

FOOTBALL GAME AND TACTICAL TRAINING

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Abstract: *Versatile players are an essential part of modern football, which no longer allows us to talk about attacking or defensive players but rather players with complex talents who can manage any circumstance the game demands. The results of the study demonstrate how important it is for teachers to be involved in helping students learn the best teaching techniques in order for them to become proficient soccer players. To advance game models in the areas of technical procedures and tactical behavior that enhance the activity of those involved in the field and provide them with a good opportunity to analyze a football game, this article need to compare the differences that manifest themselves in the organization of the teams.*

Key words: *juniors, defenders, midfielders, forwards, training.*

1. Introduction

Football is often defined by the thrill of playing, inventiveness, spontaneity, and the use of physical and mental energy, all of which require athletes to be completely committed. Football has come a long way since its creation, and it is still evolving to take the game to new heights, with competitions for all ages and categories, from grassroots to professional [2].

Football is played at an extremely high level, developing both qualitatively and quantitatively. Timely game and training concepts appropriate for all age groups are developed by the Romanian Football Federation, which also considers global evolutionary tendencies [8].

The profile of a prospective footballer necessitates extensive development of intellectual talents and mental attributes

such as imagination, anticipation, and focus.

In football, speed refers to a player's ability to move their body or a section of their body quickly [4]. Poor speed development has a negative impact on other motor abilities as well as the timely completion of tactical tasks. Players require speed in all their activities, despite their small running distance of 20-60m, which is dependent on their position on the field and game timing [1], [13].

Technology is advancing at an amazing rate, and this is evident in football as well. Training tools that enhance player skills and performance monitoring tools are just two examples.

Due to the rapid flow of data, an individual's capacity to focus and be creative will therefore play a major role in making a difference in the near future [7].

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Football is now a social phenomenon with greater representation and influence on individuals, institutions, and government policies than it did when it was just a simple sport [9]. According to their findings, a group of teenage soccer players may be distinguished from one another using on-field testing that measures things like speed, change-of-direction speed, and reactive agility. The player model, endowed with team-specific talents and abilities, is built over time [12].

The player will only possess the qualities and be able to quickly adjust to the demands of the official game if he can demonstrate that he is capable of handling the offensive and defensive demands as well as transitions in accordance with the game plan that was initially practiced throughout training [11], [14].

The demand for training will result in the achievement of the planned performance goals, and only players with better levels of motor qualities and football-specific talents will continue on the performance teams for an extended period of time [3].

Tactical actions with and without the ball, conducted at the appropriate speed for each situation, can provide a significant advantage for the team, implying that selecting the best response to the problem is critical [10].

The present study was carried out through a first stage of documentation which consisted of the use of current specialist sources, both from the country and from outside the country [6].

Through these, the literature specific [5] to the presented research topic and some essential theoretical concepts in the research were analyzed. The goal was to study the sources that could provide information about the chosen topic and to establish study objectives, testing the

antithesis between theoretical notions and their practice.

During the course of the experiment, the following two tests were performed:

- initial testing - at the beginning, after a few lessons of accommodation,
- final testing - at the end of the competitive year 2022 - 2023.

2. Methodology of Research

The study's goal is to optimize the organization and content of sports training for junior football players aged 11-14 from CSS Drobeta Turnu Severin, using a differentiated treatment of special physical training based on playing position in an annual training cycle.

2.2. Samples and control norms used in research

A technical procedure tailored to the age and comprehension level of the programs I worked with was conducted during the course of the 22-hour training session.

The classes will always begin with an organizational component to familiarize the students with the lesson's planned and disciplined nature.

Each lesson will conclude with a game with a theme, with the teacher providing the concept at the start, focusing mostly on hitting the ball with the head, which is an important aspect in the unfolding of the football game.

Description of the tests used: Technical tests:

Sample 1. *Keeping the ball in the air with the head (number of hits):*

Each player is entitled to three series of attempts to keep the ball in the air for as long as possible by making successive hits only with the head. The total number of attempts is evaluated.

