CZU 796.015:796.332

STUDY ON THE TECHNICAL PREPARATION OF A FOOTBALL SCHOOL REPRESENTATIVE ON A NARROWED FIELD IN SECONDARY SCHOOL

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Abstract. *Football is present in the daily play of children, it is an integral part of all the activities that contribute to the use of leisure time, it is a means of maintaining and strengthening the health and social valorization of the sports skills of young people, a factor that facilitates the establishment of relationships friendship, education of solidarity both between the members of the teams and the situation of the school.*

The aim of the research is to improve the training process of the representative school team in the secondary school classes. As a result, we hope that the elaboration of the work will help to improve and clarify the training programs necessary for the children involved in the football activity of the school..

Keywords: *pupils, secondary school, football, technical training, team.*

The actuality of the subject. Football is one of the sporting games in which, in a variety of forms, the conception, organization and performance of both ball and non-ball action can be manifested. If collective defense actions are difficult due to lack of initiative (lack of ball), or lighter, from the point of view of individual executions (dispossession, release, marking), attacks, although theoretically there is a game initiative (possession of the ball) are much more difficult, both as individual execution and as a mechanism of collective game development.

From the vast range of offensive combinations, coaches and players need to be able to choose those capable of putting their opponent in situations that are unforeseen and difficult to solve.

The scientifically practiced football game contributes to maintaining health, developing physical and mental capabilities, and acquiring motor skills and special technical and tactical knowledge [2, 3, 4]. Due to its formative and educational qualities, football is provided in the school physical education curriculum among the priority disciplines. It is used in the physical education lesson from the 5th grade, as well as in the sports circle classes.

As a sports discipline, football has enjoyed a great development in our country, with competitions for all categories, ranging from table football to high performance. Parallel to its quantitative development, football has evolved a lot in qualitative terms, the level at which it is currently practiced being particularly higher.

Football is a sports game that enjoys appreciation from all categories of participants of any age. Practicing football in different age groups encompasses different traits, requirements and goals. All this leads to a net differentiation, from the point of view of training, of table football to performance, which is a matter of concern for physical education teachers who are preparing teams

representative for participation in school competitions.

From a statistics based on participation in school competitions in previous school years, it has emerged that the difference in value between teams is high, owing primarily to teacher-initiated training [5]. In most cases, the preparation of the representative team of the school is limited to the two hours of a weekly sports circle, stipulated in the teacher's chair, the necessary training for participation in the school competitions being insufficiently physically, technically, tactically and theoretically, which involves a greater number of training sessions and adequate planning.

The purpose of the paper

The theme of this paper attempts to co-ordinate the preoccupations regarding the preparation of representative gymnasium teams, in order to contribute to the optimization of the training process of a team working at the school sports echelon, respectively the optimization of the technical means of training.

The hypotheses of the work

Appropriate use of technical training means results in remarkable results, both in terms of the correct learning of the game technique and in terms of the results obtained in competitions.

Appropriate use of a certain group of incentives (exercises, knowledge, etc.) leads to the formation of solid skills, formation of the respective stereotype, creation of appropriate training and consolidation conditions.

Subjects of research

The experiment was based on a number of 18 subjects from the 6th-8th grades, selected from the previous school year. According to the class of the subjects, the distribution was as follows: 5 in the 8th grade, 2 in the 7th and 11th in the 6th grade.

Terms and tasks

The experiment was carried out at the sporting base of Iorgu Vârnav Liteanu Technological High School, Liteni, Suceava County, which includes a 40×20 meters handball field and a sports hall with the dimensions of 26×14 meters.

In order to accomplish this work, the following tasks were set:

- creating a proper model of training, depending on the somatic, motor and psychic peculiarities of the players, which will lead to increased efficiency in games;
- establishment of means that correspond to the age specifics and individual peculiarities of the team members;
- the selection of means with increased efficiency, which will increase the efficiency of players in the attack;
- establishing appropriate means to increase the effectiveness of defense play;
- optimizing the training process through the rational use of the means and training methods.

