

CONSTATIVE STUDY ON THE IMPROVEMENT OF TECHNIQUE IN HIGH SCHOOL STUDENTS THROUGH MEANS SPECIFIC TO THE GAME OF FOOTBALL

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Abstract:

Studies on the importance of applying football exercises to middle school students show that these exercises bring numerous benefits both physically, mentally and socially. Developing technical skills by practicing the exercises specific to the game of football is a sport that involves a wide range of technical skills such as ball control, dribbling, passing and shooting. By applying soccer-specific exercises, players in the school representative team can improve their technical skills and reach a higher level of performance in these aspects.

The article aims to improve the general but also specific technical execution of hitting and passing the ball through exercises specific to current football. The study was carried out in the "Mitocu Dragomirnei" Secondary School, where boys from the 6th and 7th grades were used. The experiment was carried out over a period of one year.

Introduction:

The development of physical skills through the game of soccer involves intense physical effort, which includes running, sprinting, jumping, changing directions, and goal kicks.[1,2] Through regular practice, students improve their endurance, strength, agility, and speed. These physical skills developed through soccer drills can also be useful in other areas of their lives. Soccer is a sport that requires quick decision-making and strategic thinking. [3,4] Students must quickly assess the game situation, make smart decisions and anticipate opponents' moves. Through soccer drills, players develop cognitive skills such as concentration, distributed attention, and real-time problem solving.[5] Through regular football practice, the school representative team is exposed to an active and healthy lifestyle. Regular exercise helps maintain good health, reduces the risk of chronic disease, and improves mood and overall well-being.[7,9]

In order to value the key skills and ensure transferability at the level of educational activity, it is recommended that the didactic strategies used in the teaching of physical education, implicitly the sports game football, emphasize the progressive construction of knowledge, the flexibility of approaches and the

differentiated course, but also the coherence inter and transdisciplinary approach.[11]

Regarding the design and determination of the didactic strategy for training middle school students in football, the following considerations must be applied: the main objective being that of introducing students to the game of football, under regulatory conditions, as well as educating the spirit of fair play; the initiation should take place in as short a time as possible, so that students can practice the game of football as much as possible during a school year; the permanent need for stimulating elements and the attractive but competitive character; conscious and active practice of students.[8,11]

The exercises used in the experiment are easy to approach, the difference being the way we put them into practice, having to focus our attention on motivating the students so that the achievement of performance is fast.[10]

Methods - materials:

The methods used in the creation of the article are the study of specialized literature, the observation method, the research method. In the research I used two means of improving the technique. The students in the experiment are part of the "Mitocu Dragomirnei" Secondary School and they were given two specific exercises to improve their skills. Those in the experimental group are selected for the representative team, while students in the control group do not participate in the annual school games or Olympiads.

The experiment was carried out over a period of one year, and the exercises were applied to selected students during physical education classes without affecting the school curriculum. Two tests were carried out, the initial one immediately after the end of modules 1 and 2, and the final one at the end of the school year, where the students in the experimental group benefited, during physical education classes, from specific methods and exercises to improve technique.

Exercise number 1 is carried out as follows: a square with a side of 10 m is drawn. The player must keep the ball in the air with any part of the body, except the hand.

Rules: the exercise starts with the student holding the ball; the exercise ends when the ball touches the ground, or the student leaves the box.

The execution of as many doubles as possible is monitored, as well as the accuracy of the execution.

Exercise number 2 is carried out as follows: Draw a rectangle of 5m / 10m. An overturned gymnastic bench is placed on a 10m side. The player must send the ball (for 30 seconds) into the gymnastic bench, successively with the side.

Rules: the ball is hit only before the 5m line; if the ball goes over the bench, the student may use a spare ball; the student is only entitled to one spare ball; it is

not mandatory that the ball be hit from the first, it can be picked up and then passed to the gymnastic bench.

The total number of passes with the two balls is monitored, for a duration of 30 seconds, as well as the technique of hitting the ball.

Results:

As a result of the tests, an improvement of the technique is observed in the experimental group. We observe a significant increase in the number of keep-ups approaching the maximum, namely 60 repetitions, while, in the exercise frequency of passes on the gymnastic bench, they recorded significantly higher values compared to the control group.

