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<https://orcid.org/0000-0002-9698-0255>e-mail: iryna.tsap@pnu.edu.ua**PECULIARITIES OF THE TRAINING PROCESS OF YOUNG VOLLEYBALL PLAYERS
AT THE STAGE OF PRELIMINARY BASIC PREPARATION**

The article highlights the importance of adhering to the principles of structuring the long-term training process in volleyball. The main goals at this stage are to ensure well-rounded physical development, improve the overall health of young volleyball players, address any weaknesses in their physical growth and fitness, and build a strong motor foundation by developing a broad range of movement skills, including those relevant to future sports specialization. Special attention is also given to cultivating a lasting interest in consistent, long-term athletic development. Early sports specialization, along with intensive training and active competitive activity associated with it, is extremely dangerous, as it disrupts the objective patterns of long-term athletic development and leads to premature exhaustion of young volleyball players. The use of a wide range of specialized preparatory exercises in the training process of young volleyball players at the stage of preliminary basic training contributes to an increase in motor memory capacity, which enables faster acquisition of new technical skills and their effective application in game activities. During puberty, training programs for adolescents should incorporate exercises that enhance joint mobility, strengthen tendons, and develop the musculature of the trunk, which serves as the central support of the body. At this stage, the key objectives of strength training are to establish a solid foundation of strength and ensure balanced muscular development. Such preparation creates the necessary physiological basis for effectively tolerating greater training loads in the post-pubertal phase and later in adulthood. A sign that the physical load is appropriate at this stage is when young volleyball players are able to complete training tasks with ease, without experiencing a sense of considerable effort. Competitions at this stage should be exclusively of a control-preparatory nature, fostering in young athletes a desire to compete and developing the habit of comparing their own achievements in various exercises and tasks with those of other participants.

Key words: process, training, young volleyball players, basic training.

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1. PROBLEM STATEMENT AND ITS CONNECTION TO KEY AND PRACTICAL CHALLENGES

Volleyball nowadays is characterized by a high sports performance, perfect technique, exacting character of competitions, placing highest demands on motor, psychological and physiological aspects of an athlete's personality. Thus, the questions of rational selection of young talented individuals for sport, as well as improvement of sports preparation, especially in its initial stages, have come to the forefront [8, 17, 22].

The core content of sports preparation gradually passes from quantity to quality. Trainers and coaches focus more on effective exploitation of training time, since the health of athletes will not tolerate further increases in the number and load of training units. The quality of sports training rests on the exploitation of "sensitive periods" for the development of motor prerequisites crucial for a given sport, as well as for the acquisition and improvement of motor skills fundamental to the improvement of motor performance regulation and perfecting movement coordination [11, 15].

A **long-term training program** oriented toward the development and demonstration of athletes' natural abilities is a strategic direction in the modern system of training qualified volleyball players. Ensuring the qualitative characteristics of the training process should serve as the basis for evaluating the rational organization of long-term athletic preparation.

However, despite this, a number of problems persist in youth volleyball. In particular, there is the presence of **misleading criteria for evaluating the training process**, such as the requirement to meet formal sport standards beginning from the initial stage of preparation, an excessive focus on results in children's competitions, early narrow specialization, and an intensive regime of training and competitive activity. These factors force coaches to accelerate the training process, which disrupts the system of gradual and systematic preparation, leading to overtraining, increased injury risk, and the premature withdrawal of young athletes from sport.

2. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

As noted by V. M. Platonov [4], the system of long-term preparation of the sports reserve should be structured as a sequential process in which each stage has specific objectives. It presupposes a prolonged, purposeful, and optimally organized influence on young volleyball players aimed at developing their sport-specific qualities. Based on long-term practical experience as well as the results of scientific research [18], the long-term training process in volleyball is divided into the following stages: the stage of initial sports preparation (10–12 years); the stage of preliminary basic preparation (13–14 years); the stage of specialized basic preparation (15–17 years); and the stage of preparation for the highest achievements (18 years and older).

