

STUDY ON THE DEVELOPMENT OF INDIVIDUAL TECHNIQUE IN FOOTBALLERS OF 10 TO 12 YEARS

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Abstract: The present study is based on the experiment method and also on the observation method, applied over two groups of footballers between the ages of 10 and 12 years. Both groups submitted a technical test / technical route. The players in the first group, the target group, repeated the technical route during the training sessions, trying to self-improve the time of crossing the route. The final results showed that the individual technique of the children in the target group was improved, and the technical route time was decreased.

Introduction: The development of the technique currently indicates the formation at players of some "technical - physical - psycho - tactical skills"[1] which, by combining the four factors, allow the manifestation of an action that, although technically is performed with the ball, it has a high degree of physical, mental and tactical load [2]. In this type of action, the technical component maintains its presence and importance, but "the capacity take the place of knack", a process that includes in its intimate structure physical, tactical and psychic behaviors.[3]

The technique characterizes the particularities of the execution of the motor actions. Thus, the technique in football, represents a set of elements, specific procedures for ball handling and movement of players on the field, which are carried out in accordance with the laws of the movement and the rules of the game.[4]

The technique represents a multitude of motor skills and abilities specific to a sport game, which implies the player's effort capacity accumulated until that point in order to fulfill some tactical requirements, both in defense and in attack.

It can be said that the technique in the sports life of children is constantly evolving, and as a result, children who succeed in communicating with the ball can easily cope with the demands of the football game.[5] At the same time, the technique must be associated and practiced on structures that favor also the increase of the other

components needed to play football, the tactical and the physical component.[6]

The importance of that study is given by the greatest need of the players to have a well-developed technique which, constantly improved, helps to make a more spectacular and precise route for each player. Thus, the technique represents a significant part of a player's actions. These actions, which, even in adverse conditions (when the opponent prevents you from carrying out deceptive slots or stops certain elements that you want to expose in certain phases in the football game), engage the player's psyche by requesting him to the maximum.[7]

Material-methods: For the elaboration of this study we applied both the experiment method and the observation method. The first is the intentional challenge of an experiment, with the purpose of studying it. In this method, several forms appear that have a *demonstrative character*, that is, the trainer is the first one who explains the tests or routes to which the children are subjected. He will provide this theoretical part on the means used, the place of development and how children will perform the exercises.

The experiment method also has an *applicative character*, from it deriving the following stages:

- the presentation of work tasks;
- the organization of children;
- the performing of the experimental tasks with the teacher's guidance.

The use of the *experiment method* is conditioned by a well-arranged space, a specific space for a sports base, that has the necessary materials to carry out the experiment.

In the present research I aimed to demonstrate that the development of the technique is closely related to the preparation of the children with the help of the specific exercises in football game and that the exercises are associated with the technique.

Thus I chose two experimental groups. A target group and a control group.

During the 8 training sessions, I applied specific exercises of football game with specific characters for the technique development, while in the control group, within the same number of training sessions, I applied exercises that do not directly involve the technicality of the students.

Observation is, by its nature, a method of ascertain but, in the same time, also a careful exploration of those observed by mobilizing previous knowledge, so it is an active planned and selective perception, undertaken with a certain purpose.[8]

Following the observation, the hypotheses appear, the new problems arise, which, based on experience and knowledge, we have certain points of support. Following the observation, classifications, descriptions can be made.

