

## STUDY REGARDING THE DEVELOPMENT OF SKILL THROUGH SOME MEANS CHARACTERISTIC OF THE FOOTBALL GAME

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**Keywords:** skill, experiment, training, football, test.

**Abstract:** This study was based on the method of the experiment applied on two groups of football players, between 10 and 12-years-old. Both groups underwent some tests of skill measurement. The children in the first group, the experimental group, have done, during the trainings, different technical elements and procedures of skill development for two months. The final tests demonstrated an improvement of this motor ability compared to the children in the second group.

### **Introduction**

The majority of the authors, that tried the definition and the research of skill, faced the very important obstacles that are its complexity and vastness. The skill is the most complex and even the most complicated of all motor abilities. Until now it cannot be given a precise and absolutely suitable definition of skill, because it hasn't been found yet a precise unit of measurement of the level of skill development. For this reason, depending on the different specializations of the authors, each one dealt with only certain sides, with certain forms of manifestation of skill and didn't try its global treatment, in every aspect. The necessity of skill development arises from its great importance as a predominant quality of the football player. We can say that there is no motor action that doesn't include a dose of skill.

We find different definitions at Gheorghe Cârstea in the papers "Theory and Methodology of Physical Education and Sport" (1993) and "Physical Education. Theoretical and Methodical Foundations" (1999); L.P. Matveev and A.D. Novikov in "Theory and Methodology of Physical Education" (1980), Ion Şiclovan "Theory of Physical Education and Sport" (1979), Eugeniu Scarlat, Mihai Bogdan Scarlat "Physical Education and Sport" (2002).

Andrei Demeter dealt with the physiological bases of skill in many papers "The Physiological Bases of Scholastic Physical

Education” (1974), “Physiological and Biochemical Bases of Motor Abilities ” (1981), “The Physiology of Physical Education and Sport” (1970).

Many authors wrote about the morphological, functional, physiological and psychological particularities: Dan Apolozan “Football 2010”; Ion Motroc, Florin Motroc “Football at Children and Juniors” (1996); Viorel Cojocaru, Mircea Rădulescu “The Football Coach’s Guide at Children and Juniors” (2003). About methods and means for the skill development at juniors of 18- 19 years-old - Victor Stănculescu “The Football Coach’s Guide” (1982); Nicu Alexe “Modern Sporting Training” (1993), V. Cojocaru, M. Rădulescu “The Football Coach’s Guide- Children and Juniors” (2003).

### **Material-method**

In order to draw up this study, I applied the experiment method, using means through which skill can develop.

In the experiment I used two groups of subjects. Both the experimental group and the control group were represented by the members of the football team of *A.C.S. Luceafărul Bucovina Suceava 2012 Club*, group 2008.

With the first group I experimented the whole means for the skill development and I did the testing, and with the second one I did only two tests, at the beginning and at the end of the experiment.

The means used for the specific skill development were: exercises of kicking the ball, exercises of taking the ball, exercises of conducting the ball, exercises for the deceptive movement, exercises of moving on the football field, etc.

Within the experiment, I gave the following tests:

Test 1 ( Fig. 1):

- a corner kick with the right foot, towards the goal area, small football field;
- running towards the penalty area and performing 4 shots to the goal in 4 balls laid every 2 metres, with the left foot;
- running towards the other corner of the football field and performing a corner kick with the left foot towards the goal area.
- running towards the penalty area and performing 4 shots to the goal in 4 balls laid every 2 metres, with the right foot.

Tasks to fulfil:

- two of the corner kicks to get near the goal area;
  - 1point is awarded for each kick;

- 1 point penalty;
- of the 8 goal kicks, 5 to be on the goal mouth;
  - 5 points are awarded;
  - 1 point penalty for each missed shot;
- the complex is performed in 50"
  - 2 points penalty every 5", in the end the score is added and is written in the table.

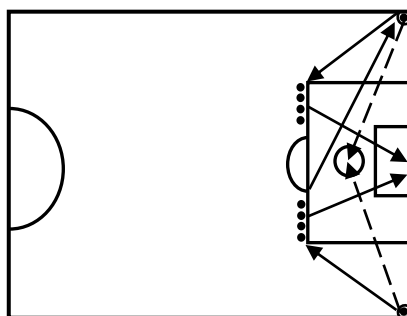


Fig.1

Test 2 (Fig.2):

- taking the ball at the centre of the football field;
- conducting the ball in straight line for 20 m;
- dribbling between 5 stakes laid every 1,5 m;
- goal kick from 10-12 m;

The complex is performed twice (with each foot, one at a time).

