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IDENTIFICATION STANDARD AND NON STANDARD EXERCISES FOR MULTILATERAL PHYSICAL TRAINING TO SOCCER PLAYERS BEGGINERS

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Abstract

*Problem statement***.** In order to implement the best research that is subject to the present work, and creating a framework for scientific standard, according to the knowledge gained and ongoing guidance and consistent scientific coordinator, we considered it important to achieve the following tasks: Establishing a basis for research; Studying literature; Formulating working hypotheses; Establishing the independent variable in the experiment work and how actual work; Establish levels which independent variables to be tested; Choosing the experimental design; Setting subjects undergoing experiment Preparation of planning documents (personal records for each subject); Setting the initial level of psychomotor development by passing control samples specific to subjects; Discussion with experts in the field and improve investigational Protocol; Review draft experiment; Actual conduct of the experiment in the concrete situation; Process; Processing and interpretation of data; Writing conclusions and proposals.

*The aim of the research***.** From Scientific research literature and detach a number of findings that support and serve as working hypotheses based formulation. So both the theoretical - methodological work and the practical reality select the following assumptions:

A premise of paramount importance that we consider to start from: the physical and motor development of individual possibilities achieved in the systematic repetition of exercise; sports training component, which will consist of the development of motor skills, morphological indices - the functions of the body and dominion of an wide and varied skills and motor skills.

*Methods of research***.** The experimental part of the work is largely interrogative and assertions about the research Hypotheses. In this context it WAS Necessary preliminary study on the potential of analysis biometric students selected for our study. Based on the results obtained in the preliminary experiment, a sample composed WAS pedagogical experiment, Which WAS submitted after initial testing to optimize physical training specialized multilateral programs in the pilot experiment.

Results. Analysis of the results of statistical processing data obtained from measurements of specific motility parameters enables us to find the positive developments in the experimental group compared with the control group in most parameters, although the differences are not large in absolute value.

Conclusions. We can confirm the research hypothesis, namely, that the availability of biometric juniors practicing football are the main landmarks of targeting instructional qualities, methods of preparation and assessment tests. The choice of instructional goals is bounded nonspecific located in the four compartments (body development, physical development, functional capacity and motor skills). So instructional objectives are those that determine the choice of non-traditional training methods and physical tests multilateral.

Key words: structural elements, junior football, physical training.

Introduction

From the outset to emphasize some uncertainty or simply, uncertainty and ambiguity specialists in defining and concept. The concepts used are the same as physical training, fitness, physical ability, fitness, etc. Although the problem is widely reported in the theoretical part of the paper we, however, make the following clarifications:

Physical training

a) Level of physical and motor development of individual possibilities achieved in the systematic repetition of exercise;

b) Component of sports training, consisting of the development of motor skills, morphological indices - the functions of the body and the mastery of a wide and varied system of skills and abilities engine. In sports training have two main aspects:

- General physical preparation and multilateral - oriented process ensuring broad-based, multilateral indexes morpho - functional qualities of the motor, movement abilities and skills that provide specific premises preparation of technical, tactical and psychological.

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Methods

Teacher observation. This quantitative and descriptive method was used to identify permanent general motility in groups selected elements junior footballers. This research method preceded and accompanied the experimental operations conducted systematic approach. We could argue that it preceded the formulation of assertions interrogative and then assumptions. This was done during anthropometric assessments, motor, functional and psychological, and during the training process on physical training in general and multilateral in particular. Direct observation was conducted by personal attendance at all activities of the composition of the working groups and training. As the evaluation work and especially for training classes were made "Protocols of observation" in different variations.

Questionnaire method. In order to clarify the concepts and especially to identify operational strategies aimed at continuously improving the multilateral level physical training we applied a questionnaire containing nine questions on a total of 15 football coaches specialists who train teams of children and youth.

- Specific physical training -Processor selective development indices morpho - functional qualities of body and motor in accordance with the specific characteristics of each branch effort or sports events and sports performance requirements (EEFSR 2002, Volume IV, p. 296).

In its practical work - as such, we deal with these manifestations of physical training: General physical preparation (synonymous with general motor capacity) is the concept that ensures the development of basic motor skills and overall driving capabilities of the body generally enriches general fund motor skills ensures harmonious physical development of functional indices which determine industry practice sports (A. Dragnea, 1996).

