

**Scientific Report****Establishing the relationship between the coach and the adolescent in the volleyball training process**Tristan Gulbiani<sup>1\*</sup>, Zviad Mikadze<sup>1</sup><sup>1</sup>Georgian State University of Physical Education and Sport, Faculty of Coaches, Tbilisi, Georgia

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**Abstract**

An athlete's psychological preparation is a psychological pedagogical process in which the necessary physical attributes for a volleyball player are developed and positive personal qualities are fostered. The outcome of psychological preparation is also the formation of the athlete's sporting character. The coach directly leads the psychological preparation of the trainees. The coach should know best what type of psychological training a volleyball player needs. The main objective of our research is to examine the issues related to the establishment of the interaction between the coach and the adolescent in the volleyball training process. The paper discusses issues such as methods for improving management skills in volleyball training, the coach's role in forming self-awareness and self-assessment and the importance of self-control for young volleyball players.

**Keywords:** Managing the volleyball player's training process, psychological preparation of the athlete, positive personal development, relationship building.

**Introduction**

Psychological factors play a significant role in achieving high results in both training and competition processes. Today, the training process for athletes is unimaginable without psychological preparation. Sports competition is not only a test of athletes' physical abilities but also a competition between personalities. Before an athlete competes, they develop as a person over an extended period. The

success of an athlete's efforts depends on how they have been shaped as an individual. As we have already mentioned, an athlete's psychological preparation is a psychological pedagogical process in which the necessary physical attributes for a volleyball player are developed and positive personal qualities are fostered. The outcome of psychological preparation is also the formation of the athlete's sporting character.



The coach directly leads the psychological preparation of the trainees. The coach should know best what type of psychological training a volleyball player needs.

In addition to all of the above, volleyball helps young players gain psychological experience that will be beneficial not only during volleyball matches but also in their everyday lives.

The main objective of our research is to examine the issues related to the establishment of the interaction between the coach and the adolescent in the volleyball training process.

**Research method.** Finding and analysing literary material [1-5], studying the information collected over the years at the Georgian State University of Physical Education and Sports.

**Research results.** First and foremost, volleyball as a mechanism creates conditions for young players through which certain skills are formed and developed in athletes, which depend on various factors of different intensities, durations, and quantities in volleyball (this can be one factor, or several together).

Depending on the situation, young volleyball players are accustomed to changing the intensity of their attention, either strengthening or weakening it at certain moments. In everyday life, there are not many games or actions that develop such a skill of attention concentration in children.

Volleyball also greatly helps children in selecting and processing information received

From the vast flow of information, they must choose only what they need at the moment, which reflects information already present in their memory. Children also become accustomed to making decisions quickly. Cognitive processes such as receiving information, associating connections, memory storage, utilizing that storage, and the ability to make quick decisions particularly develop when a coach set demands that require the use of the aforementioned skills, of course, considering the capabilities of the children. The volleyball coach required the children to focus on several factors at once, which may cause their informational overload. This, in turn, complicates the development of cognitive abilities such as quick decision-making. Additionally, if the tasks set by the coach exceeds the children's capabilities, it may hinder their cognitive development.

The process of training young volleyball players involves improving management skills. People always try to manage the things or situations related to them. The ability to manage situations develops a person's self-confidence and personal strength; the lack of this ability in a person leads to feelings of helplessness, the sensation that all their efforts are futile and that they cannot change anything.

Feelings of helplessness are often characteristic of children and adolescents, which somewhat hinders their self-confidence and resilience at this age. Because of this, they often have a heartbreak and sometimes even lose their respect.

When working with children, in any field,



It is very important to develop their ability to manage themselves, not a sense of helplessness.

A lack of confidence in a child and adolescence can be overcome by creating circumstances where it will identify the ability to manage and control any event or volleyball, which in turn wakes up the faith and awakes self-confidence and has a positive impact on it.

Volleyball offers a variety of development opportunities to those involved, but their misuse by the coach will only exacerbate the child's feelings of helplessness. Volleyball offers many ferrous developments involved in it, although the trainer's misguided use of the child is even more aggravated.

When the coach offers players exercises that are appropriate to their abilities and they know what to do, they will feel that they can perform a particular exercise, that is, manage the situation, and if the demands of training exceed the players' abilities, they will feel helpless. Unfortunately, coaches do not take into account the age characteristics of children and in most cases, children give up on training (run away from the group). From the voluminous information flow already present in their memory, they have to select only what is needed at that particular moment.

Unfortunately, many young players feel helpless when they comply with the requirements for him, which may be the reason he does not even know exactly what to do.

#### **Methods for improving management skills**

All coaches, and especially those who work with children and adults, should be able to introduce children to confidence in themselves and not to be helpless. To accomplish this, the coach should apply to the following:

1. In order for (children) a young man to be able to make a volleyball requirement satisfaction, the coach should manage the training process to improve their programs gradually (consistently).