Task to fulfil:

- the performance is done in maximum 11" with the skillful foot and in 14" with the other one;
  - 5 p are awarded;
  - 1 point penalty for each second of delay and 1 point for each shot by the goal.

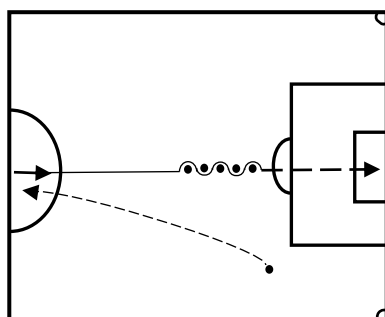
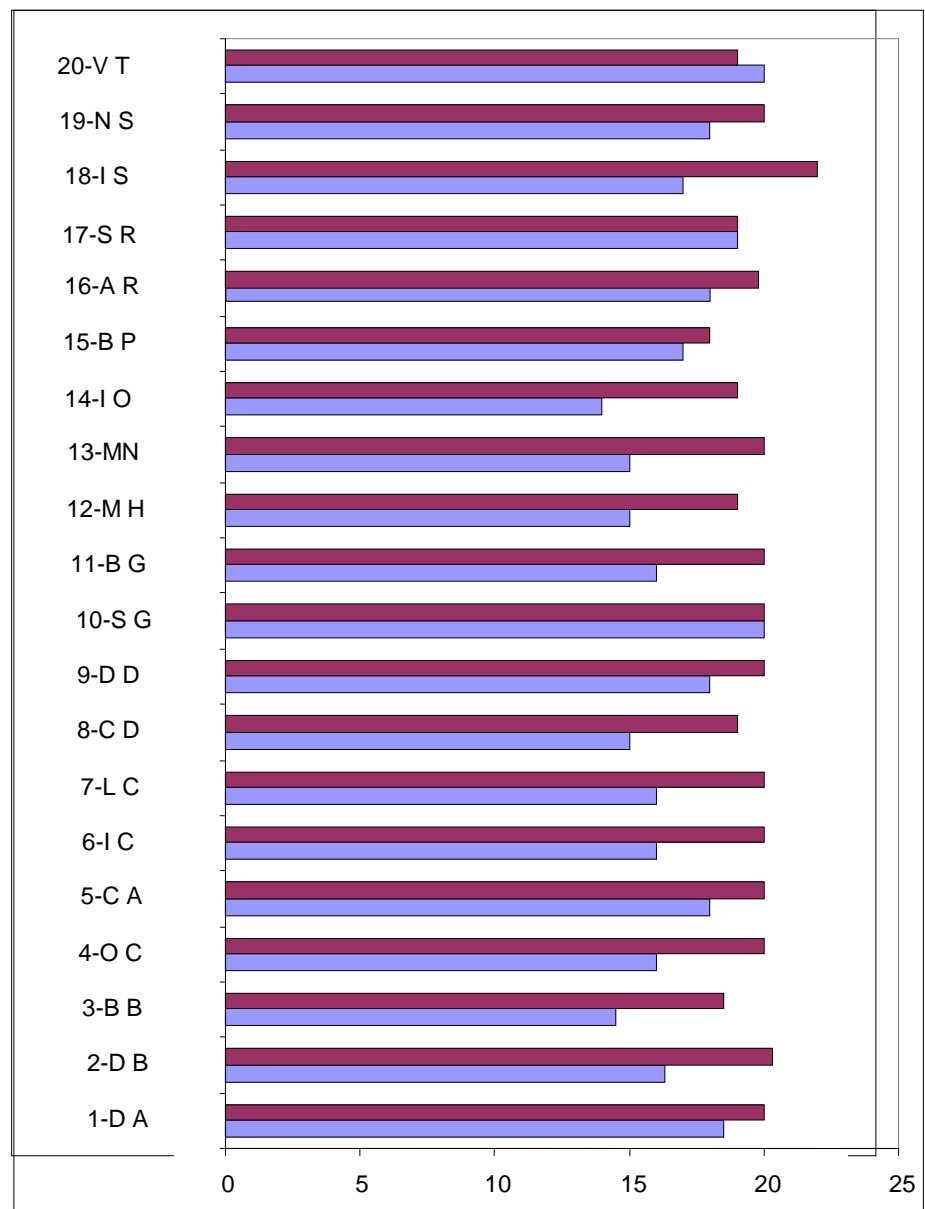


Fig.2

The points are added and the result is written in the table.

