Scientific and methodological basis of using folk games in training for the selection of young volleyball players in primary training groups

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Abstract. The article mentions ways of improving the level of physical development and general and special physical condition of athletes by using popular games, action games and various exercises in sports competitions and training of promising youth today. In the selection of athletes by these methods, not only their physical condition, but also their technical and tactical skills have been improved and are scientifically based. During volleyball training, various dynamic exercises and the use of elements were also presented, which fostered the growth of the physical, technical and tactical preparation of the young volleyball players. It is considered a necessary program for the selection of young volleyball players through the use of these methods.

Keywords. Sports games, sports competition, selection in primary training groups, national games, physical development and growth, adaptation of national movement games to the characteristics of volleyball, standardization of game tests.

Introduction

The relevance of the topic, the position of high sporting achievements, intensification of competition in international competitions and popularization of generations of athletes of the country's national teams determine the need to improve the scientific foundations of sports selection and training of promising youth at present. Much attention is paid to selection in various types of sports [6,11,23]. The study of special literature on sports games allows us to conclude that several aspects of the selection of children's athletes in sports, especially in volleyball, are not sufficiently and uniformly developed [2,4,25].

For example, the average height of a senior team volleyball player is 192.2 cm, and the weight is 86.4 kg, which is very important to take into account when choosing young volleyball players.

The study of the characteristics of psychophysiological processes and functions specific to volleyball shows that, in addition to highly developed special qualities and skills, a volleyball player must have:

- accuracy and speed of movement;
- the feeling of fine muscles that ensure accuracy and smoothness in the transmission of

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contact;

- the ability to quickly and clearly see in response to the changing game situation;
- a well-developed ability to see the environment, allowing to follow technical methods and tactical actions during execution;
- high stability of attention and concentration on others at high speed.

M. Brill gives the following model indicators of candidates for the men's and women's national teams - highly skilled volleyball players (see Table 1).

When choosing children to play volleyball, it is of particular importance to determine the personal qualities and characteristics that cause the development and manifestation of skills for game activities, which cannot be determined using only indicators of physical development, physical and technical preparation, together with others indicators.

There is a need for scientific investigation of new approaches, tools and effective methods that can help improve the process of selecting and training talented young volleyball players.

Reflecting on this problem, the majority of scientists and experts came to the conclusion that the most effective medium for selecting children in games of sports teams is relays. Sin embargo, we have not found sequential or relatively complete studies in this direction, and the few existing works are of short character or recommendatory. [3,12,13]

In the framework of the studied problem, the possibilities of using the rich ethnocultural heritage of the Uzbek people, the popular Uzbek action games, have not been studied on a scientific basis.

These are the ones that determine the relevance of the research problem of this article.

Hypothesis of the research: Based on the summary of literature data and best practices, a proposal is put forward that the use of folk action games increases the effectiveness of sports selection and training of young athletes and helps volleyball players develop the talents and skills underlying the game activity.

Object of the esearch: the process of selection and training of young volleyball players with the use of folk action games.

Subject of the research: effectiveness of the methodology of selection and training of young volleyball players using folk action games; Reliability of the used folk action games and existing capabilities of children aged 9-10 years for game activities and their physical training.

The aim of the research: to develop an effective and scientifically based technology for the selection and initial training of young volleyball players.

Research tasks:

1. Selection of folk movement games according to the game prompts, rehearsing the topic of their development and adapting them to the characteristics of volleyball.

2. To determine the effect of folk action games on the level of physical development and technical-tactical readiness of young volleyball players.

3. To study the effectiveness of using folk action games in the selection and training of young volleyball players.

In the selection and training of young volleyball players in the period of initial sports training, develop and justify the use of folk action games based on experience.

Novelty of the research. During the research of the article, the level of reliability of folk action games was determined;

- types of folk action games were developed;
- the effectiveness of using folk action games for the selection and training of young volleyball players was scientifically proven.
- During the selection for the initial training groups, organizational and pedagogical methods for assessing the game skills of children aged 9-10 were developed.

Practical significance of the research: The following was developed and recommended for practical use in the activities of coaches and physical education teachers.

- when selecting children for volleyball sections, adapting popular movement games to the

characteristics of volleyball, allowing to determine and evaluate their existing sports skills;

- the evaluation table of the results of tests of game opportunities (skills) of boys and girls aged 9-10 years;

- dividing popular action games into types that are close to the structure of volleyball game elements in terms of content and allow their proper use in training young volleyball players;

- The method of differential use of adapted popular action games is implemented, which contributes to effectively improving the physical and technical-tactical training of young volleyball players.

Among the factors determining the level of volleyball development, selection, which is an integral part of long-term sports training and one of the important issues, is of great importance. The selection system in volleyball is based on the development of scientific-methodical foundations, theoretical rules of selection, methodology and knowledge of organizational features. It is known that sports games are characterized by the demands placed on players, which makes it possible to rely on information obtained in the selection of different types of sports games, and first of all, volleyball, when solving research questions.

Sports orientation and sports specialization are periods of a holistic process that begins with the search and discovery of talents, and continues with focused training during specialized exercises.

Sports orientation can be considered as a specific form of selection according to its theoretical and methodological foundations. Thus, the theoretical basis of the conditions of orientation towards skills (professional) can be applied in sports competition [1,8,11]. Many authors when discussing issues of sports selection and management of training of young athletes, include their own concepts corresponding to the term "sports selection" and "sports orientation"[20,21,22].

In general, the content of the rules set out above, expressed by different authors, are close to each other in terms of meaning, and sports selection methods include research methods (pedagogical, psychological, medical-biological) that predict the age of children, adolescents and young people, the aptitude of people to practice a certain sport or a group of sports, social) represents a system of organizational and methodical activities that includes.

Sports guidance is aimed at providing organized assistance to children and youth in choosing a sports specialty subject, taking into account the individual abilities, capabilities and interests of children, the purpose of selection, sports guidance is the individual methods of participants that maximize the requirements of one or another type of sport (considered the basis of the development of abilities) and the comprehensive study and determination of its characteristics.

Sports competition plays an important role in solving problems, as well as in the entire preparation period. Yu. D. Zheleznyak very broadly expressed the essence of sports competition as applied to volleyball.

The author believes that selection in volleyball consists of a set of measures to identify athletes who have a high level of skill and physical characteristics that ensure the successful acquisition of playing skills, a high level of competence and confident performance in competition, and who can meet all the requirements of long-term training.

The appearance of quality changes throughout the entire preparation for the competition, helping to shape volleyball players for many years. The selection and training of athletes is based on the knowledge of the set of qualities (model characteristics) that strong athletes of a given sport possess and constitute the characteristics of sporting ability.

In this context, most authors believe that the presence of an object model in the coach (i.e. a model of the situation to be achieved and of the athlete-team in its current state) is mandatory, necessary for effective management of the selection of athletes and their training. The existence of a close relationship between the initial and final results of participants indicates a rational choice of sporting abilities and a reliable prediction [6,11,23].

An analysis of sports cases shows that selection cycles have changed as scientific imagination has evolved. For example, I.F. Zorkin, A.D. Ganyushkin show two periods of selection.