Alongside this, V. V. Nikolaienko [3] notes that a high organizational and methodological level of sports training for children and adolescents largely determines a country's future success in the international sports arena. According to the researcher, in recent years specialists have increasingly focused not only on the development of training technologies for elite athletes, but also on the further improvement of the system of sports reserve preparation, which

ensures the replenishment of professional clubs and national teams in team sports.

According to [6, 12], early sports specialization and the associated intensive training and active competitive activity are extremely dangerous, as they violate the objective principles of long-term athletic development, lead to the premature exhaustion of young volleyball players, and deprive them of the opportunity to achieve truly high results within the optimal age period for this sport.

From the perspective of [2, 18], this issue remains highly relevant, since the current level of professional volleyball is so high that solving the primary task of preparing a qualified sports reserve requires an increasing degree of specialization in the adaptation processes of young volleyball players, leaving limited opportunities for the comprehensive strengthening of their physical health. The solution to this situation, according to the authors, lies in reconsidering traditional approaches to the long-term training process of young volleyball players. When planning training and competitive loads, it is necessary to take into account the biological patterns of adaptation of the organs and systems of the child's body, as well as to implement systematic monitoring of young athletes' responses to training loads and their overall health status.

Scientific studies [5, 19] emphasize that modern sports pedagogy, psychology, and related biomedical disciplines have accumulated a considerable body of material concerning various aspects of this issue. At the same time, it must be acknowledged that generally correct approaches and schemes, corresponding to the current level of theoretical and methodological knowledge, skills, and methods for managing individual components of the physical and sports training process of young volleyball players, have not yet formed a complete organizational and methodological system for managing the long-term preparation of volleyball sports reserves.

3. IDENTIFICATION OF PREVIOUSLY UNSOLVED PARTS OF THE GENERAL PROBLEM TO WHICH THE ARTICLE IS DEDICATED

An analysis of scientific and methodological literature indicates that the issue of optimizing the training process of young volleyball players at the stage of preliminary basic preparation remains

insufficiently studied and analyzed. It is evident that, at present, the demands on players' technical and tactical skills in professional volleyball are increasing. This fact necessitates the improvement of the training system for volleyball players at all stages of long-term athletic development. In particular, there is a lack of studies devoted to the structure and content of training sessions for young volleyball players aged 12–14, as well as to identifying the optimal balance between physical and technical training at this stage of preparation.

4. FORMULATION OF THE ARTICLE'S GOALS

The aim of the research was to generalize theoretical knowledge and best practices regarding the construction of the training process for young volleyball players at the preliminary basic training stage. To identify forms of training sessions that would stimulate the cognitive activity, initiative, and expression of individuality of young volleyball players.

5. PRESENTATION OF THE MAIN RESEARCH MATERIAL WITH A COMPLETE JUSTIFICATION OF THE OBTAINED SCIENTIFIC RESULTS

The stage of preliminary basic training in volleyball typically corresponds to the age of 12–14 years. The primary objectives at this stage include the comprehensive development of the organism's physical capacities, strengthening the health of young volleyball players, eliminating deficiencies in their physical development and fitness levels, and creating a motor potential that involves the acquisition of a wide range of motor skills, including those aligned with the specific demands of future sports specialization. Particular emphasis is placed on fostering a stable interest among young athletes in purposeful long-term sports improvement [1, 21].

The authors [9, 13], place particular emphasis on the fact that the training process of young volleyball players should be characterized by a high degree of variability in means and methods. This is due to, first, by the necessity of establishing a comprehensive foundation for subsequent targeted training, especially in aspects related to neuromuscular coordination and muscle memory. Second, such an approach represents an effective strategy for the prevention of fatigue, overstrain of functional systems, overtraining, and injuries.

However, according to V.M. Platonov [4], the desire to increase the volume of specialized preparatory exercises, along with the pursuit of meeting qualification standards and achieving competitive success, leads to a rapid improvement in performance during adolescence, which subsequently has an inevitably negative impact on the long-term development of sports mastery.

