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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SPORTS MOTIVATION AMONG FEMALE VOLLEYBALL PLAYERS DURING PHYSICAL EDUCATION CLASSES.

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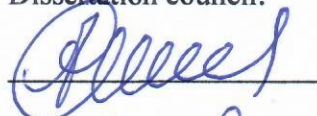
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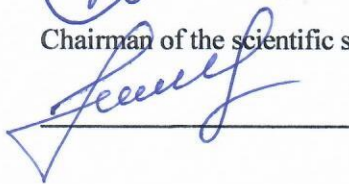
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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and degree of development of the topic. In the official policy documents on education reforms successfully implemented in Azerbaijan, significant tasks are set for specialists working in this field, including physical education teachers, regarding the physical development of the younger generation—particularly students of general education schools—and their formation as a healthy generation. The effective implementation of these tasks highlights the importance of developing volleyball within physical education lessons and fostering sports motivation among girls involved in volleyball. Considering that increasing the number of club teams consisting of female volleyball players in our country and attracting Azerbaijani girls to these clubs is regarded as highly necessary, there is, consequently, a significant need for the training of female volleyball players within general education schools. In order to meet this need, it becomes essential to determine a range of pedagogical foundations and psychological conditions for the formation of sports motivation among female volleyball players in physical education classes. The above-mentioned factors are considered as one of the key aspects substantiating the relevance of the research.

One of the factors substantiating the relevance of the dissertation is the implementation of work aligned with the new content of personality-oriented education in terms of developing volleyball within physical education classes. As is known, one of the main directions of the “State Strategy on the Development of Education in Azerbaijan” is the creation of a new content framework for personality-oriented education. In this regard, the formation of sports motivation among female volleyball players during physical education lessons contributes to ensuring their personality-oriented development.

Therefore, the organization of physical education lessons in general education schools in accordance with international standards plays an important role in the training of female volleyball players, which makes the specific organization and implementation of this work highly relevant. As can be seen, the organization of volleyball training in physical education lessons in accordance with international

standards has a positive impact on increasing the number of female volleyball players and improving their performance quality. In addition, the organization of systematic volleyball activities in schools creates conditions for the sustained involvement of girls in sports and also lays the foundation for their future orientation toward professional athletic careers. Since the school environment is considered one of the primary platforms where students' sports skills are initially formed, the methodologically correct teaching of volleyball in physical education lessons is of particular importance. This process should not be limited solely to the acquisition of technical skills but should also be directed toward the development of students' motivation for sports. In this case, favorable conditions will be created for the formation and development of national teams composed of adolescent girls in accordance with international standards, as well as for the comprehensive development of youth and senior national teams in the country. In view of all the above, there is a strong need for the pedagogical investigation of the problem of forming sports motivation among female volleyball players in physical education classes.

Taking the above into consideration, we have deemed it appropriate to dedicate the topic of our research dissertation to the problem of the pedagogical conditions for the formation of sports motivation among female volleyball players in physical education classes. During the research process, we will define the essence, content, objectives, and tasks of the work on the formation of sports motivation among female volleyball players in physical education lessons. At the current stage, in order to study the presentation of the problem of forming sports motivation among female volleyball players in physical education classes in the literature, all published sources related to the various aspects of the problem will be examined and subjected to analysis. After studying the treatment of the problem in the literature, in order to investigate its implementation in school practice, certain recommendations will be provided to volleyball teams composed of girls in general education schools in our country. In general education schools where such teams do not exist, purposeful, planned, and systematic work will be carried out to

establish them. During the research, the pedagogical and psychological foundations of the problem of forming sports motivation among female volleyball players in physical education classes will be identified. Since there is also a need to determine the main directions of the specific activities carried out in relation to this issue, their comprehensive elaboration is considered appropriate. It should be noted that in scientific pedagogical literature, the availability of sources specifically addressing the problem of forming sports motivation among female volleyball players in physical education classes is not satisfactory. It is true that a number of researchers, including Mehdi Mehdizade, Merdan Muradxanov, Nureddin Khazimov, Yusif Talibov, Aliheydar Hashimov, Zahid Qaralov, Farahim Sadikhov, Akif Abbasov, Farrux Rustamov, Amrulla Pashayev, Vidadi Khalilov, İntiqam Jabrayilov, Mammad Nasrullayev, Zaur Hajiyeve, Sabuhi Aliyev, and others, have published research materials in this field; however, these studies are devoted only to separate problems of physical education. Since part of these works was published during the Soviet period, we did not consider it appropriate to include them in the analysis, as they were generally prepared in accordance with the ideological framework of that era. Taking this into account, we considered it appropriate to focus only on works published during the period of independence that contain scientific ideas relevant to the problem under investigation in volleyball research.

None of the above-mentioned authors have conducted research or published scientific materials specifically addressing the pedagogical foundations of forming sports motivation among female volleyball players in physical education classes, nor have they investigated its individual aspects. Taking all these considerations into account, we have dedicated the topic of our research dissertation to the problem of the “Pedagogical Conditions for the Formation of Sports Motivation among Female Volleyball Players in Physical Education Classes.”

