SPORT GAME – FOOTBALL DURING THE UNIVERSITY PHYSICAL EDUCATION LESSON

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Abstract:
Purpose: The determination of the most significant operational models for the technical – tactical training in the sport game – football, are designed to increase the efficiency of the used methods and means. The well-known sport game – football is capable to mobilize all forces, to keep up the interest, to reach a maximum efficiency and to highlight another feature of games – their attractiveness and spontaneity.
Methods: The methods and research techniques used are part of proper investigative methods (observation, experiment) and processing methods, analysis and interpretation of collected data (statistical-mathematical, graphical).
Results: Using a higher proportion of the specific means of sport games - football helps to increase the level of expression of motor parameters and to acquire technical and tactical skills specific to this game.
Conclusions: The increase of the share of means and methods specific to the sport game - football during the university physical education lesson. Sport game - football makes in good conditions the main requirement of university physical education classes, namely the use of maximum efficiency of work time, engaging young people in an activity that they carry it with pleasure also outside the physical education classes. By using specific means the basic motor skills development is directly increased and leads to an increase of the attractiveness and efficiency of the university physical education lesson.

Introduction and research objectives

Sport game – football, through its used characteristics and means assures a general physical development of young people, contributing also to the formation of youth personality through the qualities they develop for the rest of their lives: initiative, perseverance, self, determination, collective spirit. The sport game is characterized by a rich motor content and a variety of movements. Because sport game – football constitutes a sport branch widely spread among young people, is

imposed the use, during the physical education classes, of the specific methods and means. Placing the young people in the position to discover through their own efforts of thinking, solutions for the created situations during the sport game – football, contributes to their preparation for life.

Physical exercises, sport activities - the instructive-educational processes eminently practical, offer a wide field of action favorable to educate initiative, independence and responsibility, selective discipline, integration in activities, cooperation in achieving goals, tenacity and competitive qualities and attributes with deep implications in shaping personality. Sport game taught properly - football, during the physical education classes, influences the individual throughout the entire life. Through it man is accustomed to bear defeat with dignity and taste the joys of victory. Those who learn this on the sport field transport it later also in life.

Research objectives aim at:

➢Providing the theoretical and practical database in order to understand the subjects approach during the university physical education lesson;

➢Understanding the application capacity, programming and interpretation of the aspects affined to the development of motor skills specific to sport game – football;

➢The acquisition of new acts and motor actions in order to increase the motor baggage and their application in appropriate cases, thus improving the value of general motor ability.

Research hypothesis

The elaboration of the present paper has been done on the assumption that: the use of certain means with a greater efficiency level, specific to the technical and tactical training in sports game - football, programmed, can provide a general physical training at the university education requirements.

Research procedures and methods

The experiment was made during the university physical education classes, 2 hours / week, during the academic year 2010-2011, Faculty of Economics and Faculty of Letters and Science, with a total number of 100 students, 60 students - sample experiment, 40 students - reference sample. Research methods and techniques used are part of proper investigative methods (observation, experiment) and processing methods, analysis and interpretation of collected data (statistical-mathematical,

graphical) by measuring and assessing the manifestation of motor skills and specific coordination capacity.

Were used as control samples:

➢ general physical training tasks – standing long jump, throwing the oina ball, resistance run on 1000 m distance;

➢ tasks specific to the sport game – football – standing vertical jump, speed run on 30 m with standing start, five shots at the goal from a distance of 7 m and a dribbling track.

The initial testing was conducted in October/November 2010 and a final testing in May 2011.

Research results and their interpretation

As part of the instructional design, the measurement and assessment of the motor capacities represented operational objectives, in order to establish the general motor capacities level of students, by using, during the physical education lesson, the means specific to the sport game – football.

Based on the collected data by calculating the statistical indicators [Niculescu, M., 2002] we can precisely assess the central tendency, by knowing the maximum and minimum values and also the values of the highest frequency, but also of the degree of distribution of the collected data by objective assessing the scattering degree of the data, but also the arithmetic mean capitalization. We have calculated the most used indicators of dispersion: amplitude, standard deviation and the coefficient of variation.

