

## OPTIMIZATION OF ANNUAL PLANNING METHOD BY MEANS OF STRUCTURED SPORTS TRAINING OF REPUBLICAN JUNIORS IN FOOTBALL

FERENC FIKKER<sup>1</sup>, ANDRAS ALMOS<sup>1</sup>

**ABSTRACT.** We think that the first step which must be taken by all those who have as their objective the training and instruction of juniors in football is activity rigorous planning. The activity of the football coach is coordinated through an annual, weekly training plan and lesson outline. Planning must be based on the elements and principles of sports training. Making an accurate and correct plan for annual training is essential from the point of view of structured sports training. The more accurate and simple the plan, the greater the chances of excluding errors from the planning process. Using this method of work we obtain a precise structured training and also a continuous controlled development which will help to achieve our goals.

**Keywords:** annual planning, structured sports training, graphical model

**REZUMAT.** *Optimizarea metodei de planificare prin instruire sportivă structurată având ca obiectiv dezvoltarea continuă a juniorilor republicani în fotbal.* Considerăm că primul pas care trebuie făcut de către toți cei care au ca obiectiv instruirea și pregătirea juniorilor în fotbal este planificarea riguroasă a activității. Activitatea antrenorului de fotbal este coordonată prin intermediul planului de pregătire anual, săptămânal și al conspectului de lecție. Planificarea trebuie să aibă la bază elementele și principiile antrenamentului sportiv. Conceperea unui plan de pregătire anual precis și corect este esențial din punct de vedere al instruirii sportive structurate. Cu cât planul este mai exact și mai simplu, cu atât sunt mai mari șansele de a exclude erorile din procesul de planificare. Folosind această metodă de lucru obținem o instruire structurată precisă și totodată o dezvoltare continuă controlată, ceea ce ne va ajuta la îndeplinirea obiectivelor.

**Cuvinte-cheie:** planificare anuală, instruire sportivă structurată, model grafic

### Introduction

Practice has shown that a coach cannot manage a high performance training process from memory or with no planning at all. The activity of a football coach is coordinated through annual, weekly training plan, and lesson

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<sup>1</sup> "Babeș-Bolyai" University, Faculty of Physical Education and Sport, Cluj-Napoca, Romania,  
fikkerferenc@yahoo.com

outline. The annual planning model is very easy to conceive, it provides a clear picture of the entire period concerned while the design of the weekly and daily plans will be more accessible.

### **Current level reflected in the special literature**

Macrocycle shall mean large training cycles. In football this extended period refers to a competitive year, which spans two calendar years: from September to December – the tour, from March to June – the return. Training cycles repeat on quantitative and qualitative stages, both in terms of basic structure and effort dynamics. The cyclic repetition of the basic structure is based on the concentric nature of resuming the same aspects from one year to another, but to higher qualitative and quantitative levels. That is why they are also called periodic cycles.

They are made up of several mezocycles which favours the return of the following macrocycles on higher quantitative and qualitative stages during a long process. Planning structure also depends on the correlation between the volume, intensity and complexity of effort, on the succession of different training links (classes, stages, parties and periods).

Planning must be designed as a structure from operational positions involving organizational measures, resources and forms of assessment, at lesson or lesson system standards. It is considered that hour, day, week, month, year can be taken as structural reference points. In brief, macrocycles are relatively large time sequences where high performance capability must be continuously raised to an ever higher level.

