

## SPECIFIC METHODS USED IN EVALUATION OF FOOTBALL GAME SKILLS FOR THE 10-12 YEAR GROUP

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**ABSTRACT.** The paper involves a methodical material with scientific and systematized content that can be the basis of the training process, especially during the precompetitive and competitive period. The proposed exercises are relatively easy to accomplish and do not require extra effort. The requirement to model the development of motor skills in addition to correlation with technical and tactical training. The requirement to model the development of motor skills in addition to the correlation with technical and tactical training can also be achieved with the help of the content, structure and dynamics of the specific effort. Skills are essentially complex physical-technical qualities. We can make a difference between a skilful and a skilled player with superior skills, but their absolute value cannot be determined, by lacking objective means to pinpoint that difference. With the development of general skills, exercises, or other means at our disposal, we do not track the automatism of movements at any price but in a mechanical way we will be able to determine the player to think.

**Key words:** *skills, methods, means, results, evaluation*

**REZUMAT.** *Metode specifice utilizate la evaluarea îndemânării în jocul de fotbal la grupa de vârstă 10-12 ani.* Cerința modelării dezvoltării calităților motrice pe lângă corelarea cu pregătirea tehnică și tactică se realizează și în ceea ce privește conținutul, structura și dinamica efortului specific. Îndemânarea este în esență o calitate fizico-tehnică complexă. Putem face diferență între un jucător îndemânatic și unul înzestrat cu o îndemânare superioară, însă valoarea absolută a lor nu o putem stabili, din lipsa mijloacelor care să aibă un caracter obiectiv, pentru a determina cât mai exact această diferență. Cu ocazia dezvoltării îndemânării generale, prin exerciții de gimnastică, sau alte mijloace la dispoziție, nu urmărim automatizarea mișcărilor cu orice preț și în mod mecanic, ci vom determina jucătorul să și gândească.

**Cuvinte cheie:** *îndemânare, metode, mijloace, rezultate, evaluare*

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## Introduction

Under the conditions of the evolution of the modern football game towards the total commitment, with the use of procedures with great finesse and subtlety, with more and more flexible and adaptable tactics, the early training becomes more and more advanced. That is why both the coaches, the players and all the other players involved in this social phenomenon, which is football, have become more concerned about achieving the final goal: winning each match. This has always been a reason for research, to study the changes in the training process and to reach a superior level to the opponent, especially from a tactical point of view.

In the conditions of the evolution of the modern football game towards the total commitment, with the use of procedures with great finesse and subtlety, with more flexible and adaptable tactics, the early training becomes more and more advanced. That is why both the coaches, the players and all the other players involved in this social phenomenon, which is football, have become more concerned about achieving the final goal: winning each match. This has always been a reason for research, to study the changes in the training process and to reach a superior level to the opponent, especially from a tactical point of view. Skill is the "quality that allows us to coordinate complicated movements and assures the rapid acquisition of skills and their improvement, as well as their use according to requirements and adaptation to various situations" (Hirtz, 2004).

After other authors skill is "the man's ability to perform acts and actions with a superior degree of coordination in terms of efficiency and with minimal energy and nervous consumption" (Dragomir & Scarlat, 2004). The practical value of the paper is that it demonstrates the efficiency of some drives for skill development, and highlights the effectiveness of skill development in the physical education lesson. By the specifics of the used methods / objects, football play contributes to achieving the goals of physical education and sports, but for the harmonious physical development of the students are also necessary means of gymnastics and athletics (Popovici & Monea, 2006). Upper nerve activity improves in the sense that at the end of this period the cortical inhibition capacity develops without balancing excitement (Ifrim, 1986). The accentuated plasticity of the central nervous system (CNS) at this age, which ensures a particular receptivity, will thus be better harnessed. The analysis and synthesis function of the cerebral cortex is intensified on the influence of external excitators and the analyzers receiving them.

## **Hypothesis**

In the elaboration of the paper we started from the premise that by using rationally and consciously the specific means of football, in the process of initiation in football, there will be significant results regarding the development of the motor skills of the young players, skills that can be learned and educated in time.

## **Objectives**

We have researched and experienced the way and the extent to which the exercises in the football training contribute to the development of the motor skills of the athletes. Speed training of footballers is essential, representing the very condition of athletes' performance in training and competitions.