Specific physical training. Aims to increase the functional capacity of the body, developing basic motor skills and motor enrichment fund players. These three basic objectives of physical training are found throughout the preparation and takes different weights corresponding to each stage of training (beginners, advanced, performance) and each period or stage of training (I. Motroc, 1994, p. 117).

Method of measurements and control tests
In this method, there were measured the following categories of parameters:

Tab.nr.1.Sistemul measurements and tests used

I. **Anthropometric parameters**	**II. The Physical parameters**
1 Weight (Kg)	1 Body Mass Index
2 height	2 Report T / G
3 Abdomen	3 Index Quatlet
4 Outdoor	4 Amar Index
5 Breast height (cm)	5 Index Erisman
6 Thoracic perimeter (cm)	6 Index Adrian Ionescu
7 Biacomial diameter (cm)	**III. Functional capacity**
8 Bitrohanterial diameter (cm)	1 Vital capacity
	2 F.C Sleep
	3 .F.C Effort
	4 F.C Back

IV. General motility	**V. Technical evidence**
1 - 2 travel speed (10 m and 30 m)	1 Keeping the ball (many repetitions)
3 explosive leg strength (long jump on the spot)	
4.Grade combined driving (4-stroke)	2 Hitting the ball with the foot (strong / weak) - Remote
5 Relative Strength - arms	
6 Force abdominal speed mode (trunk lifts)	
7 force in the extensor muscles of the arms (pushups to support the bank's gymnastics)	3 ball striking technique: the inside to the outside, with shoelace, head lobar (Grades 1-10)
8 explosive arm strength (throwing a rounders)	4 speed with the ball at his feet
9 Running 600 m	5 Throwing two hands (AUT)
10 coxofemoral mobility.	6 Game 5X5 field reduced to small gates

The experimental part of the work is largely about assertions interrogative and the research hypotheses. In this context it was necessary a preliminary study on the potential analysis biomoric students selected for our study. Based on the results from the preliminary experiment, a sample was composed experimental teaching, which has undergone initial testing by optimizing physical training multilateral specialized programs in a pilot experiment.

After this experiment the sample was passed to the random selection of two samples of subjects by checking assumptions made us work. The subjects were divided into two samples which are equal in terms of numbers and value, we called experimental group and control group. The two groups have worked as teaching the same curriculum analitcă Expected FRFotbal football, and renowned specialists in the field, namely: M.Radulescu, V. Cojocaru, S.Cioalcă, I.Motroc, etc Then, according to the first hypotheses (after taking measurements on a significant sample) was passed to start the soccer program for children ages 10 -12 years junior.

The two groups have conducted training in parallel, with the same amount of work and number of workouts during the same period (May-October 2013). Unlike gupa control and experimental group performed a special physical training consists of exercises multilateral non-traditional, non-specific "borrowed" from different branches of gymnastics, in athletics, judo and other sports.

Place and the conditions of the experiment

Initial testing was performed on a total of 80 junior (18 control group, 18 group experiment) aged between 10 and 12 years, players in football teams: FC Middlesbrough, F.C. Iron, F.C. Real Năvodari and F.C. Elpis Constanta and to general schools. 28, 12, 7, 2 criteria for membership in this sample were related to children's health and desire for playing football. Initial testing of the two groups was performed at the onset of the preparatory period of a competitive year. Thus, of the 80 players surveyed, we made two groups, experimental group (FC Lighthouse Constanta and iron) and control group (Elpis Constanta Real Năvodari), each group with a total of 18 players.

