Winning Conditions

- A team wins a match by taking three sets.
 - A set was won by scoring 25 points (or 15 in the final set), with a two-point lead required.
 - Any fault results in the loss of a rally and a point for the opponent.
- ### **5.9. Forfeit – Incomplete Team**

A team loses by forfeit (0–3; 0–15 per set) if:

- Fails to appear on time.
- Refuses to play.

If a team becomes incomplete during the match, it loses the set or match but retains any previously won sets or points.

5.9. Game Actions

1. Ball Handling Faults

- **Four Hits:** The team touches the ball four times before sending it across the net.
- **Assisted Hit:** A player supports themselves using an object or a teammate.
- **Held Ball** – the ball is not hit cleanly (it is caught or lifted).
- **Double Hit:** The player touches the ball twice in succession or the ball contacts several parts of the body in an uncontrolled motion.

2. Player Faults at the Net

- Touching the net during play.
- Crossing into the opponent's space interferes with the opponent's actions or movements.

3. Blocking Faults

- Touching the ball on the opponent's side before or during their attack.
- Back-row player participating in a block.
- The ball was blocked outside the antennae.
- Blocking an opponent's service.
- Touching the net while attempting to block.
- Deflect the ball out of bounds after the block.

4. Authorized Interruptions

Authorized interruptions include timeouts and player substitutions.

- Each team was entitled to a maximum of two timeouts and six individual substitutions per set.

- Interruptions may be requested only by the head coach or team captain.
- The duration of a timeout was 30 s.
- A substitution is valid only once it has been recorded on the score sheet, and the players have been physically exchanged.

The rules regarding forfeit situations are identical to those previously mentioned.

5. Intervals Between Sets and Court Changes

The interval between sets lasted three minutes, during which court sides were changed and players for the next set were recorded.

After each set, the teams changed sides and benches. In the decisive set, a new coin toss is conducted, and when one team reaches 8 points, the teams switch courts again while maintaining the same player positions.

Chapter 6 – VOLLEYBALL IN PHYSICAL EDUCATION CLASSES IN NON-SPECIALIZED HIGHER EDUCATION

Volleyball holds a significant place in physical education activities conducted in non-specialized higher education, contributing not only to the general objectives of physical education but also to the development of discipline-specific competencies. By its very nature, volleyball combines the formative effects of physical exercise with the educational value of the game, playing an essential role in the harmonious development of students.

6.1. The Role of Volleyball in University Physical Education

Practicing volleyball during university physical education classes supports the achievement of traditional goals, such as:

- The multilateral development of personality.
- The promotion of health and physical fitness.
- The increase of endurance and motor capacity. and
- Formation of a repertoire of motor skills and abilities.

Furthermore, volleyball helps develop basic motor qualities, team cooperation, and the ability to practice physical exercise independently throughout life.

In addition to these general aims, university volleyball pursues discipline-specific outcomes. Students were introduced, trained, and refined in the technical and tactical elements of the game, enabling them

to participate in both organized in-class games and interfaculty tournaments. They also become familiar with game rules and acquire refereeing and event organization skills.

Because volleyball is accessible and engaging, it can be organized in diverse and motivating forms:

- individual challenges.
- pair-based or mixed-team matches.
- small-group or asymmetrical competition.

Activities such as target serving, precision passing, or pair rallies stimulate cooperation, fair competition, and motivation.

A crucial component of student preparation is the development of self-organization and self-management skills. This independence allows students to train individually or in small groups, with or without direct supervision, which is an essential foundation for lifelong physical activity.

6.2. Curriculum Framework

The volleyball curriculum for non-specialized higher education is organized along two main learning dimensions: technical preparation and tactical preparation adapted to students' skill levels.

- **First Year:** Focus on basic technical skills – underhand serve, overhead pass, forearm pass – and simple tactical actions, such as maintaining formation during service, positioning for reception, and organizing the three-hit sequence.

Reduced-player games and simplified rules were used to facilitate gradual learning.

- **Second Year:** Focus on consolidation and expansion of previous learning, introducing new technical-tactical actions: overhand serve, individual block, approach attack, and tactical actions with 2–3 front-row players, as well as defensive systems with or without block. Complexity increases progressively, preparing students for full court play under official volleyball rules.

Although the curriculum sets minimum learning standards, performance levels may vary depending on the facilities, class size, and instructor competence. Additional elements, such as collective blocking, self-covering, or attack variation, may be included where possible.

