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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>METHODOLOGY OF SELECTING SCHOOLCHILDREN FOR
SPORTS GAMES THROUGH ACTIVE GAMES**Abdurafik Egamurovich Bobomurodov***Doctor of Philosophy (PhD) in Pedagogy**Institute of Physical Education and Sports Research*bobomurodov0709@gmail.com*Chirchiq, Uzbekistan*

ABOUT ARTICLE

Key words: active games, team sports, selection, physical fitness.**Received:** 20.09.25**Accepted:** 21.09.25**Published:** 22.09.25**Abstract:** The article examines the methodology and effectiveness of selecting schoolchildren for team sports through active games. The research results allow assessing children's physical fitness and optimizing individual training programs.

Relevance. Despite the numerous methods proposed worldwide for identifying talented children and guiding them into various sports, the effective selection of schoolchildren based on the specific requirements of a sport, as well as the timely identification of their natural talents and abilities, remains an integral part of the training system. Such selection ensures the development of high levels of sports mastery and the full realization of potential. Various modern techniques and methods have been applied for selecting schoolchildren for sports. A number of local and foreign researchers have conducted studies on this issue. Analysis of the reviewed scientific and methodological literature indicates that currently, selection of schoolchildren for sports games, taking into account school curricula and technical elements of specific sports, provides additional opportunities for identifying potential abilities. This non-

traditional selection methodology opens up several possibilities, which are further supported by the opinions and experiences of active coaches in this field.

The resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 122 dated March 4, 2020, "On measures to further improve the system of selecting athletes for national teams by sports," and other regulatory documents in this area, partially support the implementation of the tasks addressed in this dissertation.

Research Aim: To determine the suitability of schoolchildren for team sports through active games, evaluate their physical fitness and sports abilities, and develop an effective selection module.

Research Methods: The study employed methods such as reviewing and analyzing scientific and methodological literature, pedagogical observation, pedagogical control, pedagogical testing, pedagogical experiments, and mathematical-statistical analysis.

Research Objectives:

To identify the physical fitness and sports abilities of schoolchildren through active games.

To develop criteria for assessing suitability for team sports.

To implement the selection module in practice and analyze its effectiveness.

To develop a methodology for individualized selection of students, considering their personal characteristics.

Selecting schoolchildren for sports through active games has proven to be an effective method for identifying abilities relevant to specific sports. Participation in these games stimulates physical activity and allows children to perform sport-specific technical movements freely. In the proposed module, active games were selected for each sport, which enables:

Determining students' willingness to perform sport-specific technical movements.

Assessing reaction time and speed by regulating the performed movements.

Using the results of the games to create a convenient and reliable environment for selecting schoolchildren for sports.

Thus, the selection system conducted through active games is scientifically grounded, convenient for pedagogical control, and serves as an effective tool for observing the behavior and physical activity of schoolchildren.

Analysis of Active Games Directed at Football

The analysis of active games aimed at football includes the following:

In selecting schoolchildren for football, the active games recommended by many experts in the field are utilized. These games incorporate football-specific technical and tactical actions,

such as ball control, striking, and player positioning. Therefore, using these active games in the selection process allows for an effective assessment of students' suitability for football.

“Kick and Sit” Game: Although this game may appear as a simple recreational activity, it contains crucial information about the students' potential for football. Using this game as a selection tool is therefore justified.

Objectives of the Game: Simultaneously develop technical movements essential in football, such as ball reception and heading, along with other physical skills.

Equipment Required: Sports field, ball, whistle.

Procedure: Teams line up behind the starting line in single-file rows. Team leaders stand 2 meters ahead of the starting line holding a ball. Upon the signal, the first player receives the ball, heads it back to the leader, who then passes it to the next player. The game ends when one of the leaders catches the ball and raises their hand. Points are awarded as follows: 1 point for the winning team, 2 points for second place, and 3 points for third place. The game is repeated several times, and the team with the fewest points is considered the winner.

Football Sprint: This game identifies students with football potential, stimulates interest in the sport, and contributes to skill development.

Objectives of the Game: Evaluate students' ability to start quickly over short distances, accelerate, and stop effectively.