Tab.nr.1 *The experimental group*

Nr. Crt	Name	COD	Born	School	Proffesor	Edcation Learn	Note physical education	Opinion medical
1	B .C	B. C.	2001	NR.28	C.M	7.38	10	APT
2	A. S	A.S.	2001	NR.28	. C.M	7.95	10	APT
3	C. E	C.E.	2001	NR.35	S.M	6.85	10	APT
4	C. B	C.B.	2002	NR.12	S.D	8.25	10	APT
5	H. C	H.C.	2000	NR.28	C.M	6.65	10	APT
6	A. B.	A.B.	2000	NR.28	C.M	7.15	10	APT
7	C. A	C.A.	2000	NR.12	S.D	7.00	10	APT
8	M. R	M.R.	2000	NR.12	S. D	8.93	10	APT
9	H. M	H.M.	2000	NR.12	S. D	9.15	10	APT
10	N. S	N.S.	2000	NR.12	S. D	9.25	10	APT
11	R. A	R.A.	2001	NR.28	C.M	7.45	10	APT
12	A. S	A.S	2001	NR.28	C.M	8.32	10	APT
13	O. E	O.E.	2001	NR.28	C.M	8.65	10	APT
14	C. V	C.V.	2002	NR.12	S.D	8.00	10	APT

15	C. A	C.A.	2002	NR.12	S.D	9.65	10	APT
16	D. S	D.S.	2001	NR.35	S.T	8.25	10	APT
17	I. G	I.G.	2002	NR.12	S.D	9.35	10	APT
18	M. S	M.S.	2001	NR.28	C.M	7.18	10	APT

Tab.nr.2 *The control group*

Nr. Crt	Name	COD	Born	School	Proffesor	Edcation Learn	Note physical education	Opinion medical
1	P. S	P.S	2002	NR.2	O.M	8.33	10	APT
2	R.C	R.C	2001	NR.7	T.I	7.95	10	APT
3	l.S	L.S	2002	NR.2	O.M	8.25	10	APT
4	L.S.	L.S	2000	NR.52	C.A	6.32	10	APT
5	M.E	M.E	2000	NR.17	P.A	9.10	10	APT
6	B.T	B.T	2001	NR.17	P.A	8.00	10	APT
7	M.C	M.C	2001	NR.2	O.M	7.66	10	APT
8	S.R	S.R	2001	NR.52	C.A	8.39	10	APT
9	Z.C	Z.C	2001	NR.52	C.A	9.16	10	APT
10	P.C	P.C	2001	NR.52	C.A	6.34	10	APT
11	T.C	T.C	2000	NR.2	O.M	6.55	10	APT
12	S.M	S.M	2000	NR.2	O.M	7.83	10	APT
13	L.C	L.C	2000	NR.52	C.A	8.96	10	APT
14	N.I	N.I	2001	NR.2	C.A	6.55	10	APT
15	O.C	O.C	2000	NR.2	O.M	7.25	10	APT
16	C.C	C.C	2001	NR.2	O.M	6.33	10	APT
17	M.U	M.A	2002	NR.2	O.M	9.25	10	APT
18	C.T	C.T	2001	NR.52	C.A	7.12	10	APT

Results

Tab.nr.3. *Analysis of statistical data in general motility parameters control group*

Parameters	Test	Media	Dif. F-I	Ab. Std.	Cv (%)	Size effect	t	p	Research hypothesis
Running speed 10 m	I	2.09	-0.09	0.09	4.31	high to very high	4.02	< 0.05	accepted
	F	1.99		0.06	2.90				
Running speed 30 m	I	4.97	0.07	0.19	3.84	small to medium	1.43	> 0.05	is rejected
	F	5.04		0.17	3.42				
Long jump	I	180.78	4.44	7.26	4.02	small to medium	2.40	< 0.05	accepted
	F	185.22		10.28	5.55				
Test 4 times	I	13.71	-0.33	0.36	2.65	medium to large	2.95	< 0.05	accepted
	F	13.38		0.52	3.90				
Explosive force	I	33.67	1.00	2.20	0.07	medium to large	3.19	< 0.05	accepted
	F	34.67		1.75	0.05				
Pushups	I	12.94	0.94	3.83	29.56	medium to large	3.31	< 0.05	accepted
	F	13.89		2.95	21.23				
Crunches	I	17.50	0.72	2.96	16.89	high to very high	4.08	< 0.05	accepted
	F	18.22		2.67	14.65				
Explosive force arms	I	27.99	-0.43	1.68	0.06	small to medium	1.54	> 0.05	is rejected
	F	27.56		1.01	0.04				
Running resistance 600 m	I	2.49	-0.05	0.06	2.23	medium to large	3.07	< 0.05	accepted
	F	2.44		0.07	2.92				
Mobility coxofemoral	I	3.72	0.51	0.65	17.38	high to very high	4.49	< 0.05	accepted
	F	4.23		0.40	9.55				