Object and Subject of the Research. The pedagogical foundations of the formation of sports motivation among female volleyball players in physical education classes constitute the object

of the research. The system of forming sports motivation among female volleyball players in physical education classes is considered the subject of the research.

Aim and Objectives of the Research. The aim of the research is to determine the methodological foundations of the pedagogical bases for the formation of sports motivation among female volleyball players in physical education classes, to clarify the specific characteristics of the formation of sports motivation among female volleyball players during physical education lessons, to apply general pedagogical methods based on general pedagogical principles, and to identify new directions of activity within the pedagogical conditions of this process.

To substantiate the correctness of the working hypothesis serving the main aim of the research, the following tasks have been considered necessary to be solved:

- clarifying the essence and content of the problem statement;
- investigating, studying, and analyzing the current state of the problem of forming sports motivation among female volleyball players in physical education classes;
- studying and analyzing the practical implementation of the problem in educational practice and drawing appropriate generalizations;
- correctly determining the pedagogical and psychological foundations of the formation of sports motivation among female volleyball players in physical education classes;
- clarifying the specific characteristics of the formation of sports motivation among female volleyball players in physical education lessons;
- ensuring proper reliance on general pedagogical principles in the formation of sports motivation among female volleyball players in physical education classes;
- correctly identifying and applying general pedagogical methods in extracurricular physical education activities aimed at forming sports motivation among female volleyball players;
- organizing purposeful work on the pedagogical conditions for the formation of sports motivation among female volleyball players in

the process of cooperation between the school and extracurricular educational institutions.

Research Methods. The following methods were used in the scientific research of the dissertation work:

Analysis of scientific and instructional-methodological literature;

The teaching curricula, textbooks, teaching aids, examples of scientific-methodological literature used in physical education classes related to the research problem, as well as scientific research materials prepared in pedagogical and psychological contexts were examined, studied, analyzed, and appropriate generalizations were made.

Study and generalization of school practice. The school practice related to the formation of sports motivation in volleyball-playing girls during physical education lessons was studied and generalized;

Observation. Observations were conducted in grades V–IX of relevant general education schools regarding the pedagogical foundations of the formation of sports motivation in volleyball-playing girls during physical education lessons, and the obtained results were summarized in separate subsections;

Interview. Interviews were conducted regarding the pedagogical foundations of the formation of sports motivation in volleyball-playing girls during physical education lessons, and the obtained results were summarized in the relevant paragraphs;

Survey. Relevant surveys were conducted in relation to the research problem, and the results of the surveys were processed through questionnaires and presented in the form of questionnaire surveys in the relevant subsections of the dissertation;

Pedagogical experiment. The pedagogical experiment conducted in the dissertation was carried out in three stages;

In the first (ascertaining) stage, shortcomings, deficiencies, and contradictory aspects related to the problem were identified.

In the second (teaching) stage, instructional materials were prepared and implemented to eliminate these shortcomings.

In the third (control) stage, the effectiveness of the instructional materials was tested.

Propositions submitted for defense:

- Relevant difficulties are observed in the process of forming sports motivation in volleyball-playing girls during physical education lessons. It is considered appropriate to determine ways to eliminate these difficulties.

- Identifying the specific features implemented in the formation of sports motivation in volleyball-playing girls during physical education lessons contributes to the solution of this problem.

- The correct identification and application of general pedagogical methods in extracurricular activities related to physical education and the formation of sports motivation in volleyball-playing girls provide proper direction for solving the problem.

- In the process of cooperation between the school and extracurricular educational institutions, the organization of work based on the pedagogical conditions for the formation of sports motivation in volleyball-playing girls has a positive impact on the successful resolution of the stated problem.

Scientific novelty of the research:

- A new scientific-pedagogical approach has been developed to the problem of forming sports motivation in volleyball-playing girls during physical education lessons in general education schools, and the pedagogical conditions for the effective organization of this process have been identified.

- A scientific-pedagogical and methodological model aimed at increasing volleyball-playing girls' interest in sports activity and developing their motivation during physical education lessons has been developed.

- Within the framework of the developed model, teaching methods, methodological approaches, and principles for organizing lessons that serve the formation of sports motivation in volleyball training sessions have been systematized.

- A set of methodological recommendations aimed at the development of sports motivation in volleyball-playing girls has been prepared, and the effectiveness of their application has been tested through pedagogical experiment and scientifically substantiated.

- It has been determined that the application of the proposed

scientific-pedagogical and methodological system has a positive impact on increasing the sports motivation of volleyball-playing girls and improving the effectiveness of physical education lessons.

Theoretical and practical significance of the research. In the dissertation, scientific-theoretical propositions related to the pedagogical foundations of the formation of sports motivation in volleyball-playing girls during physical education lessons have been put forward. A number of practical directions of activity related to the determination of the pedagogical foundations of the formation of sports motivation in volleyball-playing girls during physical education lessons are reflected. These practical directions will provide methodological support to volleyball-playing girls in the process of forming sports motivation during physical education lessons and will guide them appropriately based on scientific-pedagogical foundations.

