

Observational Study on the Performance Approach to C Junior Football Players

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Abstract

Motivation represents a source of energy for the development and affirmation of performance. During puberty, security needs and the need for affection and affiliation to the group prevail; during adolescence, individuals consider all components leading to the development of the self, to the professional affirmation and one's place within society. Affirmation through sport constitutes a complex process involving formal education and non-formal education, as well as individual skills and attitudes, which must be permanently known and valued. In this context, it is necessary to know the general and special skills for athletes, sensitivity, the psycho-intellectual capacity with reference to future performance and integration into the group.

Keywords: analysis, football training, performance

Introduction

Sports training planning will be made not only by learning the skills of the game but it is also based on certain principles and coordinates related to the personality of the individual, through a sequence of operations that are solved along the years.

The methodical guidance of the training needs to converge in order to achieve the formative and integrative model for life. The teaching skills represent specialty knowledge, but also knowledge of the psycho-individual particularities of the students, the ability to transmit knowledge, the ability to establish appropriate emotional relationships with other students and with the group through an interconnection of intelligence, inspiration on the spot in decision-making, etc. The educational value of competitions functions as a link between several basic concepts of Western European society, such as: equality; obeying rules; fair-play; entrepreneurial spirit; efficiency, competitiveness and success; initiative and imagination; creativity; division of labor and cooperation for achieving distant goals.

Along with these values one can also identify myths of the modern society, supported by forms of sports competition: the belief in the equality of chances, the opportunity to progress in the social class hierarchy through hard work and determination, the supremacy of good over evil. The perception of sports competition can be approached from different angles, as different levels of systems and practice are considered. Firstly, we differentiate between competitive sport and high performance sport. In the competitive sport the target is to compare performance between various groups of participants at different levels, while performance sport involves specialization and systematic training in order to achieve high-performance and maximum biomotor training. High performance sport is a form of comparison with the best values on a national, international and intercontinental/world level.

In this case, the main purpose of competitions is, besides that of comparing with others in the context of endowment with motor skills, a better adaptation to the physical and social and human environment. This can lead to creating experience that will help establishing a personal balance and if applicable, discover skills and availability to a successful sports career.

Since it can compensate for the athletes who turn out to have performer skills, the same system also offers the premises of additional progress in the school curricula, as well as in the upper forms of competition much closer to the spirit and characteristics of high performance competitions. The sports education system is based on promoting sport and the elites, and not on the assimilation of the values of physical education by school children.

Solutions are being looked for, not only in promoting young athletes; in the case of junior players, that do not have a correspondent in senior teams, it is recommended to find solutions, to find management that could lead to the emergence of motivation for sport and group, for society. Teams from abroad participate in international tournaments every year, travelling to other cities and abroad, too. Obviously, this situation is influenced by the poor financial situation of the Romanian juvenile football, but we cannot omit the fact that the internal competitive

system still has many drawbacks.

Therefore, the competitive act constitutes besides the continuous formation of the athlete, the report of his activity during a certain training cycle, giving him, through victory, the possibility to show his own abilities in fighting the opponent or through defeat, the perception and recognition of one's own limits, premises of full integration within society.

Purpose of the research

To identify the existing relationships between motivation and the training process for Junior C football teams, who do not have as models of sport performance a team of seniors. The paper is important for broadening knowledge and specific personality peculiarities of soccer players at that age.

Objective of the research

Making an observational study on the identification of the causes that can lead to the implementation of actions for reflection in the preparation of the junior C football team, age 13-14 years, by carrying out an analysis of Galați Football Club Junior; ASCM Dunărea Galați; High School Sports Program.

Research tasks

- establish groups of analysis;
- carry out tests and control rules;
- apply questionnaire;
- analysis and argumentation of results;
- conclusions/proposals.

Subjects of the research

- ASCM Dunărea Galați, junior C;
- Liceul Sportiv Galați (High School Sports Program), junior C;
- Junior Galați, junior C.

Hypotheses of the Research

It is assumed that the act of communication is designed to motivate and increase athletic performance.

It is considered that the young players need integration/correspondence to senior team.

It can be said that young men need models to improve performance.

Materials and Methods

Communication between the coach and the athlete appears and takes place in a context whose formal specific properties influence the nature of the communication. It can be said that the pattern of brain preferences is a practical guide to improve communication between coach and athlete; this is possible because each individual has, in varying degrees, all modes of brain operation. The starting point is the determination of the person's brain dominant preferences. The behaviours that the person uses naturally are recommendable, because he will not make an effort to adapt to the other's style of communication. Communication can be facilitated or inhibited in relation to the consequences that the subject entails to get certain results. Everyone has all preferences, but through education in particular, they develop only some of these preferences. It is necessary to identify both in athletes and in coaches, brain preferences and to activate the weaker ones during a workout. It is also necessary to identify the elements that support the functional structure of the training process and their correlative relationship representation through an operational vector model. The concerns of older and newer paths for methodological clarification are meant to ensure the quality and efficiency of the human personality forming and development. In this regard, the starting point is that the structure of the functional core of the training and development activity is a relatively autonomous dimension, and on the one hand it can be influenced by external objective factors, space and time, and by subjective factors, the teaching style and method, and on the other hand, from the inside, by the psychosocial climate or the ambiance installed between the two agents of training (teacher-student; coach-athlete; team-work;-team etc). Among the psychosocial climate factors we can mention the affective-motivational factors, which involve, on the one hand, a number of qualities of the teacher's personality, such as empathy, creativity, innovation, analysis, passion, etc., and on the other hand the features of the student (athlete), such as motivation, interest, desire, aspiration, perseverance, mood, etc. Besides the features deriving from human orientation, from his world-life conception, that is from the directional, orientation part, the individual is manifesting and expressing himself through his energy and the conscious efforts he makes in order to achieve the targeted goals which are related to the effector segment; these efforts depend on the educational parameters he needs to differentiate what has to be done.

