Ovidius University Annals, Series Physical Education and Sport / SCIENCE, MOVEMENT AND HEALTH
Vol. XXI, ISSUE 2, 2021, Romania
The journal is indexed in: Ebsco, SPORTDiscus, INDEX COPERNICUS JOURNAL MASTER LIST,
DOAJ DIRECTORY OF OPEN ACCES JOURNALS, Caby, Gale Cengage Learning, Cabell's Directories

Science, Movement and Health, Vol. XXI, ISSUE 2, 2021
June 2021, 21 (2): 199 - 204
Original article

STUDY ON THE CORRECTION OF WRONGLY ACQUIRED TECHNICAL DRILLS SPECIFIC TO THE FOOTBALL GAME

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Abstract

Objectives. The issue of correcting the wrongly acquired technical drills is a constant concern for teachers and coaches, as well as for football players. The purpose of this research was to establish the shortcomings that had contributed to the wrong acquisition of the technical drill or drills and the use of a training program in the sports training lessons meant to correct these shortcomings.

Method. The investigated sample group consisted of 18 children aged 13-14, football players at Junior Galati Football School. Due to the situation created by the Covid-19 pandemic, the study was conducted during the state of alert, respectively between August and December 2020, when the training was carried out in groups of 3-6 players, according to the protocol imposed by the Romanian Football Federation. The experimental research took place at the Siderurgistul Stadium in Galati, on a standard pitch with synthetic surface. The training program was applied three times a week, with a duration of 60-70 minutes. The assessment of shortcomings and the correction of technical drills were achieved it by applying football-specific tests, approved by the Technical Committee of the Romanian Football Federation, tests applied at the beginning and at the end of the experiment. For the statistical analysis we used IBM SPSS Statistics, version 23. The t test for two pair samples is used to test whether the difference between the average values of the two groups is statistically significant. Pearson's correlation coefficient (r) shows whether or not there is any dependence between two phenomena as well as their degree of correlation. The significance threshold considered for the statistical tests is $\alpha = 0.05$.

Results. The results obtained validate the working hypotheses and show the significant progress ($p < 0.05$) for all tests used in assessing the correction of the wrongly learned technical drills.

Conclusions. During correction work, the player must be aware of the causes and content of the mistakes and the correct form of execution. The mental representation of the correct execution of the technical drill or drills has an important role for the player.

Key Words: correction; technical drills; football.

Introduction

In recent years, basic football has suffered from inadequate training that has too often emphasized the physical side of football or the achievement of immediate results, at the expense of technical training, even in children's preparation. In child training, the focus must be on the correct learning of the main technical procedures and, in particular, their application under the varying conditions of the game (Ploeșteanu, 2007). Only when the basic mechanism of these processes is acquired, can the correctness and the multilateral nature of mastering the main technical executions under playing conditions be ensured (Ploeșteanu, 2004).

The concept that the young footballers have to work with the best coaches, their formative stage being decisive for their later evolution, seems as an undeniable truth. Today, there is more and more focus on the coaches' specialization to work with beginner or advanced footballers. It starts from the idea that the incorrect acquisition of a technical process is very difficult to rectify (Melenco, 2010).

Although the problem may seem simple because the training process is monitored by a pedagogue, many difficulties arise, such as the following: many children participate in the sports training lesson and the processing of information is carried out differently; correction guidelines are made after multiple changes in children's activity; in addition to the significant loss of information, some disturbing effects resulting from the imperfection of the teacher's command or the wrong reception of the guidance must also be considered (Grosu, 2014). Because of these wrongly acquired technical processes, the achievement of mastery is frequently obstructed or even stopped (Savu, 2014). Removing as soon as possible these wrongly acquired skills is one of the important and difficult issues for both the coach

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Received 3.04.2021 / Accepted 28.05. 2021

and the player because it requires a large amount of work, as the nerve connections formed in time do not fall apart immediately, but gradually diminish (Mazzantini, 2013).

In order to correct a wrongly learned technical process the main cause and the component or components of the wrongly executed movement must be identified. Causally speaking, the wrong execution refers to the following: the wrong understanding by the player of the movement to be executed, the inconsistency between the mental representation of the movement with muscle sensations; the interference of technical procedures in ongoing acquisition with those already formed; the direction of the movement carried out is deviated, shortened or the amplitude of certain component movements of the performed procedure is increased; the ball is not struck correctly in the most biomechanically appropriate place (Manolache, 2016). During the teaching of the technical processes, the coach uses demonstration and explanation as technical communication methods. Demonstration is decisive for the correct formation of the movement (Caracaleanu, 2018). This requires it to be as correct as possible and the coach must technically overcome players, thus having the necessary authority (Aznar, 2014). Therefore, the coach must be not only a good specialist, but also a competent organizer in all areas.