Approbation and implementation. The main provisions, ideas, recommendations, and proposals presented in the scientific research dissertation have been successfully reflected in the periodical press of our country, in scientific journals, and at scientific-practical conferences. Regarding the research, 12 articles (including 2 published abroad) reflecting the main content of the study and its obtained results have been published in journals recommended by the President of the Republic of Azerbaijan, along with 3 conference materials (including 2 abroad).

Name of the organization where the dissertation was completed. The dissertation was carried out at the Department of Physical Training of the Azerbaijan Sports Academy.

Structure of the dissertation. The dissertation consists of two chapters, which include 8 paragraphs. The introduction of the dissertation comprises 12844 characters and 7 pages; Chapter I comprises 95983 characters and 53 pages; Chapter II comprises 101387 characters and 53 pages; the conclusion and recommendations comprise 3586 characters and 3 pages; in total, the dissertation consists of 213800 characters and 126 pages.

SUMMARY OF THE RESEARCH

The dissertation consists of an Introduction, two chapters comprising 8 paragraphs, Conclusions and Recommendations, and a list of used literature.

The first chapter, entitled **"Pedagogical conditions for developing sports motivation in female volleyball players during physical education classes: essence, content, goals, and objectives"** consists of four paragraphs. In the first paragraph, entitled **"Problem statement, essence and content,"** the relevance of the problem of forming sports motivation in volleyball-playing girls during physical education lessons, its pedagogical and psychological essence, as well as its content features are extensively analyzed. In this paragraph, the role of physical education in the comprehensive development of students, the instructional potential of volleyball as a sport, and the importance of motivational factors in sports activity are substantiated from a scientific-theoretical perspective.

Physical education lessons in general education schools serve as one of the main pedagogical means ensuring the holistic development of students. These lessons are not only aimed at the development of physical abilities, but also at promoting a healthy lifestyle, supporting socialization, forming moral-volitional qualities, and developing teamwork skills. The process of physical education has a complex nature, integrating both practical and theoretical knowledge acquisition. In this regard, the assimilation of concepts such as physical fitness, physical development, physical culture, and physical education plays an important role in forming students' conscious approach to sports activities.

Various sports disciplines occupy a special place in the content of physical education lessons. Among these, volleyball stands out due to its distinctive features. As a team sport, volleyball contributes to the development of cooperation, mutual understanding, operational decision-making, responsibility, and collectivism in students. At the same time, this sport is considered an effective means for the development of key physical abilities such as agility, coordination, and reaction speed.

The teaching of volleyball in general education schools is

carried out in a gradual manner and is included in the curriculum alongside other sports disciplines. However, the limited number of instructional hours makes it difficult to ensure the full and in-depth mastery of volleyball technical skills. This, in turn, may lead to a decrease in students' interest in sports, especially among girls, and a weakening of their motivation level. From this perspective, the formation of sports motivation in volleyball-playing girls emerges as a topical pedagogical problem requiring a special approach.

Considering the physical and psychological characteristics of girls during adolescence, their involvement in sports activities and the enhancement of their motivation are of significant importance. In physical education lessons, the organization of girls into groups, the application of an individual approach, and the purposeful development of their abilities increase the effectiveness of this process. Since the formation of abilities depends both on hereditary factors and environmental as well as pedagogical influences, the planning of the educational process on a scientific basis is essential.

The problem of motivation is complex and multifaceted from both pedagogical and psychological perspectives. Motivation is the main factor that determines the direction of human activity and stimulates action. Several motives may simultaneously influence a student's activity, leading to the formation of a motivational field. In particular, social motives dominate in the motivational sphere of volleyball-playing girls and are clearly manifested in their behavior. In this regard, the proper consideration of motivational factors in physical education lessons increases the effectiveness of the instructional process.

In modern psychology, motivational problems are explained within different theoretical frameworks. Among these, biological, cognitive, and social theories occupy a special place. According to Z. Freud's psychodynamic theory, human behavior is formed through the interaction of three main structures: Id, Ego, and Superego. This model is also reflected in sports activity and can be applied to explain the behavior, decisions, and motives of volleyball-playing girls. The Id represents instinctive desires, the Ego regulates behavior based on the reality principle, and the Superego reflects moral norms;

maintaining balance among these components is of great importance in sports activity.

The cognitive dissonance theory of L. Festinger is also significant in explaining motivational problems. According to this theory, psychological tension arises when there is inconsistency between a person's behavior and knowledge, and the individual seeks to reduce this tension. In sports activity, this phenomenon contributes to strengthening motivation when students' behavior corresponds to their acquired knowledge.

H.Kelley's attribution theory studies how athletes explain success and failure. This approach helps in the proper evaluation of volleyball-playing girls' performance outcomes and contributes to the formation of their motivation. At the same time, J. Rotter's locus of control concept explains whether individuals attribute success and failure to internal or external factors, which directly influences the level of motivation.

