

## **STUDY REGARDING THE DEVELOPMENT OF AMBIDEXTROUS AT MIDDLE SCHOOL CLASSES, USING METHODS THAT ARE SPECIFIC TO FOOTBALL GAME**

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**Keywords: ambidextrous, means, gymnasium, football**

**Abstract:** Technical training to junior or grades of secondary school is the essential element in the qualitative development of future football players equally in this phase of training should focus on developing the skills driving specific football game, made accurately both feet. In football, ambidextrous player covers both movements without the ball and when executing various techniques. If the player is in control of his movements and whether ambidextrous is developed to a higher degree, it means that it will be able to easily adapt to the unexpected appearance. This ability to perform actions with the same yield increased performance with both sides of the body, leading to the development of effective movements of the players and the science of running and apply the appropriate processes of the various situations that arise during a game. Removing wrong executions, improve responsiveness through the use of both legs, carrying growth phases of attack and defense in high yield football game, is the natural purpose of this research.

### **Introduction:**

It is appropriate at the moment, trying to give an interpretation of the concept of ambidextrous as the ability of football players to perform movements and actions characterized by raised index performance both with the ball and without using equally and the same yield legs on one side of the body and on the other side. Ambidextrous or, if lower limb is an issue that is not sufficiently addressed in the literature. Removing cliché stating when a player is in a position to score like that „needs another touch to kick adroitly " gesture of time that gives the opponent the opportunity to intervene.

### **Material-method:**

The present study aims to find new ways to improve this process dynamically and continuously, respectively ambidextrous. The effort of

physical education teachers should be focused on the action of screening initiation and selection of children's football, to embrace the correct movements characteristic of the sport, to eliminate elements unnecessary impedance results and blocks the further development of future practitioners football. Training of early stage junior ambidextrous players can only be a beneficial element to obtain the best results for future modern football.

The research was conducted in the school year 2013-2014 over 36 weeks. Initial testing was conducted both in groups and in the control experiment at week 17 to 21 September 2013 and the final one from 11 to 15 June 2014. During this work intensively in this unit to play football and the rest the focus was on the fourth link of physical education lesson concerning the development of motor skills speed and skill. We applied means of developing specific football game of all students in grades experiment from "Fântâna Mare" Middle School, was chosen for research children who used to constantly practice the game of football, the same criteria being used to control groups.

The funds were structured and assayed as follows:

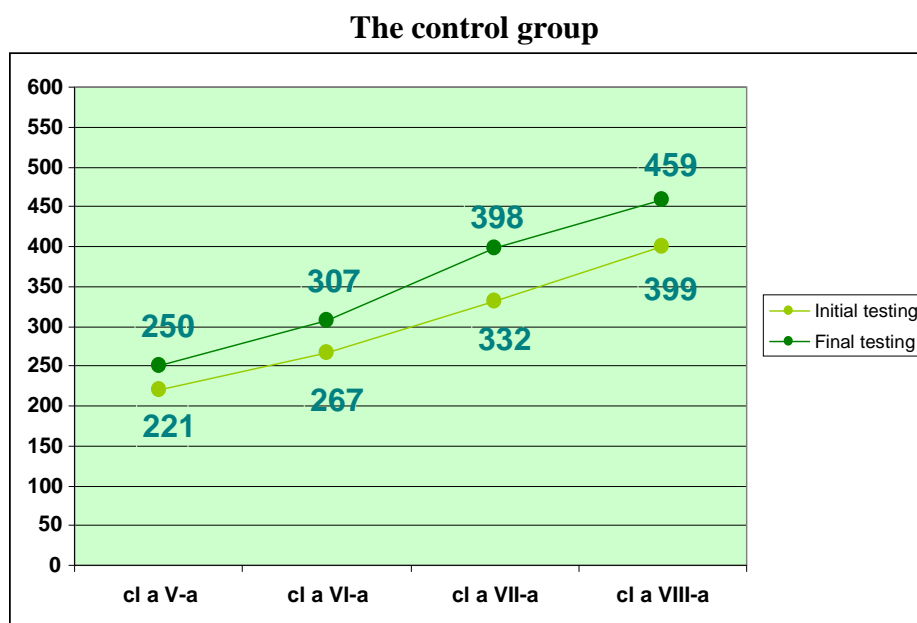
- 1. Exercises for learning, consolidation and improvement of hitting the ball with the foot (8 structures, 3-5 minutes total volume 360 minutes / 45 minutes each structure)*
- 2. Exercises for learning, enhancing and improving uptake foot ball (4 structures, 3-5 minutes total volume 360 minutes / 90 minutes each structure)*
- 3. Learning exercises, strengthening and perfecting the ball with his foot (4 structures, 3-5 minutes total volume 360 minutes / 90 minutes each structure)*
- 4. Exercises for learning, consolidation and improvement of deceptive movements (4 structures, 3-5 minutes total volume 360 minutes / 90 minutes each structure)*
- 5. Exercises for learning, enhancing and improving hitting the ball head (6 structures, 3-5 minutes total volume 360 minutes / 60 minutes each structure)*
- 6. Exercises for learning, enhancing and improving dispossession opponent's ball (6 structures, 3-5 minutes total volume 360 minutes / 60 minutes each structure)*
- 7. Complex technical and tactical development of specific football game (12 structures, 3-5 minutes total volume 360 minutes / 30 minutes each structure)*

