

|    |            |          |             |             |
|----|------------|----------|-------------|-------------|
|    | Running    | <b>M</b> | 298,56±1,67 | 297,17±1,65 |
|    |            | <b>t</b> | 0,53        | 2,17        |
|    |            | <b>P</b> | > 0,05      | < 0,05      |
| 3. | 1000 m (s) | <b>E</b> | 195,00±1,44 | 190,35±1,15 |
|    | Running    | <b>M</b> | 195,24±1,43 | 194,16±1,42 |
|    |            | <b>t</b> | 0,12        | 2,08        |
|    |            | <b>P</b> | > 0,05      | < 0,05      |
| 4. | 3000 m (s) | <b>E</b> | 642,95±3,35 | 634,02±3,01 |
|    | Running    | <b>M</b> | 643,21±3,37 | 640,87±3,36 |
|    |            | <b>t</b> | 0,05        | 2,07        |
|    |            | <b>P</b> | > 0,05      | < 0,05      |

The process of training of the III junior middle-distance runners has an individual character, the physical and psychological particularities being taken into account as well as the volume and intensity of the means which must be consistent with the stage of preparation. In the pedagogical experiment, the training periodicity has taken into consideration the participation of the sports girls to both competitive periods, indoors and outdoors. So, the training has been structured on two training periods, autumn-winter and spring-summer, two pre-competitive periods ( winter- summer), as well as a period of transition, winter-spring.

The set of tests was very diversified to notice as many forms of manifestation of this and the necessary combinations. The elaboration and the application of the experimental program led to some better results at the experimental group regarding the resistance training of the middle-distance runners aged 14-15.

The raising of the indices values resistance manifestation, underlined by the usage of the " t Student' test criterion from the beginning of the test and the end of the test has demonstrated that it is significant to all the tests which show us that the strategy used for the pedagogical experiment can be successfully used by trainers.

The experimental group has done well structured training regarding the general physical training which have fulfilled the target of raising the performance in the control tests and the results from the middle-distance at the final test compared with the initial test. At most of the control tests it has been noticed a significant raise of the results in the final tests towards the initial tests, at the valuable level (  $P < 0,01$ ) and only in the running of 3000m, 800m and 1500m the progress has been significant, but only at the level of 5% ( $P < 0,05$ ).

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## INDICES AND TRENDS REGARDING THE COACHING OF JUNIOR PLAYERS ACTING IN THE PENALTY AREA IN THE SOCCER GAME

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#### Abstract

*The soccer game, like all games, is permanently subject to change. For this reason, coaches use various information programs or the statisticians' work to get information in good time about both their team and the opponent team, or about*

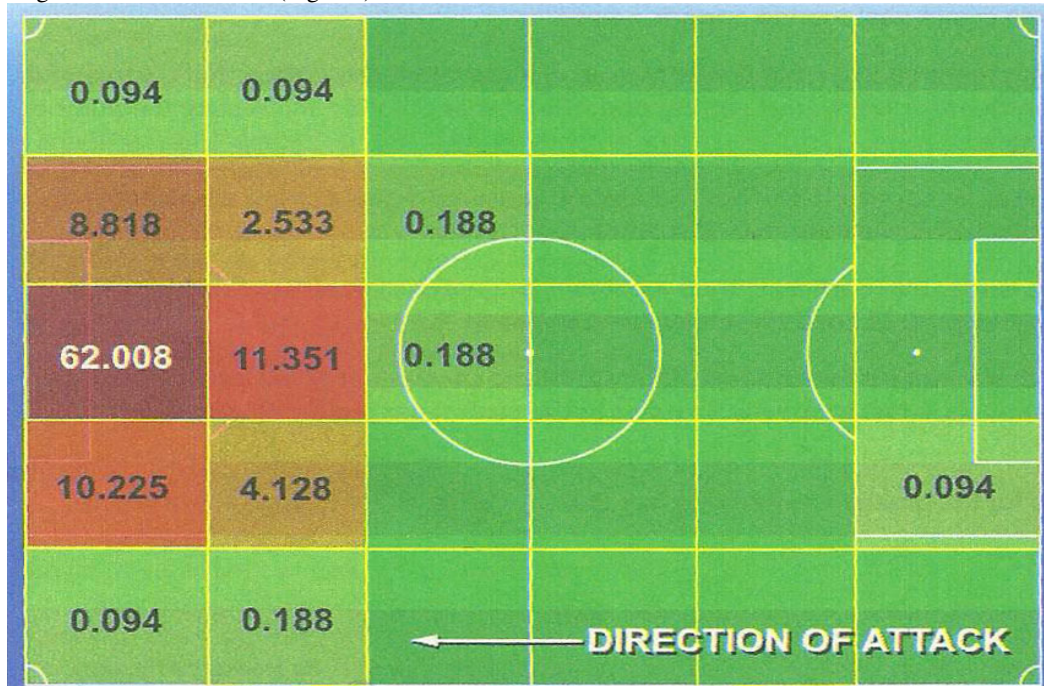
important championships ( England; Spain; Italy; Germany; France) or major competitions ( the World Cup; the European Championship). The access to such information offers the coach the possibility to learn the news in the field, which are real indices for his work, but also the trends of the soccer at the highest level.