## **Means and methods**

1. Study of bibliography, observation method, experimental study, graphic method.

**Experiment:** The research was conducted within the Sports High School, Cluj-Napoca, during the school year 2016-2017, with a beginner group, aged 10-12, a group of 20 athletes, which I divided into 2 smaller groups of 10 athletes as follows:

- an experimental group - to which we applied a set of football-specific exercises tailored especially to the development of motor skills and speed;
- control group - in which they worked according to the school curriculum, training for general training, without emphasis on a specific motric quality.

### ***A. Control tasks for skills testing***

#### **1. Keeping the ball in the air for 60 seconds**

**Marking:** Draw a 10-meter square

**Execution:** The player must keep the ball in the air with any part of the body, less with his hand.

**Rules:** The exercise begins with the ball in the hand

The exercise ends when:

- 60 seconds have expired
- The ball has fallen
- The player comes out of the square with the ball

Before attempting to score, the player is entitled to two attempts outside the square.

**Table 1.** Groups of athletes who participated in the experiment

CONTROL GROUP			EXPERIMENTAL GROUP		
Nr. crt.	Name and surname	Year of birth	Nr. crt.	Name and surname	Year of birth
1.	B.C.	2002	1.	C.E.	2002
2.	C.T.	2002	2.	T.I.	2002
3.	C.R.	2002	3.	I.R.	2002
4.	M.K.	2002	4.	B.A.	2003
5.	N.D.	2002	5.	C.C.	2003
6.	O.S.	2002	6.	G.M.	2003
7.	V.I.	2002	7.	I.A.	2002
8.	M.R.	2002	8.	M.C.	2003
9.	R.M.	2002	9.	P.D.	2003
10.	F.E.	2002	10.	T.E.	2003

## 2. Driving the ball in the 10-meter rounds, back-flowing

The players will lead the ball through 5 pillars, placed at equal distances of 2 meters, between them.

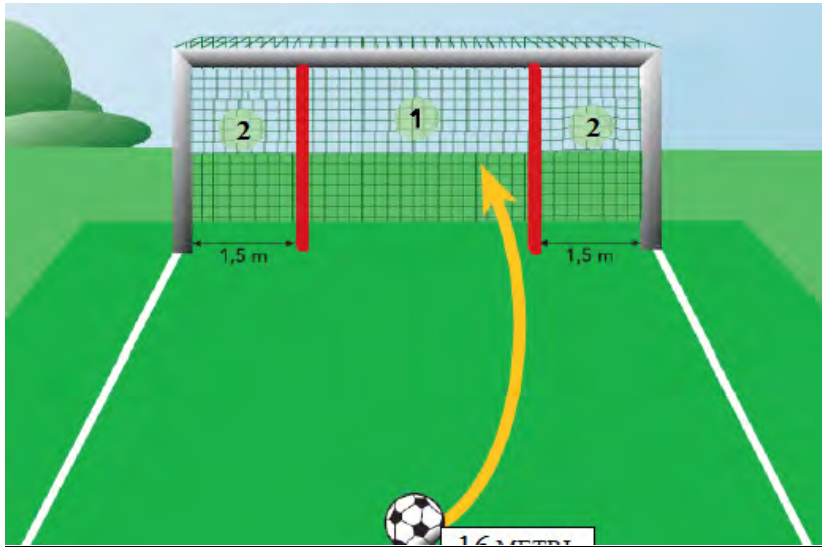
They will bypass the last pillar and will return to the starting line, repeating the route in the same way. They will start from a starting line, at the coach's signal and time will be determined in seconds. Penalties will be applied at touching the pillars and at the drop in total time by one second. Players will have 2 attempts, the best time will be taken into consideration.

## 3. Goal kick at 16 meters, 10 attempts

**Execution:** The player runs 10 strokes.

**Rules:** The ball has to enter in the air in the gate (direct air trajectory)

Result: Amount of points A SUCCESSFUL KICK = 1 point on MIDDLE POINTS = 2 points LATERAL RIGHT, LEFT