Equipment Required: Sports field, football.

Procedure: Players take turns running 40 meters from a high start while carrying a football. The ball can be handled in any manner allowed by the rules. According to the game conditions, players can touch the ball up to five times, excluding the final stop behind the finish line. The referee at the start ensures correct starting technique and counts ball touches, while the referee at the finish measures running time. The player achieving the best result is declared the winner.

Analysis of Active Games for Football and Volleyball

“Hand Strike” Game: This game develops speed, coordination, team adaptability, and psychomotor skills in students, serving as an important criterion for sports selection.

Objectives: Assess leg strength, ball striking technique, and balance maintenance ability.

Equipment Required: Open field, ball, measuring tape.

Procedure: Young goalkeepers compete by throwing the ball upward with their hands and kicking it with their feet toward a 3x3 meter target located 30 meters away. Each player has six attempts, and the player hitting the target most frequently is declared the winner.

Football-Related Volleyball Game: This game develops football-related skills, speed, coordination, thinking, and team interaction. It serves as an effective tool for identifying talented students for football.

Objectives: Control the ball and assess reaction speed.

Equipment Required: Open field, net, ball.

Procedure: The game is played on a football field. The ball is suspended 1 meter high. Teams consist of 4–5 players. The rules are similar to volleyball: the ball is passed with the foot along the field line, may touch the ground twice, and may be sent over opponents up to three times. Only heading and kicking the ball is allowed. The game continues until a total of 15 points is reached.

This game allows identification of students suitable for football by evaluating their speed, coordination, and reaction to movements. Team play also allows observation and analysis of decision-making abilities.

Analysis of Active Games for Volleyball

The selected games develop volleyball-specific skills such as passing the ball from above and below, striking, court positioning, jumping for the ball, and quick reaction.

“Chase the Ball” Game: Develops speed, agility, coordination, and thinking, serving as an effective tool for team sports selection.

Objectives: Track the ball visually, pass quickly to teammates, and strike the ball accurately.

Equipment Required: Open field, ball, whistle.

Procedure: Players stand in a circle with arms extended sideways. One player receives a volleyball. On the leader’s signal, they quickly pass the ball around the circle while the leader follows the ball’s path, attempting to return to the starting position before the ball completes the circle. If the leader catches the ball, they switch places with the player who started the pass and become the new leader. Only hand-to-hand passing is allowed.

“Four Balls” Game: This game develops volleyball-specific coordination, fast thinking, and psychological preparedness among schoolchildren, helping to identify students suitable for volleyball.

Analysis of Selected Active Games for Volleyball

“Ball Passing” Game: This game develops precision in movement, teamwork, sport-specific speed, and coordination, serving as an effective tool for assessing students’ technical-tactical readiness for volleyball.

Objectives: Monitor students' ability to pass and receive the ball accurately and maintain proper positioning on the court.

Equipment Required: Court, net, volleyball.

Procedure: Two teams are positioned on opposite sides of the net on a volleyball court. Each team has two volleyballs. Upon the leader's signal, players throw the balls toward the opposing team from various positions along the court. The goal is to pass the balls as quickly as possible. If a team accumulates three balls on their side, they lose one point. Balls that pass under the net or leave the court also result in a lost point. The game consists of 2–3 sets and is played until one team reaches 10 points. Players rotate clockwise, similar to volleyball, after each point.

“Target Passing Relay” Game: This game helps students perform classical volleyball techniques such as passing and receiving the ball freely.

Objectives: Develop precise ball control and coordination.

Equipment Required: Court, markers, volleyball.

Procedure: Two teams line up in two rows. A marker is placed 10–15 meters away to indicate a turning point. On the leader's command, the first pair runs while passing the ball over the marker and returns to their line, passing it to the next pair. Subsequent pairs repeat the same task. Only finger passing is allowed; catching is prohibited. If the ball drops, players resume from that position. The first team to complete the relay wins.

“Italian Lapta” Game: This game develops speed, strength, coordination, and strategic thinking, and serves as an effective method for identifying talented students.

