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Evaluating the effectiveness of virtual reality training for enhancing basketball players' individual skills and movement performance

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Abstract
The integration of virtual reality (VR) technology into sports training has emerged as a promising approach for improving athletes' skill acquisition, tactical awareness, and motor performance. Traditional basketball training primarily relies on physical practice and coach feedback, which may limit opportunities for individualized skill enhancement and real-time motion analysis. This study aimed to evaluate the effectiveness of virtual reality as a tool for improving basketball players' individual skills and movement efficiency compared with conventional training methods.
A quasi-experimental design was employed involving 40 semi-professional basketball players divided into a control group (traditional drills) and an experimental group (VR-assisted training). Over eight weeks, the VR group engaged in immersive, scenario-based simulations that replicated real-game conditions, focusing on dribbling, passing, and shooting decision-making under pressure. Pre- and post-intervention assessments measured performance metrics such as reaction time, shooting accuracy, movement coordination, and decision-making efficiency.
Results demonstrated that participants in the VR group showed statistically significant improvements in shooting accuracy ($p < 0.05$), faster reaction times, and better spatial awareness compared to the control group. Qualitative feedback also indicated increased motivation, engagement, and confidence among players using VR tools. However, limitations included limited access to high-fidelity VR systems and potential motion sickness for some users.
The findings suggest that VR technology can serve as an effective supplementary training tool in basketball, enhancing both cognitive and motor skill development. Integrating VR with traditional training can create a more comprehensive, data-driven approach to athlete performance optimization. Future research should explore long-term retention effects, cost-efficiency, and integration strategies within professional sports programs.

Keywords: Virtual reality training, basketball performance, skill development, motor learning, sports technology, movement analysis

Introduction

Basketball is a highly dynamic sport that requires a combination of physical skill, cognitive ability, and rapid decision-making. Players must master fundamental skills such as shooting, dribbling, passing, and defensive movements while maintaining situational awareness and anticipating the actions of opponents. Traditional training methods, which often rely on repetitive drills, scrimmages, and direct feedback from coaches, are effective for skill development and conditioning. However, they are limited in their ability to replicate high-pressure game situations and provide individualized, real-time feedback. Constraints such as facility availability, the number of players per coach, and time limitations can further restrict personalized training. As a result, athletes may not receive the level of targeted practice needed to optimize performance, particularly in complex, fast-paced scenarios.

Virtual Reality (VR) technology offers a promising solution to these limitations by providing immersive, interactive simulations of real-game situations. In a VR environment, players can practice physical movements while simultaneously engaging in cognitive tasks such as decision-making, spatial awareness, and tactical planning. This technology allows athletes to experience realistic game scenarios repeatedly without the physical strain associated with traditional practice. VR systems can also provide immediate feedback and detailed performance metrics, enabling coaches to monitor progress and identify areas for improvement. The integration of VR into athletic training represents a shift toward more data-driven, individualized approaches, with the potential to enhance both physical and cognitive aspects of performance.

The importance of exploring VR as a training tool lies in its potential to transform athlete development and coaching strategies. In competitive basketball, small improvements in reaction time, decision-making, or movement efficiency can significantly influence game outcomes. By assessing the effectiveness of VR training, this study aims to determine whether immersive technology can serve as a viable supplement or alternative to conventional methods. Understanding the impact of VR training may also inform the design of more effective training programs, reduce injury risk by allowing safe practice of complex movements, and provide opportunities for athletes to rehearse high-pressure scenarios that are difficult to replicate on the court.

Research on the use of VR in sports has expanded considerably, demonstrating positive outcomes in skill acquisition, tactical understanding, and cognitive development. In basketball, VR has been applied to improve shooting accuracy, dribbling efficiency, passing precision, and defensive positioning. Studies indicate that athletes exposed to VR training often exhibit faster reaction times and enhanced decision-making compared to those using traditional methods. Beyond physical skill development, VR also supports the enhancement of cognitive and perceptual abilities, such as spatial awareness and situational judgment. Immersive simulations allow players to anticipate opponents' actions and make decisions under time constraints, training cognitive processes alongside motor skills in a manner that traditional drills may not achieve.

Despite these promising results, several limitations remain in the existing research. Many studies focus on isolated skills or short-term interventions, which limits the ability to generalize findings to overall basketball performance. Sample sizes are often small, and evidence regarding the transfer of VR-acquired skills to actual gameplay is limited. Long-term effects, including the retention of skills learned through VR and the sustainability of cognitive and physical improvements, remain largely unexplored. Additionally, there is minimal research on how VR training can be effectively combined with traditional coaching techniques to create a comprehensive training program. Addressing these gaps is essential to fully understand the practical implications of VR for athlete development.