**Figure 1.** Evaluating skill through the gate - Goal kick at 16 meters

**Table 2. Results CONTROL GROUP** (Initial testing, final test, difference)

Nr. crt	Name and surname	TASK								
		Driving the ball among the pillars 10 m, round trip			Keeping the ball in the air for 60 seconds - No. of executions			Goal kick 16 meters		
		T.I.	T.F.	DIF.	T.I.	T.F.	DIF.	T.I.	T.F.	DIF.
1.	B.C.	14.3	14.0	0.3	35	40	5	8	9	1
2.	C.T.	15.4	14.8	0.6	29	32	3	7	7	0
3.	C.R.	16.2	15.7	0.5	28	31	3	7	8	1
4.	M.K.	15.3	15.1	0.2	32	36	4	6	7	1
5.	N.D.	14.7	14.5	0.2	34	37	3	5	7	2
6.	O.S.	15.8	15.4	0.4	30	33	3	8	8	0
7.	V.I.	16.2	15.6	0.6	27	31	4	6	7	1
8.	M.R.	15.9	15.4	0.5	31	34	3	7	10	3
9.	R.M.	16.3	15.9	0.4	29	32	3	5	6	1
10.	F.E.	15.4	14.9	0.5	30	34	4	6	8	2
<b>Average</b>		<b>15.55</b>	<b>15.13</b>	<b>0.42</b>	<b>30.5</b>	<b>34</b>	<b>3.5</b>	<b>6.5</b>	<b>7.7</b>	<b>1.2</b>
<b>Standard Deviation</b>		<b>0.67</b>	<b>0.59</b>	<b>0.15</b>	<b>2.55</b>	<b>2.91</b>	<b>0.71</b>	<b>1.08</b>	<b>1.16</b>	<b>0.92</b>
<b>Variance</b>		<b>0.04</b>	<b>0.04</b>	<b>0.35</b>	<b>0.08</b>	<b>0.09</b>	<b>0.20</b>	<b>0.17</b>	<b>0.15</b>	<b>0.77</b>

**Table 3. EXPERIMENTAL GROUP** (Initial testing, final test, difference)

Nr. crt.	Name and surname	TASK								
		Driving the ball among the pillars 10 m, round trip			Navet 5x10 m			Goal kick 16 meters		
		T.I.	T.F.	DIF.	T.I.	T.F.	DIF.	T.I.	T.F.	DIF.
1.	C.E.	15.4	14.8	0.6	25	30	5	5	8	3
2.	T.I.	16.3	15.8	0.5	24	28	4	6	7	1
3.	I.R.	17.3	16.9	0.4	26	32	6	4	6	2
4.	B.A.	16.4	16.0	0.4	23	29	6	7	8	1
5.	C.C.	15.8	15.5	0.3	25	29	4	6	7	1
6	G.M.	16.4	15.9	0.5	27	31	4	5	7	2
7.	I.A.	16.6	16.0	0.6	26	30	4	7	9	2
8.	M.C.	16.2	15.5	0.7	22	27	5	3	6	3
9.	P.D.	16.3	15.9	0.4	24	28	4	5	8	3
10.	T.E.	15.8	15.2	0.6	23	26	3	6	7	1
<b>Average</b>		<b>16.25</b>	<b>15.75</b>	<b>0.5</b>	<b>24.5</b>	<b>29</b>	<b>4.5</b>	<b>5.4</b>	<b>7.3</b>	<b>1.9</b>
<b>Standard Deviation</b>		<b>0.52</b>	<b>0.56</b>	<b>0.12</b>	<b>1.58</b>	<b>1.83</b>	<b>0.97</b>	<b>1.26</b>	<b>0.95</b>	<b>0.88</b>
<b>Variance</b>		<b>0.03</b>	<b>0.04</b>	<b>0.25</b>	<b>0.06</b>	<b>0.06</b>	<b>0.22</b>	<b>0.23</b>	<b>0.13</b>	<b>0.46</b>

