16 YEARS OLD FOOTBALL PLAYERS' TRAINING WAYS ON THE COMPLETION STAGE

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Abstract

Football which is developing under a global vision, is a science and has become a business on all continents. The logical content of the paper is the prerogative of the author's experience in the field, representing a theoretical and practical tool addressed to adapt the methodological training from children and youth to seniors. In this context, it requires a new approach on the selection and training of future performers. Promoting young players to valuable senior teams started to become a problem as the football clubs no longer expect the developing period (18-21 years) of young talents. The paper adressed to football specialists is having a rich content, presented in an illustrative way, with reference to the completion stage of 16-18 years old football players, which is considered the large accumulations period.

Keywords: football, training, completion stage, efficiency.

1. Tasks

- introduction and application of research methods;
-setting the tests and control samples;
-tracking and recording the performance obtained from control samples;
-processing, interpretation and highlighting of results.

2. Aim

Consists in the implementation of an educational and training process for 16 years old soccer players in order to consolidate and improve their actions.

3. Assumptions

-To what extent conscious and active participation of the 16 years old football players contributes to the improvement of completed actions.
-It is assumed that if the method of choosing optimum playing is known it can positively influence the completion tasks in football.

4. The subjects, duration and place of research

Experimental group: sports high school from Galaţi, football- 10th class, junior B.
Date: 30.07.2014-27.11.2014.
The football field "Siderugistul" in Galaţi.
Once a week on Wednesday. Duration 50 minutes, totaling 250 minutes.

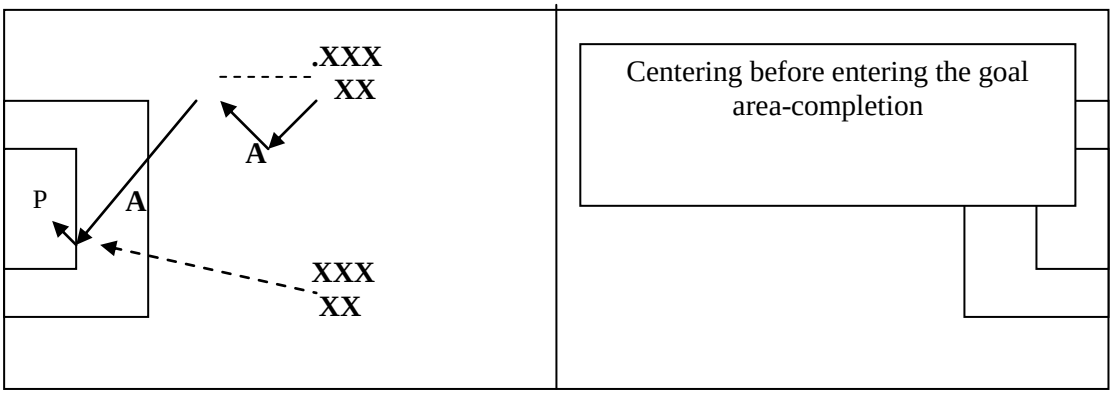
5. Experimental curriculum

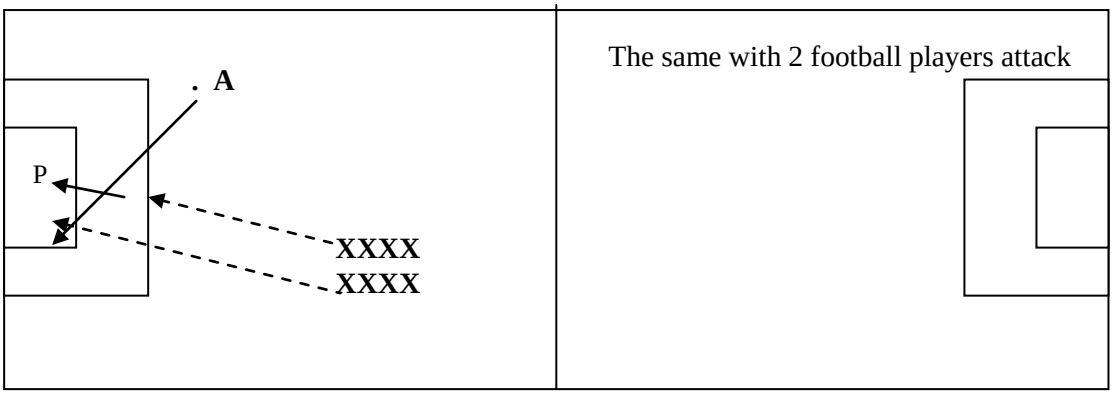
A curriculum based on the experimental training of the football game was designed. Desired skills-to learn how attackers can act in the completion zone. To accept the experiment a full mental knowledge of the players is needed, according to the modern game requirements.
Organizing the game in modern system is achieved by acting in the area and in line. An application was designed which uses different means of consolidation of training in order to improve the completion in the football game, but also to mentally challenge players/strikers to act. In this context two questions arise that can be solved through feed-back, i.e. the attackers must know where they should receive the ball, and those who lead and guide the action of the ball must know where to pass the ball.

