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# COMPARATIVE ANALYSIS OF THE TECHNICAL PERFORMANCE OF YOUNG VOLLEYBALL PLAYERS

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## ANNOTATION

Based on the statistical analysis of test results, the article examines the technical training of volleyball players of four training groups in the first year of study at the Youth Sports School. Differences in some aspects of the technical training of the studied groups were identified. Results of statistical analysis are presented.

**Keywords:** volleyball; technical training; testing; sports school for children and teenagers.

# СРАВНИТЕЛЬНЫЙ АНАЛИЗ ТЕХНИЧЕСКОЙ ПОКАЗАТЕЛЕЙ ЮНЫХ ВОЛЕЙБОЛИСТОВ

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## АННОТАЦИЯ

В статье на основе статистического анализа результатов тестирования рассматривается техническая подготовка волейболистов четырех тренировочных групп на первом году обучения в ДЮСШ. Выявлены различия в некоторых аспектах технической подготовки исследуемых групп. Представлены результаты статистического анализа.

**Ключевые слова**: волейбол; техническое обучение; тестирование; спортивная школа для детей и подростков.

# YOSH VOLEYBOLCHILARNING TEXNIK ISHLAB CHIQISHINING QIYOSIY TAHLILI.

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Izoh: Maqolada test sinovlari natijalarining statistik tahlili asosida O‘smirlar sport maktabida o‘qishning birinchi yilidagi to‘rtta o‘quv guruhi voleybolchilarining texnik tayyorgarligi o‘rganiladi. O'rganilayotgan guruhlarning texnik tayyorgarligining ayrim jihatlaridagi farqlar aniqlandi. Statistik tahlil natijalari keltirilgan.

**Kalit so'zlar:** voleybol; texnik tayyorgarlik; sinov; bolalar va o'smirlar sport maktabi.

## INTRODUCTION

Technical training is the process of mastering and improving the volleyball technique of the athlete. High sportsmanship can be achieved only with good technical training. This implies the ability to perfectly master modern technology and use it in the most reasonable ways (this criterion for evaluating technical skills is called versatility); the ability to perform techniques in various combinations, in situations where the enemy is actively resisting (technical efficiency); the ability to consistently perform game techniques under the influence of various confounding factors and adverse conditions (reliability); the player's ability to use a set of techniques specific to specific situations and functions (technical specialization). The diverse skills of the athlete help to effectively use them in the complex mastering of the technique.
**The difficulty** is due to the high importance of technical training in volleyball, the diversity of technical training of junior sports school students even within educational groups, and the lack of comparative data on the examination of technical training of the sport. volleyball players.

**The goal** is to compare the state of technical training of volleyball players of the first-year training groups involved in one youth sports school.

**Tasks** : 1. To determine the technical training of volleyball players of the studied groups. 2. To reveal the differences in the technical preparation of the educational groups in the first academic year.

Used **methods** : test, statistical analysis.

**Scientific news.** New information on the technical training of volleyball players of the first academic year was obtained.

## RESULTS

The current state of training volleyball players is characterized by various program materials and tools used. The volleyball program for junior sports schools clearly defines the normative requirements that students of sports schools in each age group must fulfill. Recommendations on the content of training for volleyball players of different ages are also given. Due to the uniformity of children's physical and mental development, some students of the children's and youth sports school may not meet the requirements of the program at a certain age. For young volleyball players of this category, it is appropriate to use an individual approach to training. When the percentage of such children in the group reaches a certain value, the teacher may need to adjust the content of the educational work.
In this regard, the technical training of four training groups of volleyball players studying with different coaches from one of the sports schools of Kokand city for children and teenagers was studied.
Statistically processed technical training test results were used to compare the values of the Student's t-test of two independent samples.

Commonly used exercises were used as tests: 1) high gear for accuracy from zone 3 to zone 4; 2) High gear for accuracy from zone 2 to zone 4; 3) backtracking from zone 3 to zone 2 for accuracy; 4) ensuring accuracy in zones 1, 6, 5; 5) attack blow from zone 4 to zones 5-6; 6) High pass when jumping over the net from 4th zone to 4th zone for accuracy; 7) Offensive shot with transition from zone 2 to zone 5.

The test was conducted under the same conditions as during the training sessions in normal conditions according to the plan. Control exercises were carried out by coaches in their groups. The procedure for conducting tests corresponded to the requirements of the program and the usual procedure adopted at the Junior Sports School.

Statistical analysis showed that group 2 performed significantly better than group 4 when making high transitions from zone 3 to zone 4 (Table 1) (t= 3.316, P<0.01 ). Differences in other pairs of groups are not significant.

**Table 1. Values of Student's t-test (t) and significance level of differences (P) when performing an upward transition for accuracy from zone 3 to zone 4**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | t= -1.254<br>P>0.05 | t= -0.446<br>P>0.05 | t= 1.369<br>P>0.05 |
| Gr. 2 (n=9) | t= 1.254<br>P>0.05 | | t=0.781<br>P>0.05 | t= 3.316<br>P<0.01 |
| Gr. 3 (n=9) | t=0.446<br>P>0.05 | t= -0.781<br>P>0.05 | | t = 1.984<br>P>0.05 |
| Gr. 4 (n=9) | t= -1.369<br>P>0.05 | t= -3.316<br>P<0.01 | t= -1.984<br>P>0.05 | |

In the accurate transitions from zone 2 to zone 4 (Table 2), group 4 has significantly lower indicators compared to all other groups (t= -2.970, P<0.01 with the first group; t= -3.021, P<0. with the second group 01 and with the third group t= -3.714, P<0.001). In other cases, no significant differences were observed.