### **Results and discussions**

I have drawn up the main methods and means that must be at the basis of the preparation to reach the goal, in order to be degrees of comparison between the two study groups. By applying the methodology and the means in the process of training, I have chased up the degree of preparation, defined in the obtained progress and results.

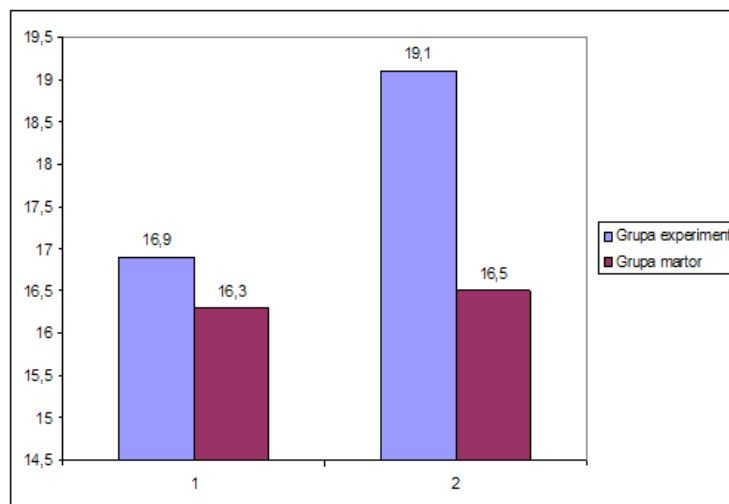


**Chart with the results (in points) registered by each player of the experimental group at the initial and final testing**

I have kept also a current record of the results, coordinating the methods and means of training.

From the data in the first chart it ensues an improvement (at the majority of the players) of the results at the tests after the experiment,

although this improvement is not obvious, this being expected. The differences between the results registered at the two tests can be seen also from the graphs below.



**Chart with the arithmetic mean of the results registered by the two groups at the initial testing (1) and final testing (2)**

### **Conclusions**

The specific skill develops especially with the specific work with the ball and through other means of movement on the football field, without the ball. The most effective means is the game, in all its forms of organization: games and contests with a theme, games on reduced fields, games with numerical inferiority and superiority, preparation games with different rules and tasks or the normal football game.

The training focused on skill development can be carried out in any part of the weekly cycle. Also, the exercises and other means used for this purpose find their place in all the three parts of the training lesson, both in the first part in the form of easy exercises (especially coordination), that lead at the same time to the preparation of the body for effort, and in the basic part (lesson theme or exercises performed between some main tasks) and finish (exercise carried out in a slow rhythm, for disconnect, relaxation). The presented means are easily usable and have a big contribution to fulfil the purposes specific to sport training if they are used methodically, reasonably. Skill, in all the forms of manifestation, can develop throughout the whole year of preparation, of course with different weighting, depending on the periods of training.

After the tests applied to the subjects of the two groups who underwent the experiment, it results that skill has been improved, in the case of the experimental group as a result of the application of some means from the football game.

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**STUDIUL PRIVIND DEZVOLTAREA ÎNDEMÂNĂRII PRIN  
INTERMEDIUL UNOR MIJLOACE SPECIFICE JOCULUI DE  
FOTBAL**

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**Cuvinte cheie:** îndemânare, experiment, antrenament, fotbal, test.

**Rezumat:** Prezentul studiu s-a bazat pe metoda experimentului aplicat asupra a două grupe de fotbaliști, cu vârste cuprinse între 10 și 12 ani. Ambele grupe au fost supuse unor teste de măsurare a îndemânării. Copiii din prima grupă, grupa experiment, au lucrat, pe parcursul antrenamentelor, diverse elemente și procedee tehnice de dezvoltare a îndemânării timp de două luni. Testele finale au demonstrat o îmbunătățire a acestei calități motrice comparativ cu copiii din al doilea grup.