Analyzing the relationship weighted of the each group by t-test dependent (results timed in the initial and final test are related to each other), the rate of growth of the medium level for the experimental group is 50%, compared to the control group, which has an increase of 9.09%.

**Conclusion**

At age 9, children do not understand the meaning of the tactical game, but they understand well the meaning of the game based on competition level (result). In this context they can be trained in motivational terms (optimal). In this way it can undertake, measured by possibilities, intellectual and motor, moreover, presented in the specialized sports literature specific of this age. The question can be "what will be the most appropriate way for their training: based on games, on coordination, on the analytical, the entertainment, the introduction of some simple elements of individual or group techniques, etc.

From the proposed experimental program as a result of the specialized study, it was done an experiment based on training that included elements of simple technique combined with those of coordination - technical ability, therefore, focusing on lower limbs.

It was highlighted that at this age the concept of simple programs in which the implementation of some coordination means, movement games, simple elements in technical execution, the love for the game of weaned, it develops the motor ability of future footballers substantially.

The references occurring as a result of the experiment concluded especially that the children's / footballers ability answering to the game, the player is able to apply his technique under different conditions of play and especially the application of skills learned in training experimental at the same time notes the ball and the opponent's moves (demarcation), respond positively to the demands of the coach and the group. It is noted that at this age children do not have the necessary muscle strength, density unresponsive to efforts in this regard, it must force training objectives as time needed study literature by proposing sustainable outcomes. It was noted that depending on the force of impact, it has a directed path, and with means moving the body, the body's power to enforce the effort is difficult to age 9. In light of these elements requires a workspace allocation raportat size, space for execution.

**REFERENCES**

1. Benigni A., Ferrari M., Kuk A., Preda A. (1999), Guida al giocco del calcio, Editore de vecchi, Milano.
2. Daniel Jean-Dupeux. (1997) Les sorciers du foot , Editura Rocher, Belgia.
3. Ferrante, C. (200) Formarea tânărului fotbalist. Notiziaro del sette tecnico della FIGC, Florenţa.
4. Maroti Şt.(2004) Studiu privind manifestarea lateralităţii, Constanţa.
5. Radulescu M., Cojocaru V., Dragan A., (2003), The guide of football coach at children and young players, Axis-Mundi Publishing House, Bucharest.

# CONTRIBUTIONS TO THE TRAINING OF THE SCHOOL FOOTBALL TEAM IN SECONDARY SCHOOL

Ploeşteanu Constantin

"Dunarea de Jos" University of Galati, Romania

**Abstract**

The school representative team is formed and prepared to take part in various mass competitions organized at local and national level. The pupils taking part in the activities of the representative school teams need to have a previous preparation, necessary for such a competition. At the same time, the participation represents a spirit of emulation and competition, as well as an opportunity to discover and guide the most talented pupils to choose a carreer in football. The connection of school teachers with the teachers / coaches of sports high schools and school sports clubs / pupils' club is a condition of this profession. It is important to implement these goals, to the benefit of training pupils, educationally, instructionally and socially. In this context reconsidering the classes for the sports team must be a permanent activity.

*Key words: football, training, efficiency*

**Introduction.**

Practising football as a basic means of doing sports involves the acquisition of basic and specific motor skills and qualities for every individual/pupil, the performance of types of exercises, the acquisition and development

of new knowledge regarding the sports tactics and technique, the education of moral and intellectual qualities and of the aesthetic sense related to motor gestures and sports competition. Considering the popularity of the soccer game, the pupil's desire to move through this game gives the school teachers the possibility to form the school team. Besides these aspects, the school team is formed and trained in order to take part in various mass school competitions at local and national level. The participation represents a spirit of emulation and competition, as well as an opportunity to discover and guide the most talented pupils to choose a carreer in football.

The research has been based on methods and means that pupils like, without an excessive load of effort, the most important being the pleasure and the ability to organize them. We have aimed at getting results that are consistent with the ability of intellectual and motor expression of the pupils. In this respect, we have emphasized, besides an appropriate distribution of the effort, an approach meant to optimize the coverage of work, space and time distances, as mentioned in the literature of specialty. At this age, the child integrates his motor actions through the representations in his mind, the sequence of learning elements being quite limited. Considering these scientific aspects, the sports training has taken place on a 45 meter-long and 30 meter wide field, following the standard regulation for 8 against 8 players games, acknowledged by the Romanian Football Federation.