**Keywords:** statistics, information, put into practice, goal training, junior soccer.

**Analysis of „Premier League”2011-2012 season.**

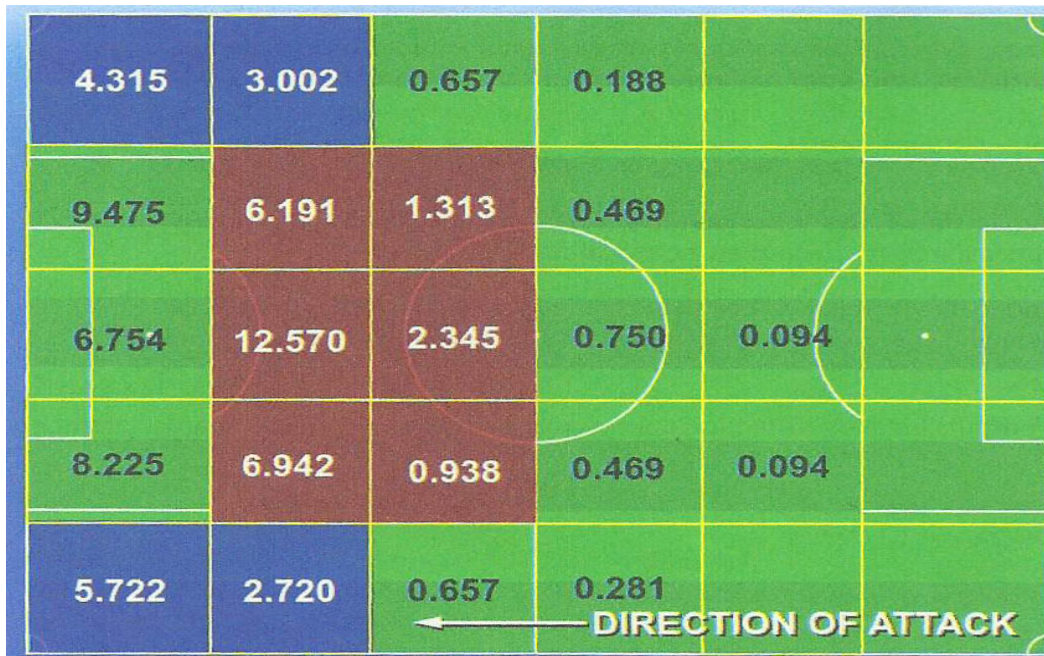
It was one of the most researched seasons in the history of the English Championship. The reason: at the end of the season Manchester City became the champion of England after 44 years. The fact that this team had the best results in relation to the charts below is not incidental.

Where goals were scored from (Figure1):



**Figure 1**

- 81.05% of goals scored are from within the penalty area.
  - 18.01% of goals are from between the penaltymarea and the 36- yard zone
- Where the ball was passed from (Figure2):



**Figure 2**

- 30.3% of assist were assisted from a central location ( 18 yard line to halfway line)
- 25.8% of goals were from set plays ( penalties, free-kicks, corners, solo, etc.)
- 24.49% of goals were assisted from within the penalty area.
- 15.76% of assist were from blue highlighted areas.
- 10.04% of assist were from the byline.

#### Analysis of 2014 „World Cup”

171 goals scored ( most of them, equalizing the 1998 W.C. in France ):

- 43 from the 5.5 m area- 25.1%
- 97 from the 16.5 m area – 63.7%
- 12 from penalty kicks– included in the 63.7%
- 19 outside the 16.5 m area -11.2%

Conclusion: train players to shot on goal from the penalty area if lacking time and space.