1. Selection of innovations in a certain type of sport, for the purpose of specialization.

2. Selection of candidates for national teams according to levels of preparation for participation in competitions.

Analysis of the works of authors addressing selection issues in sports games, swimming, weightlifting shows that the solution of selection problems is based on the old principle of determining the compatibility of interests and capabilities of athletes and the adequacy of the requirements of sports activities to the athlete's personality. To increase the effectiveness of competition, it is necessary to know the important factors of the athlete's personality structure with specific quantitative and qualitative indicators that meet the requirements of a given sport at the highest level [1,6,12].

The literature study shows that the main factors of the personality structure of the athlete are the morpho-functional and psychophysiological characteristics, as well as the level of development of physical qualities specific to a specific sport. The contributing factors include the individual development of some aspects of morpho-functional, functional and mental maturation in children, as well as the characteristics of age changes from the development of mobility opportunities associated with the achievement of their maturity at different times (periods and situations of acceleration and deceleration of growth, the situation of reaching the maximum).

The idea of the organization and methodology of selection in volleyball, described in the works of several authors who conducted research in later periods, is in many ways similar to that of basketball, football, tennis and is similar to the existing perceptions in works devoted to other sports [7,9,14,18].

First of all, this is related to the formation of model (exemplary) indicators of athletes, which coaches follow when assessing the generality of organizational approaches to the selection of children's prospects and various sports.

Volleyball coaches divide the first round of selection or initial selection into three stages during practice:

At the first stage (the duration of the period is one to two months), in order to arouse interest in sports among students and attract them to regular sports activities, promotional activities are carried out among them. The initial study of student candidates who want to play volleyball is of great importance.

Taking into account their health, the interests of the student, the attitude of parents to their volleyball practice, the hard work and willpower of the students, etc. are determined.

It is important to determine whether the sports development of children aged 10-12 is adequate when making selections for preliminary training groups. The reason for the complexity of the assessment is that their future results are analyzed 8-12 years in advance.

V.N.Platonov emphasizes that it is not skills, but abilities that serve to predict the prospects of playing sports, including volleyball; skills often depend on the biological age of children, and methods, the appropriate combination of qualities, characteristics and capabilities, make the search much more difficult.

A. Nikolich and V. Paranosich convincingly show that most of the functions and qualities of an individual are limited by a certain body structure and that no exercise can achieve greater efficiency than its genetic basis.

When selecting children and adolescents for sports schools, it is necessary to take into account the laws of influence of genetic and environmental factors on the speed of learning movements. This is especially important when choosing complex coordination sports such as volleyball. The authors believe that the best option is to use simple exercises. Because the genotype is under greater control than the complexity of acquiring simple movements in the

coordination content (coordination), which increases the informativeness and predictability of the tests used in selection.

No numbers or metrics are provided to indicate the reliability of the action games used. Data on the reliability, measurement system, and evaluation system of the game tests are also lacking, suggesting that testing is a mandatory requirement According to various researchers, action games are the most suitable form of studying the individual characteristics of children in sports games, since it seems that the game helps to manifest various functions in the units that make up the structure of the game talent.

In addition, games are the most natural type of activity and require an optimal level of motivation, which is important in the initial period of the competition. It helps to more fully reveal the qualities and characteristics and their unity.

Knowing the needs of the body of modern volleyball players is one of the important conditions for effective training of highly qualified players.

Volleyball is a team game, the main goal of which is to demonstrate a high sports result, which is primarily related to the performance of a large volume of rapidly changing tasks and is characterized by the use of speed and strength. During the game, movement on the field includes walking, running, jumping, attacking, turning, circular jumps with and without support.

The information presented in the literature shows that the above-mentioned factors, which represent the characteristics of modern volleyball, impose very high demands on the physical development of players (in particular, height), general preparation, and physical, psychological, and intellectual qualities. These things must be taken into account when selecting, evaluating, and training young volleyball players.

Pedagogical observation is carried out in order to study the issue related to the methodology of selecting promising volleyball players and to determine the number and suitability of popular action games used in training, taking into account the requirements of the selection and training of young volleyball players (physical, technical, tactical).

In addition, during pedagogical observations, height measurements, levels of physical, technical, and tactical training of young volleyball players are carried out. In the execution of these works, game tests and test sets are used that meet the metrological requirements for reliability and reliability, included in the program for volleyball sports schools.

Body length (tall height) is measured with a medical height meter, using a generally accepted method. Based on the results of interviews with coaches who have many years of experience working with children, based on the results of game skills, existing recommendations in the literature, the forecasting possibilities of five game methods preferred by scientists and practitioners are studied in order to determine the game skills of children aged 9-10 years.

A test of these mobile games shows that the test results are expressed in the same units of measurement and are consistent with each other. It is very important to mathematically develop the data obtained.

To standardize game tests, the number of players on the field should be the same when assigning tests to different groups of players.

1. Game "Chaser and Escaper". The game is played on a volleyball court (without a net) in a rectangle of 12x9 meters. Groups (12x12 people) are divided into two (chasers and escapers). Each test participant has his own number. The "hunters" stand in a row in front of one of the edge lines, facing the four corners.

The "Runner" also lines up facing the opposite edge facing the "Chaser".

The task of the "hunter" is to circle as many runners as possible, and the "runner" must not be circled at all. When signaled, the "runner" runs across the field, while at the same time the first chaser in the row runs onto the field and tries to catch as many "runners" as possible. And they try to escape. The caught fugitives head to the edge of the field.

Each hunter has 20 seconds to catch the fugitive. After 20 seconds, the hunter returns to his "home" and stands at the end of the row. The number of those caught and their number will be determined. The game continues until all the hunters have left. After that, the numbers of the players are exchanged.

2. Game "Catch three pairs of players." Three participants hold hands for 40 seconds and try to catch the holding hands pairs, i.e. players running away from them, on the volleyball court. Those who play well in threes and catch the most pairs and the least number of catches in this pair while playing are considered good players. A pair is caught when the triplet completely surrounds the pair and joins their hands. If one of the fugitives crosses the designated line, the pair is considered caught. All three are allowed to push the pair behind the line by force, but not by hand. If the partners let go of their hands even for a minute, the pair is caught. By conducting this game test, coaches will be able to observe the nature of interaction between threes and pairs, the diligence and initiative of the players, their fighting qualities and agility. In our studios, 10 pairs of runners participate in each test.

3. Game "Catch the player without a partner." This game is similar to the game "catch three pairs of players." But the pace of the game, the speed of changing game situations is much higher. This requires players not only to have greater physical strength, but also faster operational thinking, more precise and subtle interactions of receiving players, and faster decision-making and their implementation during the game. The game is played on a volleyball court without a net. The number of fugitives in the pair game is 12 people. Each pair has 30 seconds. The rest of the rules of the game are the same as in the game of "catch three-player pairs."

4. Game "Knockdown." The game is played on half of the volleyball court (9x9m). Two players stand in the middle of the court, the rest (12 people) sit on the edge of the court with the ball in their hands. Players outside the line must hit the ball to players inside the court. And they have to return the ball with their hands as they want. If one of the players touches the returned ball behind the line, both players get a point. If the ball is returned and none of the side nets can touch it, then the player who returned the ball gets one point. The losing player who did not return the ball will receive one penalty point and the player who touched the ball will receive one incentive point. The results of the game are recorded by the coach.