The stage of preliminary basic training is characterized by universality in goal setting, as well as in the selection of training means and methods for all participants. The main tendency of the lesson-based program is instructional in nature. It is necessary to create the prerequisites for the successful teaching of young volleyball players a wide range of technical skills, as well as for achieving a high level of specific physical preparedness at subsequent stages of sports development. In this stage, coaches should avoid a premature narrow specialization (gradually go through all offensive and defensive posts in the team) and widen as much as possible, the set of technical skills of young volleyball players [10, 18].

According to the views of V. M. Koryagin [4], in the training process of young game-sport athletes aged 12–14, technical and tactical preparation should be based on a wide variety of training means and methods and should correspond to the level of development of various motor qualities. At this and subsequent stages of training, a young athlete should sufficiently master the technique of many specialized preparatory exercises. Such an approach ultimately develops the ability to quickly acquire and continuously improve volleyball techniques in accordance with individual morphofunctional characteristics, and subsequently enables the player to vary the main parameters of technical mastery depending on the conditions of specific competitions and their functional state at different stages of competitive activity. The author also emphasizes the inadvisability of forcing physical training, particularly its strength component. At this age, it is necessary to use exercises with medicine balls, giving preference to throws and various relay activities. The foundation for the development of strength abilities should be formed through bodyweight exercises or by increasing the speed of limb movements with the use of light resistance, including medicine balls.

In turn, T. Bompa [10], notes that the main objective of strength training for young athletes during the pubertal period is to create a foundation for the development of strength abilities at the stages of "training for high performance" and "maximum realization of individual potential". The researcher adds that when designing a strength training program for adolescents during puberty, it is necessary to include training means aimed at developing joint mobility, strengthening tendons, and building the musculature of the trunk—the central part of a young athlete's body. The formation of an appropriate strength base and the harmonious development of musculature are the primary goals of strength training at this stage. This should physiologically prepare athletes for the training loads they will experience in the post-pubertal period and in adulthood. An indicator of adequate physical load at this stage is the ability of young volleyball players to perform training programs as if this work does not require significant effort from them.

Theoretical analysis shows that the level of coordination abilities in volleyball underlies markedly the quality, tempo and stability of the acquired sports skills, as well as their perfect utilization in game activities. Since the components of coordination develop mostly in the period before puberty, it means that the crux of the development of coordination abilities falls into the period specified by the stage of elementary sport preparation. From the point of view of periodization of sport preparation, the specialized coordination preparation plays the most important role in the second preparatory period, when the athlete prepares for acquisition of technically demanding motor skills [15].

At the age of 12-13, the functions of motor, vestibular, tactile and other analyzers already reach the same level of development as in adults. These processes should be stimulated by various motor activities of a coordination and game-like nature. Thus, at this age, all the necessary prerequisites are already in place for learning complex, coordinated volleyball techniques and tactical gameplay actions [1, 21]. However, at this age, training sessions should not be planned with significant physical and mental loads that involve the use of monotonous material. Monotonous prolonged work at this age is unacceptable due to the risk of overfatigue and overtraining. During technical improvement,

under no circumstances should one attempt to stabilize movement techniques or strive for a fixed motor skill that ensures specific sports results. At this stage, a young volleyball player develops a diverse technical foundation, which involves acquiring a broad range of motor actions. This approach serves as the basis for further technical advancement.

As V. M. Koryagin emphasizes [2], adolescence is often called the age of crises in the sports environment. This is because, at this age, the most common mistake is made, which cuts off the path to professional sports for many young athletes. And this happens according to a very simple pattern. A teenager's body is highly reactive, instantly responding to training stimuli with adaptive changes. By increasing the load, it is easy to improve results. Inexperienced coaches, seeing rapid progress as confirmation of the correctness of their chosen training method, continue to increase the volume and intensity of training and expand competitive practice. However, after some time, the growth of athletic performance inevitably comes to a halt, and, even worse, it negatively impacts the health of teenagers. The widespread forced intensification of adolescent training is one of the biggest problems in developmental sports. Those who successfully navigate the 'dangerous adolescent zone' while preserving their functional and psychological reserves for further improvement are usually the ones who reach the peak of athletic mastery.

