

## ASPECTS REGARDING THE TRAINING METHODS FOR THE "IN LINE" GAME AT 16 AGED FOOTBALL PLAYERS

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### Abstract

*The synergetic approach at the seniors' football game must be analyzed from the perspective of training process, from the selection to the promotion. In this process, the player is given early information about the tactics of the football game.*

*Apparently, this thing should not be forced, but because the selection and the training processes occur at a young age, we still agree to this wish.*

*We note that for such an approach the in line and zone game should be considered.*

**Key words:** management, sport, efficiency.

### TASKS

- introducing and applying research methods;
- establishing tests and control rules;
- pursuing and recording the performances' evolution obtained in tests;
- data processing, interpretation and displaying results.

### PURPOSE

-consists of a correct approach for the 16 aged football players concerning learning of the in line and area game (the tactical game in line), especially for the defence and the mid zone of the field.

### HYPOTHESIS

- How does the 16 years old football players' conscious and active participation determine the understanding of the in line and zone game?
- It is assumed that the correct learning at this age of the defence game influences the tactical and mental skills in order to develop a correct in line and area football game approach.

### THE SUBJECTS, THE PLACE AND THE DURATION OF THE RESEARCH

Experimental group: Sports High School of Galati, football class

Date: from 2.09.2013 to 29.11.2013.

Place: Football stadium of "Dunarea de Jos" University of Galati

### THE EXPERIMENTAL PROGRAMME

An experimental programme has been conceived based on didactic game:

Skills - the players are taught how to operate on the defence, mid and the quarterback areas, in order to maintain the game play as far away from the football gate as possible, as a result of the bloc movement concerning the zone and line defence.

That is why there is a need of a full understanding of the game's approach in the modern system game play.

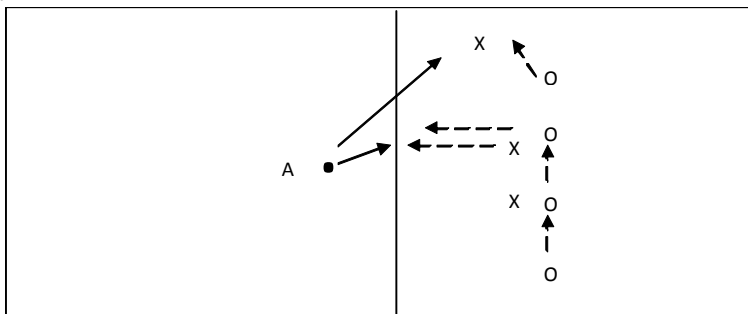
The settlement of the game in system, area and line is achieved through translational motion in the three field's areas.

The learning approach for every compartment specific to the setting of the football game play was designed:

- The defence in four (2 side quarterbacks and 2 central quarterbacks) is considered a secure defence that can cover both the side and the center). This kind of defence is specific to the offensive playing teams which have a mix and dynamic game play.

#### Learning method

A (the coach) passes to the 3 strikers that move towards the football and the defenders (O) make the opponents switch.





The defenders maintain their action zones on the swap between opponents and they are responsible for them:

- the players on the side are responsible for their direct opponents
- the players on the central zone (central quarterbacks/mid quarterbacks) are responsible for their direct opponents. This group of player must ensure the density on the central line.
- the strikers are responsible of the three opposite defenders (the infiltration of the opposite defenders in attack must be blocked from the side through the common action of the two strikers).

The end of the diagonal game, for the area and line defence, is achieved by two players (the half quarterback and central quarterback from the same side) who have to be aligned. They form the last line and together, depending on the action, can make a step forward.

The end of the diagonal game can be accomplished by another player who operates on that area (one of the side quarterbacks).

Elements of delaying the game and tactical fault can occur. The translation in teaching juniors II, age 16, can happen without opposition and with semi-active means.

Work with the whole team is not mandatory, but preferable. Some poles and footballs are placed on certain areas on the field and when the coach

whistles, the players will move and position on the action areas according to the activity.

According to the tasks concerning the defence game play, a knowledge and application of the complementary elements of the defence is needed like: supervision and interception, marking and doubling, tactical fault, the opponents exchange and moving on to other ways of defence, and players' rotation in order to cover dangerous areas.

## RESULTS

The main characteristic of the game is connected to the way the ball exits in the specific area. The exit has to be lastly achieved at the passing of the ball, before the opponent takes possession of the football, so as the action of the opponent is restrained through gathering around the ball.

Surveys for 4 field areas where the players perform were used in order to emphasize the way they understand how to implement intelligence and application according to trained means (Table 1).

In this context, the evaluation was conducted by assigning boards of the football field where are drawn certain actions of the opponent and the athletes surveyed obligation within five seconds each is to record its movement and positioning on field based on the acting compartment/area, basic and / or complementary.

The results of the initial and final tests are:

Table 1

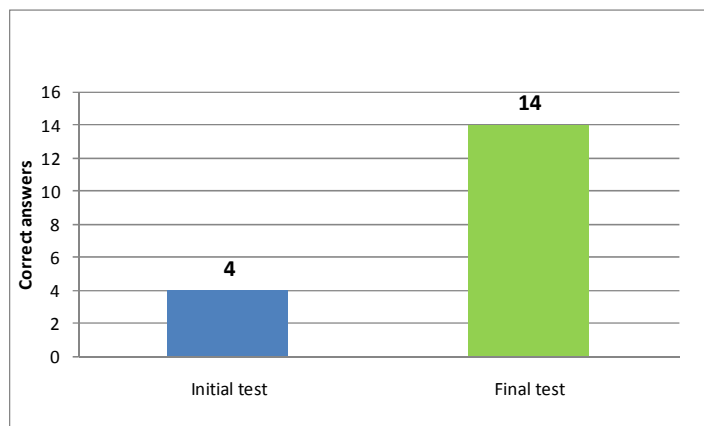
Compartment	Number of footballers	Initial test Correct answers	Final test Correct answers
Side defenders (FD)	4	1	4
Side midfielders (ML)	4	1	3
Sentral midfielders (MC)	4	2	4
Strikers (AT)	4	0	3
Participants	16	4	14

I have used a statistical programme (Student test), because the two sets of results (initial and final) are interconnected.

The increase rate of the medium level is

$$R_{\frac{2}{1}}^{\bar{x}} = \left( I_{\frac{2}{1}}^{\bar{x}} - 1 \right) 100 = -71,5\%$$

Test	Initial test	Final test	Difference
Participants			
16	$\Sigma$	16 / 4	16 / 14
	M	4	1,14
			2,86



**Fig.1. Graphical representation of correct answers (initial and final test)**

According to the graphical representation and evaluation of Student test, an obvious progress of the theoretical knowledge and implementing capacity can be observed. A visible progress of football players can be observed, as a result to the activity held.

#### **CONCLUSIONS**

- a) the exit from the defence field takes place only when the team player passes forward or on the side and when the opponent passes back to his team player in their defence area.
- b) when the opponent's pass is sent forward and wide towards the gate, the exit from the defence area cannot happen
- c) When the opponent's passes are short or medium and pressing occurs the exit from the defence area should happen.

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