In this conglomerate, the mind plays a very important role. It is also our objective to verify the implementation of common actions, and not to let the game to chance. Without a constructive and directed approach the athletes cannot fully develop their personality and cannot understand their own skills. A good knowledge of the football game is mainly needed: it aims at decreasing the number of mistakes in two fundamental phases of the game: attack and defence; fine combinations that efficiently highlight valuable players ;individual technique is subordinated to the collective game; the improvement of the game in the two phases during the crisis of space and time; perfecting technical procedures that allow the player to choose at certain times the most efficient ones, the strong presence of intellect in the construction and deployment of game.

6. Ways and means

1. Analytical work - game combinations, 1 x 1; 2 x 2; 3 x 3, with completion (scheme 1-6)


.XXX
XX
A
P
A
XXX
XX
Centering before entering the goal area-completion


. A
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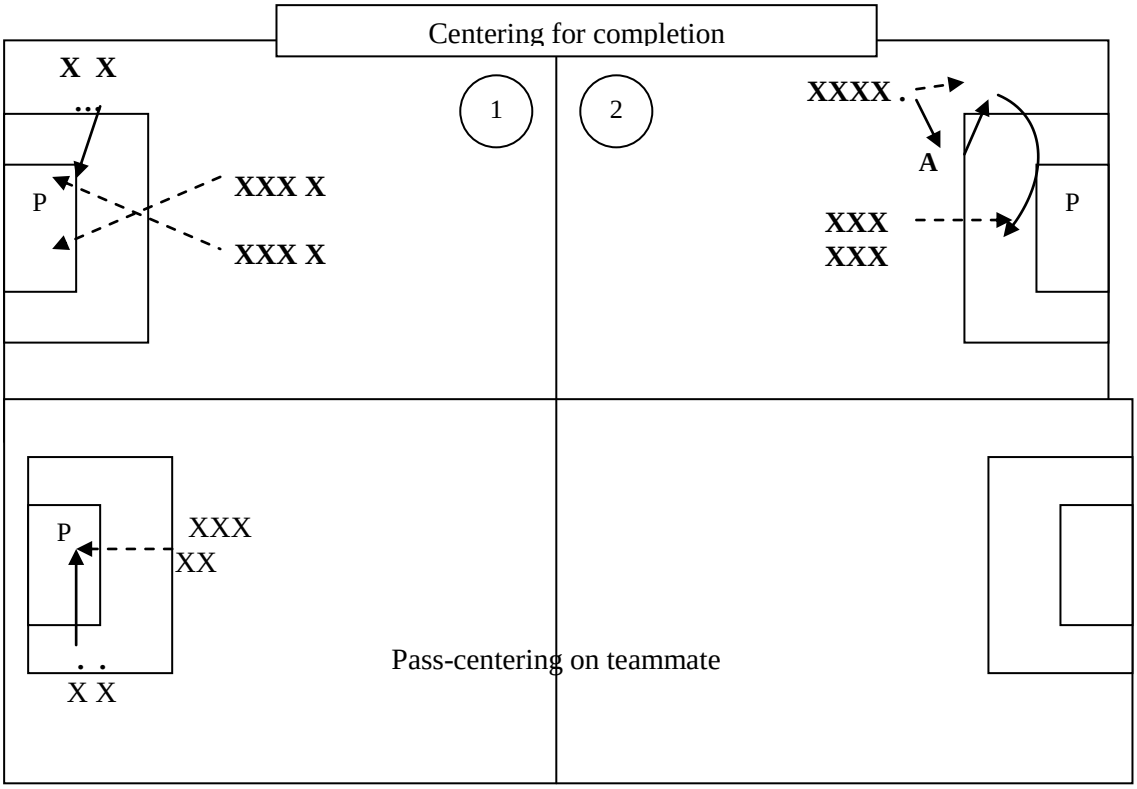
XXXX
XXXX
The same with 2 football players attack


