

MOTOR SKILL DEVELOPMENT USING FOOTBALL-SPECIFIC METHODS

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Abstract: *The game of football is currently evolving rapidly, as shown in recent years, during which time the impact of the game's strategies and tactics as well as the competitive spirit of sports can be observed on both a national and worldwide scale. This article's goal is to help secondary school students develop their motor skills through methods unique to the game of football, taking into account the crucial role that sports games, particularly football, play in helping students reach their training process goals. The measuring and testing were done to emphasize the progression of the planned investigation.*

Key words: *juniors, soccer, basic movement skills, endurance, strength.*

1. Introduction

The theme's relevance to the topic at hand and the significance of the issue raised are shown by the revelation that a football player's ability to perform the techniques necessary to win a game in large part on his or her level of physical fitness.

Modern football has been improved in terms of how it is structured and directed with regard to player lines (structures and positions).

The objective of the scientific study is to develop and experimentally test a physical training regimen that will increase the effectiveness of football participation in young football players.

Priorities for the development of young

soccer players' motor skills were set using information from the literature study, instructional observations from the experiment, and research data.

Football is evolving rapidly on a global scale, and as a consequence of the efforts and issues of specialists and participants in the game's continuous progress, basic innovations and strategies that are initially designed for how to play the process of preparation, training, and player selection have naturally emerged.

The nature of training courses for young players is heavily reliant on accurate information obtained through competitive activity registration.

It is advised to utilize tactical as well as technical performance indices as evaluations for sportsmanship [2].

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Specialists are monitoring and appreciating the competitive activities of young football players. The criteria for team management necessitate a suitable approach to each player's role in supporting the team as a whole, as well as the orientation of the training stage.

Future events are impossible to foretell, but for the time being, we can observe many novel aspects of football that occurred several decades ago, whether they pertain to dynamics, expression, or training [8].

There were and still are ongoing concerns about mastering the game's components, which originate from the aim of making it more streamlined, efficient, and remarkable.

The transformations introduced to football transformed the appearance, content, and form of development from one stage to the next [11].

Football has become the most observed and admired game around the globe since its beginnings and continues to be so now. Throughout this time, the game has made significant progress in all aspects, with no restrictions.

Because every country on the globe has at least one national football tournament, we can claim that football, sometimes known as the "king sport," is the sports discipline with the greatest area of distribution in terms of development in the entire world [10].

Football has become a "modern concept all over the world, which is why it attracts an increasing number of people who are interested in playing it, in addition to the spectacle it provides to for all ages." [3].

Activities of considerable importance in our nation's educational system for

children and students include physical activities and school sports [5].

The development of attitudes and beliefs that motivate children to participate in sport in all of its structured forms is a key component of sports education [9].

The educational community as a whole needs to comprehend this activity, which has profound formative consequences, as a response that, through its content, promotes physical growth, balanced preparation of students cognitively and physically, strengthening health, strengthening, and recreation of young people involved in the educational process.

In order for sports and physical education lessons to be effective, "teachers must constantly match the taught-learned topics with the opportunity for students to apply them to personal profit in school activities" [1].

The impact of a strong level of athletic training on the growth of motor capacities in general, which is the foundation upon which all the varied activities of all participants are built, may be emphasized if we simply briefly mention the training components.

To summarize, youngsters advance swiftly in motor learning abilities but lack a feeling of multifunctional play, which is frequently reduced to "one versus all", as well as a sense of partitioning the playing space, as shown in "everyone wants to run for the ball" [12].

2. Methodology of research

2.1. Methods of investigation

The implementation of a combination of data gathering and processing procedures, whose value and performance consist in the

simultaneous use of research methodologies to establish findings, was the foundation for the research's response to the tasks that were put forth.

2.2. Sampling

The participants in this study are eighth-grade Craiova School Sports Club (CSS) pupils aged 13 to 14. Ten people took part in the study (see Table 1).

Table 1

Study participant data

Initials Name surname	Year of birth	Height	Weight
D.F.	2009	1.40m	33kg
C.I	2009	1.47m	36kg
R.T.	2010	1.41m	40kg
C.M	2009	1.43m	44kg
T.I.	2009	1.42m	39kg
C.M	2008	1.45m	43kg
R.P.	2009	1.40m	44kg
C.L	2009	1.50m	46kg
S.C.	2010	1.45m	55kg
E.O.	2008	1.51m	50kg

2.3. Experimentation program development

The study started in October 2021 and ended in May 2022, with the approval of the monitoring of the schools included in the psycho-pedagogical program, determining the duration of implementation of the cognitive and physical tests by mutual agreement.

