

**TEACHING STRATEGIES TO PREPARATION THE
FOOTBALL SCHOOL REPRESENTATIVE TEAM IN ORDER
TO PARTICIPATE AT NATIONAL SPORTS SCHOOL
OLYMPIAD**

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Abstract: The graduate of gymnasium, on the line of physical education and sport, must have a general motor-specific capacity specific to the sports branches, maintain their health and increase their ability to adapt to various conditions, stimulate their interest in the independent practice of exercises physical and sports, to develop team spirit and competitive spirit for social integration, to be able to analyze and evaluate sports contests from the spectator and practitioner perspective. In the current structure of our education system, physical education and sport are integrated into the didactic approach and takes the following forms: physical education and sports lessons; activity in the sports ensemble; performance sports performance.

Introduction: The organization of the didactic approach to physical education and sports in pre-university education aims to contribute to the structural formation of the accumulations of the first two cycles of education, thus contributing to the organized action aimed at the somatotrophic process, the one that aims to increase the capacity of the effort, the correct and harmonious psycho-somatic development of the students' body, continuously widening and deepening the system of skills, knowledge, skills and motor skills, perfecting their developmental indexes.

In the present didactic activity of the teacher of physical education and sport, the formation and training of the representative teams of the schools in which he works is also included. This activity involves a great deal of work, a high level of skill, an adequate training, an ability to attract children and adolescents, persuasion and other important issues.

Material-method. The experiment was carried out at Zvoristea Gymnasium School. Suceava County, a school with legal personality, which has the schools with grades I-VIII in Șerbănești, Stanca, Buda, Slobozia and Poiana villages between 15th October 2017 -15 May 2018. For the good conduct of the experiment was established a sample of 16 boys after having been selected from 38 boys of those classes. The training activity was carried out in a two-week training program, according to a plan drawn up by the teacher of physical education. The content and means necessary for the preparation of the school representative were determined according to their age and level of training, as well as according to methodological milestones prescribed by the theory and methodology of teaching football in gymnasium education.

During the training hours following a rigorously staggered schedule, we considered:

- continuous improvement of general motricity;
- Improvement of general physical training, with emphasis on the development of speed and skill, as well as the achievement of appropriate strength indices. resistance. blunt, allowing for the correct recording of the technical and tactical exercises;
- Learning the basics of game tactics and skill training of their application in bilateral play;
- Acquiring the basic tactical rules of the technical exercises as well as the development of the bilateral game, according to the model of the game set for the novice standard (children).

TEST SYSTEM

A. Driving test:

1. Speed test - 5 x 10m - "shuttle" - the choice of maximum speed between two circles traced to the ground at a distance of 10 m. It is measured with the stopwatch.

2. Running resistance - on a distance of 1000m.

3. Jumping in place - perform two jumps and record the best result.

B. Technical test:

1. Control the balloon for 30 seconds, kicking the ball with your head and head. The number of strokes is recorded.

2. Lead the ball - among 6 balls at a distance of 30m. Record the time the route was traveled in seconds and tenths of a second.
3. Hitting the ball, by running ahead, retreating, leading the ball, kicking at the goal. It is appreciated by technical accuracy.

Means used in the experiment (TECHNICAL - Systematization)

Exercises for learning and perfecting the kick with the foot (10 means-400 min.)

Exercises for learning and perfecting head strokes (8 means-300 min.)

Exercises for learning and improving take-backs (8 means - 400 min.)

Exercises for learning and improving ball management (7 means-400 min.)

Exercises for learning and improving the defeat of the ball opponent (9 structures-300 min.)

Exercises for the learning and improvement of slopes (6 means -200 min.)

Means used in the experiment (TACTICAL - Systematization)

Exercises for learning and improving individual tactics in attack and defense (18 structures - 400 min.)

Exercises for learning and improving collective tactics in attack and defense (14 structures - 400 min.)

Means used in the experiment (PHYSICAL TRAINING - Systematization)

Exercises for Strength Development (16 structures - 200 min.)

Exercises for speed development (15 structures - 200 min.)

Skills development exercises (18 structures - 200 min.)

Exercises for resistance development (9 structures - 200 min.)

Share of the means used in the experiment

In determining the quantitative values for the team's training models we considered the following indicators:

- number of training days - 79
- number of training lessons -79
- Number of training hours - 120 hours
- number of official games - 7
- number of games to check - 14.
- The technical and tactical training was affected by 65% (78 hours) of which:
 - individual technical actions
 - technical - tactical actions in structures

- full play.