5. Game "Three-four-corners". Three 1x1 meter squares are drawn with a distance of one meter between the walls. The player looks at them from a distance of three meters. After him, the coach throws the ball into the corner, and the player has to catch the ball that hits the wall and returns. In the first part of the test, the ball is thrown alternately into the same square. The order of shooting in the second part is unknown.

The coach throws the ball one square further than the others. A player can walk while working. An attempt is considered successful if the player touches the ball at least once with his hand. Ten attempts are allowed. Pedagogical observations and the content of the studied games, some of which are considered important in the game of volleyball, such as skills such as aiming, fast movement and finding a fast path, concentration, distribution and orientation ("chased and evaded", "three-four corners", "hitting") related to the manifestation, others show the expression of coordination of players' actions, the effectiveness of players' interaction, initiative, perseverance. These features and qualities are important at the first stage of choosing a sports net for sports schools.

Research validation tests. The level of physical fitness of young volleyball players is determined by the following tests:

1. Running 30 meters from a high start. Tests are conducted according to the generally accepted methodology.

2. Acceptance of control of the 30-meter run by changing direction is as follows: at a distance of 5 meters two start lines and one control line are drawn. When the subject receives a signal, he runs five meters six times. When moving, changing direction, both legs of the student

participating in the test must cross the line. The total time to complete the task is recorded.

3. Standing long jump. The jump distance (with an accuracy of ⬦ cm) is made by measuring the distance from the control line to the nearest footprint of the test participant, using a roulette wheel. After three attempts, the best result is taken into account. One test attempt is allowed first.

4. Standing on two legs and jumping. The purpose of this is to use the construction device of V. M. Abalakov, which allows measuring the height of the general center of gravity when jumping. In standing jumps, jumps and landings are performed within a 50x50 cm square. The test participants will perform one test and three qualifying attempts, taking into account the best result. Running and jumping on two legs. Measurement is carried out according to the method of V. M. Abalakov mentioned above. Before performing the jump, the test participant takes the starting position in two steps from the 50x50 square. On the first step he gains speed, on the second he jumps with both feet into a 50x50 cm square. After that, he jumps on two legs. The best result will be considered.

5. Throwing a ball (1 kg) behind the head with two hands (the long throw is recorded).

Procedure:

The test participant stands in front of the starting line, with one leg in front and both hands holding the ball in front of him. He picks up the ball and passes it behind his head and immediately throws it forward. Participants in the test sit facing the starting line, with their shoulders on the starting line and the throw is made behind the head.

Jumping throw: The starting position is standing, legs flat on the ground; the ball is thrown by jumping; four attempts are allowed in each type of throw, the first of which is a trial throw, the remaining three are counted. The best result is recorded. To determine the level of technical preparation, a test of accuracy in passing the ball is carried out.

Content of the tests:

1. Accuracy of the second pass from the 3rd zone to the 4th zone

In the test, conditions are created under which numerical results can be obtained, distance markers and height limiters of ball transfer are placed (board rails, colored tapes, lines are drawn). When passing the ball from the 3rd zone to the 4th zone, the length of the pass is 3 m with a height limit of 3-3.5 meters for the initial groups, the distance from the ball is no more than 1.5 meters. when transmitting from the 2nd zone to the 4th zone (for groups), the transmission distance is 5-6 meters, the distance from the net (net) is no more than 1.5 meters, the height limitation is 3 meters. In each test, the participant makes five attempts: passes that meet the requirements of the test and the quality of the pass are taken into account (passes that violate the rules of the game are not taken into account).

2. Throw the ball straight from below.

Basic requirements: Throw the ball to the right (left) side of the court with a technically correct execution of the ball. The test participant makes five attempts.

1. Receive the ball and pass it from the 6th zone to the 3rd zone

The test participant is standing (receives the ball and passes it to the 3rd zone). Only then will the attempt count. Having received the ball in the 6th zone, the athlete must pass it over a tape drawn at a distance of 1.5 meters from the net and at a height of 3 meters, and pass it to the 3rd zone.

If the ball leaves the designated area or hits the net, the attempt is not counted. Participants are given five attempts in each test. The quality of accurate passes is taken into account. Technical training (determined at the beginning of the study, in the middle of the study and at the end of the study). The test program includes individual and group activities, which allow to assess the level of tactical training of young athletes.

At the same time, tests are used that allow determining numerical indicators.

1. Second pass from the 3rd zone to the 4th or 2nd zone (standing with the back to the goal). During the assignment, players in this zone perform actions that emphasize percussion. The test

participant is located in the third zone (near the border with the second zone), the ball is delivered by his partner from the inside of the field. The coach shows the passage of the ball to the fourth or second zone. An instruction is given after the ball has been marked. Each zone is allowed about five attempts. It is true that the number of completed tasks and the accuracy of transmission without violating the rules of the game are taken into account.

2. Choice of method of receiving the ball - choosing the method of receiving the ball from above, from below is assessed. Ten attempts are allowed. Correct attempts and quality of reception are assessed.

3. Team actions in attack: receiving the incoming ball, passing the second ball from the 3rd zone to the 4th or 2nd zone (standing with their backs to the goal). By assignment, players in this zone perform actions that emphasize the percussion technique. Five attempts are allowed. The development of research materials is carried out with the help of mathematical statistical methods described in bibliographic sources (81). The following statistical indicators are determined: average sizes of test results (X), standard deviations (B), standard error of the arithmetic mean (T). Coefficient of variation (V), evaluations according to standard T, normal distribution, coordination scale coefficient (V), peer and level correction coefficients (when developing the results of expert evaluations), Stoudat criterion (criterion (t), Wilcoxon rank criterion (xa) development of results Implemented in PEMx.EVM RE XT is implemented using a set of programs on mathematical statistics methods developed by software experts.

Training of researchers.

The studies were conducted in stages from 2022 and 2024. The stages and characteristics of the studied content are presented in table 1.

Table 1. The content of the stages and the characteristics of the studied continent.
(December 2022 May 2024)

Stages, their characteristics.	The number of participants in the test. Boys Girls
1	2
Stage I. Study the sources of literature, summarizing the work experiences of coaches on the methodology and organization of the selection and training of young volleyball players.	
Stage II. Organization and implementation of measurements and tests of children aged 9 to 10 years.	
Height: boys (b) girls (g)	135 112
United Methodist	
"The Hunter and the Fugitive" (b) (g)	118 93
"Catch a triple pair of players" (b) (g)	90 84

Stages, their characteristics.	The number of participants in the test. Boys Girls
1	2
"Catch a single player" (b) (g)	90 90
"Three four corners" (b) (g)	87 91
"shoot down" (b) (g)	97 87
Physical aptitude (b) (g)	109 94
tactical training (b) (g)	82 79
Organization of control and research groups for pedagogical research. (b) (g)	82 79
Stage III. To conduct a pedagogical study to determine the prognostic reliability of the studied set of mobile game tests and to determine the effectiveness of using mobile games, including popular mobile games, in training young volleyball players. Participants in the pedagogical research.	
Control group (b) (g)	12 12
Experiment Group (b) (g)	12 12

Note: in the denominator - boys, in the measure - girls.