If setting goals depends on the orientation of the person, achieving them involves sustained voluntary efforts, related to one's will. One's will is going to generate character traits such as: energy, firmness, the extent of one's organizational abilities, determination, courage, initiative spirit that man uses to carry out tasks, the ability to organize oneself, discipline and self-confidence.

The structure of a functional educational/didactic action shows the correlation between the subject (teacher, coach) and the object (student-athlete-team), it guides the design-implementation process of the training and development activity of human personality.

The structural organization of the training process can be represented by a vector model that introduces all the elements involved or influenced from the outside (from the direction of the psychosocial field) and from the inside (from the direction of the educational ambience) the education-training-development activity of human personality, its integration in the social sphere, which is becoming more and more globalized.

Assessment and analysis of results

The study was expanded on the questionnaire component, the assessment of certain personality traits that develop in the instructive-educational process, analysis so as to edify accurate results in order to exploit them.

For this study we applied a nine question questionnaire for a number of 20 specialists, football coaches and a number of 75 athletes/footballers aged 13-14 years. This survey is illustrated in tables and figures in geometric representation, which allows some selective acknowledgments of major significance for the proposed research.

Multiple choice questionnaire for the researched subjects

Table 1

No.	QUESTIONS	Variants	Specialists %	Athletes %
1.	How do you appreciate the children's interest in integrating in a sports group?	High	70	100
		Medium	30	-
2.	Are there any deficiencies in the social communication within sports groups?	Yes	60	100
		No	40	-
3.	What is the reason for dissensions in communication?	Teacher	10	50
		Athlete	20	10
		Family	70	40
4.	At what age is it necessary to pay special attention in order to achieve communication for sport and social performance?	10-12	100	100
		13-15	100	100
5	Which should be your motivation regarding performance at the age of 13-14?	social	20	50
		sport	80	50
6	Do you consider that athletes need correspondence (seniors) in representing/activity of the institution?	Yes	30	100
		No	70	
7	Which would those be?	Models	50	80
		Spectators	50	20
8	Do you manage to understand if there is no correspondent (senior team)?	Difficultly	20	70
		Easily	80	30
9	Which are, in your opinion, the wishes of the athletes for performance?	Financial	80	50
		Social	20	50

Chart of answers to questions

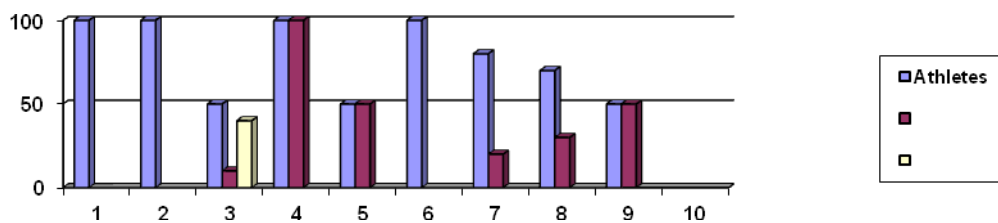


Figure 1. Graphic representation of the athletes' answers

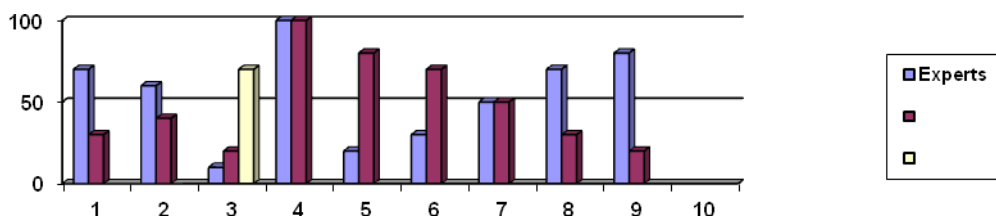


Figure 2. Graphic representation of the experts' answers

Conclusions

Intervening in the preparation of the training for children aged 13-14 is quite complex, starting from the integrative model based on the formative level which we are interested in for the proposed experiment: whether or not the observational tests identify orientations and attitudes which may mark the evolution of an athlete versus the social group.

Based on the data obtained, the following conclusions can be drawn.

1. There is a unique opinion regarding the necessity to communicate with young people.
2. There are major differences between teachers/coaches and athletes regarding the act of communication. In this respect, there is a need for other methods of communication with athletes and, at the same time, for their expectations from coaches/teachers.
3. Coaches treat sports performance through the effect of its results and not by its contribution to the physical, mental, social development of young athletes.
4. In the answers of teachers/coaches we identified the need for greater focus on verbal communication (paraverbal) and less on non-verbal communication.
5. A new management group is needed to deal with the social need for a group, a community. Partnerships/collaborations with clubs that have teams of seniors are needed; it is the sense of vision and performance that young football players need.

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