Research methods:

In order to elaborate this work and to capitalize on the collected data, we used the methods used in the scientific research, as well as the methods of processing and interpretation of the collected data. This separation of methods is purely methodological, the methods of processing and interpreting data cannot be separated from the investigation, depending on them and applied even at the same time.

Among the methods of investigation we used:

- the method of bibliographic study and the specialized papers,
- method of investigation,
- the method of observation,
- the recording method,
- experimental method.

During the experiment, the following two tests were performed:

- initial testing - at the beginning of the training period, after some accommodation lessons,
- final test - at the end of the competition year 2016 - 2017.

The test system comprised the following technical training samples:

1. Complex test - in seconds

The player and the ball are 1 meter behind the 5-line line placed 3 to 3 meters away from the penalty area. On the signal the player guides the ball through jalons, shoot at the gate, returns, moves back to the starting point. The next route starts after 10 seconds of pause.

2. Hitting the suspended ball with the head - number of strokes. In the 11-12 year category at a distance of 25 - 30 cm in 15 seconds and in the category 13 -15 years at a distance of 30 - 35 cm in 20 seconds.

3. Shoot at two gates - ten actions category 11 - 12 years, 14 shares in the category 13 - 15 years. The gates are located parallel to 30 meters. In every gate there is the goalkeeper with 3 to 4 balls. The player shooting at the gate is in the middle of the field, between the two gates, in an area of 2 meters wide from which he kicks. It can still touch the ball, 1-2 times, between pick-up and shooting at the gate. The exercise continues smoothly, until the number of planned actions is completed.

4. For the goalkeeper: 5 rebounds so that the ball falls into a circle marked 20 meters away, laterally by the gate, on the longitudinal axis of the field.

Presentation and processing of results

The results of initial testing have shown where they are preparing and final testing provides answers to the effectiveness of the means used to improve technical training and also useful data for the preparation of the next competitive year.

The statistical processing of the results obtained in the two tests through statistical indicators - arithmetic mean, dispersion, standard deviation and coefficient of variability is presented in the Tables 1, 2 and 3.

Table 1. Processing results based on age - 14 years

No	Sample		Arithmetic mean x	Dispersion S^2	Standard deviation S	The coefficient of variability C_v
1	Complex test	TI	39	2,11	1,45	3,71
		TF	37	4,17	2,04	5,48
2	Hitting the suspended ball	TI	7	2,05	1,43	20,4
		TF	9	1,76	1,32	14,6
3	Shoot at two gates	TI	4	1,52	1,23	30,75
		TF	9	3,82	1,95	21,7
4	Sample for goalkeepers	TI	2	0,11	0,34	17,1
		TF	4	0,05	0,22	6

Table 2. Processing results based on age - 13 years

No	Sample		Arithmetic mean x	Dispersion S^2	Standard deviation S	The coefficient of variability C_v
1	Complex test	TI	38	3	1,73	4,55
		TF	37	1,5	1,22	3,29
2	Hitting the suspended ball	TI	6	2	1,41	23,5
		TF	9	1	1	11,1
3	Shoot at two gates	TI	5	0,4	0,6	12
		TF	11	0,6	0,7	6,3

Table 3. Processing results based on age - 12 years

No	Sample		Arithmetic mean x	Dispersion S^2	Standard deviation S	The coefficient of variability C_v
1	Complex test	TI	38	0	0	0
		TF	36	2	1,41	3,91
2	Hitting the suspended ball	TI	8	1	1	12,5
		TF	10	1	1	10
3	Shoot at two gates	TI	5	0	0	0
		TF	11	0	0	0

Graphic representations

Arithmetic mean values at initial and final testing

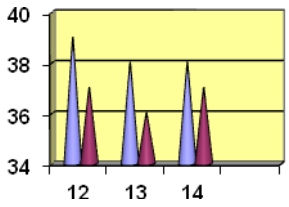

Fig. 1

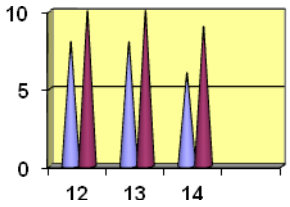

Fig. 2

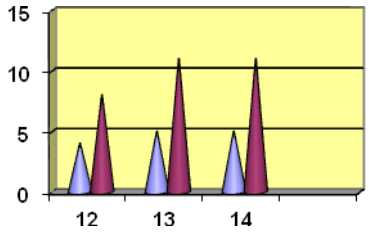

Fig. 3

Interpretation of data

Using the statistical method in our field, we suggested that on the basis of a representative sample to appreciate the value of some indicators.