The control and research groups include children aged 9-10 years selected according to the results of physical training tests in accordance with the control requirements of the volleyball sports school program. Interviews with 6 coaches from the Bukhara and Samarkand regions revealed that the sports school program is the main method for selecting preliminary training groups. The control and research groups consisted of children who showed the best results in game and physical fitness tests.

Experimental groups (CG and EG) will be formed from the children selected by drawing lots. In all cases of equal or close results, preference is given to taller children.

Children in the control and research groups participate in the generally accepted (traditional) program of volleyball sports school coaches during the year and a half of the study.

It was important to determine how the modeled game methods were revealed in children selected by game tests.

The uniqueness of training in the research group is that during pedagogical research, each training session is filled with specially selected movement games, including folk movement games that have similarities with the main volleyball movements and their modified variants. The research group increased the total number of folk action games used in training by 86.6%, keeping the number and hours of training in a separate cycle according to the training program.

Folk movement games are supposed to activate the development of the characteristics and qualities underlying the volleyball game activity with a specific pedagogical effect. It should be said that the ability to play and the level of physical fitness of children was determined at the beginning of the study, while the first round of technical and tactical training tests was conducted three months after the start of playing volleyball.

Previous attempts at testing showed that children were not ready to perform technical and tactical training tests. Conducting technical and tactical tests, which allow drawing conclusions based on the results of observations, shows that in children aged 9-10 years, depending on the individual characteristics of the participants, it appears only after three months of training. This should be taken into account in the initial selection in order to obtain more accurate data.

Preparation, analysis and presentation of research materials. Children in the control group participated in the generally accepted (traditional) program of school volleyball coaches for a year and a half of study. It was important to determine how the game talents are manifested in the selected children by means of game tests. .

The originality of the training of the research group is due to the fact that during the pedagogical research each training session is supplemented with specially selected movement games, including popular movement games that have similarities with the main volleyball movements and their modified variants.

The total number of popular action games used in the training of the research group was increased by 86.6%, while maintaining the number of individual cycling workouts and the volume of hours according to the curriculum.

Table 2. Classification of popular action games into types according to the main actions, movements (1), signs of influence on the structure, education of offensive skills (2), type, structure, plot (3)

№	Name	Classification according to signs.		
		1	**2**	**3**
1	**2**	**3**	**4**	**5**
1	White poplar, blue poplar	Strong movements with players holding hands, running, swimming with hands held.	Develops running skills, fast movements, coordination of movements. Strength-speed; situational.	Occupying a simple "collective" initial state. Running includes singing, breaking the opponent's chain, and searching for the player.
2	don't run away	Running, hitting a thrown object with a stick. Throwing the ball, running away	Development of body muscles, coordination of movements, agility, accuracy, complex situations.	A complex individual. Team: Hitting a thrown ball, fielding it, catching it, running through it, kicking a runner, running to the goal line.

№	Name	Classification according to signs.		
		1	**2**	**3**
3	gone away	Sitting, passing teams to each other, holding	Development of hand muscles, coordination of movements, speed, agility, quickness. Interest is situational.	Elementary group: passing the handkerchief, finding out who it belongs to, finding him.
4	The ear is elongated	Throwing the unit. To hang it, transfer it, pull it.	A game situation for the development of coordination of hand muscles.	Elementary. Single, group: with a leader; catching the thrown handkerchief and passing it to each other. Grabbing the opponent by the ear.
5	ball in the middle	Throwing the ball and catching it	Development of coordination of hand and foot movements. By strength: situational	Elementary. Individual group: knocking out the opposing team with the ball; catching the ball. Earning the right to shoot at it
6	Pole vault	Pushing with a stick, running and jumping over obstacles.	Develops body muscles, coordination of movements, ability to jump over obstacles: complex, situational.	Elementary, individual-group; standing on the ground with a stick, running and jumping over an obstacle.
7	chillak	Throwing an object, hitting it, catching a thrown hook	Hand. Develops leg muscles, body, coordination of movements; complex and interesting situation	Elementary. Individual-group: hitting the "line" and directing it into the field to score points: losers execute the sentence, winners are carried
8	chicken and rooster	Running, walking variables	Speed. Develops the ability to move, fast, transitional.	Elementary. Individual group: surround the player with a variable run on the stick and return to their place.

Table 3. Divide physical exercises into types according to their basic movements, movement order (1), structure, impact signs (2), movement skills training (3), practical activities, folk movement games, sports (4).

№	Name	Classification of types by signs.			
		1	**2**	**3**	**4**
1	**2**	**3**	**4**	**5**	**6**
1.	"Axe Throwing"	Throw, throw, throw	Develops coordination of hand muscle movements, agility - use of force; see		Volleyball is a sport.

2.	"Walking"	Walking	Develops hand muscles - speed and strength, dkz develops leg muscles;	Development of walking skills.	Athletics
3.	"Jumping on a Suspended Device"	Running, jumping, reaching	Develops body muscles, movement coordination, mobility; speed-strength.		Sports basketball, volleyball.
4.	"Peeling by Hitting"	Blowing the device	Develops the ability to move hand muscles, acyclic.		Tennis is a sport.
5.	"Jumping on the Whip"	Jumping over obstacles	Leg muscles. Develops courage, strength, endurance.	Jumping over obstacles to develop agility.	Athletics
6.	"Jumping Back and Forth Alternatingly"	Jumping from side to side	Development of leg muscles; use of force; situational		
7.	Jumping Forward	Sitting, stretching arms forward, bending over. Pushing with the foot to raise the navel.	Develops the ability to move hands, legs, body, balance, speed-effort, situational.		
8.	Jumping on One Leg	Jumping on one leg pushing the ball.	Develops flexibility of leg muscles, coordination of movements, balance of movements; use of force; situational		

The content of sports training in the primary training period should include the use of tools that help develop special physical qualities and skills aimed at developing physical qualities (systematicity, coordination ability, dexterity, etc.), including mastering the basics of volleyball game technique. To solve these problems, a number of experts [7,13,23] recommend the use of folk movement games as preparation for volleyball, along with physical exercises.

When studying the issue of using folk movement games in the form of exercises, it is necessary to proceed from the rule that the performance of an exercise in sports training is determined by its effect on the growth of sports achievements. From a theoretical point of view [25], the best results can be achieved only during the primary training period, taking into account the specific tasks and individual and group characteristics of the participants, when folk movement games are compatible with other means of teaching, training and exercises. However, these mentioned rules must be confirmed by the results of scientific research. So far, no special studies have been conducted in our country related to the study of the effectiveness of popular movement games and the use of popular movement games in the selection and training of young volleyball players.

