

## 59 - FOOTBALL GAME CONCEPTION AND TRAINING FOR THE EIGHTH GRADERS OF THE SPORTS HIGH SCHOOL OF BACĂU - ROMANIA

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doi:10.16887/89.a1.59

### Introduction

Today's football tends to be more of a "chess game" characterized by a great psycho-intellectual effort in which the traditional football qualities (technique, strength, speed, courage, ingenuity, classic tactics, etc.), even if they are increasingly present, end up by being annulled because of a leveling of top values.

The current stage in the worldwide evolution of football, being the result of the professionals' effort and preoccupation for the continuous improvement of this sport, has lead inevitably to new precise ideas and solutions in regards to the game conception and the players' training.

Internationally, from the point of view of the initial content, the football game conception and training becomes specific to each team when transposed into practice, emphasizing technical-tactical ideas and principles promoted in the game of each team.

After studying the specialized literature, as well as carefully observing the training process, these authors concluded that the game and training conception for juniors has transformed from a theoretical notion into a practical action, largely used in professional football.

Starting from this context, this paper will try to demonstrate that the specific training model for the technical-tactical training of U15 juniors, reflecting attitudes and interpretations of the players in regards to football, becomes a psycho-technical-tactical instrument that favors success.

### METHODS

**Research Purpose** With all due respect for the field experts, it must be said that in the current training process, in most football teams (especially children and juniors), the game conception training is treated superficially, and where it exists, the specific action means used by the coach are not optimized and adapted to each individual athlete. In this sense, it must be said also that the teaching materials referring to the football game conception (books, videos, etc.) in Romania are not numerous, and the ones that exist are not recent and do not contain a modern conception regarding this idea.

In the case of this research, which deals with the use of a specific training model created by the authors of this paper for the technical-tactical training of U15 juniors, the authors believe an active and creative participation of the coaches is needed, in order for them to not lose contact with the current demands of international football, as well as an update of the teaching-learning process for each age group.

Starting from the previously stated ideas, the authors of this study aimed to experiment the effectiveness of a training model of their own conception, a model that comprises components such as game systems, tactical organization in attack and defense, the convergence of the technical-tactical expressions, etc.

### Research Hypotheses

By creating for themselves a correct image of football during the training lesson, the authors tried to come up with a model that would suit the eighth graders, in order for them to achieve better results in learning the game conception, as they are involved in official competitions organized by the Bacău County Football Association and the Romanian Football Federation.

Starting from the previously stated ideas, and abased on the specific objectives of each team and the particularities of the group of players, the following hypotheses were established:

1. Presumably, the correct direction of the training process by applying specific training models created by the coach based on the game conception of his/her own team leads to better athletic results.

2. Presumably, modeling the training after the competition game, as well as increasing, percentage-wise, the bilateral game during training sessions - as an essential condition of the game conception, quickens the perfecting process of the technical-tactical skills in football.

### Subjects and conditions of the research

The subjects of this research were eighth graders (U15 juniors) of the Sports High School of Bacău. The experimental team and the codes that will be used in this paper are included in the following table, which contains also the players' position and initial grade recorded after a game.

The subjects participating in the experiment

NC	Code	Birth year	Position	Initial grade
1.	C.S.	2003	Goalkeeper	6
2.	I.R.	2004	Goalkeeper	4
3.	B.S.	2003	Center midfielder	5
4.	B.A.	2003	Center forward	3
5.	B.D.	2003	Attacking midfielder	6
6.	C.F.	2003	Attacking midfielder	4
7.	C.A.	2003	Right winger	5
8.	C.C.	2003	Center midfielder	6
9.	C.N.	2003	Right midfielder	4
10.	D.V.	2003	Center forward	4
11.	H.D.	2003	Center midfielder	3
12.	J.M.	2003	Right winger	4
13.	I.P.	2003	Attacking midfielder	5
14.	I.A.	2003	Left midfielder	4
15.	M.V.	2003	Left winger	6
16.	M.M.	2003	Left winger	3

The experiment was conducted at the Sports High School of Bacău.

Development of the experiment

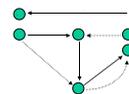
The experiment was conducted between March and June, 2018, on the U15 junior team of the Sports High School of Bacău.

The specific football action means were conceived and conducted within the allocated time of the training lesson of 90 minutes.

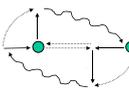
The experiment consisted of an initial testing (March 2, 2018), comprising control challenges, obtaining initial data for the experiment, two intermediary tests (March 30 and April 26, 2018), and a final testing (May 29, 2018), at the end of the experiment, through which the final data of the experiment was recorded, using the same challenges.

Between the initial and the final testing, the established training means and programs were applied. Throughout the experiment, the progress of the subjects was recorded using scoring systems that these authors have created for the three factors: technical, physical, and tactical. For a better understanding of the content of this research, a small part of the action means used in the experiment will be presented.