The experimental group

Tab.nr.4. *Analysis of statistical data in general motility parameters group experiment*

Parameters	Test	Media	Dif. F-I	Ab. Std.	Cv (%)	Size effect	t	p	Research hypothesis
Running speed 10 m	I	2.02	-0.09	0.05	2.27	mare spre foarte mare	5.90	< 0.05	accepted
	F	1.93		0.05	2.76				
Running speed 30 m	I	4.99	-0.08	0.16	3.25	mare spre foarte mare	4.65	< 0.05	accepted
	F	4.90		0.13	2.60				
Long jump	I	173.94	12.67	7.76	4.46	mare spre foarte mare	9.14	< 0.05	accepted
	F	186.61		10.04	5.38				
Test 4 times	I	13.49	-0.82	0.46	3.43	mare spre foarte mare	7.61	< 0.05	accepted
	F	12.67		0.47	3.73				
Explosive force	I	32.28	3.72	2.30	7.11	mare spre foarte mare	9.44	< 0.05	accepted
	F	36.00		1.88	5.22				
Pushups	I	12.56	5.00	4.85	38.66	mare spre foarte mare	9.32	< 0.05	accepted
	F	17.56		5.65	32.18				
Crunches	I	19.72	2.11	3.27	16.57	mare spre foarte mare	5.86	< 0.05	accepted
	F	21.83		2.66	12.19				
Explosive force arms	I	28.16	0.38	1.68	5.98	mare spre foarte mare	5.25	< 0.05	accepted
	F	28.54		1.67	5.84				
Running resistance 600 m	I	2.47	-0.13	0.06	2.42	mare spre foarte mare	8.66	< 0.05	accepted
	F	2.34		0.06	2.38				
Mobility coxofemoral	I	3.56	0.67	1.03	28.90	mare spre foarte mare	3.89	< 0.05	accepted
	F	4.22		0.60	14.20				

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Group control – experiment

Tab.nr.5. *Statistical analysis motility parameters general-experimental control group*

Parameters	Test	Media	Dif. E-M	Ab. Std.	Cv (%)	Size effect	F	p	Research hypothesis
Running speed 10 m	M	1.99	-0.06	0.06	2.90	small to medium	11.5	< 0.05	accepted
	E	1.93		0.05	2.76				
Running speed 30 m	M	5.04	-0.14	0.17	3.42	very low	7.42	< 0.05	accepted
	E	4.90		0.13	2.60				
Long jump	M	185.22	1.39	10.28	5.55	very low	0.17	> 0.05	is rejected
	E	186.61		10.04	5.38				
Test 4 times	M	13.38	-0.71	0.52	3.90	small to medium	18.1	< 0.05	accepted
	E	12.67		0.47	3.73				
Explosive force	M	34.67	1.33	1.75	0.05	very low	4.9	< 0.05	accepted
	E	36.00		1.88	0.05				
Pushups	M	13.89	3.67	2.95	21.23	very low	5.96	< 0.05	accepted
	E	17.56		5.65	32.18				
Crunches	M	18.22	3.61	2.67	14.65	small to medium	16.5	< 0.05	accepted
	E	21.83		2.66	12.19				
Explosive force arms	M	27.56	0.98	1.01	0.04	very low	4.5	< 0.05	accepted
	E	28.54		1.67	0.06				
Running resistance 600 m	M	2.44	-0.10	0.07	2.92	small to medium	20.5	< 0.05	accepted
	E	2.34		0.06	2.38				
Mobility coxofemoral	M	4.23	-0.01	0.40	9.55	very low	0.00	> 0.05	is rejected
	E	4.22		0.60	14.20				

From the results of statistical processing data obtained from measuring general motility parameters, that the subjects of the two groups between the two tests were positive developments in each group there is significant progress in the interval between the two tests, in most parameters Motrici measure.

We note that following the ANOVA test comparing the final results of the two groups, significant differences in all parameters except the long jump in place and the hip mobility. It follows that the research hypothesis is accepted 8 of 10 parameters.

We also note that the differences between the means of the two groups in all parameters except the hip mobility confirms a much better experimental group.

We can observe that the results of the two groups are mostly homogeneous with respect to each parameter.