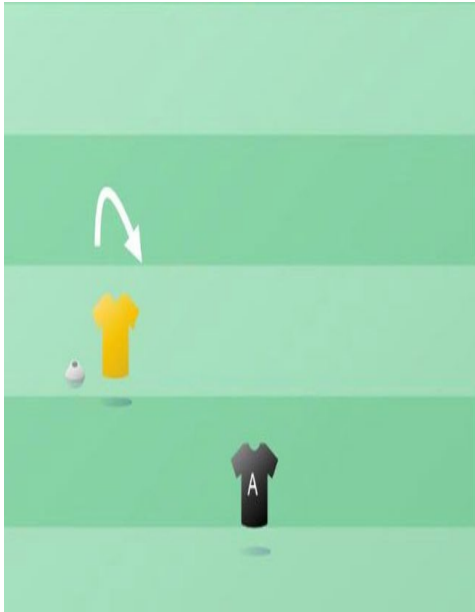


Fig. 1 Keeping the ball in the air with the head

The exercise continues in italics until the end of the number of provided actions.

Sample 2. *Hitting the ball with the head—force (number of hits):*

Each player runs slowly, and from the ball offered above the head, we hit the ball with the head and measure the distance.

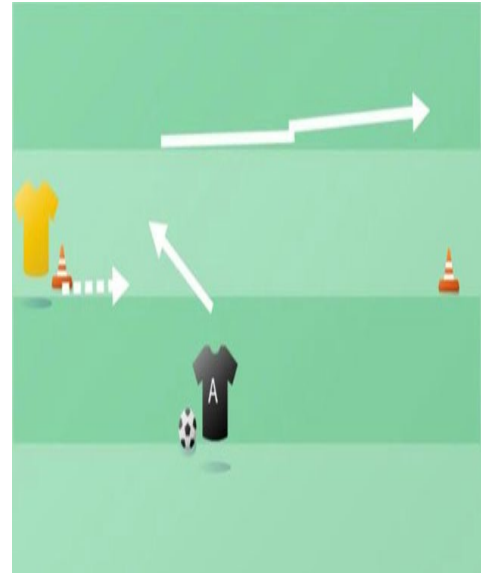


Fig. 2 Hitting the ball with the head—force

The distance (where the ball is) is measured.

Sample 3. *Keeping the ball in the air (number of hits):*

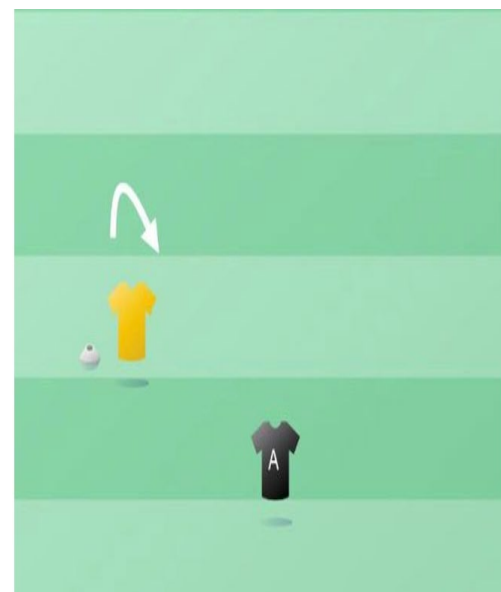


Fig. 3 Keeping the ball in the air

Each player has the right to three series of attempts to keep the ball in the air for as long as possible, by successive hits only with the head.

Sample 4. *Heading the ball at the goal (number of shots):*

From the ball offered to hit the ball with the head at the goal, in the upper half of the goal we have 3 points, the other half 2 points.



Fig. 4 *Heading the ball at the goal*

The exercise continues in italics until the end of the number of provided actions.

Procedures that the coach finds more difficult to master will be repeated if necessary, but with an emphasis on the main theme, such as heading the ball from the one-legged tap jump.