The school's preparation plan, which includes two weekly sessions of physical education, was followed.

Holiday seasons and recreational and extracurricular activity weeks were likewise honored and planned for.

The pupils were also taught the notion of team play, which served as the foundation for implementing the experimental means.

This idea is to foster a feeling of safety and trust so that each student can attempt new things without fear of being rejected by their classmates or their teacher.

Both the initial and final tests were conducted in accordance with the methodological standards of scientific research: early in the morning, simultaneously, indoors, with both teams abiding by the test conditions and the tools employed for the evaluation.

The Craiova School Sports Club (CSS) as well as the parents, where the pupils work, were both asked for permission to conduct the study in both study and control groups.

2.4. Samples and control norms used in research

The measuring and testing were done to emphasize the progression of the planned investigation.

In order to conduct the study, a number of control samples were employed to gauge the students' level of physical preparation and measure the somatic indices.

The following evaluations were conducted for this investigation, along with control samples:

Specific tests

Table 2

No. crt.	The name of the sample	Test description
1.	<i>Speed run 30 m with a standing start</i>	The test takes place outside on a synthetic pitch. There must be enough space for halting. Flat land with two lines 30 meters apart and two markers on either side of the finish line. When the command "on the seats" is issued, the player stands near the starting line but does not touch it.
2.	<i>Standing long jump</i>	To perform the long jump, the student will be positioned with the tip of the shoes at the starting line, in a standing position, with the feet parallel and facing forward, with a distance of approximately 8–10 cm between them. When landing, he will have to land only on his feet without touching the ground with his hands, maintaining his balance in this position.
3.	<i>Endurance running</i>	The subjects will be placed at a starting line marked by the examiner and will be subjected to a running test that will last 4 minutes.
4.	<i>Driving the ball between the posts back and forth</i>	Five stakes are placed, starting from the center of the field, at a distance of 3 meters from each other. The player starts 1 m from the first stake with the ball at his feet, drives the ball between the 5 stakes, goes around the last stake, and returns driving the ball also through the stakes.

3. Results and Discussions

At the start and the end of the academic year, measurements were taken.

In the first phase, we considered measurements collected at the start of the year that were relevant to the physical state of students aged 13-14, the age of their admission into a strictly structured program in the school setting.

Data were collected during initial (see Table 3) and final (see Table 4) testing, and were documented as follows:

Sample no. 1: Sprint 30m with a standing start (sec) (shortest time recorded);

Sample no. 2: Standing long jump (cm) (shortest distance recorded);

Sample no. 3: Endurance run (min) (shortest time recorded);

Sample no. 4: Driving between the milestones round trip (the shortest time was recorded).

Initial test results

Table 3

<i>Trials Initial testing</i>	Mean	Standard deviation	Coefficient of variability
<i>Sample no. 1</i>	4,86	0,66	14%
<i>Sample no. 2</i>	188,30	11,45	6%
<i>Sample no. 3</i>	3,69	0,36	10%
<i>Sample no. 4</i>	5,46	0,77	14%

Final test results

Table 4

<i>Trials Initial testing</i>	Mean	Standard deviation	Coefficient of variability
<i>Sample no. 1</i>	4,69	0,62	13%
<i>Sample no. 2</i>	180,60	11,25	6%
<i>Sample no. 3</i>	3,69	0,36	10%
<i>Sample no. 4</i>	5,31	0,68	13%

Based on these considerations and the research, we were able to reach the following conclusions:

For *Sample no. 1*, 30 m running time from a standing start (sec): Following data collection, analysis, and interpretation from the applied tests, we can see a difference of 0.17 sec between the arithmetic mean determined after the initial testing and the one obtained from the final testing.

So, we note that, following the exercises applied to the subjects, an improvement of the whole batch was reached.

For *Sample no. 2:* Standing long jump (cm): After collecting, analyzing, and interpreting the data obtained from the applied tests, we can see a difference of 7.7 cm between the arithmetic mean calculated after applying the initial testing and that of the final testing.

So, we note that, following the exercises applied to the subjects, an improvement of the whole batch was reached.

For *Sample no. 3*: Endurance running (min): After collecting, analyzing, and interpreting the data obtained from the applied tests, we could not observe any difference between the arithmetic mean calculated after applying the initial testing and that of the final testing.

Therefore, we note that, following the exercises applied to the subjects, no improvement was achieved in the batch.