Parameters specific motor
Group control – experiment
Tab.nr.6. *Statistical analysis to specific motility parameters control group, experiment*

Parameters	Test	Media	Dif. E-M	Ab. Std.	Cv (%)	Size effect	F	p	Research hypothesis
Juggling ball	M	16.39	8.39	4.34	26.48	mediu spre mare	40.1	< 0.05	accepted
	E	24.78		3.57	14.42				
Hitting the ball with his right foot from distance	M	21.61	1.50	2.25	0.10	foarte mic	4.47	< 0.05	accepted
	E	23.11		2.00	0.09				
Hitting the ball with his left foot from distance	M	17.00	0.17	2.79	16.39	foarte mic	0.05	> 0.05	is rejected
	E	17.17		1.72	10.04				
Hitting the ball on foot interior	M	5.78	0.72	0.65	11.19	foarte mic	5.05	< 0.05	accepted
	E	6.50		1.20	18.47				
Hitting the ball with the foot: the outside	M	5.89	0.67	0.76	12.88	foarte mic	5.19	< 0.05	accepted
	E	6.56		0.98	15.00				
Hitting the ball on foot with the front leg	M	5.94	0.56	0.80	0.13	foarte mic	4.40	< 0.05	accepted
	E	6.50		0.79	0.12				
Hitting the ball with the head	M	5.83	0.67	0.71	12.12	foarte mic	7.16	< 0.05	accepted
	E	6.50		0.79	12.09				
Hitting the ball with the foot: lobar	M	5.39	1.11	0.85	15.77	mic spre mediu	16.6	< 0.05	accepted
	E	6.50		0.79	12.09				
Throwing away	M	9.83	0.39	1.20	12.21	foarte mic	0.61	> 0.05	is rejected
	E	10.22		1.73	16.96				
Dribbling the ball at his feet 30 m	M	6.24	-0.20	0.27	0.04	foarte mic	5.92	< 0.05	accepted
	E	6.04		0.23	0.04				
Game	M	5.78	0.78	0.55	9.49	mic spre mediu	11.9	< 0.05	accepted
	E	6.56		0.78	11.96				

Discussion

The problem is less known use nontraditional means our coaches. From the survey it appears that outside resources specific athletic and gymnastics (and they more centralized skills and basic motor skills or abilities peak, other specific means mostly) complementary sports are very little used. Poor use of nontraditional means is determined by the appearance that our coaches do not know the multilateral effects they can have on the bio-psycho-motor parts of the body.

A methodological problem and so little known, poorly applied criteria by which to choose exercises. So, according to the notion that physical training and physical training multilateral is selective - we can support that resolution multilateral physical training in the junior groups will use mainly those exercises (nontraditional) that subsidizes driving structure of the game:

- Short-distance sprints 10,20,30 ... 50 m
- Accelerations, decelerations, that stops and starts, followed by recovery by running back or change direction (agility The structure entering)
- Jumping from one foot beat or two feet to achieve objectives
- Rolling-plonjoanele and all driving acts underlying the specific driving prowess football.

Making physical training multilateral using nontraditional means removes monotony states that you could install using the same specific exercises football. This is a much needed methodological goal in the early stages that the means and methods they use to be "in love" football and practice it with pleasure.

The practice of using non-traditional exercises coupled with complementary practice of sports has come true more than effective. Many athletic events, gym exercises, exercises swimming, basketball, etc., have enabled and encouraged participation in lessons body workout.

Conclusion

The conclusions of the experiment are closely related to check the working hypothesis and, of course, the fulfillment statistical data taken with the

initial and final phase. Depending on these two factors the following conclusions:
Regarding somatic and anthropometric dimensions, the most important parameters are: height, weight. These four dimensions facilitates accurate concrete components designating objectives and content of physical training multilateral. This confirmation of the hypothesis allows us to further develop these findings:
All four components and structural dimensions are specified physical training multilateral objectives, these objectives entail certain content, working methods, and evaluation tests often. All these assemblies (content objectives, methods-tests) can be converted into physical training multilateral programs.
The means and program development should occur only after a prior measurement (test) of all distinct elements of the four components. Thus, the measurement items discussed were developed physical training programs multilateral valid only for the experimental group.

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