Work with young footballers involves special pedagogical qualities. That is thorough professional knowledge, exemplary moral attitude and at the same time the necessary tact of identifying each one's specificity (talent, development possibilities, methods and means of training,) (Stanculescu, 2009). The young players will act later according to the way their skills are formed. Besides guided training, identifying success is also essential for children at this age, therefore each action that has been correctly performed must also be praised by the coach (Grosu, 2020). This creates a climate in which players accept the coach even if they get criticized by him. In other words, during training one punishes frequently, but one rewards players even more often. The training method must encourage players.

Materials and Methods

The purpose and hypothesis of the research

The purpose of the research is to establish the deficiencies that have contributed to the incorrect learning of the process or technical processes and the use in the sport training lessons of a training program aimed at correcting these deficiencies.

Research hypothesis: The application of the training program will lead to the correction of the wrongly acquired technical processes attributed to 13 – 14 year-old football players.

Subjects, place and duration of research

The sample group consists of 18 children aged 13-14, practising football in the Junior Galati Football School. Due to the situation created by the Covid-19 pandemic, the study was conducted during the state of alert, respectively during August - December 2020, when training was carried out in groups of 3-6 players, according to the protocol imposed by the Romanian Football Federation. The experimental research took place on the Siderurgistul Stadium in Galati, on a standard field and synthetic surface. The training program was applied three times a week with a duration of 80-90 minutes.

The research methods used are the following: the analysis of specialty literature, the observation, the experiment, the measurement and test method, the statistical-mathematical method, the graphical and tabular representation methods (Mocanu). The statistical analysis performed by using IBM SPSS statistics 23. To analyze the differences between the averages of the two groups we performed the t test for two pair samples. To check whether or not there is a dependence link between two lines, as well as the correlation level, we calculated Pearson's correlation coefficient (r) and the associated probability. In the statistical analysis we considered a significance threshold $\alpha = 0.05$.

Subject assessment

The assessment of deficiencies and correction of technical procedures has been achieved by applying football-specific tests, approved by the Technical Committee of the Romanian Football Federation, tests applied at the beginning and the end of the experiment. When applying the initial test, we have discovered juniors with deficiencies in the correct execution of technical processes. The junior evaluation was made by applying the following tests performed with the dextrous foot:

1. Laces kick – is achieved by „Shot on goal from 16 m, static ball" - 6 executions. The ball must go through the gate while in the air. Scoring : Correct execution 10 points; If the ball hits the bar scored 5 points are scored.

2. Inside kick – achieved through, side finishing test.

3.Outside kick- achieved through, side finishing test.

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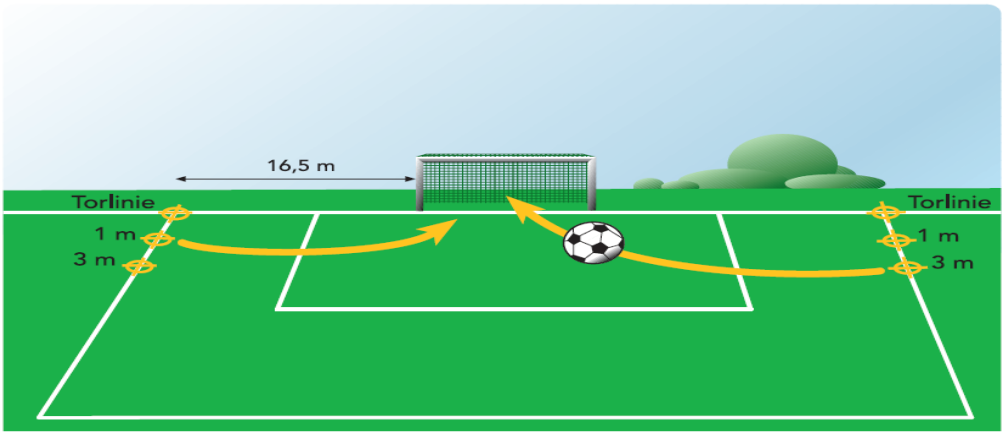

Figure 1. Side finishing
(source: http://www.frf.ro/sites/default/files/fisiere/TESTE%20%20TEHNICE%20%20JUNIORI.pdf)

Marking: Draw three points with lime / washable paint on the side line of the penalty area, the first on the gate line, the second 1m away from the gate line, the third 3m away from the gate line, on both sides of the penalty area.

