

**HANDBALL CLASSES AT UNIVERSITIES AS A MEANS OF STUDENTS' PHYSICAL AND PERSONAL DEVELOPMENT**

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**Abstract:** The article examines the role of handball training in the system of physical education of university students. The pedagogical and methodological features of organizing the educational process aimed at developing physical qualities, movement coordination, and team interaction are revealed. The influence of handball on the formation of students' communicative and volitional qualities, as well as on increasing their motivation for sports activities, is emphasized. The conclusion highlights the expediency of widely introducing handball into both curricular and extracurricular activities of students.

**Keywords:** handball, physical education, students, higher education, team sports, physical qualities, teamwork, motivation, teaching methodology.

**Introduction.** The modern system of higher education involves not only the professional training of specialists but also the formation of a harmoniously developed personality capable of effectively adapting to social and professional conditions. In this context, physical education acquires particular importance, as it is aimed at strengthening health, developing physical qualities, and fostering sustainable motivation for regular sports activities [3, 4].

One of the most effective means of achieving these goals is team sports, which combine elements of physical activity, emotional engagement, and social interaction [1, 5]. Among them, handball occupies a special place as a dynamic team game distinguished by its high intensity, variety of technical and tactical actions, and demands for quick reaction, endurance, coordination, and the ability to act collectively [2, 6, 7].

Handball training in higher education institutions has significant pedagogical potential. It contributes to the development of physical qualities, the formation of leadership and communication skills, and the cultivation of responsibility and discipline. Moreover, handball is an accessible and exciting sport, which makes it attractive to students with different levels of physical fitness [9, 10].

Team sports have traditionally played an important role in the system of students' physical education. They not only contribute to the development of motor abilities but also shape socially significant personal characteristics such as teamwork, communication skills, leadership qualities, and psychological resilience [8, 11].

Handball, as a dynamic team sport, is characterized by high intensity and a wide variety of motor actions, which ensures the comprehensive development of fundamental physical qualities such as speed, strength, endurance, agility, and coordination. According to many researchers, team sports, including handball, most effectively address the tasks of all-round physical development, since they combine both training and competitive components.

From a pedagogical perspective, handball training creates favorable conditions for fostering students' motivation for regular physical activity. During the game, emotional engagement emerges, which increases interest in sports activities and contributes to the reinforcement of healthy lifestyle habits. In addition, the team-based nature of the game stimulates the development of responsibility for collective results, which serves as an important educational factor.

**Literature Review.** The issues of organizing team sports activities in the system of higher education are widely covered in both domestic and international research. Many authors emphasize that the inclusion of sports games in the educational process contributes to the formation of students' sustainable motivation for regular physical activity (Shcherbakov, 2018; Mikhailov, 2020).

A number of studies are devoted to the influence of handball on the development of physical qualities and coordination abilities. According to A.F. Kuznetsov (2019), systematic handball training significantly improves students' overall endurance and reaction speed. Foreign researchers also highlight the high effectiveness of handball in developing motor skills and promoting the social adaptation of young people (Rogers, 2017; Müller & Schneider, 2021).

The psychological and pedagogical aspects of handball training are considered in the works of N.N. Belyaeva (2017), who points out the significant role of the game in developing communication skills, leadership qualities, and teamwork abilities. In the studies of I.P. Podlasy (2015), the importance of game-based forms for the development of volitional qualities of personality is emphasized, which is especially relevant in the student environment.

Modern research also pays attention to the methodology of teaching handball. In particular, scholars propose implementing a step-by-step system for mastering technical and tactical actions (Lavrov, 2019; Petrovic, 2020). This approach ensures the accessibility of training for students with different levels of physical fitness and contributes to more effective mastery of the material.

**Methodology of Organizing Handball Training in Higher Education Institutions.** The organization of handball training in higher education institutions should be based on the principles of consistency, accessibility, gradual progression, and variability. In the teaching process, it is important to take into account the students' level of physical fitness, their interests, as well as the educational and formative objectives of the discipline Physical Education.

The main objectives of handball training in universities are as follows:

- strengthening health and improving the overall physical fitness of students;
- developing coordination, speed, and strength qualities;
- fostering tactical thinking and teamwork skills;
- cultivating personal qualities such as discipline, responsibility, and perseverance.

The methodology involves a step-by-step mastery of the material:

- Initial stage (technical training): mastering the basic techniques - catching, passing, dribbling, shooting the ball, and moving around the court.
- Intermediate stage (formation of tactical actions): training in offensive and defensive interactions, learning simple combinations, and developing both individual and group tactics.
- Final stage (game practice): conducting training games and mini-tournaments, as well as engaging students in interuniversity competitions.

To assess the effectiveness of training sessions, pedagogical tests are used (for speed, endurance, and coordination), along with an analysis of the quality of students' game performance. In addition, students' participation in extracurricular activities - competitions, tournaments, and sports festivals - is also taken into account.

Thus, the methodology of organizing handball training in higher education institutions combines educational, developmental, and health-promoting components, ensuring the comprehensive development of students' personalities and fostering a sustainable interest in regular sports activities.

**Discussion.** The obtained data and the analysis of theoretical sources make it possible to assert that handball training in higher education institutions possesses high pedagogical and health-promoting potential. Practice shows that the inclusion of handball in the system of students'

physical education contributes to the comprehensive development of physical qualities such as endurance, speed, coordination, and strength.

Of particular importance is the team-based nature of the game, which helps students develop communication skills, the ability to cooperate, and the capacity to distribute roles within a group. These qualities represent an essential component of the professional and social competence of future specialists. Similar conclusions are drawn by Belyaeva (2017) and Podlasy (2015), who emphasize the value of game-based forms of training for the development of volitional and social qualities of personality.

Another important aspect is the motivational component. Emotional engagement in the game process, the spirit of competition, and the dynamic nature of the sessions foster students' sustainable interest in physical education. This confirms the thesis that team sports are more attractive compared to traditional forms of physical activity.

However, a number of difficulties should also be noted. The organization of handball training in universities requires the availability of sports halls of appropriate size, qualified instructors, and sufficient equipment. In some educational institutions, these factors limit the possibilities for conducting regular sessions. A solution to this problem can be seen in the development of elective classes, intra-university tournaments, and cooperation between universities and regional handball federations.

Thus, the discussion of the results confirms the expediency of widely introducing handball into the practice of students' physical education. This sport combines physical, psychological, pedagogical, and social influences, making it an effective tool for shaping a harmoniously developed personality.

**Conclusion.** Handball training in higher education institutions is an effective means of physical education, contributing to the comprehensive development of students' physical qualities such as speed, endurance, strength, agility, and coordination.

1. The team-based nature of the game ensures the formation of communication skills, the ability to work collectively, and fosters leadership qualities and responsibility for the overall result.
2. Handball has a high motivational potential: its dynamic and competitive elements increase students' interest in regular sports activities and cultivate a sustainable need for physical exercise.
3. The methodology of organizing training in universities should include step-by-step instruction in technical and tactical actions, the use of game-based methods, and the organization of intra-university competitions and club activities.
4. Despite certain organizational challenges (such as the lack of appropriate facilities, equipment, and specialists), handball should be considered one of the priority means of developing students' physical culture and promoting a healthy lifestyle.

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