**Table 2. Student's t-test values (t) and significance level of differences (P) when making a high transition from zone 2 to zone 4 for precision**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | t= -0.268<br>P>0.05 | t= -0.840<br>P>0.05 | t = 2.970<br>P<0.01 |
| Gr. 2 (n=9) | t=0.268<br>P>0.05 | | t= -0.525<br>P>0.05 | t = 3.021<br>P<0.01 |
| Gr. 3 (n=9) | t=0.840<br>P>0.05 | t=0.525<br>P>0.05 | | t= 3.714<br>P<0.001 |
| Gr. 4 (n=9) | t= -2.970<br>P<0.01 | t= -3.021<br>P<0.01 | t= -3.714<br>P<0.001 | |

When making a high backward transition for accuracy from zone 3 to zone 2 (Table 3), the results of the fourth group are also significantly lower than the other groups ( t= -3.370, P<0.01 with the first group; t= - 2.250, with the second group P < 0.05 and with the third group t= - 2.138, P < 0.05). The remaining pairs of comparisons are not significantly different.

**Table 3. Student's t-test values (t) and significance level of differences (P) when performing back-to-top regression from zone 3 to zone 2**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | t=0.071<br>P>0.05 | t=0.513<br>P>0.05 | t = 3.370<br>P<0.01 |
| Gr. 2 (n=9) | t= -0.071<br>P>0.05 | | t=0.363<br>P>0.05 | t= 2,250<br>P<0.05 |
| Gr. 3 (n=9) | t= -0.513<br>P>0.05 | t= -0.363<br>P>0.05 | | t=2.138<br>P<0.05 |
| Gr. 4 (n=9) | t= -3.370<br>P<0.01 | t= -2.250<br>P<0.05 | t= -2.138<br>P<0.05 | |

In the data presented for clarity (Table 4), the results of the fourth group are significantly lower than the other groups (t= -5.415, P<0.001 with the first group; -2.595, P<0.05 with the second and -2.595, P <0.05 - from the third). Differences in other pairs of comparisons are not significant.

**Table 4. Student's t-test values (t) and significance level of differences (P) when performing bands for precision**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | 1.579<br>P>0.05 | 1.579<br>P>0.05 | 5.415<br>P<0.001 |
| Gr. 2 (n=9) | -1,579<br>P>0.05 | | 0<br>P>0.05 | 2.595<br>P<0.05 |
| Gr. 3 (n=9) | -1,579<br>P>0.05 | 0<br>P>0.05 | | 2.595<br>P<0.05 |
| Gr. 4 (n=9) | -5.415<br>P<0.001 | -2.595<br>P<0.05 | -2.595<br>P<0.05 | |

No significant differences were found in offensive kicking from zone 4 to zones 5-6 (Table 5).

**Table 5. Student's t-test values (t) and level of significance of differences (P) for attacks from zone 4 to zones 5-6**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | -1,120<br>P>0.05 | 1.594<br>P>0.05 | 0.109<br>P>0.05 |
| Gr. 2 (n=9) | 1.120<br>P>0.05 | | -0.834<br>P>0.05 | 1.604<br>P>0.05 |
| Gr. 3 (n=9) | -1594<br>P>0.05 | 0.834<br>P>0.05 | | -2000<br>P>0.05 |
| Gr. 4 (n=9) | -0.109<br>P>0.05 | -1,604<br>P>0.05 | 2000<br>P>0.05 | |

The results of the fourth group are significantly lower than the first (-2.837, P<0.05) and the third (-2.595,) when performing high passes in jumping over the net for accuracy from the 4th zone to the 4th zone (Table 6). P<0.05). Differences in other pairs of groups are not significant. No significant differences were found in offensive kicking from Zone 2 to Zone 5 (Table 7).

**Table 6. Student's t-test values (t) and significance level of differences (P) for net jump high passes for zone 4 to zone 4 accuracy**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | 0.544<br>P>0.05 | 0.039<br>P>0.05 | 2.837<br>P<0.05 |
| Gr. 2 (n=9) | -0.544<br>P>0.05 | | 1.217<br>P>0.05 | -0.921<br>P>0.05 |
| Gr. 3 (n=9) | -0.039<br>P>0.05 | -1,217<br>P>0.05 | | 2.595<br>P<0.05 |
| Gr. 4 (n=9) | -2.837<br>P<0.05 | 0.921<br>P>0.05 | -2.595<br>P<0.05 | |

**Table 7. Student's t-test values (t) and significance level of differences (P) when performing an offensive shot with the transition from zone 2 to zone 5**

| group number | Gr. 1 (n=8) | Gr. 2 (n=9) | Gr. 3 (n=9) | Gr. 4 (n=9) |
|---|---|---|---|---|
| Gr. 1 (n=8) | | 0.830<br>P>0.05 | 0.528<br>P>0.05 | 0.420<br>P>0.05 |
| Gr. 2 (n=9) | -0.830<br>P>0.05 | | 1.062<br>P>0.05 | 0.366<br>P>0.05 |
| Gr. 3 (n=9) | -0.528<br>P>0.05 | -1,062<br>P>0.05 | | -0.277<br>P>0.05 |
| Gr. 4 (n=9) | -0.420<br>P>0.05 | -0.366<br>P>0.05 | 0.277<br>P>0.05 | |

## CONCLUSION

The conducted statistical analysis allows us to note that the technical readiness of the fourth educational group of the first academic year determined by the results of the high gear test is higher than that of other educational groups of the first academic year much lower. junior sports school. At the same time, according to the results of testing the attack techniques, all studied groups do not differ significantly. Thus, volleyball players of the first three groups are more ready for high gear techniques. The absence of significant differences in the attack stroke suggests that the changes did not occur due to the short time spent on the attack stroke in the training groups during the first year of the study.

Coaches were given recommendations for improving technical training in their groups.

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