Execution: The player will try to send the ball through the gate through a pass with direct trajectory. He will perform 4 executions, from positions being at his choice. The best 3 executions will be counted.

Rules: The position can be chosen after each shot of the four! The ball is forwarded to the gate in the air

Result:

Ball goes directly into the gate, being situated on the goal line = 20 pts.

Ball goes directly into the gate, being situated 1m away from the goal line = 15 pts.

Ball goes directly into the gate, being situated 3m away from the goal line = 10 pts.

If the ball hits the ground before going into the gate, the pass gets 0 pts.

Following the application of the initial test, the following was found:

When performing a laces kick, 5 players get the very good rating 27.8%; 9 players get the good rating 50%; 2 players get the satisfactory rating 11.1%; 2 players get the unsatisfactory rating 11.1%. The 4 players with the satisfactory and unsatisfactory rating enter the correction program.

When performing an inside kick, 3 players get the very good rating 16.7%; 8 players get the good rating 44.4%; 5 players get the satisfactory rating 27.8%; 2 players get the unsatisfactory rating 11.1%. The 7 players with the satisfactory and unsatisfactory ratings enter the correction program.

When performing an outside kick, 8 players get the good rating 44.4%; 5 players get the satisfactory rating 27.8%; 5 players get the unsatisfactory rating 27.8%. The 10 players with the satisfactory and unsatisfactory rating fall into the correction program.

In the initial testing 2 players 11.1% get only good and very good ratings. In the initial testing, 5 players 27.8% take part in two tests in the program for the correction of wrongly learned technical processes. No player has a satisfactory or unsatisfactory rating in all 3 tests.

Applied Training Program

After identifying juniors who have deficiencies in the execution of one or several technical processes, the actual correction begins. To this respect, we have applied the most effective measures, from a methodical point of view, to eliminate mistakes:

1. Individual training planning, in which we have developed a separate program for the players concerned, in separate staps in each training lesson;

2. We have ensured optimal material conditions for preparation, quality modern materials, while also using helping devices.

In the development of the methodical work, we took into account the following:

- avoid repeating the wrongly acquired technique by correctly establishing the content of the training and by permanent supervision of players;
- we have focused particularly on the immitative nature of the movements that make up these processes;
- we have insisted on educating the ability to perform in a relaxed way the technical process to be corrected;
- the basic mechanism of the process was insisted upon. In order to do this, the components of that process will be analytically practised. Through this fragmentation, the wrong components will be isolated from those executed correctly.
- the practice of the process components will sometimes be executed from the wrong execution to the beginning.

Results

For the statistical analysis we used IBM SPSS Statistics, version 23. The t test for two pair samples is used to test whether the difference between the average values of the two groups is statistically significant. Pearson's correlation coefficient (r) shows whether or not there is any dependence between two phenomena as well as their degree of correlation. The significance threshold considered for the statistical tests is $\alpha = 0.05$.

By doing the Pearson correlation test for the values obtained in the three tests of initial testing, we obtained a strong negative correlation between laces kick and inside kick ($r = -0.531$, $p = 0.023 < 0.05$). There are no correlations between laces kick and outside kick ($p = 0.604 > \alpha = 0.05$) or between inside kick and outside kickg ($p = 0.177 > \alpha = 0.05$).

Since the probability associated with the Pearson correlation test is $p = 0.106 > \alpha = 0.05$ it results that there is no correlation between the initial testing and the final testing for laces strike.

The probability associated with the Pearson correlation test is $p = 0.100 > \alpha = 0.05$. It results that there is no correlation between the initial testing and the final testing for inside kick.

We could not calculate the correlation coefficient between the initial testing and the final testing for outside kick, because the values in the final testing were constant (all equal to 25).