In the formation of sports motivation in volleyball-playing girls, the interaction between intrinsic and extrinsic motives plays a crucial role. Intrinsic motives ensure students' interest in sports, desire for self-development, and commitment to activity. Extrinsic motives, on the other hand, create initial stimulation through rewards, competition, and social recognition. However, for the formation of stable and sustainable motivation, the development of intrinsic motives should be considered the main priority.

Thus, the formation of sports motivation in volleyball-playing girls during physical education lessons is regarded as a complex pedagogical problem, and its solution requires the integrated consideration of psychological, pedagogical, and methodological factors.

The second paragraph is entitled **“Analysis of the problem of developing sports motivation in female volleyball players during physical education classes in existing literature”** and it analyzes the level at which the researched problem is reflected in scientific literature, the existing approaches in this field, as well as shortcomings and research gaps.

This paragraph states that, for a comprehensive scientific

investigation of any problem, the study of its presentation in existing literature is of essential importance. The analysis of literature enables the formation of the theoretical basis of the research, the identification of existing scientific approaches, and the justification of new research directions. From this perspective, the study of the level of reflection of physical education and sports motivation issues in pedagogical literature is of particular relevance.

The conducted analysis shows that although physical education issues are widely covered in pedagogy textbooks, the sport of volleyball and, in particular, the problem of forming sports motivation in volleyball-playing girls are not presented as separate research objects in these sources. In traditional pedagogy textbooks, physical education is mainly interpreted as a means of general development, while insufficient attention is paid to motivation issues in specific sports disciplines.

At the same time, the analysis of existing scientific-methodological literature on volleyball shows that the main focus in these sources is directed toward technical-tactical training, the organization of the training process, and the physical development of athletes. However, the issues of forming sports motivation during physical education lessons, especially among school-aged girls, have not been systematically studied. This indicates the existence of certain gaps in existing scientific approaches.

During the research, both local and foreign literature were analyzed comparatively. In local literature, methodological issues related to physical education and volleyball are to some extent addressed; however, the motivation problem, particularly the involvement of girls in sports and the pedagogical conditions of their motivation, has not been sufficiently investigated. In foreign literature, although sports psychology and motivation issues are studied more extensively, these approaches are not specifically applied to the motivation of volleyball-playing girls in school settings.

The research shows that, from a historical perspective, certain difficulties have existed in our country regarding the involvement of girls in sports, especially volleyball. However, in the modern period, positive changes have taken place in this direction, interest in sports

among girls has increased, and their involvement in volleyball has expanded. Nevertheless, the pedagogical substantiation and systematic organization of this process remain an actual problem.

As a result of the literature analysis, it has been determined that there are certain scientific approaches related to the psychological preparation, volitional qualities, and emotional states of volleyball players. However, these approaches have not been sufficiently connected directly with the formation of sports motivation among girls in physical education lessons. This further confirms the scientific novelty and relevance of the research.

In conclusion, it can be stated that the existence of scientific gaps in this field makes it necessary to select the problem “Pedagogical conditions for the formation of sports motivation in volleyball-playing girls during physical education lessons” as a special research object and substantiates the relevance of the topic.

The third paragraph is entitled **“Analysis of how the problem of developing sports motivation in female volleyball players during physical education classes is addressed in practice”** and it analyzes the real situation of sports motivation among volleyball-playing girls in physical education lessons in general education schools, the characteristics of existing pedagogical practice, teacher–student relationships, and the level of practical organization of the motivational process. This paragraph also examines, based on the results of questionnaires conducted in various regions, how the problem is implemented in the school environment and what shortcomings exist.

In accordance with the research plan, after analyzing the presentation of the problem of forming sports motivation in volleyball-playing girls during physical education lessons in existing literature, it was considered appropriate to study and evaluate the current situation of this problem in school practice. A comparative study of theoretical and practical environments is one of the important factors ensuring the scientific objectivity of the research, since literature alone does not fully reflect the problems existing in real school conditions.

At this stage of the research, the aim was to determine the state

of formation of sports motivation in volleyball-playing girls in the real process of physical education lessons in general education schools. For this purpose, experimental and control schools were selected, and several secondary schools located in Baku city were involved in the study. A specific work plan was developed for the comparative analysis of activities conducted in the selected schools, and observations, surveys, and analyses were carried out based on this plan.

During the research, the questionnaire survey method was used as the main method. Through this method, students' and physical education teachers' attitudes toward volleyball, the level of application of motivational factors in the lesson process, and the characteristics of the overall pedagogical environment were studied. The questionnaires were designed in accordance with the age characteristics of the students and covered the main components of motivation—interest, support, encouragement, and guidance.

The surveys were not limited to Baku city; they also covered general education schools in various regions of the country, including Ganja, Shirvan, the Southern region, the Mugan-Mil region, the Northern region, and Nakhchivan. This approach made it possible to identify regional characteristics of the problem and to assess the overall situation in a more comprehensive manner.

The conducted analyses showed that the work carried out in the direction of forming sports motivation in volleyball-playing girls during physical education lessons in general education schools is not systematic in nature. The majority of students stated that teachers do not use special methods to create interest in volleyball and do not sufficiently apply motivational activities during the lesson process. This, in turn, leads to a weak level of interest in volleyball among students.

