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METHODOLOGICAL CONTRIBUTIONS REGARDING THE DEVELOPMENT OF THE FOOTBALL GAME TECHNIQUE IN HIGH SCHOOL STUDENTS

Mercea Traian Ionut

Abstract: *The traditional practice of playing football in school, means going through the technical-tactical elements of the game according to the analytical method. Each process is practiced, in order to learn, isolated, broken by the conditions of the game. No matter how adequate the methods and means used are, the exercises will not succeed in ensuring the complete, multilateral employment of the student, so that through the immediate and subsequent effects the major objectives will be achieved, which motivated the introduction of football in school. The practice of the integral game, with some simplified rules, ensures a much greater contribution and a special contribution to the involvement of football in the tasks of physical education. In the game, students are engaged multilaterally in the bio-psycho-motor plane, and the phenomena of addiction, teacher-student is diminished. During the game, the teacher intervenes in correcting some fundamental mistakes in the technical-tactical executions, or in interpreting the game rules. Integral play, however, cannot be practiced without the students having acquired a minimum of specific motor knowledge and skills. The teacher's mastery consists in knowing how much of the physical education lesson is given to learning the technical procedures separately, how much in conditions analogous to the game and how much time is allocated to the whole game. In addition to this time planning in the lesson, the teacher must also schedule new technical-tactical actions subject to the learning process and the consolidation of the technical procedures underlying the development of the game of football. Starting from the optimal, technical-tactical model of the graduate, the content of the training must be in accordance with this model and staggered on the requirements of their periodization and staging. This need is imposed by the practice of the game of football both in school - as a means of physical education, but also by the participation of students in school competitions reserved for them and which includes the entire mass of students. So, in the physical education lesson, the isolated learning of the technical-tactical elements and procedures will be short, insisting on their repetition and consolidation within the technical-tactical actions of the game, by practicing the bilateral game. The system of physical education and sports has a dynamic character, being subjected over time to changes and adaptations dictated by the social order, respectively by the state of society and its members, by technological progress and cultural level, by their aspirations.*

In the spirit of this dynamic, the steps of elaboration and revision of the school curricula in a curricular vision are revealed. This vision presupposes "a design in their interaction of objectives, contents, learning activities and evaluation principles and methods. The curriculum for physical education in secondary education reflects a new conception regarding the formation and complex development of the autonomous and creative personality of the students ". The curricular area underlying the new curricula is a first step in decentralizing education, offering increased opportunities for choice, increasing the chances of an individualized teaching / learning process and increasing school autonomy in developing one's own curriculum. The methodical steps imposed by the new orientation of the physical education and sports activities in the school represent a challenge for all those involved in this process, "but the teacher will always remain the main creator of his lesson".

Keywords: *Football, Physical Education, Gymnasium, Match*

INTRODUCTION

Given the special role that physical education has among students, the physical education program includes basic elements of the game of football, a game with a tradition in our country.

In choosing the game of football, the physical education program took into account the role of this sport in achieving the objectives of school physical education, in the influence it has on the body, some traditions, and the learning of this game by students. Given the effects of playing football on students' bodies, the game of football was introduced in the physical education program starting with the second grade, and in the V-VIII grades it was also introduced in the sports team classes.

Football can be played in its full form (two-gate game), as well as in the form of exercise structures that, once mastered, will be applied in the game, increasing the effectiveness of attack and defense measures.

Being a complete sports game, which trains all the muscles in activity and through this, activates the body's functions, favorably influencing their qualitative improvement.

It is said that football is athletics with the ball, because in order to be played, it demands from the one who practices it to run, to jump, to hit, to throw. In addition to these characteristics, we must remember that the game of football is accessible, attractive and spectacular, an attribution that stimulates students' interest in physical education and sports. As a sports discipline, football has known a special development, currently

organizing competitions for all categories, from table football to performance football. The main problem is the well-defined goal of creating specific means for School Physical Education, to improve motor skills through the game of football, given the particularities of bio-psycho-motor at the age of 11-14.

Physical education is carried out in two ways: as a bilateral instructive-educational process and as an independent activity. Of the two ways, the more common is the first. In fact, most theoretical references refer to physical education as a bilateral instructive-educational process. As a bilateral instructional-educational process, physical education takes place over time, permanently, continuously. This process has an "input" and an "output", and inside is the actual activity, ie the processing of the raw material takes place, so the subjects.