Tabel 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Laces kick in the case, initial testing	4	10	20	15	5.773
Laces kick in the case, final testing	4	35	50	42.50	6.455
Inside kick, initial testing	7	0	15	9.28	6.725
Inside kick, final testing	7	25	35	29.29	4.499
Outside strike lead, initial testing	10	0	20	8	8.563
Outside strike lead, final testing	10	25	25	25.00	.000
Valid N (listwise)	0				

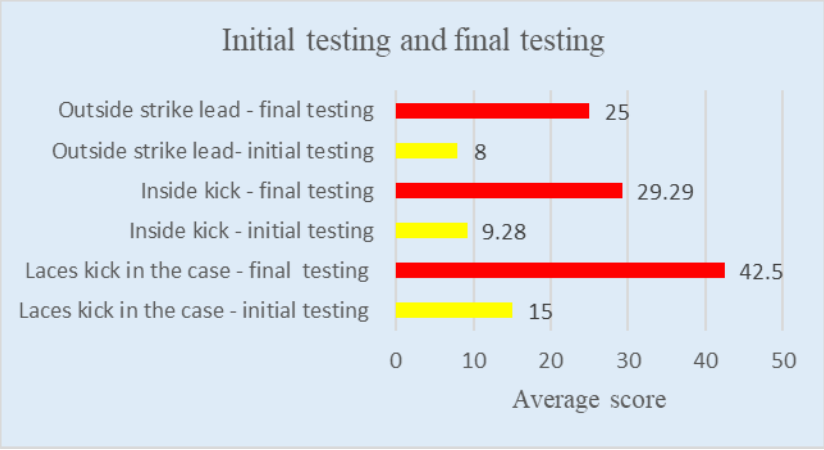

Figure 2. Average score for the three tests

1. On analyzing the results for laces kick in the case of the subjects who participated in both tests, we obtained an average score of 15.00 points with the standard deviation of 5.744 for the initial testing and an average score of 42.50 points with standard deviation 6.455 for the final testing. By comparing the results obtained in the two tests, we observe an increase of 183.33% of the results obtained at the final testing compared to the initial testing.

According to the t-test for pair sample groups, it results that the difference between the averages of the two tests in the case of the laces strike is statistically significant on the significance

threshold p <0.001 (t = -19.053, df = 3). This results also from the fact that the confidence intervals of 95% for the difference in averages (-32.093, -22.907) do not contain the 0 value. The score obtained in the final testing is significantly higher than in the initial testing, which shows that the proposed and applied training programs were effective.

2. In the case of the inside kick, the group which participated in both tests had an average score of 9.29 in the initial testing (the standard deviation being 6.726) and an average score of 29.29 for the final testing (standard deviation 4.499). According to these results, we notice a 30.50% increase in the final testing compared to the initial testing and a decrease in the standard deviation value showing an increase in group homogeneity.

The t test for sample pairs shows significant statistical differences between the initial testing and the final testing for the inside strike (p <0.001, t = -10.583, df = 6, and the 95% limits of the confidence interval for the difference of the averages (-24,624, 15.376) does not include the 0 value). Higher values for the final testing averages show the efficiency of the training programs.

3. The results obtained by the subjects who participated in both tests for outside strike lead to an average score of 8.00 in the initial testing with a standard deviation of 8.563 and an average score of 25.00 for the final testing (constant value for all subjects). The increase in the final testing compared to the initial testing is 212.5%.

The t test for sample pairs shows that there are significant statistical differences between the initial testing and the final testing for the outside kick (p <0.001, t = -6.278, df = 9 and the 95% confidence interval for the difference of averages (-10,874, -6.278) does not include 0). The score was higher in the case of the final testing compared to the initial testing, showing that the training program was effective.

Discussions

In the methodology of learning or correcting a technical process, we must note that at first the pace of execution is slow, with exaggerated focus on precision (Mocanu, 2020). Gradually it will go to a normal rhythm. The regrouping of the components of the technical process shall be achieved after the complete correctness of execution has been observed for the wrongly acquired components. When the components are regrouped, the rhythm of the exercise will be slower at first, insisting on correctness, accuracy and effectiveness, although the impulse transmitted to the ball will be weaker in this situation. Then, through repetition, they will pass to more difficult conditions, a faster tempo, execution against opponents, in game conditions.

Conclusions

During correction work, the player must be aware of the causes and content of the mistakes and the correct appearance of execution. An important role for the player has the formation of mental representation (Popescu, 2012) on the correct execution of the process or technical processes. It is good to highlight the wrong execution, comparing it to the correct execution of a player appreciated by the performer.

The player will be recommended to mentally repeat the film of the correct execution of the procedure.

It is necessary to educate the moral and volitional qualities if one of the players involved fears certain accidents during execution.

If the player executes wrongly several processes their importance will be taken into account starting with the correction of the basic mistake. Some failures in correction are due to the fact that mistakes are approached simultaneously.

If there are several players in the team who make the same mistakes, a joint correction program can be set.

In conclusion, the research highlights the fact that the hypothesis - according to which the application of the training program will lead to the correction of the wrongly acquired technical by 13-14year-old football players - is confirmed.

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