Centering for completion
X X
1
2
XXXX .
A
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XXX X
XXX X
XXX
XXX
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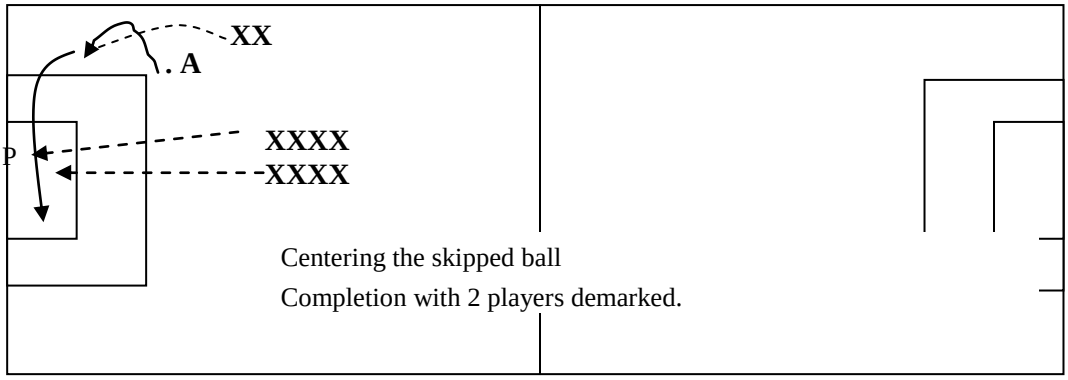
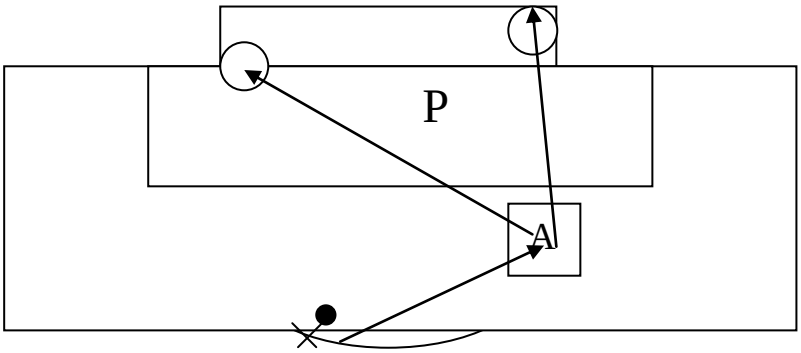
XX
. .
X X
Pass-centering on teammate



Shooting the rolling ball from 16 m area from diagonal to the two predetermined points (down, towards the upper or long corner or the short corner).



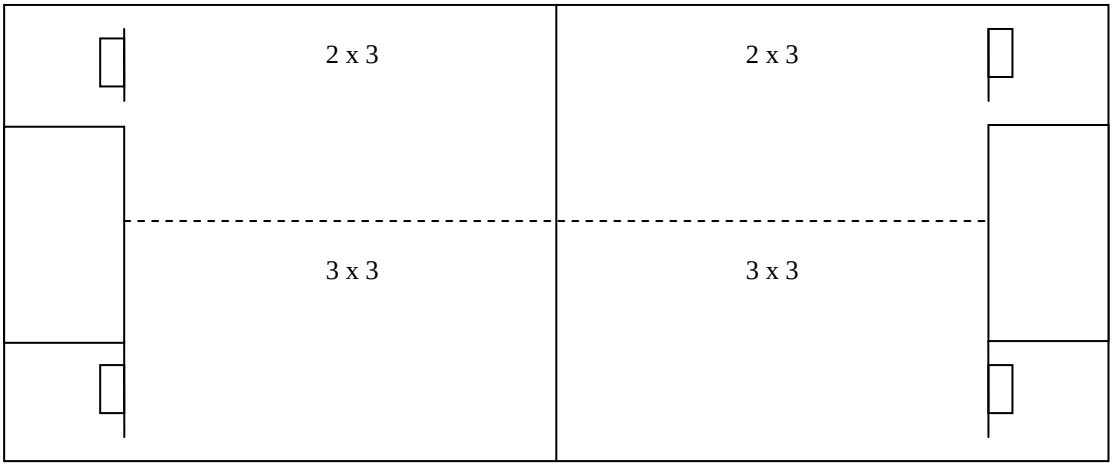
On-going frame: P = active goalkeeper; A = coach; X = football player is at right angles from the goal area in the semi-circle of 16.50 m, Playing: X = passes to A and runs; A = passes the ball to X, X = passes by A and shoots in the two predetermined points.