6.3. Limiting Factors in Instruction

Efficient instruction requires identifying and minimizing factors that may hinder performance. The most common limitations include the following:

- **Insufficient equipment**, particularly volleyballs
- **Weak mastery of basic technical skills**
- **Fragmented instruction** disconnected from real game context
- **Overly complex tactical models** beyond students' comprehension or skill level.

Addressing these barriers ensures a higher-quality learning experience and stronger student engagement.

6.4. Optimizing Volleyball Instruction in Non-Specialized Higher Education

Optimization of volleyball instruction is a key objective for university physical education instructors.

Beyond teaching technical and tactical knowledge, the teacher's mission is to create an engaging, efficient, and adaptive learning process suited to the characteristics of each student group.

1. Structuring Game Models

The first step toward optimization is the rational structuring of game models and technical/tactical content, aligned with institutional realities—class duration, student numbers, skill levels, available space, and equipment.

Simplifying advanced systems allows students to understand and apply fundamental volleyball principles without causing a cognitive overload.

2. Using Preparatory and Small-Sided Games

Preparatory and small-sided games in reduced courts are highly effective teaching tools. They promote:

- increased individual participation,
- frequent ball contact,
- realistic repetition of basic actions,
- Creativity, communication, and team spirit.

3. Ensuring Optimal Practice Conditions

Efficient lesson organization determines instructional quality. Grouping students by skill level allows differentiated learning; assigning student instructors accelerates practice and develops responsibility. Dynamic methods, such as relay work, station circuits, and rotational drills, help maintain a high activity rhythm.

4. Rationalizing Exercises and Saving Time

Exercises should be designed within efficient structures—one base drill and two to three variations—to reduce the explanation time and enhance skill retention. Repeated practice under game-like conditions ensures faster and more lasting learning.

5. Encouraging Independent Activity

For many non-specialized students, physical education is their primary opportunity to participate in sports. Teachers should encourage independent practice outside class hours, reinforce technical skills, and foster motor autonomy and long-term engagement in volleyball.

6. Organizing Internal Competitions

Internal competition, even simple competition, provides a strong motivation. Initially, they may use small-sided or preparatory formats, evolving toward standard competitive structures as their skills improve. This progression sustains interest and offers an authentic context for application.

7. Role of Explanation and Demonstration

Explanations and demonstrations should be conducted under realistic conditions, emphasizing the key movement phases. Visual demonstration is crucial in the learning phase. During practice, feedback should focus on technical precision and tactical understanding.

8. Recommended Teaching Methods

- **Global Method:** Preferred for teaching core actions; initial simplified conditions gradually evolve toward real play.
- **Part Method:** Used selectively for correcting critical technical errors.
- **Frontal Work:** Effective when there are enough balls (ideally 1 per 2–4 students).
- **Group or Station Work:** suitable for well-disciplined classes; **circuit training** reinforces varied skill applications.

9. Stable Teams and Bilateral Play

A stable team organization promotes cohesion and collective tactical progress. The goal is to apply the learned actions to full play, as bilateral games represent the highest form of learning integration in volleyball.

10. Global Practice and the Three-Hit Continuity

Given university students' advanced motor capacity, emphasis is placed on global execution and the continuity of the three-hit sequence (reception–set–attack), which is the core structure of volleyball.

11. The Role of Competitions

Games with small teams, mixed formats, or handicap systems stimulate motivation and engagement while developing tactical awareness and cooperation. Familiarity with **rules, officiating, and event organization** enhances autonomy and responsibility.

12. Organizing Interfaculty Championships

Permanent interfaculty tournaments increase the visibility and appeal of volleyball. Students may actively participate in rule setting, officiating, record-keeping, and ranking. The teacher ensures fairness, coordinates logistics, and encourages mixed-gender participation (three women and three men).

Optimizing volleyball instruction in non-specialized university education requires a holistic and interactive approach centered on students' needs and learning profiles. Using appropriate teaching methods, simplified game structures, independent learning encouragement, and motivating competitions, the instructor transformed volleyball lessons into engaging, effective, and formative experiences. As a result, students develop not only technical and tactical proficiency but also team spirit, responsibility, autonomy, and lifelong appreciation for physical activity.

OPTIMIZING VOLLEYBALL TEACHING IN NON-SPECIALIZED UNIVERSITY EDUCATION



Learning Through Play, Performance & Teamwork

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