The study of practical experiences shows that the training of young volleyball players during the initial training period is carried out mainly with the use of prescribed physical exercises and exercises possible in other sports. Popular action games are mainly played without a ball and last from 1 to 5 minutes. This situation is also confirmed by the results of the content analysis of popular action games included in the volleyball school curriculum. Of the 21 action games

available in the program, 16 games are primarily intended to improve general physical fitness. Only 3 games are played with the ball, this is the popular movement game "pass the ball to the middle" - the duration of the game is 15 minutes, "Hang the ball" - 15 minutes, "Who is faster" - 23 minutes. The use of the ball in other movement games is not planned. The duration of these games is usually from 1 minute to 5 minutes, which, in our opinion, is not enough to solve fitness problems, but it is enough to improve the emotional state of the participants. However, it should be mentioned that the role of action games is not limited to the use of emotional factors. In the system of educational and educational tools, folk movement games are not just additional auxiliary exercises that increase attention, restore the ability to perform work and improve the emotional state of participants. They can be used under certain conditions as an important tool that increases the efficiency of the exercise process, which should be taken into account in the training of young volleyball players [4,14,19,20,21].

Analysis of bibliographic sources showed that until now the theoretical basis for dividing the folk action games of Central Asian countries into types has not been developed. The first such attempt was made by H.F. Anarkulov using the example of Kyrgyz folk action games.

Authors studying the national games of individual nations rely mainly on intuition or approximate objectives.

Folk action games are usually not divided into separate categories, but are included in the general system of national games of a particular nation. The author identified general approaches related to the difficulty of dividing Kyrgyz folk movement games into types in terms of their pedagogical content and significance. However, in relation to sports, including volleyball, no one has done so so far.

Without considering the genesis of Uzbek folk movement games, their role in ethnoculture and ethnopedagogy, we based ourselves on the results of content analysis of about 1000 folk movement games for use in training young volleyball players and folk movement games (see Appendix 1) and the main volleyball we selected situational (non-standard) action games with action-like actions. Based on the rules from the work of H.F. Anarkulov, we tried to divide the selected folk movement games by experiments into types according to the qualities of movement, morphofunctional and pedagogical characteristics, and technical-tactical direction.

The full content, equipment, and conditions of the games are given in the applications. We have modified a number of selected folk movement games to match the volleyball game. In 24 simulations of folk games, volleyballs and stuffed balls were used instead of soccer balls made from gas bombs, caps, sheep and cow skins.

The division of games into groups, as can be seen from table 4, is somewhat arbitrary, since each game consists mainly of complex exercises.

Table 4. Classification of popular action games used in training young volleyball players into types.

I. Qualitative actions					
Games	Speed (speed of movement)	Speed Strength	Coordination of movement	Agility	Aiming in space and time
Games number (application view)	All 24 game	2,5,6,8,9,10, 20,21,24	All 24 game	6,8,15,21,24	All 24 game

II. Physical qualities			
Games	Legs	Shoulder width apart	Shoulders, forearms, legs.
Number of games (see attached file)	2,3,6,9,10,13,20	4,5,6,7,8,11,13,14,15, 16,18,19,22,24	4,5,6,7,8,9,11,13,14, 15,16,17,18,19,21,22, 24

It is known that children are not interested in games with little movement activity, they are more interested in games with sports elements, this was taken into account when selecting folk movement games. From the content of the games it follows that all of them can serve to test young athletes, their physical readiness and age, anatomical, physiological and psychological characteristics. During training, instead of some specific physical exercises, in the preparatory, main and final parts of the training, selected folk movement games were included, depending on the tasks.

The number and duration of trainings was 8 hours per week (4 trainings) in accordance with the requirements of the curriculum. The number of used folk action games, including sports ones, increased by 86.6%. The main direction of training of young volleyball players of the research group was "teaching" and according to the curriculum it was necessary to successfully train young volleyball players in a wide range of technical-tactical actions and create conditions for achieving a high level of special physical fitness at the next stages of long-term training.

As we mentioned above, we could not find any information in the studied literature expressing the reliability of mobile game tests. When determining the reliability of mobile game tests, we had to choose criteria that help determine how accurately the selected set of mobile game tests represents the children's potential abilities for gaming activities.

In such cases, it is known that as a criterion is taken, for example, a sports performance indicator that accurately reflects the characteristic that is intended to be measured by a test. At the same time, it is also known that in sports games one indicator alone can serve as a criterion. V.M. Zatsiorsky (81), V.S. Ivanov (90) and others, taking into account this rule, several structural criteria were selected to assess the approximate reliability of a set of action-game tests:

• Comprehensive assessment of the level of physical fitness of volleyball players with the T-scale physical fitness test in practice;

Expert assessments of participants through a five-movement game test determined by experienced coaches (experts) to assess the skills of children aged 9-10 years admitted to preparatory groups of primary school children. (In this situation, the level of the correlation coefficient between the leveled results of a set of game tests and expert assessments is calculated), checking the level of agreement of the experts' opinions assessed by the magnitude of the correlation coefficient, its magnitude is V = 0.86, statistical reliability is R < 0.005 (the indicator obtained from X (< x and the criterion is assessed by comparing it with the index in the table. Based on the above requirements, we tried to scientifically substantiate the possibility of using the tests of the action game recommended by experts to assess the game skills of children aged 9-10 years admitted to the primary education group.

Below (Table 5.) are the results of children's motor game skills according to each motor game test. The most average indicators are observed in the "knockdown" games (4.90 - for boys and 5.11 for girls), which, in our opinion, can be explained by the fact that the rules of this game take into account more complex rules. The test results show that the smallest average sizes in girls are observed in the test indicators "catching three pairs of players" and "catching the third player in pairs".

Table 5. Results of motor play skills tests in children aged 9 to 10 years

"Action Game Tests"	Number of participants	Those caught the number	X	♥	m	V %
Pursuer and fugitive (number of arrests)	118 93	1‑7	4,25 4,15	1,137 1,117	0,104 0,116	26,75 26,91
Capturing three pairs of players (number of pairs captured)	90 84	1‑7	4,33 4,26	1,18 1,132	0,117 0,119	25,81 26,57
Caught (how many times)	90 84	2‑6	4,29 4,06	1,160 1,090	0,122 0,149	27,64 26,84
Catching a player in pairs (number of players caught)	90 90	1‑7	4,23 3,92	1,058 1,112	0,111 0,117	25,01 27,98
Seized (how many)	90 90	2‑6	4,39 4,12	1,124 1,153	0,118 0,121	25,60 27,98
Three quarters (number of balls caught or touched, number of points)	87 91	1‑7	4,12 4,22	1,136 1,189	0,121 0,125	27,57 28,17

At the same time, when fleeing from the pursuit of "triplets" and "couples", girls are caught less often than boys. A similar phenomenon is observed in terms of the indicators of children selected for experimental groups by means of mobile game testing (Table 5). It can be assumed that boys are more active in attack, and girls in defense.