Obviously, the "processing" is carried out by the person in charge of the process, in most cases he is a specialist teacher. The leader of the process has precise responsibilities or responsibilities for this process. makes the most accurate processing of those involved in the process, ie of the subjects. , through physical and intellectual effort, to master what is transmitted by the leader of the process. This feature must be doubled by the conscious and active participation of the subjects - Iulian, Săvescu, in (2008).

So, a first finding is that we can speak of an independent activity of physical education only after a certain age, after gaining a certain experience in the problem. The second finding is that we can no longer consider as an independent activity of physical education any "leisure movement" performed by muscle contractions, but without any scientific rules (such as "bumps" that are made with improper equipment, in which no the basic rules of the game are observed, in which a maidan vocabulary is used, etc.) The traditional practice of playing football in school, means going through the technical-tactical elements of the game according to the analytical method. Each process is practiced, in order to learn, isolated, broken by the conditions of the game.

No matter how adequate the methods and means used are, the exercises will not succeed in ensuring the complete, multilateral employment of the student, so that through the immediate and subsequent effects the major objectives will be achieved, which motivated the introduction of football in school. The practice of the integral game, with some simplified rules, ensures a much greater contribution and a special contribution to

the involvement of football in the tasks of physical education. In the game, students are engaged multilaterally in the bio-psycho-motor plane, and the phenomena of addiction, teacher-student is diminished.

During the game, the teacher intervenes in correcting some fundamental mistakes in the technical-tactical executions, or in interpreting the game rules. Integral play, however, cannot be practiced without the students having acquired a minimum of specific motor knowledge and skills.

The teacher's mastery consists in knowing how much of the physical education lesson is given to learning the technical procedures separately, how much in conditions analogous to the game and how much time is allocated to the whole game. In addition to this time planning in the lesson, the teacher must also schedule the new technical-tactical actions subject to the learning process and the consolidation of the technical procedures underlying the development of the game of football.

The diversity of motor actions, the influence exerted by the practice of the game of football on the systems and functions of the body as well as the possibility of its outdoor development, create multiple possibilities to contribute to a harmonious physical development, in full health.

Citing some of the specialists in our field (I. Motroc, V. Cojocaru, 1991; Gh. Balint, 1999, 2001, 2002; etc.) we can say that:

"The game of football is an important, mainstay of school physical education which, along with athletics, gymnastics and other sports, contributes to the achievement of the goals of physical education in students of all ages, achieving a balance between intellectual and physical effort in the weekly schedule. students, thus being included in the curricula starting with the first grade. ”:

The teaching of the game of football in primary and secondary education has two aspects:

1. As a means of physical education and as such totally subordinated to the purpose, tasks, objectives, structure and organizational framework of physical education lessons;
2. Training students in the knowledge, skills and abilities (skills) necessary for the integral and independent practice of the game of football.

In each physical education lesson of about 40-45 minutes, the space reserved for the football game is usually 15-20 minutes, a space that must be used with great discernment by the teacher to make the most of the formative values of this sport, in the mentioned directions, respectively: recreation, recovery and personality formation.

The school curriculum or the Physical Education Curriculum for lower secondary education, in addition to the specific and operational objectives, sets the compulsory official requirements, the contents to be achieved by students in physical education classes, contents and requirements materialized through specific knowledge, skills and abilities. the game of football in those classes. In the space of the physical education lesson given to the game of football in middle school education, we consider that the following should be taken into account:

- combining the activities of leading and organizing the teacher with the activity of developing the abilities of self-organization and self-arbitration of students;
- the use of some fundamental exercises and structures that aim at the address, the precision, the ambidexterity and that to be executed on the background of the increase of the execution speed and of the complexity;
- the use of various competitions in order to accustom the students to the demands of the competition, thus forming their desire for self-improvement;
- it is also necessary to use complexes of exercises that act cumulatively on specific technical-tactical skills as well as on the development of motor skills.

The aim of the paper is to highlight the influence of isolated means and structures in the game of football, used as thematic objectives in Physical Education and Sports, in order to highlight the development of morpho-functional and mental indices in an attractive way, organized during the school activity, which students can use during their free time, once they have received the information during the Physical Education class.

Ignorance or ignorance of these particularities leads to the training of students according to the training schemes used in adult footballers, which brings great harm to the health of students. It has been said many times, and we repeat it on this occasion: "The student is not a miniature adult."

The hypothesis of the paper.