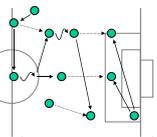
1. The participants are three players who change their position constantly. Player A passes the ball to B, who gives it back to A, who passes it to C. Player C passes the ball to A. At the same time, A takes C's place, then C takes B's place.



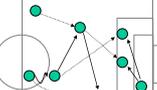
2. Two players, A and B are positioned face to face at a distance of 20 m from each other. A passes to B who meets him and passes it back to A sideways, who leads the ball in the opposite direction, and then he passes it back to B, continuing the drill.



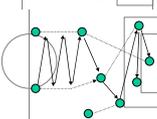
1. Technical-tactical drill for 4 players (A, B, C, D): the action starts from A, who passes the ball back to B, who passes it to C, who takes over and leads the ball quickly, then passes it transversally toward the center to A, who changes his initial position A to A1, moves across the center of the court in order to pass the ball unexpectedly to D. This one moves to position D1, and after faking a take-over leads the ball to the back of the court, from where he shoots (D2) for players A in position A3 and C in position C2.



2. Technical-tactical drill for 3 players (A, B, C): player A, with the ball, passes the ball to player B, who changes his attack direction, passing the ball diagonally to player C, who also diagonally, passes it to player A, who takes over, leads the ball and centers it in front of the goal, where B and C are.



3. Technical-tactical drill for 3 players (A, B, C): two - player combinations are performed on the lateral sides of the court, followed by a passing of the ball to player C, who meets the ball, then passes it diagonally to the edge of the square, laterally, where it is taken over by player A, who shoots toward players B and C.



RESULTS

Presentation and analysis of the research data

The final testing took place on May 29, 2018, containing the same challenges as the initial testing of March 2, 2018. Between these tests there were two intermediary tests (March 30 and April 26, 2018).

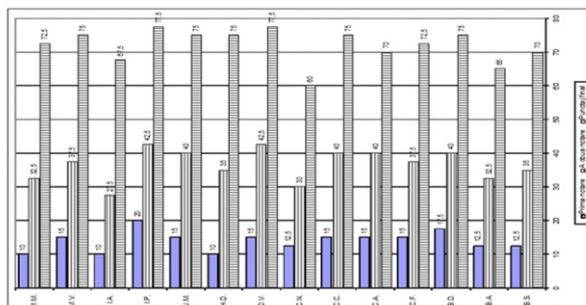
The following tables present the results from the initial and final tests recorded by the subjects and the comparative data between the intermediary testing and the final testing

Initial testing					Final testing				
Code	Technical factor	Physical factor	Tactical factor	Total	Code	Technical factor	Physical factor	Tactical factor	Total
B.S.	5	5	2.5	12.5	B.S.	20	22.5	27.5	70
B.A.	7.5	2.5	2.5	12.5	B.A.	20	22.5	22.5	65
B.D.	7.5	5	5	17.5	B.D.	22.5	25	27.5	75
C.F.	5	7.5	2.5	15	C.F.	20	27.5	25	72.5
C.A.	5	2.5	7.5	15	C.A.	25	22.5	22.5	70
C.C.	2.5	7.5	5	15	C.C.	20	25	30	75
C.N.	2.5	7.5	2.5	12.5	C.N.	17.5	22.5	20	60
D.V.	5	5	5	15	D.V.	27.5	27.5	22.5	77.5
H.D.	5	2.5	2.5	10	H.D.	22.5	22.5	30	75
J.M.	2.5	5	7.5	15	J.M.	20	25	30	75
I.P.	7.5	7.5	5	20	I.P.	27.5	25	25	77.5
I.A.	5	2.5	2.5	10	I.A.	22.5	22.5	22.5	67.5
M.V.	7.5	5	2.5	15	M.V.	25	27.5	22.5	75
M.M.	2.5	2.5	5	10	M.M.	22.5	25	25	72.5

After comparing the data between the initial and final testing, it can be said that the methods used in this experiment are good, because at the end of the experiment all subjects have recorded a visible progress in regards to all of the observed factors - technical, physical, tactical.

It can be said that the progress was due especially to the use of the action means in the training model presented in this paper.

What follow are the charts for the dynamics of the total score recorded by the subjects between the initial and final testing



## DISCUSSION

The next step is the analysis of the results recorded using the grading systems of the three factors - technical, physical, tactical. For this purpose, a great help were the tables and figures in the previous pages, tables that contain the score of each subject for each factor.

The technical factor - interpretation of the results

It can be seen that during the first testing the subjects scored in average 5 points. The best results recorded at this stage were of 7.5 points and were scored by the subjects: B.A., B.D. I.P., M.V., whereas the lowest score, 2.5 points, was recorded by the subjects: C.C.; C.N.; J.M.; M.M..