Table 1. Results of the experimental group

Name/Surname	Keep-ups IT	Keep-ups FT	Step frequency IT	Step frequency FT
S.M.	30	39	18	22
G.C.	60	64	23	25
L.I.	50	53	21	24
M.R.	44	45	20	20
M.T.	38	48	18	19
B.T.	57	59	24	28
J.T.	51	52	21	22
V.I.	60	62	23	26

Table 2. Results of the control group

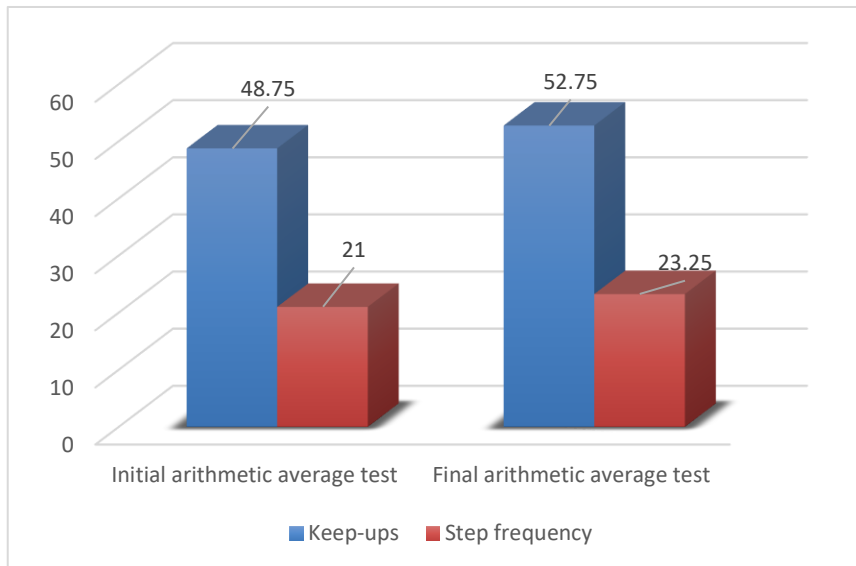
Name/Surname	Keep-ups IT	Keep-ups FT	Step frequency IT	Step frequency FT
L.J.	32	32	18	19
B.O.	50	50	19	18
L.I.	31	30	17	19
V.G.	42	48	21	22
H.E.	39	42	15	18
B.M.	41	40	20	21
L.C.	28	35	16	18
B.V.	44	42	19	19

Table 3. Experimental group results

Keep-ups	Step frequency
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Initial arithmetic average test	48,75	21
Final arithmetic average test	52,75	23,25
Progress	4	2,25

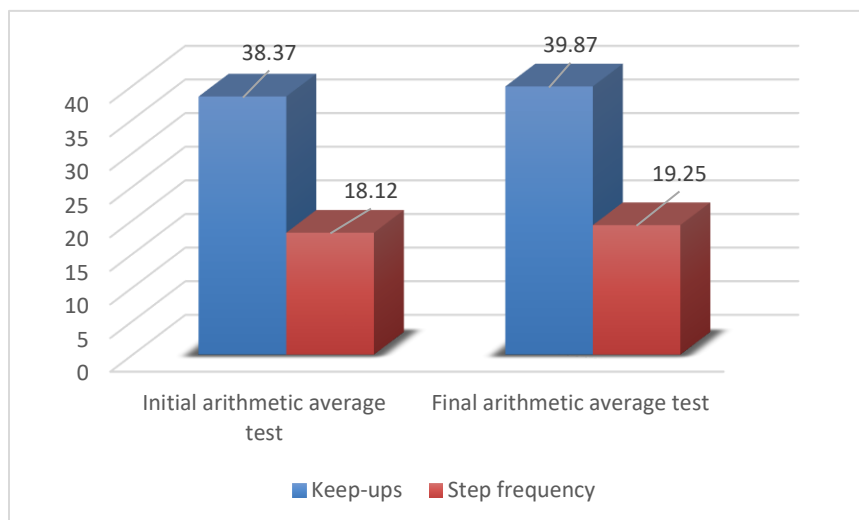
Fig.1.



Experimental group results

Table 4. Results of the control group

	Keep-ups	Step frequency
Initial arithmetic average test	38,37	18,12
Final arithmetic average test	39,87	19,25
Progress	1,50	1,12



Discussions:

The article is important in order to more easily identify the means and methods of improving the technique of secondary school students. The results obtained can be applied and compared within schools. In all tests applied, an improvement in results can be observed between the initial testing and the final testing on the tested students. Following the application of the methods and exercises specific to this age, it is observed that the indicators of technical training in students in grades 6-7 undergo major improvements. This fact is due to the large number of repetitions, as well as the lack of the opponent in fulfilling the proposed objective.

Conclusions:

Following the applied tests, an improvement in the executions of the players in the selected group was observed. The methods and exercises for improving the individual technique applied to the selected students, during the classes, contributed to a better action of the participants, in terms of execution but also involvement in physical education and sports classes. The research was applied to secondary school students from the "Mitocu Dragomirnei" Secondary School in Suceava.

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