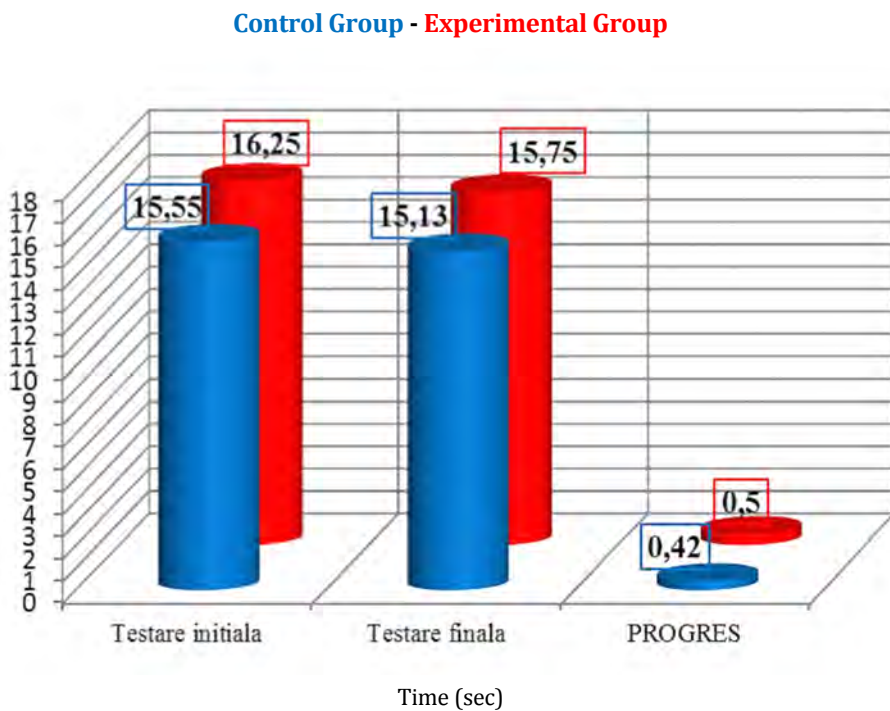
**Task no.1 - Driving the ball among the pillars 10 m, round trip****Table 4. Task no.1****CONTROL GROUP**

Nr. crt.	Name and surname	Task		
		Driving the ball among the pillars 10 m, round trip		
		T.I.	T.F.	DIF.
1.	B.C.	14.3	14.0	0.3
2.	C.T.	15.4	14.8	0.6
3.	C.R.	16.2	15.7	0.5
4.	M.K.	15.3	15.1	0.2
5.	N.D.	14.7	14.5	0.2
6.	O.S.	15.8	15.4	0.4
7.	V.I.	16.2	15.6	0.6
8.	M.R.	15.9	15.4	0.5
9.	R.M.	16.3	15.9	0.4
10.	F.E.	15.4	14.9	0.5
<b>Average</b>		<b>15.55</b>	<b>15.13</b>	<b>0.42</b>
<b>Standard Deviation</b>		<b>0.67</b>	<b>0.59</b>	<b>0.15</b>
<b>Variance</b>		<b>0.04</b>	<b>0.04</b>	<b>0.35</b>

**Table 5. Task no.1****EXPERIMENTAL GROUP**

Nr. crt.	Name and surname	Task		
		Driving the ball among the pillars 10 m, round trip		
		T.I.	T.F.	DIF.
1.	C.E.	15.4	14.8	0.6
2.	T.I.	16.3	15.8	0.5
3.	I.R.	17.3	16.9	0.4
4.	B.A.	16.4	16.0	0.4
5.	C.C.	15.8	15.5	0.3
6.	G.M.	16.4	15.9	0.5
7.	I.A.	16.6	16.0	0.6
8.	M.C.	16.2	15.5	0.7
9.	P.D.	16.3	15.9	0.4
10.	T.E.	15.8	15.2	0.6
<b>Average</b>		<b>16.25</b>	<b>15.75</b>	<b>0.5</b>
<b>Standard Deviation</b>		<b>0.52</b>	<b>0.56</b>	<b>0.12</b>
<b>Variance</b>		<b>0.03</b>	<b>0.04</b>	<b>0.25</b>

- For driving the ball among the pillars 10 m, round trip the arithmetic mean value suggested that the experimental group has progressed, but without much difference from the control group;
- The coefficient of variation and the standard deviation were close for both groups, suggesting that the two samples of athletes are homogeneous and all players have progressed.