The means of training used throughout the school year for the training of the school football team and their planning may be, for those interested in these subjects, useful material for optional classes (optional curriculum). After the ascertaining experiment, the comparisons, at the end of the basic experiment we proved the progress of the experimental group on the control tests. Besides, the tests included in the school curricula and sports records pointed out important contrasts between the initial test and the final test compared to the control group.

**Purpose**

The aimed purpose is that of making pupils like football, fact that is a motivation for them to start practising this sport, to ensure motor qualities, and to make a primary selection for performance in order to establish and support the competition effort.

**Aim**

Favor and obtain superior results in the competitions among schools on the one hand, and guide the most talented children to practise professional football for future performance, on the other hand.

**Hypotheses**

1. To what extent, the use of means, that have been well selected and distributed according to the age and the level of training of the pupils in secondary school, creates favourable conditions for the improvement of the motor quality indices.
2. Whether practising football within a school team will give way to motivation and the ability to practise a well-organized football game within sports clubs / high schools.
3. It is supposed that a multilateral, organized sports training provides enhanced conditions for the motor capacity of pupils and does not fail in distinguishing / selecting them for performance.

**Tasks**

- to introduce and apply the research methods;
- to establish the control tests and regulations;
- to follow and record the evolution of the performance for the control tests;
- to process, interpret and emphasize the results.

**Material and Method**

The subjects are 7th grade pupils of 13 „Ştefan cel Mare" School.

The research has been carried out within the school.

Duration of the research : 1st of October 2015 – 10th of December 2015.

The research took place throughout a school year on a number of 20 pupils in the 7th grade, members of the school football team, whose main characteristic indicators were recorded for a series of tests.

The tests passed by the members of the researched group were selected from among the tests used for the evaluation of pupils' activity in P.E. classes and they were the following:

- *50 m speed running* (standing start, the pupils ran two by two and had the right to two attempts, the best one being recorded; the stopwatch was on at the first movement of the pupil);
- *standstill long jump* (executed on both feet, landing on both feet, two attempts, the best one being recorded);
- *Medicine-ball throws* (each pupil made three attempts, the best performance being recorded);
- *shuttle run 5x10 m* (5 trips were performed between two parallel lines drawn at a 10 m distance, two attempts, the best one being recorded);
- *raising the body in vertical position* – sit ups (executed for 30 seconds from lying position face up, arms on the sides, two attempts, the best one being recorded);
- *800 m running* (one attempt performed on groups of 5 pupils).

During the research, the members of the group were trained through a series of means specific to the football game, selected according to the type of game developed for this specific age, according to the basic principles of professional football, namely children in the 1st category.
The acting technology included the following types of exercises:

- Exercises to develop the general and specific skills. For this purpose we used exercises from athletics and gymnastics, shuttle runs, specific routes, ball exercises and games;
- Exercises to develop coordination. The coordination needs precision and equilibrium in nerve processes, and it is necessary to use exercises meant to develop reflexes, the rythm and the precision of moves;
- Exercises to develop mobility. Individual exercises, partner exercises and exercises using aids have been used;
- Exercises and games for motricity and coordination focused on speed with accents on speed, in the forms required by the specificity of the football game and of movement games;
- Exercices to develop general / aerobic endurance, except specific endurance. The methods used were : the method of uniform efforts and the method of variable efforts, for the two components of the training;
- Exercises for the analytical processing of the strength of the major muscle groups involved in the football game. A series of means to develop the general muscles were selected.
- Attention exercises, as a means of organizing and memorizing, regarding the act of filtering, in order to achieve stability of attention later on, regarded as a mental and regulatory shape. We focused on the mental stability, we acted in order to be prepared and to understand any unexpected change: a movement, an apparition, something ceasing, a change in intensity, a change of aspect. Their „feed-back", as an answer to the movement exercices with or without objects was included in the experimental curriculum.

Results of the initial test of the experimental group

Table no.1.

| Tests / Indicators | SLJ | 50 m | MBT | 800 m | 5 x 10 m | Sit up |
|---|---|---|---|---|---|---|
| $\overline{X}$ | **180,4** | **8,02** | **3,56** | **3,4** | **19,90** | **27,26** |
| Sd | **4,01** | **0,19** | **1,11** | **0,27** | **1,27** | **1,77** |
| Cv | **2,7** | **2,88** | **2,74** | **2,11** | **1,87** | **3,27** |

Results of the final test of the control group

Table no.2

| Tests / Indicators | SLJ | 50 m | MBT | 800 m | 5 x 10 m | Sit up |
|---|---|---|---|---|---|---|
| $\overline{X}$ | **182,8** | **8,0** | **3,58** | **3,35** | **19,8** | **27,4** |
| Sd | **7,74** | **1,13** | **3,78** | **2,11** | **3,14** | **3,52** |
| Cv | **5,41** | **3,08** | **9,5** | **5,3** | **4,2** | **6,2** |