The intermediary stage recorded a progress of 6.25 points, compared to the first stage, the group average being of 11.25 points. The best results recorded at this stage were of 15 points and were scored by the subjects: C.A.; D.V.; I.P., whereas the lowest score, 7.5 points, was recorded by the subjects C.F. and C.N.

The final stage recorded a progress of 11 points, compared to the intermediary stage, the group average being of 22.3 points. The best results recorded at this stage were of 27.5 points and were scored by the subjects: D.V.; I.P., whereas the lowest score, 17.5 points, was recorded by C.N.

The highest progress was recorded by D.V, who progressed from 5 points, in the first test, to 27.5 points in the final test.

The chart shows that there is a more accentuated progress in some athletes and a constant in other athletes. It is important to note that there were no regresses or stagnations from one stage to another.

The tactical factor - interpretation of the results

In regards to the tactical factor, the chart shows the progress of the athletes over the course of the experiment.

In the initial stage, the average score recorded by the subjects was only of 4.1 points, whereas in the second stage, the average was of 11.25 points - a qualitative jump, but not enough.

The best results in the first test were recorded by the subjects C.A. and J.M. (7.5 points) whereas the lowest score (2.5 pts.) was recorded by half of the subjects.

During the second test, three subjects stood out - B.D.; C.C. and J.M., with a maximum score of 15 points, the lowest score (7.5 pts.) being recorded by subjects C.N., I.A. and M.V.

The average score in the final testing, of 25.2 points, leads one to the conclusion that the progress of the subjects has exponentially increased.

The final average score doubled since the second stage, and was five times higher than the average score recorded in the initial stage of the experiment. Maximum score (30 pts.) was recorded by the subjects: C.C.; H.D. and J.M., the lowest score belonging to C.N. (20 pts.).

The chart shows that subject H.D. scored maximum points in the final test, while he was among the ones with the lowest score in the first test. Maximum points were scored also by subject C.C., who initially was near the average values. One has to notice that subject J.M. has scored maximum points during all stages of the experiment. It must be mentioned that there were no stagnations or regresses, the progress being generally constant in most athletes.

The physical factor - interpretation of the results

It can be seen that during the first testing the subjects scored in average 4.82 points. The best results recorded at this stage were of 7.5 points and were scored by the subjects: C.F.; C.C.; C.N.; I.P., whereas the lowest score, 2.5 points, was recorded by the subjects: B.A.; C.A.; H.D.; I.A. and M.M.

The intermediary stage recorded a progress of 8.93 points, compared to the first stage, the group average being of 13.75 points. The best results recorded at this stage were of 17.5 points and were scored by the subjects: C.F. and I.P., whereas the lowest score, 10 points, was recorded by the subjects: B.A.; H.D. and I.A.

The final stage recorded a progress of 10.7 points, compared to the intermediary stage, the group average being of 24.46 points. The best results recorded at this stage were of 27.5 points and were scored by the subjects: C.F., D.V. and M.V., whereas the lowest score, 22.5 points, was recorded by the subjects: B.S., B.A., C.A., C.N., H.D. and I.A.

The highest progress was recorded by M.V, who progressed from 5 points, in the first test, to 27.5 points in the final test.

The chart shows that there is a more accentuated progress in most subjects, the final values being close. There were no regresses or stagnations from one stage to another.

Interpretation of the results cumulated for the three factors

The analysis of the complete graphical representation shows a constant dynamics of the progress in all subjects, from the beginning to the end of the experiment.

During the first stage, the athletes recorded an average of 14.28 points, in all the three factors. The best results in this stage were of 17.5 points, recorded by B.D. and 20 points, recorded by I.P., while the lowest score was of 10 points.

The intermediary stage recorded a progress of 22.68 points, compared to the first stage, the group average being of 36.96 points. The best results were of 42.5 points, recorded by the subjects D.V. and J.M., while the lowest scores were of 25 points, recorded by I.A., and 30 points, recorded by C.N.

The final stage recorded a progress of 36.25 points, compared to the intermediary stage, the group average being of 73.2 points. The best results recorded at this stage were of 80 points and were scored by the subjects: D.V., I.P., and other three of 77.5 points were recorded by subjects H.D., J.M., M.V., whereas the lowest scores were of 60 points, being recorded by subject C.N., and of 65 points, recorded by subject B.A.

The best progress was recorded by subjects D.V. and H.D., their values increasing from the first test to the last by 65 points, while the lowest score was recorded by subject C.N. whose values increased by 47.5 points from the initial to the final testing, and by subject B.A., with a progress of 52.5 points.

It can be said that the methods used in this experiment were good, because at the end of the experiment all subjects have made visible progress in regards to the improvement of the game conception applied during the game, progress that is due mainly to the experiment being structured on the use of the modeling method and the specific football action means used in the development of the instructive process - triads, theme games, school game, and not in the least, to the careful study of the professional literature.