3. Results and Discussions

Analysis and Interpretation of the results:

Table 1
Results obtained in sample 1

	<i>Initial testing</i>		<i>Final testing</i>	
	Exp. group	Control group	Exp. group	Control group
X (arith. mean)	3,1	3,4	4,6	4,7
St. dev.	0,9	1,3	0,96	0,97
Cv	0,32%	0,39%	0,21%	0,22%
MIN.	2	2	3	3
MAX.	5	6	6	6

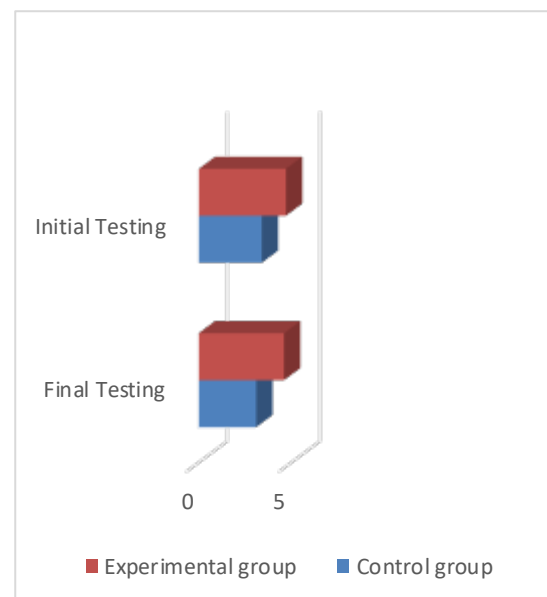


Fig. 5 *Arithmetic mean between the experimental group and the control group at Initial and final testing in sample 1*

Table 2
Results obtained in sample 2

	Initial testing		Final testing	
	Exp. group	Control group	Exp. group	Control group
X (arith. mean)	4,33	3,5	5,06	4,3
St. dev.	1,34	1,31	1,06	1,3
Cv	0,31	0,37	0,20	0,31
MIN.	2	1	1	2
MAX.	6	5	7	6

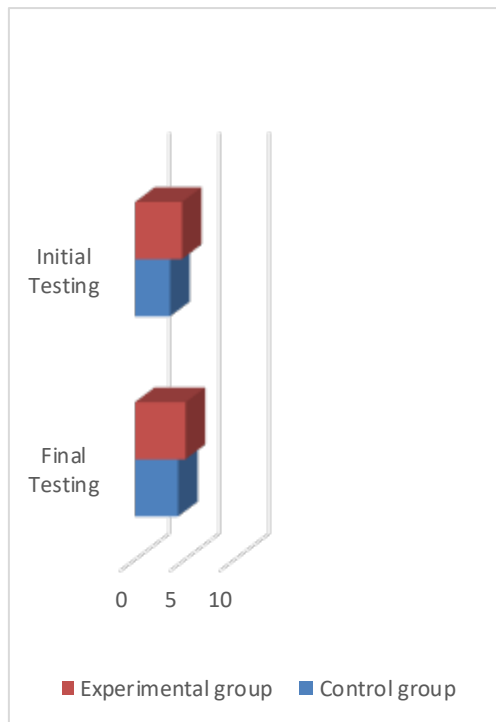


Fig. 6. Arithmetic mean between the experimental group and the control group at Initial and final testing in sample 2

Table 3
Results obtained in sample 3

	Initial testing		Final testing	
	Exp. group	Control group	Exp. group	Control group
X (arith. mean)	4,8	6,4	6.1	8,2
St. dev.	1,3	0,9	1,4	1,2
Cv	0,27	0,15	0,23	0,14
MIN.	3	5	4	6
MAX.	7	8	8	10

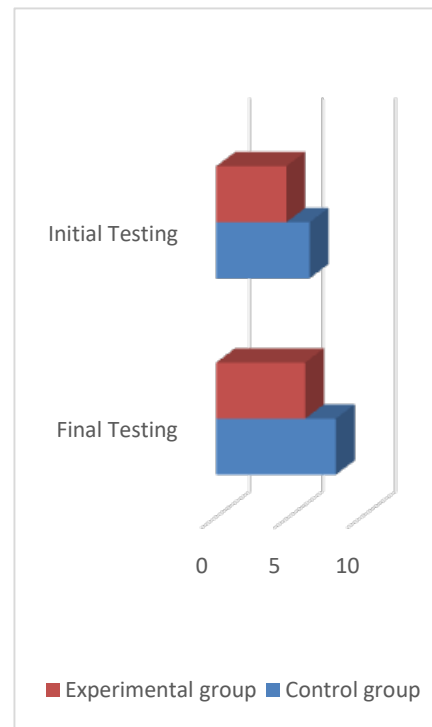


Fig. 7. Arithmetic mean between the experimental group and the control group at Initial and final testing in sample 3