**Figure 2.** Driving the ball among the pillars 10 m, round trip

**Task no. 2 - Keeping the ball in the air for 60 seconds -  
number of executions**

**Table 6.** Task no.2

<b>CONTROL GROUP</b>				
<b>Nr. crt.</b>	<b>Name and surname</b>	<b>Task</b>		
		<b>Keeping the ball in the air for 60 seconds - number of executions</b>		
		<b>T.I.</b>	<b>T.F.</b>	<b>DIF.</b>
<b>1.</b>	B.C.	35	40	5
<b>2.</b>	C.T.	29	32	3
<b>3.</b>	C.R.	28	31	3
<b>4.</b>	M.K.	32	36	4
<b>5.</b>	N.D.	34	37	3
<b>6.</b>	O.S.	30	33	3
<b>7.</b>	V.I.	27	31	4
<b>8.</b>	M.R.	31	34	3
<b>9.</b>	R.M.	29	32	3
<b>10.</b>	F.E.	30	34	4
<b>Average</b>		<b>30.5</b>	<b>34</b>	<b>3.5</b>
<b>Standard Deviation</b>		<b>2.55</b>	<b>2.91</b>	<b>0.71</b>
<b>Variance</b>		<b>0.08</b>	<b>0.09</b>	<b>0.20</b>

**Table 7.** Task no.2

<b>EXPERIMENTAL GROUP</b>				
<b>Nr. crt.</b>	<b>Name and surname</b>	<b>Task</b>		
		<b>Keeping the ball in the air for 60 seconds - number of executions</b>		
		<b>T.I.</b>	<b>T.F.</b>	<b>DIF.</b>
<b>1.</b>	C.E.	25	30	5
<b>2.</b>	T.I.	24	28	4
<b>3.</b>	I.R.	26	32	6
<b>4.</b>	B.A.	23	29	6
<b>5.</b>	C.C.	25	29	4
<b>6.</b>	G.M.	27	31	4
<b>7.</b>	I.A.	26	30	4
<b>8.</b>	M.C.	22	27	5
<b>9.</b>	P.D.	24	28	4
<b>10.</b>	T.E.	23	26	3
<b>Average</b>		<b>24.5</b>	<b>29</b>	<b>4.5</b>
<b>Standard Deviation</b>		<b>1.58</b>	<b>1.83</b>	<b>0.97</b>
<b>Variance</b>		<b>0.06</b>	<b>0.06</b>	<b>0.22</b>

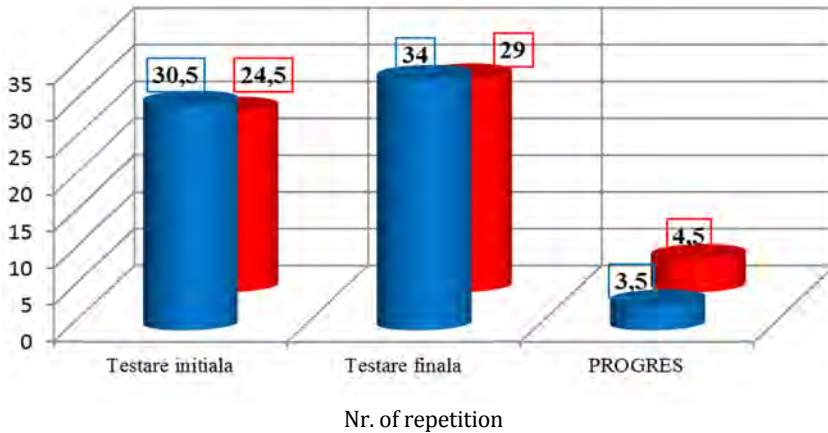
- For keeping the ball in the air for 60 seconds, results show that the experimental group had a better evolution as the control group, all students progressed, the growth values are close;

- The coefficient of variation and standard deviation are higher, this time for the experimental group. This shows that there are differences of progress - 2 athletes have progressed more than others, one less - with a greater deviation from the group average, compared to the control group;

- In the control group, the coefficient of variation is lower, which indicates that the group is homogeneous in value, with a progress of most students close to the average of the group- one subject had better outcomes than most.



**Control Group - Experimental Group**



**Figure 3.** Keeping the ball in the air for 60 seconds –number of executions

**Task no.3 - Goal kick at 16 meters**

**Table 8.** Task no.3

CONTROL GROUP				
Nr. crt.	Name and surname	Task		
		Goal kick at 16 meters		
		T.I.	T.F.	DIF.
1.	B.C.	8	9	1
2.	C.T.	7	7	0
3.	C.R.	7	8	1
4.	M.K.	6	7	1
5.	N.D.	5	7	2
6.	O.S.	8	8	0
7.	V.I.	6	7	1
8.	M.R.	7	10	3
9.	R.M.	5	6	1
10.	F.E.	6	8	2
<b>Average</b>		<b>6.5</b>	<b>7.7</b>	<b>1.2</b>
<b>Standard Deviation</b>		<b>1.08</b>	<b>1.16</b>	<b>0.92</b>
<b>Variance</b>		<b>0.17</b>	<b>0.15</b>	<b>0.77</b>