In fact, in this paper there are two levels of hypothesis, as follows:

1. Knowing the aspects of attracting to practice the game of football by physical education teachers, especially improving the technique, will have a favorable effect on students who play football, both in the development of motor skills and in the process of achieving specific objectives of the cycle gymnasium.
2. The scientific approach of the methods and means of football training in school leads to the development of the pleasure of long practice of the game of football, strengthening the health of students, improving the technique and increasing the applicability of the game of football in thematic links.

Research methods

Bibliographic study method: which is carried out by studying the materials with data and specialized information, on the diversification activity within the Physical Education class, through the thematic means specific to the football game, informative materials, school programs, textbooks, statistical studies on improving the morpho-functional indicators through sports activity in school.

Component of the preliminary documentation, includes the study of the specialized literature in order to obtain some information and some possible suggestions for solving regarding the interested question. Going through the literature is important and useful from a practical point of view, so that a problem that has already been solved by someone else is not repeated because it is known and can apply solutions already known

Out of the desire to deepen the issue of this research, I had to resort to a series of older specialized works, through which I was able to obtain information on the research topic. Bibliographic documentation was also necessary to make possible the theoretical substantiation of the observation used as a research method. In conclusion, we can say that the bibliographic study can and must be the theoretical foundation of any research work.

Documentation method: by carefully studying a large number of works published in the literature I sought to extract ideas that would lead me to the realization of this paper.

At the same time, studying the bibliography and some planning and evidence documents helped me to understand much better, the real ways of applying the specific means of the football game in the themes of lessons and implicitly the strategy of improving the technique of the football game in the gymnasium cycle.

Pedagogical observation - the method of pedagogical observation I used in official training and games. Through it, we followed the weight and place of the exercises that develop the general and specific skill in the trainings. Also, the methods and means used to improve and develop the skill and other methodical aspects. The observations at the official matches focused on the ability, imagination and inventiveness of the players, the precision and correctness of the execution of the technical-tactical skills. They also followed the correlation between technical-tactical skills and motor skills (especially speed) and between them in relation to skill. Although in football there is no motor act without psyche (skill / coordination), based on the observations at training and games, the technical-tactical procedures are established that require the most components of psychomotor skills, as well as the share in which these components are manifested and influence the learning process. correct at this age.

Another method is to talk to specialists in the field.

And last but not least, the statistical-mathematical method - this method refers to the application of the statistical-mathematical method, with applications in the field of physical education and sports, serving to more rigorously delimit problems and order the thinking in the analysis process. and interpretation of the results of the experiment group. This method provides multiple parameters about the data obtained in the research.

CONCLUSIONS

By carefully studying the curriculum and the methodology of its application in practice, it can be seen that the real way to bring real concepts of improving the quality of Physical Education and Sports classes is accepted, whatever the period of change we will go through;

It can be seen from the data issued by the specialized commissions for the Approval of School Curricula on Periodically Revised Disciplines, that it is a space of

proposals that can be applied in practice in order to increase the quality and attractiveness of specialized teachers in physical education classes;

We believe that the improvement of motor skills in general and speed in particular, at this age 12-13 years, can be planned and achieved in a much better way in terms of the effects of attractiveness and creativity, and combat moments of boredom and monotony;

Implicitly, the improvement of the motor qualities specific to sports games, especially the football game, through means and methods specific to the football game, will consistently improve the teaching technique and involve the technical baggage of the students from the gymnasium cycle.

We also find that the methodical structure of the football game, from the theoretical data aspired by us in the informational approach, has more than all kinds of lessons, bringing a contribution to improve the qualities of the matrix and implicitly the improvement the student, being a way to make them do something (unconscious-improvement / development of qualities and indices of motor ability) through ball sports;

The information gathered shows that the means of the game of football can become with the major implications of the specialized teacher a means of influence and attractiveness for both boys and girls in traditional schools and where desired.

However, there are also opportunities for students to spend their free time through a pleasure movement, through isolated means and structures from the football game, which can be manifested on any kind of crowded and improvised spaces.

This is the big question that all the great players have asked themselves throughout their careers.

If you feel like Federer or Djokovic have always been these tennis robots we see today, you're wrong. By the age of 14, Federer seemed to have escaped from the zoo. He screamed, screamed, fired a rocket at every lost point that seemed decisive to him. Djokovic, on the other hand, threw himself on his stomach and clapped his hands and feet.

How did they manage to achieve the calm and determination to win? They learned to control their psyche every day. It is an extremely difficult task to control something when you, in turn, are out of control.

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