### **Issues approached**

This structure is conditioned on several factors, among which we should first mention interdependence between content items and their order. We would like to mention here general physical training, specific physical training, technical training, tactical training, effort -rest interrelationship. Table 1 shows the annual planning for the period of the championship tour. As far as calendar point of view is concerned, planning structure is clear - there are present the months of training with the number of days pertaining to these months while the structure of the school year in progress is also considered. Training activity corresponding to each month is segmented according to the weekly structure. Each column in the row corresponding to weeks comprises the training days numbered sequentially (July 13<sup>th</sup> -19<sup>th</sup> is the first week of training, from Monday to Sunday). This type of segmentation makes easier coach's planning work: by following the columns, he can easily conceive a weekly training plan and then, daily activity. Moreover, this graphical model allows the centralization of various stages (represented as coloured columns in the left table and having the quantity correspondent within the table) and he can

also follow their quantitative materialization (e.g. "3 tra." – three trainings / week) or calendar planning of the stage ("preparatory games - 2" indicates planning a training game on August 2, "Holliday - 7-9" means the period of holiday from August 7 to 9) during each week.

To illustrate how to "decipher" a column, we chose week July 27 to August 2, including: centralized training between August 27 to 28 (3 trainings), a day off on August 29<sup>th</sup> (end of centralized training), 3 trainings from July 30 to August 1 and a training game on August 2<sup>nd</sup>.

**Table 1.** Annual planning model - championship tour

months 2009	july 31 d.					august 31d.					september 30 d.					october 31 d.					november 30 d.					december 31d				
weeks	1-5	6-12	13-19	20-26	27-2	3-9	10-16	17-23	24-30	31-6	7-13	14-20	21-27	28-4	5-11	12-18	19-25	26-1	2-8	9-15	16-22	23-29	30-6	7-13	14-20	21-27				
Training period			1 tra	2 tra	3 tra	3 tra	9 tra	9 tra	9 tra	9 tra	7 tra	7 tra	7 tra	7 tra	5 tra	7 tra	7 tra	7 tra	7 tra	7 tra	6 tra	7 tra	5 tra							
Centralized training				21 tra	28 tra																									
Friendly games					2	6	16	23	30	6																				
Championship games											13	20	27	4	8	11	18	25	1	8	15		24	3						
Transition period																								7 tra	18 tra					
Holiday					29	7-9										13-15					16			1 tra	3 tra	19				
Control Measurement exams			14																						8					

Table 2, designed for the return period of the championship follows the same structure. The only difference is the column that appears at the end of the table, representing the sum of events corresponding to each stage (for instance, 236 trainings, 15 games, 36 days of holiday).

**Table 2.** Annual planning model - Return championship

months 2010	january 31 d				february 28 d.				march 31 d.					april 30 d.					may 31 d.					june 30 d.					total
weeks	28-3	4-10	11-17	18-24	25-31	1-7	8-14	15-21	22-28	1-7	8-14	15-21	22-28	29-4	5-11	12-18	19-25	26-2	3-9	10-16	17-23	24-30	31-6	7-13	14-20	21-27	46		
Training period		6 tra	6 tra	6 tra	4 tra		4 tra	5 tra	7 tra	7 tra	7 tra	7 tra	5 tra	4 tra	4 tra	5 tra	6 tra	6 tra	6 tra	5 tra							236		
Centralized training					29 tra	6 tra																					29		
Friendly games						14	17	21	28		14																15		
Championship games									6		21	25	28	1	8	11	15	18	21	2		12	16				26		
Transition period																				17 tra	6 tra	6 tra	10 tra				33		
Holiday	3	10	17	24		7	9							3	5					3		23	30	6	11		36		
Control Measurement exams			13																			24					4		

## Conclusions

Planning the annual activity of a junior team is an important step in the approach we consider necessary for making coaching activity more professional. Conceiving annual training schedule in this schematic form can be seen as an effort. Advantages are, however, significant and justify the approach. One of the main benefits of this model is the potential of this model to bring together all parts of the activity carried out during a competition year in a synthetic form. Synthesis entails the possibility of rational and wise planning of effort as the visual element involved in this method facilitates the elimination of hazards represented by overburdening the team by a disproportionate effort or by undertraining the juniors. One considerable advantage to mention in the end is the flexible nature of this model, which is suitable for changes even in the course of training. By means of this working method, we get a precise structured training and also a controlled continuous development which will help achieve the targeted objectives.

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