The tests were as follows:

- a) Test of laterality
- b) Spatial orientation test
- c) Pulled goal static ball
- d) Shot on goal, jersey
- f) Shot from 7 m
- g) Juggling ball
- h) Passing the wall

### Results and discussions:

In what follows I will expose values of all successful execution of the 7 samples in the initial testing and final class of subjects within the same sample, control or experiment



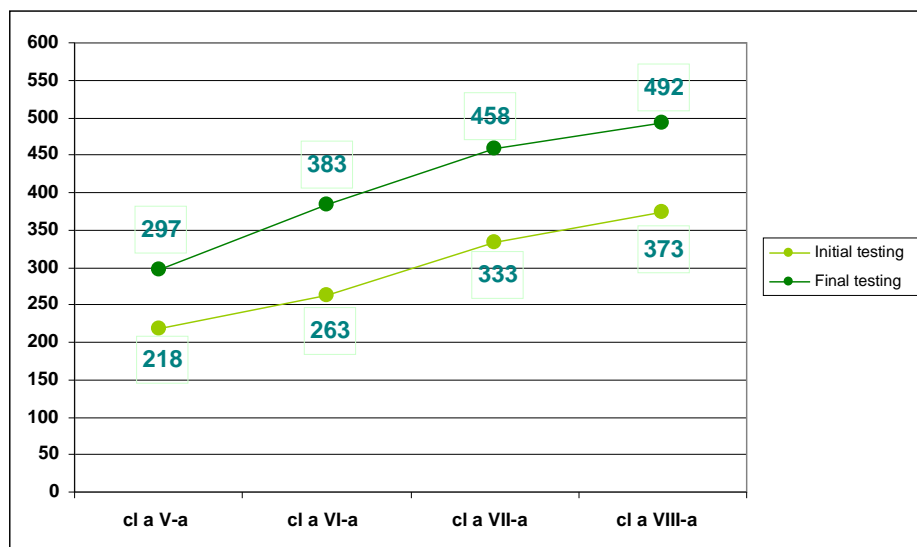
**Fig . 1. The graph compared the successful execution classes ( A)**

Analyzing the values shown in the chart control group we can draw some ideas purely statistical, such as:

- Grade an increase of 29 successful, namely a rate of 11.6%;

- Class VI is an increase of 40 successful, namely a percentage of 13.02%;
- Class VII an increase of 66 successful, namely a percentage of 16.58%;
- Class VIII an increase of 60 successful, namely a percentage of 13.07%;
- Between classes V and VI to have a difference of 46 successful initial testing, namely a percentage of 17.22%;
- Between classes V and VI to have a final difference of 57 successful tests, namely a percentage of 18.56%;
- Between classes and VII will have a difference of 111 successful initial testing, namely a percentage of 33.43%;
- Between classes and VII will have a difference of 148 successful final testing, namely a rate of 37,18%;
- Between the fifth and eighth grades to have a difference of 178 successful initial testing, namely a percentage of 44.61%;
- Between the fifth and eighth grades to have a difference of 209 successful final testing, namely a percentage of 45.53%;
- Between classes VI and VII have a difference of 65 successful initial testing, namely a percentage of 19.57%;
- Between classes VI and VII have a difference of 91 successful final testing, namely a percentage of 22.86%;
- Between the classes VI and VIII have a difference of 132 successful initial testing, namely a rate of 33,08%;
- Between the classes VI and VIII have a difference of 152 successful final testing, namely a percentage of 33.11%;
- Between grades VII and VIII have a difference of 67 successful initial testing, namely a percentage of 16.79%;
- Between grades VII and VIII we have a difference of 61 successful final testing, namely a percentage of 13.28%.