At the same time, it was determined that the level of pedagogical support and encouragement provided by teachers to students is low. Insufficient application of an individual approach in the lesson process, inadequate recognition of students' achievements, and the lack of a positive emotional environment are among the main factors negatively affecting the formation of motivation. However, according

to pedagogical theory, positive feedback given to a student plays an important role in increasing their interest in sports.

The research results also indicate that insufficient attention is paid to volleyball as a specific sport in physical education lessons. The fact that lessons are conducted mainly in the direction of general physical training, while targeted approaches to specific sports disciplines are weak, limits the formation of students' skills and interest in this field. This particularly results in a low level of interest in volleyball among female students.

In addition, it was found that psychological factors influencing the motivational process are not sufficiently considered in school practice. Since students' individual characteristics, emotional state, and the influence of the social environment are not systematically evaluated during the lesson process, the motivational process is poorly organized. This reduces the effectiveness of pedagogical activity.

At the same time, the lack of specific recommendations in existing methodological literature regarding the formation of sports motivation in volleyball-playing girls creates certain difficulties in teachers' practical activities and leads to the predominance of improvisational approaches in the lesson process.

The results of empirical research show that the situation in different regions of the country is similar in nature. Although there are certain differences between urban and rural schools, there are generally serious problems in the field of forming sports motivation in volleyball-playing girls. This indicates that the issue should be considered not as a local problem, but as a relevant pedagogical problem at the national level.

Thus, the results obtained at this stage of the research show that the process of forming sports motivation in volleyball-playing girls during physical education lessons is insufficiently organized in school practice, and there is a serious need for the creation of a purposeful pedagogical system in this field.

The fourth paragraph, entitled **“Pedagogical and psychological foundations of developing sports motivation in female volleyball players during physical education classes”** states that the issue of enhancing sports motivation requires an integrated pedagogical and

psychological approach. The formation of sports motivation in volleyball-playing girls during physical education lessons is not limited solely to pedagogical approaches; it also necessitates an in-depth study of psychological foundations. This is because students' interest in sports, their willingness to participate in activities, and their motivation for continuous engagement are directly related to their emotional state, level of self-confidence, relationships with the social environment, and individual psychological characteristics. From this perspective, the concept of motivation should be regarded not only as the influence of external stimuli, but also as the formation of internal needs, interests, and goal-oriented behavior. In the process of involving volleyball-playing girls in sports activities, their level of psychological readiness, belief in achieving success, and desire for self-assertion within the team play an important role. The pedagogical skill of the teacher serves to properly guide these psychological mechanisms.

The analysis of pedagogical-psychological foundations shows that the formation of motivation operates under the mutual influence of a number of internal and external factors. Internal factors include the student's interest in sports, personal goals, need for self-development, and desire for achievement. External factors include the teacher's attitude, the learning environment, family support, peer influence, and the overall psychological climate created within the school environment. The harmonious integration of these factors creates conditions for volleyball-playing girls to participate more actively in sports activities and for the formation of sustained motivation. At the same time, from a psychological perspective, the proper formation of students' self-assessment level is also of particular importance, since low self-confidence leads to a decrease in motivation, whereas high self-confidence contributes to the activation of activity.

Among the psychological foundations of forming sports motivation in volleyball-playing girls during physical education lessons, emotional stability, stress resilience, team spirit, and social adaptation skills occupy a special place. Since volleyball is a team sport, the psychological preparedness of each participant directly

affects the overall team performance. Students' interpersonal relationships, mutual support, and cooperation skills are among the key factors increasing their motivation level. A positive emotional environment created by the teacher enhances students' interest in the lesson process, reduces feelings of fear and hesitation, and, conversely, strengthens self-expression and initiative. This ultimately leads to a more effective organization of sports activity.

In conclusion, it can be stated that the problem of forming sports motivation in volleyball-playing girls should be solved on the basis of the unity of pedagogical and psychological factors. While pedagogical approaches cover the external aspects of motivation—organization of teaching, selection of methods, and means of stimulation—psychological approaches are directed toward the formation of internal motives, ensuring emotional stability, and supporting individual development. When the interaction between these two directions is ensured, students' interest in volleyball increases, their activity in lessons rises, and, overall, the effectiveness of the physical education process reaches a higher level.

The second chapter is entitled **“Main directions of specific activities implemented to develop sports motivation in female volleyball players during physical education classes”**. The problem is addressed in four paragraphs. The first paragraph, entitled **“General pedagogical principles of the work on developing sports motivation in female volleyball players during physical education lessons”** examines the main directions of activities carried out for the formation of sports motivation in volleyball-playing girls during physical education lessons. In this paragraph, the general pedagogical principles of the work carried out in this direction are systematically analyzed, and the scientific-pedagogical foundations of this process are comprehensively explained. It is emphasized that the problem of motivation should be regarded not only from a psychological perspective, but also as a multifaceted didactic process closely connected with lesson organization, the pedagogical environment, teacher–student relationships, and a complex of methods and tools.