Objectives: Encourage players to maintain position relative to opponents, make quick decisions, and demonstrate team coordination.

Equipment Required: Court, ball, net.

Procedure: The game is similar to volleyball, but ground contact with the ball is allowed. The ball may touch the ground only once per side, and a maximum of three hand touches per side is permitted, with the third touch required to send the ball over to the opponent's side. All other volleyball rules apply.

Through these active games, students' ability to pass the ball accurately from above, strike the ball effectively, maintain proper court positioning, coordinate movements, and react quickly are all evaluated, which helps identify those suitable for volleyball.

Active Games for Selecting Schoolchildren for Basketball

The following active games have been selected to assess schoolchildren for basketball. These games help develop skills such as ball handling, movement with the ball, quick changes of direction, balance maintenance, and rapid decision-making during gameplay.

“Ring Target” Game: This game enhances agility, speed, coordination, situational awareness, and decision-making.

Objectives: Evaluate students’ ability to aim at the hoop, jump accurately, and shoot the ball.

Equipment Required: Court, ball, sandbag, hoop.

Procedure: Players are divided into two equal teams standing in a circle with a diameter of 10–12 meters. The first team holds sandbags. In the center, a hoop is placed. On the instructor’s command, players throw the sandbags into the hoop using one or both hands. The instructor counts successful attempts. Afterward, players return to their positions and pass the sandbags to the second team to repeat the exercise.

“Catch the Ball” Game: This game increases physical activity, agility, strength, quick thinking, decision-making, and concentration.

Objectives: Evaluate players’ positioning and reaction speed to unexpected situations.

Equipment Required: Court, basketball or a stuffed ball.

Procedure: Players stand upright or kneeling, holding a ball with both hands. On command, they attempt to raise the ball overhead. Standing players must avoid falling to the floor.

Basketball Relay: This game develops basketball-specific movements, including running with the ball, passing, dribbling, and shooting.

Objectives: Improve running, stopping, and turning techniques specific to basketball.

Equipment Required: Sports hall, basketball.

Procedure: Players are divided into equal teams and line up at the right corner of the court. The first player dribbles the ball to the front line, runs to the hoop, shoots, then returns to the midline and passes the ball to the next player. The next player repeats the process. The team that finishes the relay first wins.

“Bounce with the Ball” Game: This game develops concentration, quick decision-making, and ball control.

Objectives: Evaluate players’ ball handling and explosive power.

Equipment Required: Court, basketball or light ball.

Procedure: Two teams of 5–10 players each face each other. The leader tosses a light or inflated ball into the air. Players jump to hit the ball with fingers or fist and pass it to a

teammate. On a basketball court, the ball can be bounced off the backboard. Points are awarded for each successful pass or basket. The game continues for a set time or until a predetermined score is reached.

Benefits of Using These Active Games:

Identify students suitable for basketball based on ball movement skills and reaction speed.

The module combines simple and complex movements, allowing implementation even in schools with limited resources.

Enables individual and group analysis of students during gameplay for informed selection in basketball.

In conclusion, the module for selecting schoolchildren for team sports based on active games plays a significant role as an effective tool for identifying, assessing, and developing students' physical, psychomotor, and psychological abilities. This module allows for the early identification of students' abilities suited to specific sports and provides the opportunity to direct them purposefully toward sports activities.

In addition to physical fitness indicators, students develop psychological and social skills essential for sports, such as teamwork, leadership, communication, and sharing responsibility.

Since the content of active games includes technical and tactical elements specific to each sport, they provide a practical way to test students' suitability for the chosen sport. This ensures that the selection process is fair, scientifically grounded, and objective. Moreover, the use of this module stimulates students' interest in sports, promotes a healthy lifestyle, and encourages regular physical activity.

As a result, the comprehensive development of young athletes, early identification of their sporting talents, and guidance toward promising sports directions are facilitated. Therefore, the integration of this module into the educational process and its widespread application in pedagogical practice not only establishes an effective selection system but also serves as a crucial scientific and methodological foundation for preparing the nation's sports reserve, identifying talented youth, and training them for professional sports.

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