For *Sample no. 4*, Driving through the round-trip milestones," Following the collection, analysis, and interpretation of the data obtained from the applied tests, we can observe a difference of 0.15 sec between the arithmetic mean calculated following the application of the initial testing and that of the final testing.

So, we note that, following the exercises applied to the subjects, an improvement of the whole batch was reached.

4. Conclusions

Therefore, our research began by analyzing and accumulating information about the theoretical concepts and notions realized on the discussed problem. We also presented the essential aspects regarding the somatic, physiological, motor, and psychosocial characteristics of children. To complete the experiment, the final tests were applied.

In conclusion, the results obtained in the initial and final tests through a comparison of both the initial and final tests, as well as the final and initial tests, are shown in the figures below:

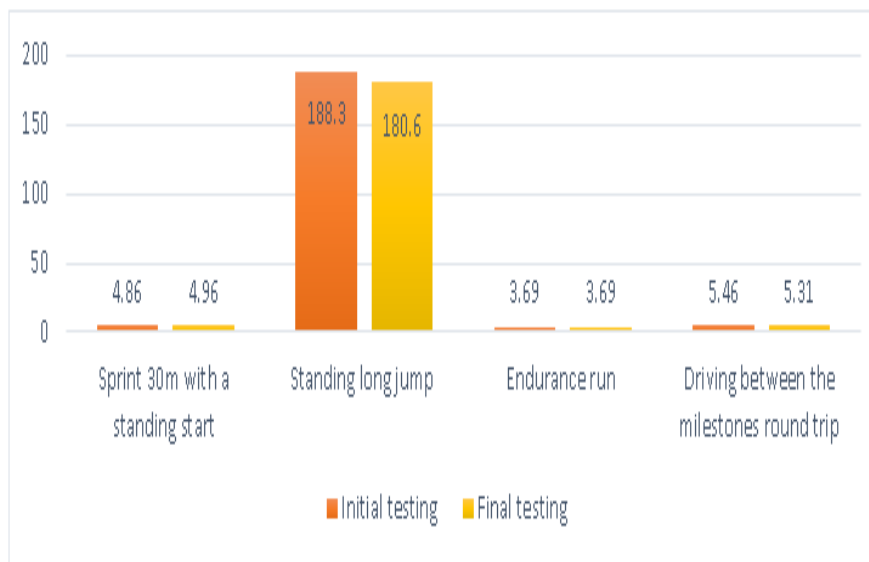


Fig. 1. Image of initial testing versus final testing

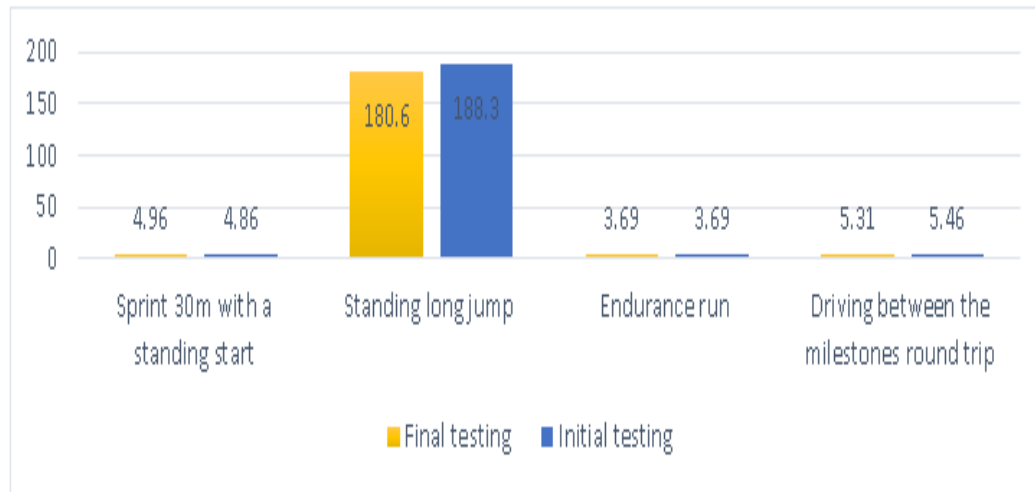


Fig. 2. *Image of final testing versus initial testing*

The progress recorded is also the result of better concentration, which is due to the presence of the teacher next to each of the subjects and the thorough explanation of these tests.

This research gave me the opportunity to observe a practical activity over a longer period of time and also to accumulate some firsthand experience regarding the presentation and interpretation of some data, which will certainly be useful to me in the future.

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