#### Analysis of 10.000 matches recorded by DFB during the 2013-2014 season

Where goals were scored from:

- 24% from the goal area.
- 45% between the goal line and the penalty mark.
- 10% between the penalty mark and the goal line.
- 9% between the lateral surface of the goal line and the lateral surface of the penalty box.
- 12% outside the penalty area.

Where the ball was passed from:

- 35% from the penalty area
- 33% between the penalty area and the center circle
- 26% crosses
- 6% long passes beyond the center circle

Scoring:

- 88% goals, of 1-2 touches
- 51% goals, with the flat of the foot
- 20% goals, lace
- 7% goals, lateral
- 22% goals, head

Scoring Headers :

- 36% ball hits the ground and enters the gate

- 27% the ball trajectory

Long shots:

- over 50%, interior wrist

How to score:

- forward permanently moving
- low final pass
- 25% crosses but not from the position next to the end line
- 10% long pass behind the defensive line.

Scorer positive qualities:

1. Mental

- Mentally strong
- A certain selfishness
- Eager to score

2. Technical

- Excellent ball control
- Good heading

3. Tactical

- able to unbalance the opponent

4. Athletic

- explosive force
- frequency of sprints

Aim of the analysis:

1. To discover the trends in soccer at present.
2. To compare the facts regarding soccer in our country and abroad.
3. Elements to borrow and adapt to the Romanian soccer trend, so as to improve it.

## **HOW TO COACH**

A child memorizes:

- 10% of what he reads
- 20% of what he hears
- 30% of what he sees
- 50% of what he sees and hears (explanation and demonstration)
- 70% of his discussions with others ( players on the same position or acting in the same area)
- 80% personal experience ( during the training session it is advisable to practice soccer phases specific to the area where the player acts)
- 90% of what he correctly explains to others

Conclusion: make a training session including all facts you want to say to the players, otherwise they will forget.

Learning in the soccer game has 5 stages:

1. Create an image of perfection for yourself.
2. Divide the drill in stages.
3. Aware learning, not automatic, by reinforcing each stage.
4. Repetition until there is no fault.
5. Enjoy your success and what you have learnt.

Ways to set up the coaching for the penalty area:

- Individual training (improvement of technical and tactical skills-or certain individual actions)
- Training of functional groups of players 2-3-4 (in order to learn and improve combinations, contacts, schemes that are part of the collective tactics, with specific tasks for every player).
- Collective training (the main task is to improve the finishing actions, in the presence of active and semi-active opponents, when most of the players act within the limits of the specific assigned task).

Methodical sequencing in the use of drills:

- Practice under milder conditions the shots on goal and combinations, to form de finishing skills.
- Practice the drills under tougher conditions with semi-active and active opponents.
- Practice some actions under the form of game phases under normal conditions

ATTENTION:

- When choosing the drills one must take into account their degree of applicability.
- They must be specific for the area the player acts in.

#### CONCLUSIONS:

- If you do not enter the penalty area you cannot score.
- The classical forwards are back in the game, the last but one defender, not with a fake no. 9.
- The role of the classical forward in compact defenses is to head the ball from the crosses came from the lateral side
- The forward must keep the ball until the players in the second line arrive.
- Train the still phases.
- Train the 1x1 game, on both the offensive and defensive phase.
- Our duty is to help players take the best decisions.
- To help players be better throughout the game or in certain situations of the game.
- The coach is the key to success.

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## **STUDY ON THE INFLUENCE OF STRETCHING EXERCISES IN INCREASING JOINT MOBILITY AND MUSCLE ELASTICITY TO 14 YEAR-OLD SOCCER PLAYERS**

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#### **Abstract**

*Mobility or flexibility is considered by many specialists the fifth motor quality (Cârstea G,1993; Dragnea A., 2002). It reaches its maximum value around the age of 15-16, even later<sup>1</sup>. Frey, quoted by C. Bota (2000)<sup>2</sup> considers that „flexibility includes joint mobility and the ability to stretch or muscle elasticity”, while S. Macovei (1999)<sup>3</sup> defines flexibility as: „the ability to mobilize joints by the intervention of external forces. The author mentions the following among the components of flexibility: muscular and ligamentous flexibility, neuromotor flexibility, joint flexibility. The purpose of this study is to assess the level of physical development, but also the level of joint mobility and muscle elasticity of 14 year-old soccer players, based on measurements of body parts and segments of athlete teenagers from „Dunărea” Galați Football Club. To determine the morphological capacities of the 14 year-old soccer players from „Dunărea” Galați Football Club,*

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