Results of the final test of the experimental group

Table no.3

| Tests / Indicators | SLJ | 50 m | MBT | 800 m | 5 x 10 m | Sit up |
|---|---|---|---|---|---|---|
| $\overline{X}$ | **194,80** | **7,77** | **4,27** | **2,55** | **17,8** | **36,2** |
| Sd | **6,74** | **0,13** | **3,20** | **0,10** | **0,41** | **1,5** |
| Cv | **3,46** | **1,7** | **7,56** | **3,3** | **2,28** | **4,94** |

The graphic illustration of the final results of the groups included in the research

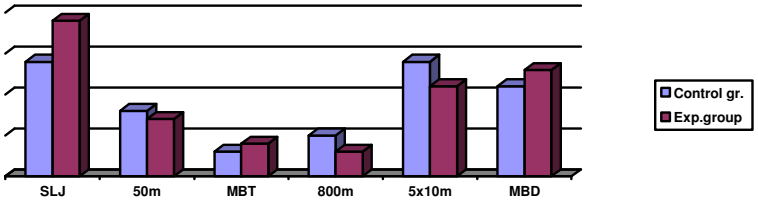


Fig.1. Final results for the control tests of the groups included in the research

For the test „standing long jump", the value of the final average for the experimental group, compared to the final average of the control group, shows a 12 cm increase. The final Coefficient of variation for the experimental group 3,46 % is smaller than the final coefficient of variation for the control group 5,41 %, fact which shows an increase in the homogeneity of the experimental group.

For the physical test of „50 m speed running", the value of the final average for the experimental group compared to the final average for the control group shows an increase of 0",23. The final Coefficient of variation for the experimental group of 1,70 % is smaller than the final coefficient of variation for the control group, 3,08 %, fact which expresses an increase in the homogeneity of the experimental group.

For the „standing medicine-ball throwing" test, the value of the final average on the experimental group, compared to the final average level of the control group shows an increase of 0,69 cm. The final Coefficient of variation for the experimental group 7,56 % is smaller than the final coefficient of variation for the control group of 9,5 %, which shows an increase in the homogeneinty of the experimental group.

For the physical test of „800 m running", the value of the final average on the experimental group, compared to the final average level of the control group shows an increase of 0,80 s. The final Coefficient of variation for the experimental group is of 3,3 % , smaller than the final coefficient of variation of the control group, of 5,3 %, which shows an increase in the homogeneity of the experimental group.

For the physical test „5 x 10 m shuttle run", the value of the final average of the experimental group, compared to the final average level of the control group shows an increase of 2 s. The final Coefficient of variation for the experimental group is 2,28 %, smaller than the final coefficient of variation for the control group, of 4,2 %, which shows an increase in the homogeneity of the experimental group.

For the physical test „raising body in vertical position– sit ups", the value of the final average for the experimental group, compared to the final average level of the control group shows an increase of 8,8 sit ups. The final coefficient of variation for the experimental group is of 4,94 %, smaller than the final Coefficient of variation of the control group of 6,2 %, which shows an increase in the homogeneity of the experimental group.

**Conclusions:**

- Since the classes of school sports clubs have been excluded from the curriculum, there has been an insufficient quantity of researches in this field, of such preoccupations and methodological research that tackle the training of the school teams. There was little research in the field of football research, as well as in other subjects included in the P. E. Class.
- The development of basic motor skills (speed, ability, endurance, strength) may be achieved at the secondary school level in particular, in a more pleasant way by practising dynamic games, exercises that are specific to football game, as well as to the bilateral game.
- After analyzing the values recorded for the two tests we notice the following aspects:

- the values of the arithmetic mean recorded for the final tests are superior in all tests;
- the Coefficient of variation has a value within the limits of a high homogeneity treshold for both testings in all tests;
- the performance of most of the members of the school team, as well as the arithmetic means of the final test are within the limits required by the basic principles of the professional football for this age category, secondary school.

**Bibliography**

1. V., Cojocaru (2002), Football from 6 to 18 years old, Axis Mundi publishing house, Bucharest.
2. G., Csudor, (1986), Training School Teams, Sport-Turism publishing house, Bucharest Bucureşti.
3. P., Dragomir, E., Scarlat (2004), School Physical Education, Didactică şi Pedagogică, R.A. publishing house, Bucharest.
4. E., Scarlat, (1993), Physical Education of School Children,. Editis, Bucharest.