Table 6. Conducting game tests on children selected for primary education groups based on the results of active game testing

Action game tests.	X	♥	m	V%
"Pursuer and Fugitive" (number of arrests)	5,83 5,69	0,604 0,612	0,123 0,125	10,36 10,75
"Capture three pairs of players" (number of pairs captured)	5,69 5,42	0,707 0,684	0,144 0,140	12,42 12,67
"Eclipsed" (how many)	3,02 2,91	0,441 0,522	0,106 0,090	14,60 17,93
"Catch a player in pairs"	5,58 5,37	0,423 0,441	0,086 0,090	7,58 8,21
"Caught" (how many)	3,24 2,98	0,451 0,481	0,092 0,098	13,91 16,14
"Three Four Corners" caught or touched the ball with his hand	5,61 5,54	0,498 0,513	0,101 0,105	8,87 9,26
"Dumping" caught or touched the ball with his hand (number of points)	5,75 5,68	0,501 0,612	0,122 0,125	10,45 10,77

Note: in the denominator - boys, in the measure - girls.

As a result of comparing the data of boys and girls, it was shown that the groups did not differ statistically significantly ($R<0.05$) in terms of the parameters studied. The statistical variable indicators of the children selected for the experimental groups in the game tests were

significantly different from the indicators of the random sample (R<0.05÷0.01). Their results should indicate that they have a very high game talent.

Considering that the movement game tests we used express various characteristics and qualities that are important in the game of volleyball in particular, the selection is based on the arithmetic mean of the sum of the results of all movement game tests.

Table 7. Ratios of the average sizes of the sum of test scores of young volleyball players who were considered capable of playing and were selected for the experimental groups.

Action game tests.	Average sizes.		The difference	
	Selected children	**Selected children**	**In absolute terms**	**%**
"The Hunter and the Fugitive"	4,25 4,15	5,83 5,69	1,58 1,54	37,1 37,1
(number of arrests)	4,33 4,26	5,69 5,42	1,36 1,16	31,4 27,2
"Capturing three pairs of players" (number of pairs captured)	4,29 4,06	3,02 2,91	-1,27 -1,15	-29,6 -28,32
"Overshadowed" (how many)	4,23 3,92	5,58 5,37	1,35 1,45	31,9 37,0
"Catching a player in pairs" (number of players caught)	4,39 4,12	3,24 2,98	-1,15 -1,14	-26,2 -27,6
"Caught" (how many)	4,12 4,22	5,61 5,54	1,49 1,32	36,1 31,3
"Three Four Corners" caught or touched the ball with his hand	4,90 5,11	5,75 5,68	0,85 0,57	17,3 11,1

Analysis of the results of the children selected for the research group by comparing the proportions of the average indicators (table 7) showed that there are clear and regular differences between the indicators from R<0.05 to R<0.01.

The difference in percentages of absolute scores was greatest for the performance of the game "Chaser and Escaper". The smallest difference in the performance of action games occurred in the game "Knock Down" for both boys and girls. In general, the data from most tests show that there is considerable variation in the scores of children's motor game tests, which are indicative of children's game skills. This needs to be taken into account when choosing young volleyball players who are just starting to practice.

Table 8. Folk movement games used to select children for the volleyball section

№	name	Reliability	
		Boys	**girls**
1	The chaser and the evasive	0,74	0,71
2	Catching a triple pair of players	0,72	0,71
3	Catching a player without a pair	0,71	0,73
4	Three four corners	0,61	0,63
5	Knock down	0,86	0,82

As we mentioned above, test reliability, in particular stability (or repeatability) is a mandatory requirement in testing. The stability of the results when the test is repeated after a certain time under the same conditions is a condition for a reliable analysis if the test is informative. In our research, it will be possible to determine the stability of the test by the results of each game test and by the arithmetic average of the sum of the results of the game tests used together. The girl will have a similar appearance according to the results of the boy's tests. From the data presented in Table 8, the correction coefficients between the test and retest (repeat test) indicators, which express the stability of the test in both groups, turned out to be close in size and despite the statistical correlation for most tests (r ● 0.71 a r ● 0.86 a) in general, the tests indicate questionable reliability. Low correlation indicators are observed according to the indicators of the following mobile game tests.

"Hitting" (r ● 0.86 in boys, r ● 0.82 in girls), "triple double player catch" indicator, "trapped" indicator (r ● 0.72 and 0.71) and "double player catch" indicator (r ● 0.71 and 0.73).

Another way of calculating the stability coefficient is related to the use of the arithmetic mean of the sum of the results of the set of tests of the movement game.

Calculation of the coefficients of the correlation pair between tests and retests on the sum of the arithmetic mean values of the test results (see table 3.7). It showed that the reliability (stability) of the test increased significantly (r ● 0.86 in boys, up to r ● 0.82 in girls) and corresponded to the rating "satisfactory".

Scientific data have shown that it is necessary to follow complex indicators, namely the arithmetic average of the results to determine gaming skills (the sum of the results of a battery of gaming tests can serve as another such indicator), the use of mobile gaming tests not only increases their reliability, but, in our opinion, is considered especially important and allows the development of various features and qualities of children's gaming skills.

It is very important to take this into account when choosing to play sports.

According to literature sources (80), a correlation coefficient of 0.99-0.85 corresponds to excellent reliability, a coefficient of 0.84, 0.80 corresponds to a good rating, a coefficient of 0.69 and below corresponds to a satisfactory one: 0.79-0.70 - an unreliable coefficient.

As a result of the studies, it was concluded that the complex execution of such action game tests as "Catch a pair of three players", "Catch a player without a pair", "Chasing and running", "Three squares" and "Knock down" as one of the effective criteria and 9-10 allows us to conclude that the age of boys and girls can be used as a criterion in the analysis of game skills.

One of the important issues when using a test set is to use as few tests as possible. Based on this condition, it was possible to determine the equivalence of game tests. V. M. Zatsiorsky (51) says that the equivalence ratio of tests depends on a specific situation.

On the one hand, if two or more tests are equivalent, the indicator for stability studies is that their joint application increases the uncertainty of the estimates; on the other hand, the use of an equivalent test can still be useful; this simplifies the tests and reduces the reliability of the test

set only perceptibly. This issue is very important because games like "Catch Three" and "Catch Two" require a lot of effort and time.The correlation of the scores of the action game tests used to determine the equivalence coefficient was calculated by means of coordinate analysis. Studies have shown that there is mainly an arithmetic mean correlation between the indicators of various action game tests (Table 9), the smallest correlation was observed for the data of the elimination action game tests.

Table 9. Proximities of the correlation between the scores of the action game tests.

Action games	Catching a triple pair of players		Catching a player in pairs Catching players (number)
	Captured pairs (number)	Captured	
The number of "pursuing and fleeing" arrests	0,59 0,61	-0,62 0,65	0,64 0,60
"Catch Three Pairs" Catches (Number)			0,74 0,72
"Caught" (count)			-0,78 -0,73

Note: in the denominator - boys, in the measure - girls.

The correlation analysis showed that there was mainly an average arithmetic correlation (r = 0.61 to r = 0.86) between different game tests. These data indicate that the tests of action games are not considered highly equivalent. Therefore, it is advisable to use them in a complex. This selection allows taking into account a wide range of characteristics and qualities that are the basis for the success of the game activity.

The level of physical fitness is of great importance in the further training of a young athlete, including for sports competitions. To determine the level of physical fitness of young volleyball players, control tests were conducted in sports schools according to the current program. Table 10 shows the results of physical fitness tests of young volleyball players, boys and girls, for their admission to primary training groups.