According to this approach, the formation of sports motivation should not be carried out through random and episodic activities, but

through a planned and purposeful system of activity based on general pedagogical principles. Here, general pedagogical principles are interpreted as the main didactic directions determining the aims, content, methods, and outcomes of instruction, and their creative rather than mechanical application is considered essential.

The paragraph notes that in pedagogical literature, the concept of “general pedagogical principles” is interpreted differently by various authors. In particular, the existence of different scientific approaches in the classification of teaching principles is highlighted, and the views of N. Kazimov, M. Mehdizade, B. Ahmadov, and other scholars are comparatively analyzed. At the same time, it is specifically noted that in the works of F. B. Sadigov, the concept of “general pedagogical principles” is presented systematically as a separate category.

The paragraph states that in the formation of sports motivation in volleyball-playing girls during physical education lessons, the application of the following general didactic principles is of great importance: linking instruction with life, scientific character, systematicity and continuity, consciousness and activity, consideration of individual characteristics, and the unity of educational, upbringing, and developmental approaches, as well as the principles of visuality and humanism.

Each of these principles not only contributes to the development of sports skills in volleyball lessons but also influences the psychological and social development of students. In particular, the principle of linking instruction with life ensures that sports achievements are taught in connection with real life, national sports achievements, and social development. The principle of scientific character makes it necessary to explain volleyball techniques on the basis of physiological and biological foundations.

The principle of consciousness and activity implies not only the execution of movements by students but also their understanding of the essence of these actions, as well as the development of decision-making and analytical skills. The principle of systematicity and continuity ensures that the training process is organized in stages, progressing from simple to complex.

It is especially emphasized in the paragraph that the sports motivation of volleyball-playing girls is formed not only through technical training but also through pedagogical influence, humanistic relationships, and a favorable psychological environment. The principle of humanism forms the basis of mutual respect, cooperation, and motivational approaches in teacher–student relations.

At the same time, alongside general pedagogical principles, special methodological principles of physical education are also analyzed. These include principles such as continuity of training, wave-like load progression, cyclicity, orientation toward maximum results, and the unity of general and special preparation. The application of these principles ensures the systematic development of the physical, technical, and tactical preparation of volleyball-playing girls.

At the end of the paragraph, it is concluded that the formation of sports motivation in volleyball-playing girls during physical education lessons yields effective results only through the complex application of scientifically grounded pedagogical principles. This approach increases students' interest in sports, reveals their individual potential, and forms sustainable motivation for long-term engagement in sports activities.

The second paragraph of the second chapter is entitled **“General pedagogical methods of the work on developing sports motivation in female volleyball players during extracurricular physical education activities”** This paragraph investigates the role of general pedagogical methods in the formation of sports motivation in volleyball-playing girls during extracurricular physical education activities. The research shows that the effective formation of motivation is directly related to the precise definition of goals, their clear communication to participants, and the consideration of individual characteristics. In this process, it is of great importance that the objectives cover both group and individual development directions and are structured in a concrete and measurable form.

In extracurricular activities, the presentation of positive examples, the creation of a healthy competitive environment, and the systematic evaluation of achievements create conditions for

increasing the athletes' level of motivation. At the same time, the proper organization of the emotional environment, the creation of opportunities for participants to express themselves, and the application of an individualized approach strengthen both their interest in sports and their self-confidence.

The paragraph notes that, in order to ensure the continuity of the motivational process, it is essential to coordinate short-term and long-term goals. Short-term objectives form a sense of immediate achievement in athletes, while long-term goals ensure their strategic development. In addition, the use of interactive methods, team games, and reward systems contributes to further strengthening motivation. It is specifically emphasized that the application of an inclusive approach enables girls with different physical abilities to be involved in the training process. The adaptation of training conditions, the preparation of individual development plans, and the provision of psychological support increase their sustained interest in sports.

In conclusion, it is stated that the systematic and purposeful application of general pedagogical methods plays an important role in the formation of sports motivation in volleyball-playing girls and has a positive impact on both their athletic and personal development.

In the third paragraph entitled **“Developing sports motivation in female volleyball players through the collaboration between schools and extracurricular educational institutions”** the cooperation between schools and extracurricular sports institutions is analyzed as one of the key factors in the formation of sports motivation among female volleyball players. It is noted that extracurricular educational institutions (sports schools, sports clubs, youth sports organizations, etc.) constitute one of the principal socio-pedagogical environments that play a significant role in the physical, psychological, and social development of students, particularly female volleyball players. When these institutions operate in collaboration with schools, they create favorable conditions for a more systematic and sustainable formation of sports motivation.

The paragraph emphasizes that cooperation between schools and extracurricular sports institutions expands students' engagement in sports, facilitates the development of their individual abilities, and

enables their orientation toward professional sports. Within the framework of such cooperation, joint training sessions, tournaments, sports camps, master classes, and various competitions increase girls' interest in sports, strengthen their sense of competition, and enhance team spirit.