General physical training tasks

a. Standing long jump - by testing the explosive strength of the inferior limbs on horizontal, the following statistical values were calculated (table 1 and table 2):

❖ After the final testing, the arithmetic mean calculated (223.11), during this test records an increase of 8.07 cm, compared with the arithmetic mean (215.04) after the initial testing, at the sample under test. The arithmetic mean calculated for the subjects in the reference sample is smaller, so after the initial testing (210.41), the difference of 4.53 cm and also after the final testing (217.36) of 5.75 cm. At the reference sample, the difference between the two means is of 6.95 cm in the favour of the arithmetic mean from the final testing.

❖ The 60 results collected, spread on a scale of 65 cm initial testing and 70 cm final testing, for the subjects included in the experiment sample; the 40 results collected, spread on a scale of 55 cm initial testing and final testing for the subjects included in the reference sample.

❖ The amplitude, standard deviation and coefficient of variation, both after the initial testing and after the final one, show a group with high homogeneity and normal distribution of results.

Table 1. *Statistical indicators calculated for the experiment sample*

Control tasks			Statistical indicators						
			X	S	Cv	Med	Max	Min	W
General physical training tasks	Standing long jump (cm)	it	**215,04**	9,32	3,21	211,12	255	190	65
		ft	**223,11**	13,21	4,56	220,36	262	192	70
	Throwing the oina ball (m)	it	**48,32**	7,58	16,32	48,04	58	42.5	15.5
		ft	**50,21**	6,87	12,03	51,21	60	41.5	18.5
	Duration run 1000 m (min)	it	**4,12**	10,56	11,95	4,05	3.21	4.45	1.24
		ft	**3,41**	11,62	10,14	3, 55	3.20	4.39	1.19
Tasks specific to the sport game	Standing vertical jump (cm)	it	**45,47**	7,69	13,05	46,12	58.5	39.5	19
		ft	**51,23**	7,36	14,22	52,22	59	40.5	18.5
	Speed run 30 m aSp (sec.)	it	**5,48**	0,87	6,74	5,57	5.11	6.09	1.02
		ft	**5,22**	0,66	5,32	5,34	5.07	5.57	0.50
	Shooting at the goal (%)	it	**45,32**	7,89	12,36	46,09	90	40	50
		ft	**52,49**	8,51	11,51	53,45	96	52	44
	Dribbling track (sec)	it	**15,54**	5,61	5,61	16,12	12.58	17.32	5.26
		ft	**14,23**	6,41	5,01	15,16	11.37	17.08	5.31

b. Throwing the oina ball by testing the explosive strength of the thrower arm, the following statistical values were calculated (table 1 and table 2):

❖ The arithmetic mean calculated after the initial testing (48.32), compared with the one calculated after the final testing (50.21) is lower by 1.89 m, at the experimental sample. Reference sample recorded an arithmetic mean of 44.41 m, after the initial testing that is smaller than the experiment sample and an arithmetic mean of 47.54 m, after the final testing; the difference between the two tests is of 3.13 m. Comparing the results obtained from the two samples it can be seen a higher arithmetic value calculated from sample experiment.

❖ The distribution scale of the results is more homogeneous at the reference sample.

❖ By knowing the degree of dispersion (amplitude, standard deviation and coefficient of variability), both after the initial testing and

after the final one, we find that we have collectives with an average homogeneity and a normal distribution of results.

c. Duration run on a distance of 1000 m - testing the cardio-respiratory resistance through the resistance run over a 1000 m distance allowed the calculation of the following values of statistical indicators (table 1 and table 2):

❖ The arithmetic mean calculated after the two tests show us an improved performance in the second testing of 0,30 minutes at the experiment sample. At the reference sample the difference between the two tests is insignificant.

❖ The distribution scale of the results spans over a range between 1,19 minutes and 1,24 minutes at the experiment sample and between 1,15 minutes to 1,20 minutes for the reference sample.

❖ By knowing the dispersion degree, after the two tests in both samples, we notice that we have collectives with an average homogeneity and a normal distribution of results.

Tasks specific to the sport game - football

a. Standing vertical jump - testing the explosive strength of the inferior limbs on vertical from standing position by measuring the vertical detention from standing, the following statistic values have been obtained (table 1 and table 2):

❖ The arithmetic mean calculated for the sample experiment shows an increase of 5.76 cm from the initial testing to the final testing; reference sample achieved an improvement in the mean between the two tests of 3.56 cm. The arithmetic mean of the experimental sample (51.23), after the final testing, is higher compared to the reference sample (43.73), with 7.50 cm.