**Table 9.** Task no.3

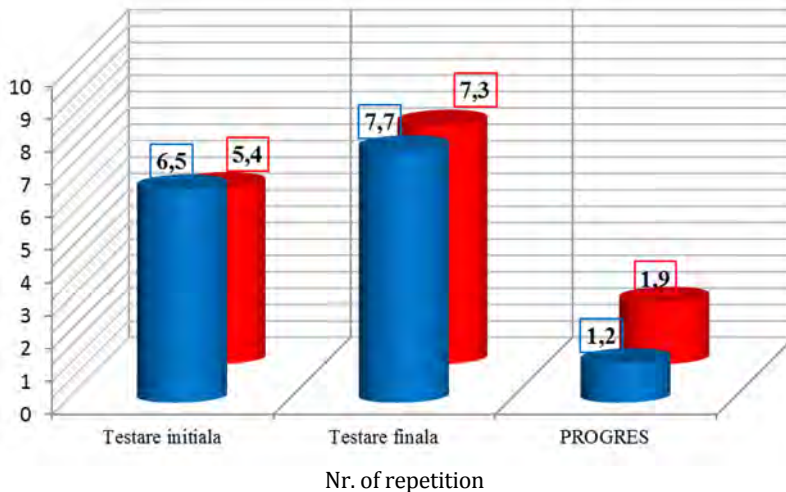
EXPERIMENTAL GROUP				
Nr. crt.	Name and surname	Task		
		T.I.	T.F.	DIF.
1.	C.E.	5	8	3
2.	T.I.	6	7	1
3.	I.R.	4	6	2
4.	B.A.	7	8	1
5.	C.C.	6	7	1
6.	G.M.	5	7	2
7.	I.A.	7	9	2
8.	M.C.	3	6	3
9.	P.D.	5	8	3
10.	T.E.	6	7	1
<b>Average</b>		<b>5.4</b>	<b>7.3</b>	<b>1.9</b>
<b>Standard Deviation</b>		<b>1.26</b>	<b>0.95</b>	<b>0.88</b>
<b>Variance</b>		<b>0.23</b>	<b>0.13</b>	<b>0.46</b>

- In this skills test (Goal kick at 16 meters) both groups have evolved, the growth rates are close;

- In the control group, the coefficient of variation is higher, suggesting that the group is heterogeneous, with progressive differences - two players have not progressed, most have progressed a little, two more, but without great deviations from the group average;

- The experimental group has a lower variation coefficient than the control group. The group is homogeneous in value, most have progressed with values close to the group average, with three athletes having a greater progression than the group average.

**Control Group - Experimental Group**



**Figure 4.** Goal kick at 16 meters

**Conclusion and suggestions**

In order to validate in practice the ideas proposed in the hypothesis of the paper and analyzing the obtained results, we find the following aspects:

- From the comparative analysis of the graphs representing the results of the two tests, Initial and final results of the two researched groups, we obtained a greater progress in the experimental group, thus confirming that the specific football methods and means have positive influences on the training process;

- the value of the results increased in most subjects from the control group, and in the experimental group progress was recorded in all subjects
- Overall, in relation to each sample, the extent of the results scatter is lower for the experimental group, which denotes that it is a homogeneous group as a value, while the control group has higher standard deviation values, hence the group is heterogeneous
- The skills of the players have improved considerably, fact proven by the differences between
- initial and final testing
- The development of the motric qualities in the footballers is a prime necessity and a constant and systematic concern over the entire competition year, necessary for the practice and growth of the players
- In the competition period, when the emphasis in preparation is on technical-tactical elements, the realization of the requirement for the development of the motoring qualities is facilitated by the ball, the players are able to accept the extra expenses of energy and effort;
- In the present paper I have sought to develop the idea of training and developing motor skills, in particular skills through specific means of playing football, because work is deficient in this chapter or specific exercises are neglected.
- • The greater progress made by the subjects to which the differentiated, intensified program was applied, highlights the opportunity to use, in training, the methods and means presented in this paper.

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