At the same time, it is noted that certain social and psychological barriers exist within this process. Negative attitudes from parents and the broader social environment toward sports attire and girls' participation in sports may influence the motivation process. However, when female volleyball players encounter such situations, they learn to defend their positions, adapt to different social conditions, and maintain their motivation through adaptive mechanisms.

Joint activities organized through the collaboration of schools and extracurricular institutions, such as tournaments, competitions, and sporting events, create a healthy competitive environment for female volleyball players, provide opportunities to demonstrate their abilities, and strengthen their desire to achieve success. Additionally, master classes and meetings with professional athletes play an important role in increasing motivation, as they offer students exposure to real sports experience and exemplary role models.

The importance of sports camps is also particularly highlighted in the paragraph. In such camps, intensive training, team games, and social activities enhance both the physical preparedness and emotional engagement of the girls. Furthermore, reward systems, recognition of individual achievements, and the involvement of parents in the process further elevate the level of motivation.

In general, it is concluded that systematic cooperation between schools and extracurricular educational institutions plays a decisive role in the formation of sports motivation among female volleyball players. This cooperation contributes not only to the development of their sports skills but also to the enhancement of important personal qualities such as socialization, self-confidence, responsibility, and teamwork. As a result, such an integrative approach ensures sustained interest in sports among girls and establishes a solid foundation for their future development as professional athletes.

In the fourth paragraph entitled **“Organization of the pedagogical experiment related to the problem and analysis of the obtained results”** the implementation of the experimental work based on the working hypothesis is discussed. This paragraph provides a comprehensive presentation of the organization, stages, and analysis of the results of the pedagogical experiment conducted to address the problem of forming sports motivation among female volleyball players. Initially, the theoretical foundations of the problem, its pedagogical-psychological essence, and the existing situation in school practice were examined; subsequently, experimental work was organized to test the working hypothesis.

At the diagnostic (ascertaining) stage of the experiment, existing shortcomings were identified, and special instructional materials were developed to eliminate them. These materials were aimed at enhancing the sports motivation of female volleyball players during physical education classes and were implemented across three main directions. In the experimental group, activity motives were classified as “stimulating motives,” thereby creating conditions for the active engagement of the girls in the training process.

The paragraph further elaborates on the psychological essence of motives, emphasizing that motives function as the primary internal driving force directing activity. The concepts of active and potential motives are interpreted, and it is highlighted that potential motives may become activated under appropriate conditions and influence behavior. From this perspective, situational changes and pedagogical interventions in volleyball training lead to the dynamic transformation of motives.

At the same time, the dynamic nature of the motivational sphere, the hierarchical structure of motives, and their evolution over time are analyzed. It is noted that motivation, particularly during adolescence, is more variable in character, and its direction can be regulated through pedagogical influences. In this process, psychocorrection plays a significant role, contributing to the regulation of behavior, emotional states, and social adaptation of the girls.

During the experiment, extensive use was made of psychocorrectional and psychological support methods. Individual

conversations, work with parents, and guided activities within the team contributed to increasing the emotional stability and motivation of female volleyball players. In addition, the application of innovative psychological-pedagogical methods such as play therapy, art therapy, music therapy, dance therapy, and bibliotherapy strengthened their interest in sports.

Through these methods, both the emotional sphere of the girls was developed and their self-expression and social communication skills were formed. In particular, the integration of music and movement elements, the organization of creative activities, and artistic-emotional influences played an important role in enhancing motivation.

The paragraph also presents in detail the questionnaire survey conducted to measure the results of the experiment. In the study involving 144 participants (experimental and control groups), motivation was assessed across four main dimensions: intrinsic motivation, extrinsic motivation, attitudes toward sports activity, and self-assessment. Based on the Likert scale evaluation, it was determined that the motivation indicators in the experimental group increased significantly at the post-test stage.

Comparative analysis demonstrated that the applied pedagogical and psychological intervention methods had a positive impact on all components of sports motivation among female volleyball players. Their interest in sports increased, their activity in training sessions improved, team spirit was strengthened, and achievement-oriented motives became more active.

In conclusion, it is stated that the results of the pedagogical experiment confirmed the working hypothesis and demonstrated that targeted pedagogical interventions, psychological support methods, and a system of school–extracurricular cooperation play a significant and effective role in the formation of sports motivation among female volleyball players. This approach substantially enhances not only their physical development but also their personal and social qualities.

The following scientific conclusions have been reached in the dissertation:

1. Since the formation of sports motivation among female

volleyball players in physical education classes remains a consistently relevant issue, it is considered essential to investigate such problems in accordance with contemporary requirements.

2. By examining, for the first time in our country, the problem of forming sports motivation among female volleyball players in physical education classes of general education schools, the relevance of this issue has been brought to the forefront.

3. The formulation, essence, and content of the problem of forming sports motivation among female volleyball players in physical education classes—both during physical education lessons and in extracurricular and out-of-school educational activities—have been clarified. In particular:

- the problem has been clearly articulated;
- the situation in pedagogical literature and school practice has been studied and analyzed;
- the pedagogical-psychological foundations of the problem have been examined, analyzed, and systematized.