Table no.1 Average of differences between initial testing and final testing

Sample Testing	Speeding (A.V.)	Long jump (S.L.L.)	Running resistance (A.R.)	Complex test	Ball control	Hitting the ball
Ti	7"61	1,92	4'25	46"2	42	8,1
Tf	7"54	2,02	4'10	43"2	53	9,3
Progress	0"07	0,1	0'15	3"	11	1,2

Table no.2 Values of standard deviation (S) at initial testing and final testing

Sample Testing	Speeding (A.V.)	Long jump (S.L.L.)	Running resistance (A.R.)	Complex test	Ball control
Ti	±0,45	±0,13	±0,24	±9,35	±12,13
Tf	±0,23	±0,12	±0,22	±5,91	±13,6
Progress	±0,22	±0,01	±0,02	±3,44	±1,47

Table no.3 The values of the coefficient of variability (CV) at Ti and Tf

Sample Testing	Speeding (A.V.)	Long jump (S.L.L.)	Running resistance (A.R.)	Complex test	Ball control
Ti	5,91%	6,99%	5,64%	20,25%	28,89%
Tf	3,05%	6,43%	5,47%	16,68%	15,6%
Progress	2,86%	0,56%	0,17%	3,57%	13,29%

Table no.4 Centralized table with dispersion and homogeneity indices for samples adapted for initial and final testing

Sample Testing	Speeding (A.V.)			Long jump (S.L.L.)			Running resistance (A.R.)			Complex test			X
	X	S (±)	CV (%)	X	S (±)	CV (%)	X	S (±)	CV (%)	X	S (±)	CV (%)	
Ti	7,61	0,45	5,91	1,92	0,13	6,99	4,25	0,24	5,64	46,2	9,35	20,2	42
Tf	7,54	0,23	3,05	2,02	0,12	6,43	4,10	0,22	5,47	43,2	5,91	16,7	53

Conclusions: The collection of experimental data during a school year was conducted in accordance with established control samples. The results data were centralized in the initial and final testing tables for the experimental group and the control group, using the following indicators: arithmetic mean (X), standard deviation (S), variability coefficient (CV) and progress. From the centralizing tables (Table 1, Table 2, Table 3, Table 4) and the comparative graphs for special and tailored samples, there are the following differences:

At the 50m high-speed run, we obtained an initial arithmetic mean of 7 "54, and at the final 7" 54, so a progress of 0 "07. In the initial test, the standard deviation S values are ± 0.45 and the final test ± 0.23 . Within the Gauss curve, 11 pupils were enrolled in the initial test, representing 69% of the total, and the final 9 students, 56%. For both initial and final testing, the Cv coefficient of variation is below 10%, so the dispersion is small, we have a high homogeneity. At the site-length jump, we obtained 1.92m initial test and 2.02m final, which means a 10cm progress with a coefficient of variability below 10% for both tests. Running resistance (A.R.) on final testing achieves a 15 second progress. compared to the initial Cv test with high homogeneity for the two tests. In the complex test - the lead of the ball between the chances followed by the goal strike, we achieved a 3 "progress, moving from a large dispersion coefficient of over 20% to an average dispersion of 13.68%. The bubble control for 30s obtained an initial arithmetic mean of 42 with a Cv coefficient of 28.8%, thus high dispersion, and a final arithmetic mean of 53 with an average dispersion of 13.68%. At the technical drawing drawn on two gates appreciated with a note, we have an average at the initial testing of 8.1 and the final one of 9.3 compared to the final average in the control group of 8.31.

For learning the technical elements we used: 10 structures to learn how to kick the ball with the foot in 400 minutes, tracking the hitting, semi-height, ambidextrous, driving-stitch; learning to hit the ball with the

head in 8 dosing structures in 300 minutes; learning the bird and taking the ball with the right foot, with the left foot in 8 dosing structures in 400 minutes; learning dribbling with and without obstacles, with active or semi-active opponents in 7 structures dosed in 300 minutes. These technical elements were worked out in the fall and spring months when the surface of the playing court is good and requires a good control of the balloon, and during the winter months I insisted on learning to strip the opponent of the ball in 9 structures dosed in 300 minutes and learning the technique of the goalkeeper in 7 dosing structures in 300 minutes. To learn tactical elements, we used 18 dosing structures in 400 minutes for individual tactics (ball and ball marking, ball and ball unmarking, change of the running direction, goalkeeper placement at free kicks) and 4 structures for collective tactics dosed in 400 minutes (sharing places, one-two, enveloping, theme play), structures used throughout the experiment in isolated game contexts, close and during the game. General physical training pursued structures to develop motor skills: the development of force in 16 structures dosed in 320 minutes, especially during the winter months and in the third part of the training (with partner, climbing, throwing and carrying of weights) ; developing the speed in 15 dosing structures in 300 minutes by following all manifestations (reaction, execution, repetition, displacement); development of resistance in 9 structures dosed in 270 minutes (long distance running, varied terrain, long distance ball management); the development of skill in 8 320-minute dosing structures combining elements from other sporting disciplines. Training lesson models are lessons combined with technical, tactical and physical training, lasting between 60min, 90min, 100min.

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