Table 4
Results obtained in sample 4

	Initial testing		Final testing	
	Exp. group	Control group	Exp. group	Control group
X (arith. mean)	5,6	7,7	8,3	8,7
St. dev.	1,6	2,2	1,7	2,1
Cv	0,29	0,28	0,21	0,24
MIN.	3	4	6	6
MAX.	8	11	12	13

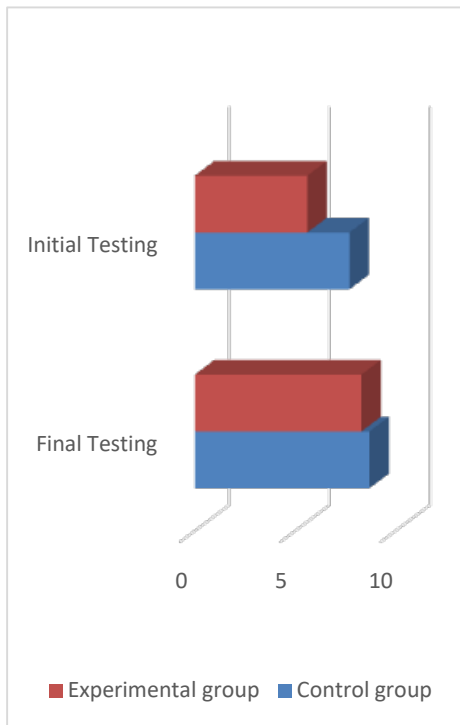


Fig. 8. Arithmetic mean between the experimental group and the control group at Initial and final testing in sample 4

Table 1 shows the results recorded by the students from the experimental group within the study, calculating the initial and final assessments for the four assessment tests.

Following the interpretation of a specialized website, we can see the

following results obtained by applying the Wilcoxon test to see if there are significant differences between the two moments after applying the exercise program.

Table 5
Test results

Wilcoxon Test	Initial testing vs. Final testing			
	Sample 1	Sample 2	Sample 3	Sample 4
Wilcoxon	0	1,5	1,5	0
Z	-2,6656	-2,7406	-2,3105	-2,5205
P	P<0,05	P<0,05	P<0,05	P<0,05

Table 2 shows the results recorded by the students from the control group within the study, calculating the initial and final evaluations for the four evaluation tests.

Following the interpretation of the obtained data, we can find the following results obtained by applying the Wilcoxon test to be able to see if there are significant differences between the two moments after applying the exercise program after training.

Table 6
Test results

Wilcoxon Test	Initial testing vs. Final testing			
	Sample 1	Sample 2	Sample 3	Sample 4
Wilcoxon	0	0	3	2
Z	-2,5205	-2,6656	-2,4973	-1,8363
P	P<0,05	P<0,05	P<0,05	P<0,05

4. Conclusions

The Z-statistic value denotes the outcome of the statistical test that was applied in this particular instance to

compare the variations between the preliminary and definitive tests.

In all four samples, the Z value is smaller than the crucial probability value (p) of 0.05, showing that the two tests differ significantly.

The null hypothesis is rejected when the Z value is smaller than the crucial probability value ($p < 0.05$). This signifies that there is enough statistical evidence to determine that the program had a significant impact on outcomes from baseline to posttest.

As a result, the findings indicate that the implemented program had a significant influence on increasing performance or outcomes.

Analysis of children's physical condition through specific field tests, measured provides objective and reliable knowledge to the coach and the training lesson. For this, physical condition assessments are performed through physical condition tests.

The choice of test is important and affects the final result.

In the research carried out, an attempt was made to find out if the program established by mutual agreement with the trainer can lead to the improvement of the results of the subjects subjected to the research. It should be noted that all subjects improved on at least two of the four tests. The progress recorded here is also the cause of better concentration, which is due to the presence of the teacher next to each of the subjects and the thorough explanation of this test.

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

certainly be useful in the classes of training.

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