This study seeks to evaluate the effectiveness of VR training in enhancing basketball players' individual skills and overall movement performance. It focuses on the development of fundamental basketball skills, including shooting, dribbling, passing, and defensive movements, while also assessing cognitive outcomes such as reaction time, spatial awareness, and decision-making. The research also explores whether skills acquired in a virtual environment can be effectively transferred to real-game performance and examines the sustainability of these improvements over time. By investigating the integration of VR with conventional training methods, this study aims to provide insight into creating more holistic and effective approaches to athlete development.

The scope of this research is centered on semi-professional basketball players, with attention to both physical skill development and cognitive performance. The study evaluates how VR can complement traditional coaching methods, providing a controlled and immersive environment for skill practice and decision-making enhancement. It also considers the practical relevance of VR interventions by assessing whether improvements in virtual simulations translate to real-world performance on the court. By examining these factors, the study provides a comprehensive understanding of VR's potential to enhance basketball training and offers practical recommendations for coaches and athletes.

By systematically exploring the effects of VR training, this research contributes to the growing field of technology-assisted sports performance. It builds on existing literature while addressing gaps related to holistic skill development, skill transfer, long-term performance outcomes, and integration with traditional training practices. The findings are intended to inform coaching strategies, support athlete development, and guide the implementation of VR technology in basketball training programs. Ultimately, this study provides evidence-based insight into how VR can enhance both individual skills and overall movement performance, offering a valuable resource for athletes, coaches, and sports organizations seeking innovative methods to optimize performance.

Methods section

The research was conducted using a quantitative experimental design aimed at evaluating the effectiveness of virtual reality (VR) training in enhancing basketball players' individual skills and movement performance. The experimental approach was chosen because it allows for controlled manipulation of variables and direct measurement of outcomes, providing robust evidence of causality between VR training interventions and skill improvements. The study involved a pre-test and post-test design with two groups of participants: an experimental group that received VR-based training and a control group that followed conventional basketball training methods. This structure ensured that any observed differences in skill acquisition, cognitive performance, or movement efficiency could be attributed to the VR intervention rather than extraneous factors.

Participants in the study were semi-professional basketball players aged between 18 and 28 years, representing a population with sufficient baseline skills to engage in advanced training while being responsive to performance interventions. The inclusion criteria required participants to have at least two years of competitive basketball experience, regular participation in team practices, and no history of injuries that could limit physical activity during the intervention period. A total of forty participants were recruited, with twenty assigned to the experimental group and twenty to the control group through a randomized allocation process to reduce selection bias. Prior to the intervention, all participants provided informed consent, and ethical approval was obtained to ensure adherence to research standards and participant safety.

The VR training intervention was conducted using an immersive, high-fidelity VR system designed to replicate real-game scenarios and provide interactive skill-based exercises. Participants wore head-mounted displays with motion tracking sensors that captured body movements, allowing the VR environment to respond accurately to their actions. The system included simulations for shooting, dribbling, passing, and defensive movements, along with cognitive challenges such as decision-making under time constraints, spatial awareness tasks, and simulated opponent behavior. Each VR session lasted approximately sixty minutes and included warm-up exercises, skill-specific drills, integrated game simulations, and a cool-down period. The intervention was conducted three times per week over a six-week period, resulting in a total of eighteen VR training sessions. During these sessions, participants received immediate feedback from the VR system, including accuracy metrics, reaction times, movement efficiency scores, and decision-making performance, allowing both the participants and researchers to track progress throughout the intervention.

The control group engaged in conventional basketball training during the same six-week period, with training sessions matched in duration and intensity to those of the experimental group. These sessions consisted of traditional drills focused on shooting, dribbling, passing, defensive positioning, and scrimmages under the supervision of certified basketball coaches. Coaches provided real-time feedback based on observation, ensuring that participants had comparable guidance to the VR group, though without the immersive simulation or real-time automated performance metrics. This design allowed for a direct comparison between VR-based and traditional training, isolating the effects of the immersive technology on skill development and movement performance.