The cases where the progress was lower are due, in these authors' opinion, to the current material conditions in Romania, to the knowledge and skills acquired up to the subjects' age, to their anatomical-functional conditions and psychological qualities.

## CONCLUSION

Based on the recorded data and its interpretation, the following conclusions can be drawn:

1. The correct choice of a game conception for the team, based on its players' physical, mental, and technical-tactical skills, leads to an increase in their ability to play, and, implicitly, to an improvement of the team.
2. The correct direction of the training process by applying specific training models created by the coach based on the game conception of his/her own team leads to better athletic results.
3. Modeling the training after the competition game, as well as increasing, percentage-wise, the bilateral game during training sessions - as an essential condition of the game conception, quickens the perfecting process of the technical-tactical skills in football.

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## Abstract

This research aims to create a model of the football game conception and training for the eighth graders of the Sports High-School of Bacău, Romania

The training of young football players in a sports school, starting with the moment of their selection (6-8 years old) and until graduation (17-18 years old) takes place over the course of 10-12 years. This period, logically, should be divided into stages. The stage training system creates favorable conditions for a gradual and consecutive training of young football players, as well as for perfecting their talent.

Starting from this context this paper will try to demonstrate that a specific training model for perfecting a game and training conception for U15 juniors is formed in correlation with and dependence on the conception of the Romanian Football Federation, the tradition and regulations of the club, the conception on football of the coach and players.

The subjects of this research were eighth graders (U15 juniors) of the Sports High School of Bacău. The experiment was conducted between March and June, 2018, on the U15 junior team of the Sports High School of Bacău.

The specific football action means were conceived and conducted within the allocated time of the training lesson of 90 minutes. The experiment consisted of an initial testing (March 2, 2018), comprising control challenges, obtaining initial data for the experiment, two intermediary tests (March 30 and April 26, 2018), and a final testing (May 29, 2018), at the end of the experiment, through which the final data of the experiment was recorded, using the same challenges.

Between the initial and the final testing, the established training means and programs were applied. Throughout the experiment, the progress of the subjects was recorded using scoring systems that these authors have created for the three factors: technical, physical, and tactical.

At the end of the experiment and after analyzing the recorded results, it can be said that by correctly establishing a specific training model for the perfecting of game and training conception of U15 junior players, presented in this paper, one would ensure an increase in the game skills of the players and implicitly of the team.

Key words: game conception, football, Sports High-School

## Abstrato

Esta pesquisa tem como objetivo criar um modelo de concepção e treinamento de jogos de futebol para os alunos da oitava série do Sports High School de Bacău, Romênia.

A formação de jovens jogadores de futebol em uma escola esportiva, a partir do momento de sua seleção (6-8 anos de idade) e até a graduação (17-18 anos) ocorre ao longo de 10-12 anos. Este período, logicamente, deve ser dividido em etapas. O sistema de estágio de treinamento cria condições favoráveis para uma formação gradual e consecutiva de jovens jogadores de futebol, bem como para aperfeiçoar seu talento.

Partindo deste contexto, este artigo tentará demonstrar que um modelo de treino específico para aperfeiçoar uma concepção de jogo e treino para os juniores do U15 é formado em correlação e dependência da concepção da Federação Romena de Futebol, da tradição e regulamentos do clube, da concepção sobre futebol do treinador e jogadores.

Os sujeitos desta pesquisa foram alunos da oitava série (juniores juniores) da Escola de Esportes de Bacău. O experimento foi realizado entre março e junho de 2018, na equipe júnior do U15 da Escola de Esportes de Bacău.

Os meios específicos de ação de futebol foram concebidos e realizados dentro do tempo alocado da aula de treinamento de 90 minutos. O experimento consistiu em um teste inicial (2 de março de 2018), envolvendo desafios de controle, obtenção dos dados iniciais do experimento, dois testes intermediários (30 de março e 26 de abril de 2018) e um teste final (29 de maio de 2018). o fim do experimento, através do qual os dados finais do experimento foram registrados, usando os mesmos desafios.

Entre o teste inicial e o final, os meios e programas de treinamento estabelecidos foram aplicados. Ao longo do experimento, o progresso dos sujeitos foi registrado usando sistemas de pontuação que esses autores criaram para os três fatores: técnico, físico e tático.

Ao final do experimento e após análise dos resultados registrados, pode-se afirmar que, ao se estabelecer corretamente um modelo de treinamento específico para o aperfeiçoamento da concepção de jogo e treinamento dos jogadores juniores do U15, apresentado neste trabalho, garantir-se-ia habilidades de jogo dos jogadores e implicitamente da equipe.

Palavras-chave: concepção de jogos, futebol, High School Esportivo