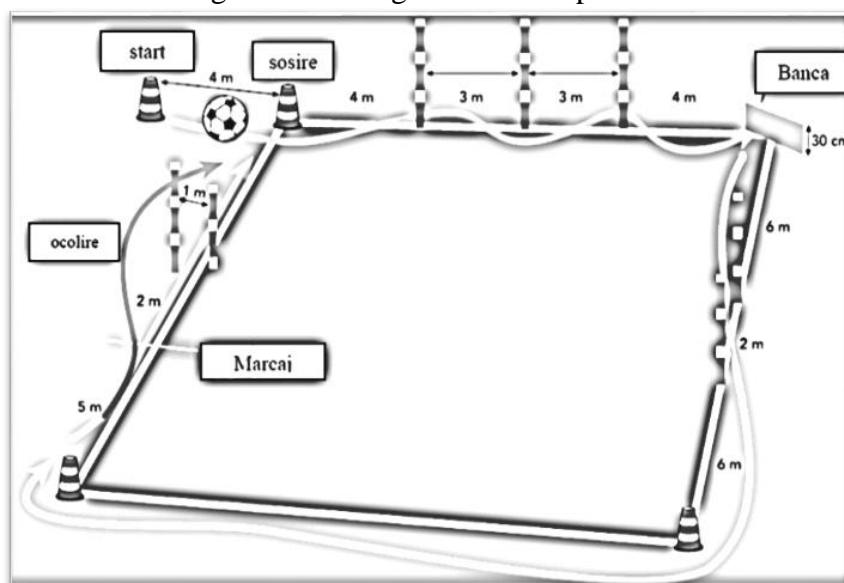
In this research, the type of observation used is *the organized observation*, because it has an intentional, active, provocative and systematic character, being the only one that starts from a certain anticipatory idea of their results and effects[9].

Thus the following aspects were observed:

- the reaction of the children under study;
- the way of approaching exercises;
- the degree of involvement during the study.

Means used: *Ball management, dribbling / technical route*

A square is drawn with the side of 14 meters, the child starts from the first pole, manage the ball between the poles placed at 3 meters from each other, he shoots to the bench of 30 cm, he takes the returning ball, drives between the two poles (2 meters), leads up to the line drawn at 2 meters from the gate consisting of 2 sticks placed at 1 meter distance



from each other. There he runs a self-pass between the two sticks, the player bypasses the gate, takes the ball and speeds between the two blocks[10].

Figure 1. The technical route

The results obtained: Ball management, dribbling / technical route

Table 1 - The times obtained, at the target group, following the ball driving (target group)

Name	Technical route duration T_i	Technical route duration T_f	The time difference between T_i and T_f
L.D	25"	24"	-1"
C.R	21"	19"	-2"
S.V	24"	23"	-1"
P.L	25"	22"	-2"
B.C	25"	24"	-1"
G.A	22"	19"	-3"
V_a	23.66667"	21.83333"	-1.66667"

Table 2 - The times obtained, at the control group, following the ball driving (control group)

Name	Technical route duration T_i	Technical route duration T_f	The time difference between T_i and T_f
N.D	23"	23"	0"
F.R	21"	20"	-1"
C.G	20"	22"	+2"
H.V	18"	19"	+1"
V.S	20"	20"	0"
M.C	20	21"	+1"
V_a	20.33333"	20.83333"	0.5"

T_i = initial testing

T_f = final testing

V_a = the arithmetic value

Conclusions: As a result of the training sessions in which the elements of technique development predominated, I found out that the average value of the target group decreased by 1.66 seconds compared to the initial test, its result being 23.66 seconds.

Thus, we are recording a progress of the target group. This is due to the technical elements learned in the training sessions, but also of the effort made by the children. Compared to the target group, the other children recorded a regression of 0.5 seconds. This decrease is due to the fact that the control group encountered different technical problems and disagreements within the team, during the game. During the tests it is easy observed that those children from the control group are not sufficiently concentrated, they overturning cones and implicitly dropping the ball under control.

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STUDIU PRIVIND DEZVOLTAREA TEHNICII INDIVIDUALE LA FOTBALIȘTII DE 10-12 ANI

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Rezumat: Prezentul studiu s-a bazat atât pe metoda experimentului cât și pe metoda observației, aplicate asupra a două grupe de fotbaliști cu vârste cuprinse între 10 și 12 ani. Ambele grupe au fost supuse unui test / traseu tehnic. Jucătorii din prima grupă, grupa țintă, au repetat pe parcursul antrenamentelor acest traseu tehnic, încercând să își autodepășească timpul de parcurgere al traseului. Rezultatele finale au arătat că tehnica individuală a copiilor din grupa țintă s-a îmbunătățit, iar timpii de parcurgere a traseului au scăzut.