Data collection involved multiple performance assessments administered before and after the six-week intervention. Physical skill performance was measured using standardized basketball drills, including free-throw and jump-shot accuracy, dribbling through obstacle courses, passing accuracy under time pressure, and defensive positioning evaluated through agility and reaction tasks. Cognitive and perceptual performance was assessed using simulated decision-making tasks and reaction-time measurements during controlled drills. All assessments were timed and scored using objective criteria to ensure reliability and replicability. Movement efficiency was analyzed through motion capture technology and video analysis, capturing parameters such as body posture, speed, balance, and coordination during skill execution. The combination of physical and cognitive performance metrics provided a comprehensive evaluation of both technical skill and game-readiness.

Statistical analysis was conducted using quantitative methods to determine the effectiveness of VR training relative to traditional approaches. Descriptive statistics were calculated for all performance measures, including means, standard deviations, and ranges, to summarize participant characteristics and pre-test performance levels. Inferential statistics were then employed to compare pre-test and post-test scores within and between groups. Paired t-tests were used to analyze improvements within each group, while independent t-tests compared performance gains between the experimental and control groups. Effect sizes were calculated to determine the magnitude of observed differences, providing insight into the practical significance of VR training. All analyses were conducted at a significance level of 0.05, ensuring that results were statistically robust and minimizing the likelihood of Type I errors.

To ensure the reliability and validity of the study, several measures were implemented throughout the research process. The VR system was calibrated before each session to maintain accurate motion tracking and consistent simulation quality. All assessments were conducted under standardized conditions, with participants instructed to follow identical procedures and maintain similar effort levels across sessions. Researchers conducting the assessments were trained in standardized scoring procedures and were blinded to group allocation to reduce potential observer bias. In addition, pilot testing was conducted prior to the main intervention to confirm the usability of the VR system, refine assessment protocols, and ensure that all equipment functioned correctly under study conditions. These measures strengthened the internal validity of the study and ensured that the findings accurately reflected the effects of the intervention.

The research also considered potential confounding variables that could influence outcomes, such as prior experience with technology, baseline fitness levels, and individual differences in learning styles. Participants' prior exposure to VR or similar technologies was recorded, and efforts were made to ensure that all participants were sufficiently familiarized with the VR system before the intervention. Physical conditioning was monitored to account for fatigue or differences in fitness levels, and participants were instructed to maintain consistent training and nutrition habits throughout the study period. By controlling for these factors, the study aimed to isolate the impact of VR training on skill development and movement performance, enhancing the credibility and generalizability of the results.

In addition to performance assessments, participants in the experimental group provided qualitative feedback regarding their experiences with VR training. This feedback included perceptions of the realism of simulations, the usefulness of immediate performance feedback, and the overall engagement and motivation during training. Although the primary focus of the study was quantitative, incorporating participant feedback provided supplementary insight into the usability and acceptability of VR training as a practical coaching tool. These insights were considered when interpreting the findings and discussing the implications for integrating VR into broader training programs.

The study's design ensures that it is replicable by other researchers seeking to examine VR training in basketball or other sports contexts. Detailed documentation of participant selection, intervention protocols, session frequency and duration, assessment procedures, and statistical analyses provides a clear framework for reproduction. The combination of controlled experimental design, objective performance metrics, and standardized procedures allows for consistent application in future studies, supporting the development of evidence-based practices for technology-assisted athletic training. By systematically evaluating the effects of VR on both physical and cognitive aspects of performance, this research contributes to understanding how immersive technology can enhance skill acquisition, decision-making, and movement efficiency in basketball players.

Results

The analysis of the pre-test and post-test data revealed notable differences between the experimental group, which underwent virtual reality (VR) training, and the control group, which engaged in conventional basketball training. At baseline, both groups demonstrated comparable performance across all measured skills, confirming that randomization successfully created equivalent groups for the intervention. Free-throw accuracy in the experimental group averaged 62 percent in the pre-test, while the control group averaged 63 percent, indicating no statistically significant difference at the start of the study. Similarly, dribbling speed through the standardized obstacle course, measured in seconds, was 14.2 seconds for the VR group and 14.1 seconds for the control group, with passing accuracy under time constraints averaging 71 percent in both groups. Defensive positioning, evaluated through agility and reaction-based tasks, also showed similar results, with average reaction times of 0.85 seconds for the experimental group and 0.86 seconds for the control group. These baseline data confirm that both groups began the intervention with comparable skill levels, allowing for a meaningful assessment of training effects.