Same as top exercise: Shooting the jumping ball from 16 m area from diagonal to the two predetermined points (down, towards the upper or long corner or the short corner).

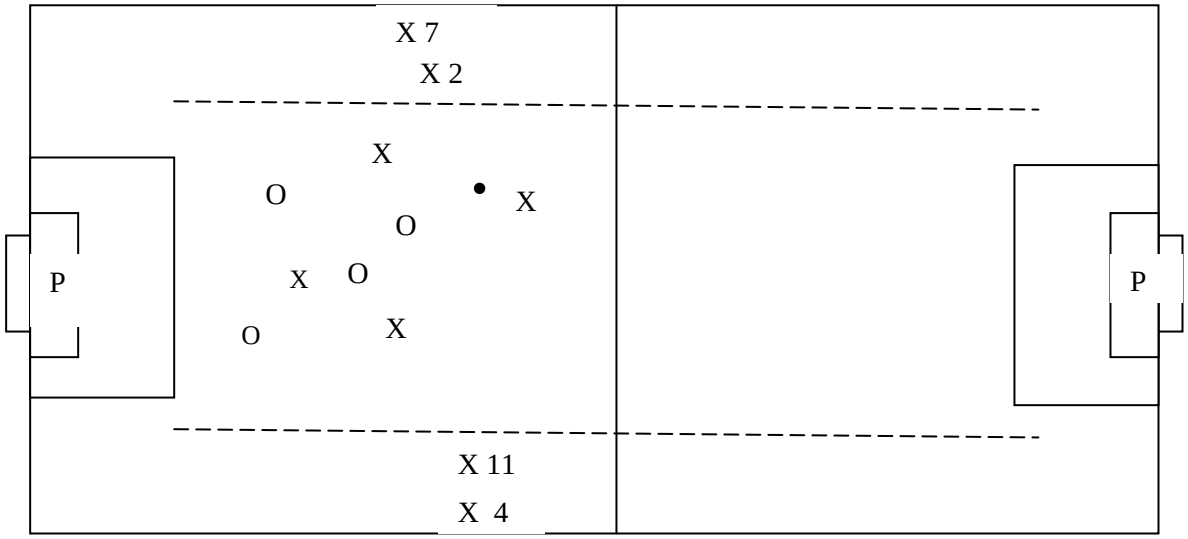
Ongoing frame: P = active goalkeeper; A = coach; X = football player is at right angles from the goal area in the semi-circle of 16 m, Playing: X = passes to A and runs; A = caches the ball and passes to X, X = passes by A and shoots in the two predetermined points.

2.Tactical games (fig. 1-3)

Games for 3 x 2, 3 x 3 combinations with completion at the one goal area of 5/2 m in different areas (fig. 1).



Tactical game 3 x 3 or 4 x 4. Playing with changing the game to one of the side players (Fig. 2). The game is preceded by a changing combination: doubling pass; diversion; one-two for the third etc.



Task: When the goalkeeper catches the ball, he quickly calls to the edge to form the habit to regroup. When the action in the attack is lost, the players in the attack, who are at completion, will demark and/or will recover the ball.

Tactical game (fig. 3). The defense team must build (development of the attack) by quickly passing through in adverse field. When the ball is in the opponent area he may pass about the edge where the teamates receive the ball for centering. The goal is validated when the whole team is in adverse field. Teams can also complete by distance shooting (16 m).