When analyzing the data obtained, the 30-meter run, standing high jump, running high jump and foot ball throw of boys corresponded to the lowest level of satisfactory assessment according to the normative requirements of volleyball sports school programs. The 6 x 5 m change of direction run and the sitting ball throw performance were below the "satisfactory" rating.

Table 10. Results of physical fitness tests for young volleyball players

tests	Gender	X	♥	m	V
30 meter sprint from high stat (sec).	B	6,6	0,758	0,072	12,05
	G	6,25	0,684	0,070	10,94
Running by changing the direction 6x5 m/sec.	B	12,92	0,971	0,093	7,63
	G	13,72	1,224	0,126	8,92
Standing high jump(cm)	B	163,48	17,225	1,649	10,53
	G	144,25	14,036	1,447	9,59
Running and high jump, (cm)	B	31,23	4,374	0,419	14,00
	G	26,47	3,717	0,383	14,04

Running and long jump (cm)	B	38,14	5,315	0,509	13,93
	G	30,18	4,558	0,471	15,10
Throw a stuffed ball (1kg) behind the head with both hands: sitting (m/cm).	B	3,35	0,732	0,070	21,85
	G	3,04	0,677	0,069	22,26
Standing (m/cm).	B	8,48	2,024	0,194	23,86
	G	6,72	1,793	0,195	26,68
Jump (m/cm).	B	7,54	1,772	0,169	23,50
	G	5,76	1,516	0,156	26,32

Note: in the denominator - boys (p-109), in surat - girls (p-94).

In girls, a score below "satisfactory" was recorded in the results of the 6x5 m run after changing direction. The scores of the other tests corresponded to the middle and lower limits of the "satisfactory" scores of the program requirements.

Considering that the issue of physical fitness assessment in sports games cannot be solved by a single test or criterion, we included a comprehensive assessment of the training of young volleyball players. The initial values of the comprehensive scores (sum of scores on the T scale) are presented in Table 11

Table 11. The magnitude of the complex indicator of physical fitness of young volleyball players (sum of scores on the t scale)

Testers	Change of number	Change limit	X	♥	m	V
boys	109	182,3 - 535,8	309,00	102,99	10,822	33,330
Girls	94	165,3 - 520,8	297,25	106,84	11,019	35,942

The data show that the average score of boys is 11.75 points higher than that of girls, and the sum of the minimum and maximum scores is 35.35 for boys and 35.55 for girls.

This means that the measurement results are variable. This is also confirmed by the size of the coefficient of variation (V). It is also known from the literature (81) that a coefficient of variation greater than 20% (V-20%) indicates a high stability of the measurement results.

According to the measurement results, the coefficient of variation is 33.33% for boys and 35.94% for girls. Evaluating the results in general, it can be shown that there is a large individual difference in the level of physical fitness of the children examined.

Analysis of the results of selection on the complex indicator of physical fitness (the sum of scores from all tests) showed that the sum of scores from all tests in 73 out of 109 examined boys (66.97%), in 58 out of 94 examined boys (61.7%) in girls allowed to determine that it is below the average indicator, that is, the relative satisfaction of the average indicator of physical fitness is due to the relatively high results of a small part of the examined boys.

Accordingly, in accordance with the research questions, the selection of young athletes for the control and research groups was carried out. Table 12 shows preliminary data on comprehensive indicators of the level of physical fitness of students from the control and research groups.

Table 12. A comprehensive index of physical training of young volleyball players in the control and research groups. (sum of T-scale scores) size

Test group	Gender	n	Margin of variation	$\overline{X}$	♥	M
CG	b	12	344,4 535,8	407,03	54,854	15,834
	g	12	338,9 520,8	408,17	49,179	14,196
EG	b	12	294,8 518,6	390,19	72,070	20,804
	g	12	296,4 509,2	398,68	65,545	18,921

Note: boys in the denominator, girls in the denominator.
CG – control group
EG – experimental group

The differences in the measurement results were much smaller in these groups. Depending on the height, a slight difference was observed in the complex indicators of physical fitness between young athletes from the groups selected according to the dynamic game test and the physical fitness test.

Selection for the control and research group was carried out by the traditional method mentioned above: i.e. according to height, movement game test and physical fitness.

According to the set of measurements and results, the lowest values were found in the parameters of receiving and sending the ball from zone 6 to zone 3. From the data obtained it follows that it is more difficult for young volleyball players to receive the ball at the studied age.

Therefore, it is necessary to pay special attention to the development and strengthening of fingers, muscles and tissues of young volleyball players from the first day of training. According to the program of the sports school, children learn the technique of throwing the ball from below from the age of 11. At the same time, our research shows that these and other techniques (tests) used can be performed by children of the teaching age and can be used in the process of teaching techniques before the age of 11.

It is possible to assess the effectiveness of the teaching process to the indicated technical methods from a very early age. This is important because the types of technical techniques, the methods of their presentation and the quality of their execution constitute the basic level of preparation of young athletes for competitive activities, even during the initial training period.

Pupils in the control group played volleyball according to the current program of the sports school. In this case, the research task was to determine how effective the selection by means of action game tests was compared to the mass sampling method during the experiment. During the training of young volleyball players, the research team used the tools and methods provided for in the sports school curriculum, as well as specially provided folk action games, which are similar to the main volleyball movements in terms of the structure of their main movements. The task was to determine the effectiveness of specially selected folk movement games for training young volleyball players. During the one and a half year pedagogical experience, the level of physical fitness was studied three times: at the beginning of the study (December 2023), at the end of the first academic year, it was conditionally designated as "experiential teaching", and at the end of the second year of teaching, at the end of the study. The results of pedagogical research on checking the level of physical readiness of young volleyball players of the control group are presented in tables (13 and 14).

Table 13. Growth rates of physical fitness indicators of young volleyball players (males) during a pedagogical study (in % percentages)

Test groups	30m sprint from high start (sec)	Running with a change of direction 6x5m (sec)	Standing long jump	Standing high jump	Running high jump	Throw the ball (1kg) behind the head with two hands		
						While sitting.	While standing.	Jumping.
Increase in indicators between studies								
CG	-4,1	-3,7	4,3	4,4	9,5	9,2	8,6	6,9
EG	-4,1	-5,4	9,3	16,9	14,2	19,8	11,6	12,5
Increase in indicators at the end of the study								
CG	-6,8	-6,6	8,7	25,1	20,2	28,4	19,2	16,7
EG	-10,0	-8,5	35,8	35,8	29,9	41,2	24,8	27,0

Table 14. Growth rates of physical fitness indicators of young volleyball players (girls) during the pedagogical experiment. (in % percentages)

Test groups	30m sprint from high start (sec)	Running with a change of direction 6x5m (sec)	Standing long jump	Standing high jump	Running high jump	Throw the ball (1kg) behind the head with two hands		
						While sitting.	While standing.	Jumping.
Increase in indicators between experiments								
CG	-3,5	-5,2	2,3	22,4	20,6	13,6	8,5	3,6
EG	-5,6	-8,9	7,1	25,3	32,0	17,6	12,2	10,7
The increase in indicators at the end of the experiment								
CG	-6,9	-8,1	8,2	37,6	34,2	25,1	77,9	15,7
EG	-9,5	-13,5	13,9	43,9	51,6	51,6	24,7	28,6

Note: CG – control group
EG – experimental group

At the end of the first year of training, the children's test scores were below the program requirements, while only the scores for passing and throwing a ball were close to the norm. At the end of the second year of training, the program requirements were met by changing direction and throwing a ball (1 kg) behind the head with two arms. Other indicators were somewhat lower than the step-by-step test norms during the initial training period.