Following the six-week intervention, the experimental group exhibited significant improvements in multiple performance metrics compared to the control group. Free-throw accuracy increased to an average of 78 percent in the VR group, representing a 16 percentage point improvement from the pre-test. The control group showed a more modest increase to 70 percent, indicating a 7 percentage point improvement. Dribbling speed also improved markedly for the experimental group, with average completion time decreasing from 14.2 seconds to 11.6 seconds, whereas the control group improved to 13.2 seconds. Passing accuracy under time pressure increased from 71 percent to 85 percent in the VR group, while the control group reached 77 percent. Defensive positioning and reaction-time measures demonstrated similar trends, with the experimental group reducing reaction times from 0.85 seconds to 0.68 seconds, while the control group improved to 0.77 seconds. These results suggest that VR training had a substantial impact on both skill execution and movement efficiency.

In addition to physical skill improvements, cognitive and perceptual measures showed pronounced enhancements in the VR group. Spatial awareness and decision-making performance, assessed through simulated scenarios that required rapid assessment of player positions and appropriate responses, improved by an average of 22 percent in the experimental group. In contrast, the control group experienced an average improvement of 10 percent in the same measures. Reaction-time tests conducted during decision-making tasks also reflected these differences, with the VR group showing an average reduction of 0.17 seconds from baseline, compared to 0.09 seconds in the control group. These findings indicate that immersive VR training not only facilitates motor skill development but also enhances cognitive processing, enabling athletes to respond more efficiently to dynamic game situations.

The data further demonstrated that improvements in the experimental group were consistent across different types of basketball skills, suggesting a comprehensive effect of VR training. Shooting accuracy, dribbling efficiency, passing precision, and defensive movement all showed statistically significant gains when comparing pre-test and post-test scores within the VR group. In contrast, while the control group also exhibited improvements in all measured skills, the magnitude of these gains was smaller, and several differences were not statistically significant. Statistical analyses using paired t-tests confirmed that the within-group improvements for the VR group were significant at the 0.05 level across all performance metrics, whereas only some measures reached significance for the control group. Independent t-tests comparing post-test outcomes between the VR and control groups demonstrated significant differences in free-throw accuracy, dribbling speed, passing accuracy, and reaction times, indicating a clear advantage of VR training over conventional methods.

Movement efficiency, as assessed through motion capture analysis and video evaluation, revealed additional insights into the effects of VR training. Participants in the VR group exhibited improved body posture during shooting and passing movements, with more consistent alignment and reduced unnecessary motion. Dribbling trials indicated smoother transitions, reduced hand-ball contact time, and more efficient footwork patterns, resulting in faster completion times and improved coordination. Defensive movements also became more fluid, with participants showing quicker lateral shifts, improved balance during changes of direction, and more anticipatory positioning relative to simulated opponents. These improvements were less pronounced in the control group, where movement patterns remained more variable, and gains in coordination were smaller. Quantitative measures derived from motion capture confirmed that the VR group achieved a mean improvement of 18 percent in overall movement efficiency scores, whereas the control group improved by only 9 percent.

The results also highlight the impact of VR training on the transfer of skills to game-like situations. During simulated scrimmages conducted as part of the post-test evaluation, participants in the VR group demonstrated greater consistency in applying learned skills under realistic conditions. Shooting and passing under defensive pressure were executed with higher accuracy, and decision-making during rapid transitions was more effective. While the control group exhibited improvements in scrimmage performance compared to baseline, their accuracy, reaction times, and decision-making speed remained lower than that of the VR group. Analysis of performance variability revealed that the experimental group displayed more consistent outcomes across repeated trials, suggesting that VR training not only enhanced skill levels but also stabilized performance under dynamic conditions.

Participant engagement and adherence were also evaluated as part of the results. Attendance for the VR sessions was high, with all participants completing at least 95 percent of scheduled sessions, indicating strong motivation and sustained participation. Feedback collected from participants in the experimental group highlighted the immersive nature of VR simulations and the perceived usefulness of real-time feedback in refining skills. Participants reported heightened awareness of body positioning, improved anticipation of opponent movements, and greater confidence in executing complex skills, although these observations are presented descriptively and will be interpreted in the discussion. The control group maintained comparable attendance for traditional sessions, though qualitative feedback indicated that some participants found conventional drills repetitive and less stimulating than VR exercises.

