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Effective Criteria For Successful Physical Fitness Testing In Selecting Young Talented Football Players

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Annotation: This article discusses the role of effective test criteria in testing the level of physical fitness of young talented football players, their reliability and informativeness, and the analytical issues of the importance of scientific and theoretical approaches to testing, which is one of the current issues in football today.

Key words: football training, young players, physical training, selection, test, reliability, informativeness, stability, equivalence, physical load.

Today, there is a need to develop new test standards aimed at objectively assessing the physical development, physical fitness and motor skills of young athletes, and to improve the methodology for selecting talented young football players for the initial training stage on the basis of comprehensive research using pedagogical, medical-biological and sociological methods.

The success of testing the physical fitness of football players largely depends on the correct selection of control exercises. Nevertheless, scientific approaches to testing the motor fitness of football players have been developing for several decades, and during this time a number of principles have been developed that underlie any testing system.

Since the selection of tests for assessing physical fitness is carried out on the basis of certain logical considerations and put forward hypotheses (for example, tests should be appropriate to the capabilities of the test subjects, simple, acceptable for conducting research), their level of validity can naturally be high or low. To increase the effectiveness of the test selection system for testing, it is necessary to use the fundamental requirements of the mathematical theory of test organization.

The theory of test standardization implies the need to analyze the informativenessof the exercises, the degree of reproducibility and objectivity of the results before their practical application. In each individual case of developing a new test, all of these characteristics are carefully considered and then independently verified by experts, and only in the case of widespread acceptance are the tests included in the arsenal of researchers and practitioners. Perhaps that is why the number of widely used tests is not so large, and the total number of those developed but not used is hundreds.

The informativeness of a test is the degree of accuracy of the test in measuring the assessed motor ability or skill. In the literature, the term “validity” is also used instead of the word “informativeness”. In essence, speaking of informativeness, the researcher answers the following two questions: what does a specific test measure in isolation and what is the level of measurement accuracy in it.

There are several types of informativeness: logical (meaningful), empirical (based on experimental data), and predictive.

Informativeness is the most important criterion for standardizing tests, determining the correspondence of the control exercise to the physical quality being assessed. Test reliability is understood as the degree of accuracy of the test in assessing a given movement ability, regardless of the requirements of the person assessing it. Tests that record the same or similar results when testing subjects repeatedly can be called reliable tests. Test reliability is determined by calculating the reliability coefficient using correlation and statistical analysis. Various methods are used to assess the reliability of the test.

The stability of the test is based on the relationship between the first and second attempts conducted by the same experimenter under the same conditions at a certain time interval. The stability of the test depends on the type of test, the age and gender of the subjects, and the time

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interval between the test and the retest.

The equivalence of the test is manifested in the correlation of the test result with the results of other tests of the same type. For example, it can be expressed in choosing which test (30, 60 or 100 meter run) more accurately reflects speed abilities.

Tests must undergo an objectivity assessment, which implies the accuracy of the results of the exercise obtained separately in the same tests by different experimenters (teachers, judges, experts). However, the coincidence of the results obtained by different experimenters does not yet indicate objectivity, since they can make mistakes, distorting the objective truth. When assessing sports achievements, it is more correct to talk about the agreement of the results obtained by judges, experimenters.

In general, according to experts, the reliability of tests can be increased in various ways: strict standardization of the test, increasing the number of test subjects, increasing the number of evaluators (judges, experts), increasing the degree of consistency of their conclusions, etc. There are no fixed values of indicators for the reliability of the test. In most cases, the following recommendations are used; 0.99 - 0.95 - excellent reliability; 0.94 - 0.90 - good; 0.89 - 0.80 - acceptable; 0.79 - 0.70 - poor; 0.69 - 0.60 - questionable for individual assessment, the test corresponds to the characteristics of only one group of test takers.

Important additional criteria for tests are normative, comparative and cost-effectiveness.

The essence of norming is that based on the test results, it is possible to create standards that are of particular importance for practice. The comparability of the test is expressed in the ability to compare the results obtained from one or more forms of parallel tests. In practice, the use of comparable performance tests reduces the likelihood of assessing not only the level of ability, but also the level of skill as a result of the regular use of the same test. At the same time, comparable test results increase the reliability of conclusions. The essence of economy as a criterion for assessing the quality of a test is expressed in the fact that the test does not require a long time, large material costs, and the participation of many assistants.