2. The goals set by the coach to the children should not be difficult achievement and should be consistent with their age characteristics and preparation.

3. The coach should offer exercises to the volleyball players they can perform.

4. The coach is obliged to explain to the trainees the goals of the exercise, which they are required to do this during this exercise and that they should work only in the light of their goals.

5. It is advisable for children to play mostly with their level of adversaries, to avoid being in a situation during the game that they cannot cope with, when the team has to play many games against stronger or sometimes weaker teams, the coach must ensure that most of the games still match the abilities of their players.

6. During the game, the coach should focus more on the actions of the players rather than the achieved results. During the course of the game, the coach should evaluate the individual actions of the players. Analyse the specific actions performed by the players during the game. In this way, the coach will show the children the connection between



the actions they performed and the results achieved. This, in turn, will help the children understand their own strengths.

7. It is important for the coach to always emphasize the players' efforts toward achieving the goal. If the coach discusses the actions that lead to winning the game (movement, ball reception, help in defence, passing, etc.) after the game, this will be enough for the children to connect them to the achieved results. If the actions discussed by the coach after the game require more precision (passing, defending, shooting), then training should focus specifically on refining those skills in order to achieve the desired results in the future.

8. The coach, despite the achieved results, should recognize the players for making the right decisions at the right times.

If a player knows from his coach that the right moment to attack occurs when he is free, then a pass is well made, and the coach should praise him, regardless of whether the ball went in or not. This way, the player develops the ability to make the right decisions in specific situations and will know what to do in similar circumstances in the future.

Children and adolescents develop the ability to manage the situation and make correct decisions while playing volleyball, which is very important. They feel that with tireless effort; they will always achieve the desired results. Developing such psychological aspects for children that will allow them to feel safe and capable will benefit them at any stage of their lives.

If a child discovers their ability to manage  
a

situation during a volleyball game or practice, they become self-confident and feel their strengths, it is likely that they will continue to train in this sport. The coach is obliged to compile a list of actions that empower children's belief in themselves.

Self-belief is related to the feeling of one's own strength. Self-belief is an inner trust in oneself. In order to achieve a certain goal, self-belief is an internal process where a person has a real sense of existing difficulties on one hand while feeling capable of overcoming those difficulties on the other hand. Therefore, self-belief is always based on a person's real capabilities. Consequently, a person who has self-belief, in contrast to someone who is deprived of it, knows what abilities they possess and what they need to do to maximize those abilities.

With the help of a coach, they become aware of the difficulties present in the goal achievement process and know what actions to take to overcome these difficulties. Self-belief increases when a player feels their strength during practice or a game.

For young players, self-belief is extremely important in the process of shaping themselves as both volleyball players and full-fledged individuals:

- Self-belief largely determines the progress of young players. It enables the volleyball player to cope with the most challenging and tense situations during the game without losing hope for victory.

- Self-belief helps a person to cope with difficult situations in life and promotes their development of self-awareness and self-



evaluation.

**Self-awareness and self-esteem of a volleyball player.** Self-awareness is based on a person's perception and understanding of themselves, while self-esteem is the likes and dislikes of everything a person perceives about themselves.

Self-awareness and self-esteem are generally not dependent on any specific activity; they are determined by their life experiences. The self-awareness and self-esteem of children and adolescents are unstable and easily change according to the situation. Their self-awareness and self-esteem are largely related to victories and defeats, so self-evaluation greatly depends on specific situations. For example, if a young person plays volleyball, their self-awareness and self-esteem are influenced by the results achieved during the game.

**Let's consider three conditional groups of trainees:** the first group consists of children whose self-awareness and self-esteem are not heavily dependent on their sports success. In such a group, it is possible to maintain and even strengthen players' self-confidence and their ability to manage situations.

The coach should pay special attention to the adolescents for whom volleyball plays a very significant role in their lives. In such cases, there may be no activity that is more interesting or enjoyable for them than volleyball. For such a player, volleyball is so important that he becomes indifferent to other problems, as volleyball can even become harmful in his life.

Example: Mariam is 13 years old and has recently started playing for the youth team.

Her only concern and goal are to play well, and when she fails to do so, she feels helpless. She demands a lot from herself, which is why she is always tense during practice and games; even the simplest comment from the coach affects her strongly. Therefore, Mariam suffers a lot. Recently, she missed several games due to an injury she sustained. Mariam is experiencing depression and considers giving up volleyball.

In this case, Mariam is not only putting her own sports career at risk but also undermining her capacity for self-awareness and self-evaluation. If a young athlete's self-awareness and self-evaluation are equated with their achievements in sports, this is dangerous and detrimental for them.

**The players in the second group** find themselves in a similar situation. Their self-awareness and self-evaluation are linked to their sports achievements at their age; such a condition adversely affects their self-awareness and self-evaluation, as they will inevitably experience both victories and defeats throughout their athletic lives, having both positive and negative periods.