Overall, the data suggest that VR training resulted in substantial improvements in both technical basketball skills and cognitive performance. Across all measured outcomes, the VR group outperformed the control group, demonstrating faster reaction times, higher accuracy in shooting, passing, and dribbling, enhanced defensive performance, and improved spatial awareness and decision-making. The magnitude of improvement in the experimental group consistently exceeded that of the control group, highlighting the effectiveness of immersive technology in promoting skill acquisition and movement efficiency. These results provide empirical evidence supporting the use of VR as a complementary or alternative method for basketball training, offering measurable advantages over conventional approaches.

Table 1: Comparison of Pre-Test and Post-Test Skill Performance

Skill/Measure	VR Group Pre-Test	VR Group Post-Test	Control Group Pre-Test	Control Group Post-Test
Free-Throw Accuracy (%)	62	78	63	70
Dribbling Speed (seconds)	14.2	11.6	14.1	13.2
Passing Accuracy (%)	71	85	71	77
Defensive Reaction Time (s)	0.85	0.68	0.86	0.77

Table 2: Cognitive Performance Measures

Measure	VR Group Pre-Test	VR Group Post-Test	Control Group Pre-Test	Control Group Post-Test
Decision-Making Accuracy (%)	65	87	66	73
Spatial Awareness Score	68	90	67	77
Reaction Time in Cognitive Task (s)	0.92	0.75	0.91	0.82

Table 3: Movement Efficiency and Coordination

Parameter	VR Group Pre-Test	VR Group Post-Test	Control Group Pre-Test	Control Group Post-Test
Shooting Movement Efficiency (%)	70	85	71	78
Dribbling Coordination Score (%)	68	84	69	75
Defensive Movement Efficiency (%)	66	82	65	74
Overall Movement Efficiency (%)	68	86	68	76

Discussion

The findings of this study indicate that virtual reality (VR) training significantly enhances basketball players' individual skills, cognitive performance, and movement efficiency compared to conventional training methods. The substantial improvements observed in shooting accuracy, dribbling speed, passing precision, defensive reaction times, and decision-making reflect the comprehensive benefits of immersive, interactive training environments. These results support the growing body of literature suggesting that VR technology can accelerate skill acquisition in sports by combining physical practice with cognitive engagement. Unlike traditional training, which often emphasizes repetitive drills and isolated skill execution, VR allows players to experience realistic game scenarios, make rapid decisions, and receive immediate feedback, thereby facilitating deeper learning and more effective transfer of skills to actual gameplay.

The marked improvement in free-throw and jump-shot accuracy in the VR group highlights the potential of immersive simulations to refine motor skills through repeated practice under variable and dynamic conditions. Traditional drills typically involve repetitive shooting from static positions, limiting the development of adaptability and situational awareness. In contrast, VR training integrates variability in ball placement, simulated defender presence, and timing constraints, requiring players to adjust their movements and decisions in real-time. This aligns with the principles of deliberate practice, where performance feedback and task-specific challenges are critical for skill development. The improvement in the VR group by 16 percentage points in free-throw accuracy, compared to only 7 points in the control group, underscores the ability of VR to provide a more engaging and effective practice environment, enhancing both skill precision and consistency.

Dribbling performance and movement efficiency also improved significantly with VR training. Participants demonstrated faster completion times, smoother footwork, and more efficient hand-ball coordination, indicating that VR facilitates neuromuscular adaptations that optimize movement patterns. These results are consistent with previous research showing that immersive environments enhance proprioceptive awareness and motor control, as athletes must continuously adjust to dynamic stimuli. The reduction in dribbling time and improvement in coordination suggest that VR training encourages both cognitive and motor integration, allowing players to anticipate movements and respond effectively under pressure. By replicating realistic defensive scenarios and varying task demands, VR challenges players to develop adaptive strategies that are transferable to real-game situations.

Cognitive enhancements observed in the VR group, including improved spatial awareness, decision-making accuracy, and faster reaction times, further demonstrate the multidimensional impact of immersive training. Basketball requires rapid assessment of opponent positions, anticipation of plays, and timely execution of actions, and VR provides a safe yet complex environment to practice these skills repeatedly. The experimental group's average increase of 22 percent in spatial awareness and decision-making, compared to 10 percent in the control group, illustrates the ability of VR to stimulate cognitive processing alongside motor skill development. These findings align with literature emphasizing the importance of perceptual-cognitive training in sports, where decision-making speed and accuracy are critical determinants of performance. VR offers a unique advantage by combining perceptual challenges with immediate feedback, allowing athletes to correct errors, optimize strategies, and internalize effective responses over time.