❖ The distribution scale of the results spans on a range between 18,5 cm and 19 cm at the experiment sample and from 11,5 cm to 14,5 cm for the reference sample.

❖ After the two tests from both samples we notice that we have collectives with an average homogeneity and a normal distribution of the results.

Table 2. *Calculated statistical indicators for the reference sample*

Control tests			Statistic indicators						
			X	**S**	**Cv**	**Med**	**Max**	**Min**	**W**
General physical training tasks	**Standing long jump** (cm)	it	**210,41**	10,41	4,62	207,52	245	190	55
		ft	**217,36**	12,28	6,88	213,78	245	190	55
	Throwing the oina ball (m)	it	**44,41**	8,18	17,61	42,34	54	38.5	15.5
		ft	**47,54**	9,09	14,21	44,32	56	39.5	16.5

Tasks specific to the sport game	**Duration run 1000 m** (min)	it	**4,34**	15,22	21,08	4,19	3.52	5,12	1.20
		ft	**4,28**	13,92	19,65	4,15	3.50	5,05	1.15
	Standing vertical jump (cm)	it	**40,17**	9,61	15,35	37,33	50	35.5	14,5
		ft	**43,73**	8,17	12,54	39,06	49	37.5	11.5
	Speed run 30 m aSp (sec.)	it	**5,58**	1,37	7,47	5,49	5.35	6.49	1.14
		ft	**5,51**	1,75	6,72	5,43	5.31	6.47	1,16
	Shooting at the goal (%)	it	**42,02**	6,55	13,56	39,79	77	36	41
		ft	**47,24**	9,24	17,31	43,29	81	38	43
	Dribbling track (sec)	it	**17,34**	8,54	8,44	19,42	15.08	20.29	5.21
		ft	**17,24**	9,05	8,66	18,19	14.58	19.22	4,24

b. Testing the shifting speed through the task *speed run over the 10 m distance with standing start*, the following values of the statistical indicators were calculated (table 1 and table 2):

❖ Arithmetic means calculated for the two samples: experiment sample X = 5 "48 after the initial testing and X = 5" 22 after the final testing; reference sample X = 5 "58 after the initial testing and X = 5" 51 after the final testing, present close collective values in the first phase, so that after the application of means specific to sport games to significantly increase this difference.

❖ The distribution scale of the results spans on a range between 0,50" and 1"02 at the experiment sample and from 1"14 to 1"16 for the reference sample.

❖ After the two tests from both samples we notice that we have collectives with a high homogeneity and a normal distribution of the results.

c. Shooting at the goal – through which the coordination and precision capacity is tested in performing direct blows at the goal space, the following statistical indicators were calculated (table 1 and table 2):

❖ After the initial testing, the calculated arithmetic mean for the experiment sample (45,32) is higher than the one from the reference sample (42,02) with 3,30 percent; after the final testing this difference increases in favour of the experiment sample to 5,25 percentages.

❖ The distribution scale of the results spans on a range between 50 and 44 at the experiment sample and between 41 and 43 for the reference sample.

❖ The amplitude, standard deviation and coefficient of variation, both after the initial testing and after the final testing show a collective with an average homogeneity and a normal distribution of results.

d. Dribbling track - through which the skill at the inferior train level is tested, highlights the coordination and skill capacity of each individual and collective game specific (table 1 and table 2):

❖ The arithmetic mean calculated after the initial testing shows a collective experiment sample (15.54), with a greater skill than the reference sample (17.34); after the working program in which used primarily the means specific to the football game underlined by the results form the final testing, we can be see an improvement of the arithmetic mean of the sample experiment (14.23) compared with the reference sample (17.24).

❖ The distribution scale of the results spans on a range between 5,26 and 5,31 at the experiment sample and between 5,21 and 4,24 for the reference sample.

❖ The amplitude, standard deviation and coefficient of variation, both after the initial testing and after the final testing show a collective with an average homogeneity and a normal distribution of results.