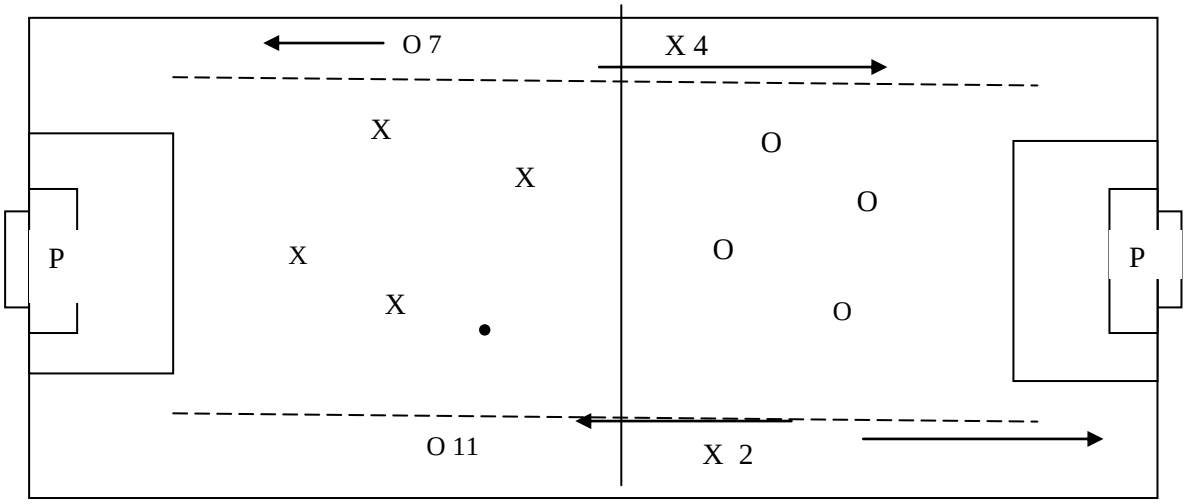


Fig 3. Completion with ball coming in from the sidelines

7. Reasoning

A graduated training was applied, mainly, analitical at first until further improvement, semi-active and active, and later passed to the strengthening of actions in the form of the game. It was pursued through the implementation of the questionnaire, if after a 5 week training period the athletes can show/demonstrate in what areas will act. There were used 3 investigating areas for line, center and attack players. It was also aimed to see how athlets understand to implement intelligence according to the means employed for teaching, as presented in table 1. In this context it was noted how the questioned players responded and what are their theoretical/mental knowledge after five weeks of training. The evaluation was carried out by spreading some drawings with the soccer field, being shown certain actions (those trained). Athletes questioned had the obligation within 5 seconds to record/show in the drawing the movement and positioning in the field.

The results of initial and final testing of athletes included in research

Tabel 1

Compartiment BIN	Number of athletes	Test 1 – initial correct answer	Test 2 – final correct answer
PLAYERS (FL_ML)	4 + 4	2	3 + 3
CENTRAL PLAYERS (MC)	4	1	3
STRIKERS (AT)	4	1	4
SUBJECTS	16	16	16

Experimental argumentation

The mathematical statistical t-test was used, since the two sets of results (initial and final) depend on each other.

TEST / SUBJECTS	INITIAL		FINAL	Difference
16	$\sum$	**16 / 4**	**16 / 13**	
	M	**4**	**1,23**	**2,77**

The average rate growth $R\frac{\bar{x}}{\frac{2}{1}} = \left(I\frac{\bar{x}}{\frac{2}{1}} - 1 \right) 100$

1,23 / 4 = 0,30 – 1= 0,70 * 100 = 70 %

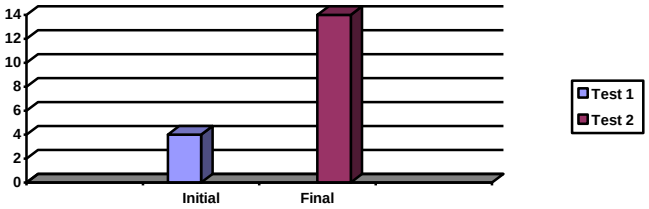


Fig. 2 Growth levels of the initial testing and final testing

The graphical representation (Fig. 2) and the t-test evaluation, shows the progress of the implementation the theoretical knowledge with practical reality. Difference D of 2.77, on average, representing an increase of 70% in the knowledge level at the final testing which shows obvious progress of athletes, as a consequence of the application deployed.

8. Conclusions

1. To proceed first with the analytical means, simple combinations and then in the form of didactic games, keeping the form and content of learned exercises.
2. A communication/dialogue has to occur in order to explain all the technical details.
3. With the implementation of the effect we can count on a correct execution and on the athlet's motivation.