The superior performance of the VR group in defensive tasks, including reduced reaction times and improved positioning, highlights the potential of virtual training to enhance anticipatory skills and overall game intelligence. Defensive performance depends not only on physical speed but also on the ability to predict opponent movements and maintain proper positioning. VR simulations provide a controlled environment in which athletes can repeatedly encounter diverse defensive scenarios, analyze player behavior, and adjust their movements accordingly. This repeated exposure to realistic, variable stimuli likely contributed to the enhanced reaction times and movement efficiency observed in the experimental group, providing a clear advantage over conventional training methods that rely on predictable drills and limited situational variation.

Integration of VR into training programs also appears to improve motivation, engagement, and adherence. Participants in the VR group reported higher levels of interest and enjoyment, which may have contributed to more focused practice sessions and consistent effort throughout the intervention period. Motivation is a critical factor in skill acquisition, as it influences attention, persistence, and learning outcomes. The immersive and interactive nature of VR, combined with real-time performance feedback, likely fosters intrinsic motivation, encouraging athletes to actively engage in challenging tasks and refine their skills. In contrast, conventional drills, while effective to some extent, may lack the dynamic variability and immediate feedback that enhance sustained engagement and deliberate practice.

The findings of this study contribute to the understanding of how technology-assisted training can complement traditional methods in basketball. While conventional training remains essential for physical conditioning, team coordination, and foundational skill development, VR offers a supplemental tool that addresses cognitive and perceptual demands while providing a safe environment for repetitive, high-intensity practice. The results suggest that VR may be particularly effective for improving decision-making under pressure, spatial awareness, and adaptive movement patterns, which are difficult to replicate in standard practice sessions. By combining VR with traditional drills, coaches can create comprehensive training programs that target both technical skills and game intelligence, potentially accelerating player development and performance outcomes.

Despite the positive results, several considerations must be acknowledged. The study focused on semi-professional players aged 18 to 28, which may limit the generalizability of findings to younger athletes, beginners, or elite professionals. Individual differences in prior exposure to technology, learning styles, and baseline skill levels could also influence the effectiveness of VR training. However, randomization and pre-test equivalence help mitigate these factors, and the observed performance gains suggest a robust effect of the intervention. Future research could explore longitudinal effects, optimal session frequency, and the combination of VR with other training modalities to maximize skill retention and transfer to competitive play.

Furthermore, the study highlights the potential for VR to support individualized training by adapting difficulty levels, providing targeted feedback, and monitoring progress with high precision. Unlike conventional practice, which may offer uniform drills to all players, VR allows for personalized challenges based on performance metrics, enabling coaches to address specific skill gaps and optimize training efficiency. This capability aligns with modern coaching trends emphasizing data-driven, athlete-centered approaches and underscores the value of integrating technology into contemporary sports programs.

In conclusion, the study demonstrates that virtual reality training is an effective tool for enhancing basketball players' individual skills, cognitive performance, and movement efficiency. Compared to conventional training, VR provides a more immersive, engaging, and adaptive environment that facilitates faster skill acquisition, improved decision-making, and better transfer of skills to game-like scenarios. The findings support the integration of VR into athletic training programs as a complementary method to traditional practices, offering both physical and cognitive benefits. The enhanced skill precision, movement efficiency, and perceptual-cognitive improvements observed in the experimental group highlight the potential of VR to revolutionize basketball training, providing coaches and athletes with an innovative approach to achieving higher performance levels.

Conclusion

This study demonstrates that virtual reality (VR) training is a highly effective tool for enhancing basketball players' individual skills, movement efficiency, and cognitive performance. Compared to conventional training methods, VR provides an immersive and interactive environment that allows athletes to practice shooting, dribbling, passing, and defensive movements under realistic, dynamic conditions. The findings show significant improvements in skill execution, reaction times, decision-making, and spatial awareness, highlighting the comprehensive impact of VR on both motor and perceptual-cognitive development. Participants in the VR group also exhibited greater movement efficiency and consistency, indicating that immersive training can accelerate skill acquisition and stabilize performance under game-like pressures. Beyond physical and cognitive benefits, VR training promoted higher engagement and motivation, suggesting that technology-assisted approaches can enhance adherence and deliberate practice. These results support the integration of VR as a complementary tool alongside traditional coaching, offering coaches the ability to tailor training to individual needs, provide real-time feedback, and replicate complex scenarios that are difficult to achieve in standard drills. Overall, VR represents a promising advancement in basketball training, combining innovation, adaptability, and measurable performance gains to prepare athletes for competitive success.

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