## Group experiment



**Fig . 2. The graph compared the successful execution classes ( B )**

Analyzing the values shown in the chart experimental group we can draw some ideas purely statistical, such as:

- Grade an increase of 79 successful, namely a percentage of 26.59%;
- Class VI is an increase of 120 successful, namely a percentage of 31.33%;
- Class VII an increase of 125 successful, namely a rate of 27,29%;
- Class VIII an increase of 119 successful, namely a percentage of 24.18%;
- Between classes V and VI to have a difference of 45 successful initial testing, namely a percentage of 17.11%;
- Between classes V and VI to have a final difference of 86 successful tests, namely a percentage of 22.45%;
- Between classes and VII will have a difference of 115 successful initial testing, namely a percentage of 34.53%;
- Between classes and VII will have a difference of 161 successful final testing, namely a percentage of 35.15%;
- Between the fifth and eighth grades to have a difference of 155 successful initial testing, namely a percentage of 41.55%;

- Between the fifth and eighth grades to have a difference of 195 successful final testing, namely a percentage of 39.63%;
- Between classes VI and VII have a difference of 70 successful initial testing, namely a percentage of 21.02%;
- Between classes VI and VII have a difference of 75 successful final testing, namely a percentage of 16.37%;
- Between the classes VI and VIII have a difference of 110 successful initial testing, namely a percentage of 29.49%;
- Between the classes VI and VIII have a difference of 109 successful final testing, namely a percentage of 22.15%;
- Between grades VII and VIII have a difference of 40 successful initial testing, namely a percentage of 10.72%;
- Between grades VII and VIII we have a difference of 34 successful final testing, namely a rate of 6.91%

### **Conclusions:**

Football, like playing sports included in the curriculum, is a factor to increase efficiency lessons, by influencing moral -volitional qualities and creating an ambience incentives to compete. However, organizing physical education classes does not suffer, integrating natural resources used in their structure without affecting the content and achievement of other goals.

Ambidextrous is a component of psychosocial general motility. The two hemispheres of the brain respond to each of the body segments movements, their opposites. So we considered appropriate to introduce in training and then test the upper limb, developing their motor skills contributing to improved coordination of lower limbs is valid and influence the arms legs.

Ambidextrous development is closely linked to the improvement of technical means used for physical education lessons. Viewing the results of control samples submitted and analyzed, more progress is observed in the experimental groups compared to the control between the two tests, this is not no accident.

Based on this work, a serious approach, any teacher specialist teacher or coach can analyze, select, adapt and create new means of developing ambidextrous. Dosing should not be neglected depending on the particular age and gender of the subjects, which in turn must be rigorously and responsibly to achieve the intended results

Given the requirements of modern football, which by its dynamics lead to times when there is a lack of space and time in situations decisive, training of future players ambidextrous still in secondary, when the foundations of their training further, constitute a road at all but rewarding as easy .

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**STUDIU PRIVIND DEZVOLTAREA AMBIDEXTRIEI LA  
CLASELE DE GIMNAZIU, PRIN MIJLOACE SPECIFICE  
JOCULUI DE FOTBAL**

**Keywords: ambidextrie, mijloace, gimnaziu, fotbal**

**Abstract:** Pregătirea tehnică la copii și juniori, respectiv clasele de gimnaziu, reprezintă elementul esențial în evoluția calitativă a viitorilor jucători de fotbal, în egală măsură în această etapă de formare trebuie pus accentul pe dezvoltarea deprinderilor motrice, specifice jocului de fotbal, executate cu acuratețe de ambele picioare. În fotbal, ambidextria se referă atât la mișcările jucătorului fără minge cât și în momentul executării diferitelor procedee tehnice. Dacă jucătorul este mai stăpân pe mișcările sale și dacă ambidextria este dezvoltată la un grad mai înalt, înseamnă că va reuși să se adapteze cu ușurință la apariția situațiilor neprevăzute. Această capacitate de a efectua acțiuni cu același randament crescut de execuție cu ambele părți ale organismului, duc la realizarea unor mișcări eficiente din partea jucătorului și la știința de a alerga și aplica procedee corespunzătoare rezolvării anumitor situații ce apar pe parcursul unui joc. Eliminarea execuțiilor greșite, îmbunătățirea timpului de reacție datorită

folosirii ambelor picioare, creșterea cursivității fazelor de atac și randamentul ridicat al apărării în jocul de fotbal, constituie scopul firesc al acestei cercetări.