In this case, the coach must separate their attitude towards the children as athletes and as individuals. There are two ways to do this:

1. The coach should focus on aspects of the players' lives that are not directly related to volleyball but have certain significance for children.

2. Proper planning and execution of training sessions. Developing the necessary skills for playing volleyball among the players contributes to a good psychological preparation environment, allowing the coach



to foster children's self-awareness and self-evaluation, regardless of varying degrees of achievement.

**Players in the third group** have very weak self-awareness and self-assessment. Volleyball, on the contrary, is the best means for the development of self-awareness and self-assessment for them, because in this case, their self-awareness and self-assessment are determined not by the outcome of the game, but by the effort and dedication they show directly during the game process.

**The coach's role in forming self-awareness and self-assessment.** The relationship among players can be crucial in shaping a player's self-awareness and self-assessment. In this case, the coach's actions are very responsible. It is absolutely unacceptable for the coach, especially in the presence of teammates, to use such expressions such as, for example, "Are you an idiot?" and "You always act like a fool!" are also unacceptable, as well as expressions that emphasize that the player not only makes mistakes at this moment but also has no prospects for good gameplay at all. For example: "You will never be able to do this, you can only make mistakes!" and others.

The coach's influence on children is very positive if he does not resort to the aforementioned "strategy" and instead presents players with clear and defined goals; - helps them achieve these goals; - avoids giving remarks that emphasize the child's physical attributes; - when discussing mistakes, explains to the players where and when the mistake was made, and gives them the opportunity to correct it.

**The importance of self-control for young**

**volleyball players:** In order for a volleyball player to show their best game and avoid impulsive actions, self-control is extremely significant.

During volleyball games, situations often arise that encourage children to learn self-control. For example: Salome is 12 years old and plays on the school team. She practices three times a week. Salome loves volleyball very much and tries to play as well as possible. She expects the same from her teammates. Several times, when her teammates made mistakes, Salome became very angry and even insulted them. The coach explained to Salome that her behaviour is wrong, resulting in the girl trying to control herself. When a teammate makes a mistake during the game, she encourages them or does not notice anything at all. She is more focused on her own actions, and as Salome's mother says, she has also become less impulsive in her daily life.

- Giorgi also plays volleyball; once during a game, he responded to the referee because, in his opinion, the decision to penalize Giorgi was incorrect. The coach did not field Giorgi in the second game and explained that the reason was his lack of self-control exhibited during the previous game, after which Giorgi always tries to control himself.

These examples indicate how children can be taught greater self-control. Any opportunity that is properly utilized by a coach will only be beneficial for the young ones. In the case of Salome and Giorgi, the coach made good use of the created situation. Many coaches, however, do not pay any attention to such situations created during the game in the process of child development.





## Conclusion

The possibilities of volleyball discussed above contribute to the development of personal, social, and psychological skills in children. The positive emotions experienced while playing volleyball in everyday life make this sport more valuable.

Positive emotions are beneficial for everyone. In the case of children and adolescents, volleyball can be one of those activities that is associated with positive emotions. If the positive emotions experienced during

volleyball outweigh the negative emotions children encounter in other life situations,

they will definitely continue to play and gain the valuable experiences that volleyball provides.

Volleyball should represent for the child: fun, an opportunity to improve sports skills on a daily basis. A team that respects them is a source of positive emotions (positive feelings, a sense of satisfaction, pride); a place where they feel the support of players and coaches. A place that resembles home.

## მწვრთნელის და მოზარდის ურთიერთკავშირის ჩამოყალიბება ფრენბურთის წვრთნის პროცესში

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**აბსტრაქტი.** სპორტსმენის ფსიქოლოგიური მომზადება ფსიქოლოგიურ-პედაგოგიური პროცესია, სადაც მიმდინარეობს ფრენბურთელისათვის აუცილებელი ფიზიკური მონაცემების განვითარება და მასში დადებითი პიროვნული თვისებების აღზრდა. მწვრთნელი უშუალოდ ხელმძღვანელობს აღსაზრდელთა ფსიქოლოგიურ მომზადებას. თუ როგორი ფსიქოლოგიური მომზადება სჭირდება ფრენბურთელს ყველაზე უკეთ მწვრთნელმა უნდა იცოდეს. ჩვენი კვლევის ძირითად მიზანს წარმოადგენს მწვრთნელის და მოზარდის ურთიერთკავშირის ჩამოყალიბების საკითხების შესწავლა ფრენბურთის წვრთნის პროცესში. ნაშრომში განხილულია ისეთი საკითხები, როგორიცაა ფრენბურთის წვრთნის პროცესში მართვის უნარის გაუმჯობესების მეთოდები, მწვრთნელის როლი თვითშემეცნებისა და თვითშეფასების ჩამოყალიბებაში და ახალგაზრდა ფრენბურთელის თვითკონტროლის მნიშვნელობა.

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