The structure of the sample, which is characterized by the calculated indicators, allows us to formulate some appreciations.

The arithmetic mean of all control samples shows that students' performance has

improved over the course of the training period, with visible differences between initial and final testing.

Dispersion values, namely of spreading are small, tending to cluster around the mean. The explanation for this phenomenon is that the chosen subjects are not part of a random selection but have been selected based on their performance.

The coefficient of variability allows us to compare the variability of the different statistical collectives. In pedagogical practice where variability is generally high, spreading is considered to be small between 0-15%, moderate between 15-25%, high between 25-35% and excessive 35%. Analyzing the values obtained in this case for the coefficient of variability, we can say that, in general, the collective is homogeneous, especially at the level of their age. Analyzing the dynamics of the phenomenon, from the point of view of the relative variability, we can appreciate the activity of the teacher, highlighting in parallel also the dynamics of the central trend (respectively arithmetic mean). The coefficients of variability show us a high homogeneity (in general) in parallel with the increase in arithmetic mean, which is characteristic of the educational processes.

Students in the 8th grade (14 years) do not get the expected results, which is below the level of the 7th grade. An explanation is that at the curriculum area "Physical Education and Sports" for the 8th grade only one hour of physical education is provided, also that the time spent in free time for football has diminished due to the preparation for the national evaluation exam .

Age categories 12 to 13 years have achieved good and very good performances, there is progress, and the desire to become better, to take a seat in a team makes them participate with interest in this form of organization.

Conclusions

The shift from quantitative training to qualitative and effective training, based on the precision and rigor of well thought out instructional approaches (planning, methods, means and their standardization) is required by the current level of technical skill in football.

Motor Technique, technical elements, technical procedures, technical skill, technical style, ball technique and lack of ball technique, execution model, technical procedures are the concrete notions with which to work in the training lesson.

The use and adaptation of means and training methods, characteristic of other sports, as an adjunct to sports training, increase the efficiency of improving the specific means of football.

The low number of exercises, selectively and cumulatively, but repeated many times, is not only a current trend but also an effective way to thoroughly prepare the technical side.

A good mastery in technical executions carried out in speed and adversity gives the game a simple and effective action.

The step-based technique of gaming tactics has gained precision in conditions where the game speed has increased (player movement and ball movement).

The technique of dribbling has improved continuously due to diminishing time and space. Small space players make quick and effective tactical action on ball control. Also, the stop on the ball is followed by pick-up, defending the deviation as a result of the ball's movement and the rational settlement of the players in the system.

At this level, there are no players to execute strictly technical elements on a certain post, the players change their positions from one phase to the other and they find that the attackers are participating in the defense and goals scored by the defense players.

The correct training and appropriation of the technical procedures for football play and not just those specific to the posts in a team, as little as possible for the development of motor skills, and in particular for force and strength, are some of the methodological standards to be

taken into account when a team is being prepared for this age group.

Choosing the most effective means involves scheduling exercises that, through their structure and effort, require them to influence the training needs as much as possible. The essence is to select and carry out the exercises that are proven to be effective in the advanced practice of contemporary football and not a wide variety of exercises, which do not have the necessary efficiency.

The soccer child is a growing player and viewed through this prism the content of his present activity has a long struggle. In other words, the current content of the training responds to both immediate and forward-looking requirements, and the forward-looking objectives take into account the real possibility of the young player's evolution up to that time.

At this level, competition requests are not allowed to fully subordinate the content of the training. The results in children's games do not have and should not have the meaning of what is being disputed between seniors and as a result they are not allowed to mutilate the wealth and quality of each young person's training.

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