Approximately the same indicators were observed in the girls in the control group. By the middle of the study, the two-handed throw (8.16 m) and the jump throw (6.94 m) met or approached the program requirements. The rest of the test results were below the requirements. At the end of the study, the test results of the second half of the training period corresponded to the program requirements or were close to them.

Table 15. Dynamics of physical training indicators of young volleyball players (boys) in the control group during pedagogical research (X ꙮ ●)

Tests	At the beginning of the study	Research medium	The difference	At the end of the study	The difference with the initial results	P
30m sprint from high start (sec)	5,61±0,418	5,38±0,427	-0,23	5,23±0,413	-0,38	<0,05
Running with a change of direction 6x3 m (sec)	12,51±0,671	12,05±0,662	-0,46	11,68±0,721	-0,83	<0,05
Standing long jump	176,49±5,314	182,08±6,189	5,59	191,83±5,774	15,34	<0,05
Standing high jump	37,08±2,112	41,33±2,124	4,25	46,42±2,245	9,33	<0,01
Running high jump	44,83±2,417	49,10±2,508	4,27	53,91±2,612	9,08	<0,01
Throwing a ball (1 kg) behind the head with two hands, while sitting	4,78±0,534	5,22±0,612	0,44	6,14±0,594	1,36	<0,01
While standing	9,92±1,259	10,77±1,323	0,85	11,83±1,192	1,91	<0,01
Jumping	8,25±1,237	8,82±1,117	0,57	9,63±1,219	1,38	<0,01

The results of the 30-meter run from a high start and the high jump test were equal to the level of the program requirements, and the other indicators were below the level of the program requirements.

Table 16. Dynamics of indicators of physical training of young volleyball players (girls) in the control group during the pedagogical research (X ꙮ ●)

Tests	At the beginning of the study	Research medium	The difference	At the end of the study	The difference with the initial results	P
30m sprint from high start (sec)	5,90±0,462	5,69±0,443	-0,21	5,49±0,505	-0,41	<0,05
Running with a change of direction 6x3 m (sec)	13,40±0,732	12,70±0,694	-0,7	12,31±0,721	-1,09	<0,05
Standing long jump	145,41±4,841	163,18±4,627	6,77	169,25±4,573	12,84	<0,01
Standing high jump	28,91±1,902	35,40±1,812	6,49	39,79±1,728	10,88	<0,01
Running high jump	31,51±2,096	38,02±2,134	6,51	42,29±2,118	10,78	<0,01
Throwing a padded ball (1 kg) behind the head with two hands, while sitting	3,82±0,458	4,34±0,477	0,52	4,78±0,513	0,96	<0,01
While standing	7,52±1,120	8,16±1,209	0,64	8,87±1,314	1,35	<0,01
Jumping	6,70±0,934	6,94±0,965	0,24	7,75±1,104	1,04	<0,01

Of the indicators presented in tables 15-16., various groups of players in the first and second year of playing volleyball are highly dependent on factors (53), and therefore, on the qualities of speed and agility that develop much later (running 30 meters from a high start and running with a change of direction (5x6) (sec)) it is noted that they achieve lower growth results in the areas related to manifestation. In the study groups, the greatest advantage was noted in the indicators related to skill, i.e. one of the most important qualities in the game of volleyball. The organization of the received data showed that the growth rate of various indicators, the dynamics of which is analyzed during the preparation process, is characterized by different directions. Therefore, the dynamics of comprehensive assessment of physical fitness is important. Table 4.14 shows the direction of changes in complex indicators of physical training in the course of pedagogical research. Between the initial data and the pedagogical study, comparing the results obtained at the end, the level of physical fitness of boys and girls from the control group and the study group clearly expressed improvement and showed the presence ($<r<0.01$-0.001). The growth rate of the complex indicator of physical fitness (sum of tests on the T scale) was the highest in the grades of boys and girls from the research groups. Analysis of knowledge of the comprehensive assessment of the physical fitness of young athletes using the standard scale showed that it is possible to draw conclusions about the abilities of each athlete on the comparison scores. For example, it is not possible to compare the results of running from a high start with those of 30 meters, where the measurement is made in seconds. It is also impossible to perform a jump. Here the result is measured in centimeters. By comparing the scores, especially those issued on the T scale, the coach will have a consistent and complete scale of determination of the athlete's physical fitness and, based on this, will have the opportunity to choose tools and methods for improving his physical qualities, which remain at the average level of development. Analysis of the results of the study of the dynamics of the level of physical fitness of the participants of the research group, taking into account the characteristics of the chosen sport and the lagging physical qualities in development, shows that exercises performed with the use of a specially oriented set of folk movement games provide high rates of development and differential (selected) growth.

Conclusion

Based on the results of the expert opinion, for the first time an attempt was made to select folk action games suitable for the current system of training young volleyball players. This selection was carried out according to the features of the structure of movements and the meaningful essence, taking into account the characteristics of the volleyball game. The inclusion of 24 folk movement games in the pedagogical research program made it possible to increase the total volume of movement game exercises used by 86.6% without changing the number of days and hours of exercise during the week.

1. It was found that the diagnostic and prognostic character of normative exercises used in the selection of the sports school is distinguished by the standardization of their content, which limits the process of determining the genetically present playing skills in young volleyball players. Therefore, after expert review of a number of popular action games, five games were selected that were most similar to the characteristics of the volleyball game ($r=0.61$-0.86) in terms of their movement structure, which were used to select young volleyball players. These games are "Chaser and Dodger", "Catch three pairs", "Three four corners", "Knockdown".

2. Developed groups of types of popular action games tested during pedagogical research, their content and composition. It has been shown that it can be used as a program for performing actions in the process of differential development of physical qualities of young volleyball players and for effective improvement of technical-tactical components of the game, depending on the structure. the direction of the effect, the duration and the volume of the movements.

3. The results of pedagogical research with young volleyball players from the control and research groups showed that differential assessment showed that the growth of the studied indicators at the end of the pedagogical research was different. The exercises used in popular movement games adapted to the characteristics of volleyball turned out to be highly effective in the research group, which was expressed in a significant increase in the results in the following tests:

- in terms of physical fitness:

- for boys: running 30 meters from a high start, running for 0.57 seconds, jumping from a standing position to a height of 1311 cm, throwing a ball (1 kg) with two hands behind the head while standing is 2.43 meters;

For girls: running after changing direction (6x5m/sec) - 1.79 seconds, long jump from a stand - 21.6 sm, throwing a stuffed ball (1 kg) with two hands and jumping behind the head - 1.94 meters.

1. It was found that the selected folk movement games used for the selection and training of young volleyball players will be highly effective only when used in combination with technical-tactical game exercises based on the training and competition method.

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