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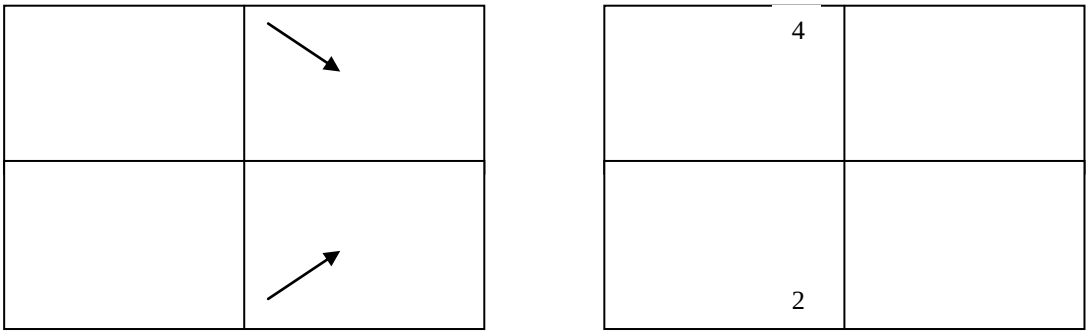
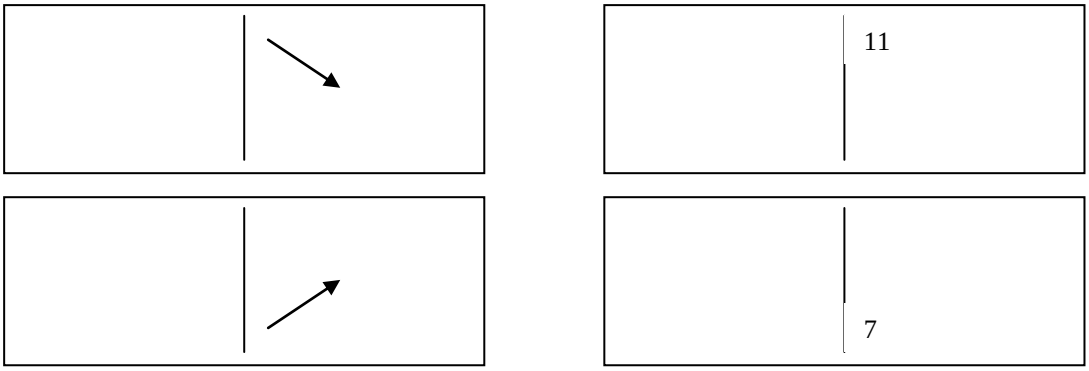
Annex

Watch the trajectory of the ball (in the opponent defence area) and select the optimum movement in the action area (movement of the football players, the trajectory of the ball; the ball.).

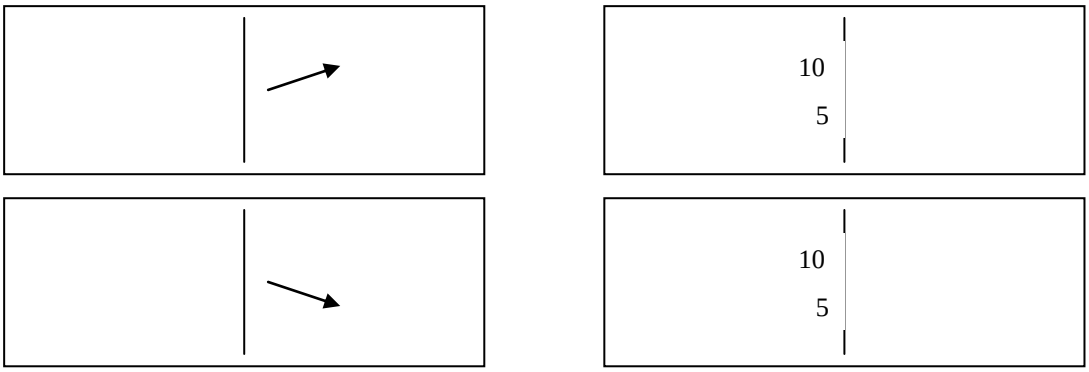
1. Defenders



2. Midfielder



3. Central midfielder



4. Attackers