N. Bernstein [7], indicates that the age of 12–14 is considered a period of "object-related dexterity," during which it is necessary to improve spatial orientation and the sense of rhythm. At the same time, certain indicators of coordination abilities (especially in sport-specific motor actions) in boys aged 12 to 14 remain at the level of 12-year-olds or, as in girls, temporarily deteriorate. This is primarily due to factors such as the influence of endocrine gland hormones on the functioning of the central nervous system, the restructuring of the motor apparatus occurring during this period, and the mismatch between increased body mass, rapid growth, and muscle strength [14, 16].

Although puberty may negatively affect the level of statokinetic stability, the systematic use of exercises involving rotation and changes in movement direction helps maintain the reliability of game actions. Adolescents often find it

difficult to adapt to rapidly changing body dimensions, which negatively affects coordination abilities, complicates the process of technical improvement, and reduces movement efficiency [15].

However, these changes should in no way lead to a reduction in attention to the development of these qualities and abilities. On the contrary, technical and coordination training in constantly changing conditions serves as a strong stimulus for expanding motor memory and developing adaptive responses associated with the execution of effective motor actions in variable conditions [4].

In general, despite the existing contradictions and difficulties in the development of coordination abilities in the second half of middle school age, adolescence is likely the second most important period for their development after early school age. Therefore, the coach's task is to continue purposeful work on the development of various coordination abilities initiated at the initial stage of training.

At this stage of long-term training, regular participation of young volleyball players in competitions is already planned. However, the purpose of such participation is not to achieve high results, but to develop in young athletes a desire to compete and the habit of comparing their own achievements in various exercises and tasks with those of other participants. Competitions should be based on maximally diverse material and should have an exclusively control-preparatory character [8, 20].

Moreover, children who, until the end of the pubertal period, were not limited to specialization

in a single sport but were involved in training and competitions in several sports, subsequently have significantly greater opportunities to achieve outstanding results compared to those who limited their activity to only one sport [10].

As noted by V. M. Platonov [4], at this stage some specialists mistakenly recommend the use of the classical single-cycle model of annual periodization. According to the author, such recommendations are completely unacceptable, as they inevitably lead to the forced acceleration of training and disrupt the natural process of developing high-level sports mastery within the system of long-term athletic development.

6. CONCLUSIONS FROM THIS RESEARCH AND PERSPECTIVES FOR FURTHER DEVELOPMENT IN THIS DIRECTION

The increasing level of technical and tactical mastery of professional volleyball players necessitates the improvement of the training system for volleyball reserves. The comprehensive development of motor qualities in young volleyball players at the stage of preliminary basic preparation, the strengthening of their health, and the acquisition of a wide range of motor skills will serve as a foundation for successful competitive performance at subsequent stages of long-term athletic development.

Prospects for further research lie in identifying the optimal balance between physical and technical training of young volleyball players at this stage of preparation.

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ОСОБЛИВОСТІ НАВЧАЛЬНО-ТРЕНУВАЛЬНОГО ПРОЦЕСУ ЮНИХ ВОЛЕЙБОЛІСТІВ НА ЕТАПІ ПОПЕРЕДНЬОЇ БАЗОВОЇ ПІДГОТОВКИ

У статті показано важливість дотримання принципів побудови процесу багаторічної підготовки у волейболі. Рання спортивна спеціалізація та пов'язані з нею інтенсивні тренування і активна змагальна діяльність є надзвичайно небезпечними, оскільки порушують об'єктивні закономірності багаторічного спортивного вдосконалення, призводять до передчасного виснаження юного волейболіста. Використання широкого кола спеціально-підготовчих вправ у навчально-тренувальному процесі юних волейболістів на етапі попередньої базової підготовки сприятиме збільшенню обсягу моторної пам'яті, що дозволить швидше засвоювати нові технічні прийоми та ефективно застосовувати їх в процесі ігрової діяльності. Змагання на цьому етапі повинні мати виключно контрольний-підготовчий характер, формувати в юного спортсмена бажання змагатися, звички порівнювати власні досягнення в різних вправах і завданнях із досягненнями інших учасників.

Ключові слова: процес, тренування, юні волейболісти, базова підготовка.