4. Deficiencies related to the main directions of specific activities carried out for the formation of sports motivation among female volleyball players in physical education classes have been identified, and ways to eliminate these shortcomings have been determined.

5. The general pedagogical principles for the formation of sports motivation among female volleyball players in physical education classes and extracurricular activities have been defined, and ways of applying them have been demonstrated.

6. The possibilities for forming sports motivation among female volleyball players in physical education classes have been studied, and methods for their practical implementation have been presented.

7. The general pedagogical methods for forming sports motivation among female volleyball players in physical education classes have been identified for the first time, and ways of their application have been demonstrated.

8. Three main stages of a pedagogical experiment aimed at forming sports motivation among female volleyball players in physical education classes have been utilized.

9. At the initial instructional stage of the conducted pedagogical experiment, all shortcomings and deficiencies related to the problem were identified, and instructional materials were prepared to eliminate them. Subsequently, the effectiveness of the instructional materials developed in the second stage was examined and tested during the third, control stage.

10. The results of the conducted experimental and pilot studies have confirmed the validity of the working hypothesis proposed in the dissertation.

11. The pedagogical conditions for forming sports motivation among female volleyball players in the process of interaction between schools and extracurricular educational institutions have been developed for the first time by the author of the dissertation.

12. A model for the formation of sports motivation among female volleyball players in physical education classes has been developed for the first time, and ways for its implementation have been presented.

13. The proposal of new recommendations related to the formation of sports motivation among female volleyball players in physical education classes will contribute to the improvement of activities in this field.

14. It would be beneficial to increase the number of hours allocated to volleyball instruction in the program materials prepared for physical education classes.

15. Increasing the number of hours allocated to volleyball in physical education classes would facilitate the establishment of a “Female Volleyball Players Group” within these classes.

16. Inviting female volleyball players with honorary titles to physical education classes would promote the engagement of young and adolescent girls in the sport of volleyball.

17. Organizing events in general education schools related to volleyball—such as thematic evenings, meetings, round tables, student conferences, class sessions, and anniversary celebrations of distinguished volleyball players with honorary titles—would contribute to the successful resolution of the problem under consideration.

The content of the research, its main scientific ideas, and the results obtained have been reflected in the following scientific articles and conference proceedings published by the author:

1. Ways of motivating students toward the sport of volleyball in physical education classes // Baku: Pedagogy, 2022, No. 3, pp. 146–153.

2. Psychological foundations of the development of physical abilities in adolescent volleyball players // Baku: Scientific Works of the Azerbaijan Institute of Education, 2023, No. 4, pp. 250–253.

3. Pedagogical foundations of the development of physical abilities in adolescent volleyball players // Baku: Pedagogy, 2023, No. 2, pp. 88–95.

4. Opportunities and ways of developing sports motivation among female volleyball players in physical education classes // Proceedings of the II International Scientific Conference “Modern Trends in the Development of Sports Sciences” dedicated to the 100th anniversary of the birth of National Leader Heydar Aliyev, Baku, - 2023, pp. 203–207.

5. Specific features of the use of volleyball in physical education classes // Baku: Pedagogy, 2024, No. 2, pp. 111–117.

6. Methods of motivating students to engage in volleyball during physical education lessons // II All-Russian Scientific and Practical Conference with international participation “Modern Trends in the Development of Physical Education, Health-Improving, Adaptive Physical Culture and Sports Medicine,” Malakhovka, - 2024, pp. 142–147.

7. The importance of using innovative approaches in the development of initial physical training of female volleyball players // Baku: Pedagogy, 2025, No. 2, pp. 115–122.

8. Development of sports interests among girls engaged in volleyball in the process of physical education in general education schools // -Saratov: Physical Education and Student Sport, 2025, No. 3, pp. 235–240.

9. The role of Self-Determination Theory in the formation of sports motivation among female volleyball players // Baku: Scientific Works of the Azerbaijan Institute of Education, 2025, No. 3, pp. 141–

144.

10. Development of physical preparedness of adolescent volleyball players through the use of national games // Baku: Scientific Works of the Azerbaijan Institute of Education, 2025, No. 4, pp. 105–109.

11. The impact of functional training on improving the physical preparedness of female volleyball players aged 15–17 // Bulletin of Sports Science, 2025, No. 3, pp. 32–35.

12. Inclusive women's volleyball: adaptation of training for girls with health limitations // Proceedings of the III International Scientific and Practical Conference "Current Issues of Adaptive Physical Culture and Sports," Uzbekistan, Chirchik, -2025, pp. 48–50.

13. The place, role, and significance of information on the impact of coordination exercises on volleyball game techniques in physical education classes // Baku: Scientific News Journal of the Azerbaijan Sports Academy, 2025, No. 3, pp. 27–31.

14. Organization of a functional training system for athletes of women's volleyball teams // Baku: Pedagogy, 2025, No. 3, pp. 267–273.

15. Consideration of temperament types in assigning positions to female volleyball players in physical education classes // Baku: Scientific News Journal of the Azerbaijan Sports Academy, 2025, No. 4, pp. 92–98.



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