Conclusions:

The collected data, collated and processed, resulting from the investigation of the100 subjects, totaling 1265 primary data are intended to broaden the guidance base concerning the placement of the means specific to sports game - football, during the lesson of physical education in public university:

• Increasing the share of methods and means specific to sport game - football during the university physical education lesson.

• The sport game – football realizes in good conditions the main requirement of the university physical education lessons, namely the use of maximum efficiency of working time, engaging young people in an activity that is carried with pleasure also outside physical education classes.

• By using specific means to directly influence the basic motor skills development and increase the attractiveness and efficiency of the university physical education lesson.

• The positive numbers results achieved from the initial to the final testing, confirm the high operational models of sports game - football.

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Titlu: Jocul sportiv – fotbal în lecţia de educaţie fizică universitară.

Cuvinte cheie: jocul sportiv, fotbal, lecţie, educaţie fizică.

Rezumat:

Scop: Stabilirea celor mai semnificative modele operaţionale pentru pregătirea tehnico-tactică în jocul sportiv – fotbal, au rolul de a creşte eficienţa metodelor şi mijloacelor utilizate. Jocul sportiv - fotbal bine conceput, este capabil să mobilizeze toate forţele, să menţină treaz interesul practicanţilor, să atingă maximum de eficienţă şi să scoată în evidenţă o altă trăsătură caracteristică a jocurilor – atractivitatea şi spontaneitatea lor.

Metode: Metodele şi tehnicile de cercetare utilizate fac parte din categoria metodelor de investigaţie propriu-zise (observaţia, experimentul) dar şi a metodelor de prelucrare, analiză şi interpretare a datelor recoltate (statistico-matematică, grafică).

Rezultate: Utilizarea într-o proporţie mai ridicată a mijloacelor specifice jocului sportiv - fotbal contribuie la creştere nivelului de manifestare a parametrilor motrici cât şi la însuşirea deprinderilor tehnico-tactice specifice acestui joc sportiv.

Concluzii: Creşterea ponderii metodelor şi mijloacelor specifice jocului sportiv - fotbal în lecţia de educaţie fizică universitară. Jocul sportiv - fotbal realizează în condiţii bune principala cerinţă a lecţiilor de educaţie fizică universitară şi anume folosirea cu maximă eficienţă a timpului de lucru, angrenând tineri într-o activitate pe care o desfăşoară cu plăcere şi în afara orelor de educaţie fizică. Prin folosirea mijloacelor specifice se influenţează direct dezvoltarea capacităţilor motrice de bază şi duce la creşterea atractivităţii şi randamentului lecţiei de educaţie fizică universitară.

Titre: Faire du sport - le football dans la leçon université d'éducation physique.

Mots-clés: faire du sport, de football, de classe, l'éducation physique.

Résumé:

Objectif: Mettre en place des modèles les plus significatifs techniques et opérationnelles pour l'entraînement tactique de jeu de sports - football, sont conçus pour accroître l'efficacité des méthodes et moyens utilisés. Faire du sport - le football bien conçu, est en mesure de mobiliser tous les praticiens des forces pour maintenir l'intérêt, pour atteindre une efficacité maximale et de mettre en évidence une autre caractéristique du jeu - leur attractivité et leur spontanéité.

Méthodes: Les méthodes et les techniques de recherche utilisées font partie de bonnes méthodes d'investigation (observation, expérimentation) et les procédés de transformation, l'analyse et l'interprétation des données recueillies (statistiques-mathématiques, graphiques). Résultats: En utilisant une proportion plus élevée des moyens spécifiques qui font du sport - le football contribue à augmenter le niveau d'expression des paramètres du moteur et d'acquérir des compétences techniques et tactiques spécifiques à ce jeu.

Conclusions: L'augmentation des moyens et des méthodes spécifiques du sport - le football dans la leçon université d'éducation physique. Faire du sport - le football a fait en bonne condition principale de cours à l'université d'éducation physique, à savoir l'utilisation de l'efficacité maximale de travail, impliquer les jeunes dans une activité qui comporte avec plaisir et en dehors de cours d'éducation physique. En utilisant des moyens spécifiques d'influer directement sur le moteur de base de développement des compétences et d'accroître l'attractivité et l'efficacité de la leçon université d'éducation physique.