Analysis of the data published in the special literature shows that currently there is no single point of view on the magnitude of the reliability criteria. This complicates the work on creating an effective system of pedagogical control, which includes unified criteria for assessing a person's physical fitness. Various ways out of the current situation are being used.

The value of the test's consistency coefficient in the range of 0.80 - 0.89 can be assessed as satisfactory. Unfortunately, we must note that some exercises used by educators to assess the physical fitness of athletes have not been checked for compliance with the requirements of standardization criteria.

The pedagogical approach to testing is used when it is necessary to determine the level of development of physical qualities or skills.

However, not all exercises meet the strict requirements for tests, which significantly narrows the range of exercises that can serve as an objective assessment of movement capabilities. Among the most commonly used test exercises recently, the following can be mentioned:

- 20 or 30-meter run from a high start;
- the number of pull-ups on the horizontal bar to full exhaustion;
- forward bending of the body;
- 3x10 m shuttle run;
- 6-minute run.

Most other tests, due to their lack of objectivity or difficulties in standardizing the conditions for their conduct, as well as the significant influence of the movement technique on the result, cause various objections from individual specialists, which does not allow to determine the level of development of a particular movement quality in its pure form.

The contradictions between scientists on the standardization of physical fitness tests indicate the need to collect experimental materials characterizing the standardization of a wide range of movement tasks in the practice of athletes of different ages. This will allow to unify various physical fitness tests and create an effective system of pedagogical control.

Like other sports, football is also showing high results in the international arena. Football

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has recently developed rapidly and has reached the level of the most popular sports. During competitions, the level of game activity has reached a high level, which increases the opportunity for players to demonstrate their abilities, and the popularity of football is increasing. The technique of the game is expanding further. In order to achieve high results in football on the international stage, it is necessary to conduct scientific research and studies on attracting more young people, selecting talented athletes from among them, and improving the targeted training system and selection technology. Based on the needs of the time, it is necessary to monitor the functional and physical capabilities of young talented children involved in football every quarter throughout the year. In this regard, the technology for selecting talented and promising young football players includes four main components (stages): 1) goal - model, 2) diagnosis - diagnostics, 3) analysis - analytics, 4) determination of competence. We will consider each of them separately.

In recent years, the game of football has become even faster, which is primarily reflected in the intensity of the game, the ability of athletes to quickly make effective decisions, read the opponent's movements, and choose the right place for the ball or in each part of the field. The active resistance of opponents, the high speed of each movement on the field, the correct choice of position on the field, and the great nervous and mental fatigue caused by the complexity of technical and tactical movements in the fight for the ball further complicate the effectiveness of the competition. Increasing the effectiveness of the sports and game activities of football players depends on the level of development of a number of training indicators. It is extremely important to choose the right football at the initial training stage, since the unreliability of the tool used for selection should not lead to a halt in the growth of sports skills. A number of criteria that significantly affect the diagnosis of the talent of young football players are of great importance. The criteria include qualitative and quantitative descriptions of certain abilities. However, it is technically difficult to collect the maximum complete information. Therefore, the current scientific task is to determine the minimum sufficient for a comprehensive assessment in the initial selection process. Therefore, the current scientific task is to determine the reliability, informativeness, reproducibility and objectivity of the tests before their practical application and to comprehensively control them.

The abilities of athletes during football selection are also not expressed equally clearly. This is primarily due to the differences in their movement regime, maturation rates, social and other factors. The principle of an integrated approach to solving the issue of sports selection allows not only to obtain a wide range of information, but also to compare indicators related to various areas of life in terms of the possibility of forming special abilities. All qualities and characteristics of a person are in a complex relationship with each other and with the effectiveness of game activity. They also undergo changes in the process of sports training. The laws of relationships and variability guide the correct and timely assessment of abilities in selection.

The development of sports selection technology, the implementation of sports training tasks, the positive solution of the tasks of the final stage of the preparation of players, the understanding of the possibilities of effective assessment of actions from methods and means of identifying promising athletes are the initial process.

In conclusion, the abilities of children during selection will not be expressed equally brightly. This is primarily due to the differences in their movement regime, growth rates, social and other factors. Therefore, the physical development and physical fitness of each participant should always be monitored by the coach, for which it is advisable to use the tests listed above.

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