

**SCIENTIFIC PSYCHOLOGICAL APPROACHES TO TESTING
PHYSICAL FITNESS OF ATHLETES**

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Abstract:

This article contains scientific psychological approaches to testing the physical fitness of athletes.

Keywords: scientific approach, psychological approach, psychophysiological factors.

INTRODUCTION

Scientific approaches to testing human motor fitness have been developing for several decades, and during this time a number of principles have been developed that underlie any testing system. In the theory and practice of physical education, two ways are proposed to eliminate the undesirable influence of anthropometric indicators when assessing test data: using only such motor tasks, the results of which do not depend on the characteristics of the morphological structure of the body, or introducing various indices. The first method is very difficult, since there are relatively few exercises of this type, and then the most popular physical exercises (jumping, throwing) can be excluded from the complex, and the second method is quite complicated due to the selection of different indices for each physical exercise.

From the point of view of mathematical statistics, the first direction corresponds to the search for such motor tasks, the results of which do not correlate with morphofunctional characteristics, and the second direction corresponds to the determination of multiple correlation coefficients and the calculation of regression equations between achievements in any physical exercise and a group of morphological characteristics. The study of scientific and methodological literature allows us to state that some of the exercises that teacher-trainers use when assessing the physical fitness of athletes have not been tested in accordance with the requirements of the standardization criterion.

The theory of test standardization presupposes, before the practical use of exercises, the need to analyze them for information content, reproducibility and objectivity. The validity of a test is the degree of accuracy with which it measures the motor ability or skill being assessed. In the literature, instead of the word "informativeness," the term "validity" is used; in fact, when talking about informativeness, the researcher answers two questions; what this particular test measures and what is the degree of measurement accuracy. There are several types of information content: logical (substantive), empirical (based on experimental data) and predictive. Informativeness is the most important criterion for test standardization, which determines the compliance of the control exercise with the assessed physical quality. Reliability of a test refers to the degree of accuracy with which it assesses a particular motor ability, regardless of the requirements of the

person assessing it. Tests can be considered reliable if, when repeated testing of the same subjects, it is possible to register the same or similar results. The reliability of the test is determined using correlation-statistical analysis by calculating the reliability coefficient.

In this case, various methods are used to judge the reliability of the test. The stability of the test is based on the relationship between the first and second attempts, repeated after a certain time under the same conditions by the same experimenter. The stability of the test depends on the type of test, the age and gender of the subjects, and the time interval between test and retest. Test equivalence lies in the correlation of the test result with the results of other tests of the same type. For example, when you need to choose which test__ more adequately reflects speed abilities: running 30, 60 or 100 meters. Tests must be tested for objectivity, which presupposes the unambiguity of the results of a given exercise obtained on the same subjects by different experimenters (teachers, trainers, judges, experts). However, the coincidence of results among different experimenters does not yet indicate objectivity, since they may make mistakes, distorting the objective truth. It would be more correct to talk about the consistency of the results of judges and experimenters when assessing sports achievements. To increase the objectivity of testing, it is necessary to comply with standard test conditions: testing time, location, weather conditions; unified material and hardware support; psychophysiological factors (volume and intensity of load, motivation); presentation of information (precise verbal statement of the test task, explanation, demonstration).

However, not all exercises meet the strict requirements for tests, which significantly narrows the range of exercises that can serve for an objective assessment of motor capabilities. Among the most recently used test exercises, mention should be made of the following: running 30 or 100 meters from a high start; number of pull-ups to failure; tilting the torso forward; shuttle run 3x10; 6 minute run. Most other tests raise various objections from individual specialists, either because of their lack of objectivity, or because of difficulties in standardizing the conditions of conduct, as well as because of the significant influence of movement technique on the result, which does not allow identifying the level of development of a particular motor quality in its pure form . The contradictions of scientists in the standardization of physical fitness tests make obvious the need for further accumulation of experimental material characterizing the standardization of a wide range of motor tasks from the practice of athletes of different ages. This will make it possible to unify various physical fitness tests and create an effective system of pedagogical control.

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