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Structure exercises experience taught by participating-active methods in the purpose of fast acquiring football game at gymnasium level

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Abstract

We intended to do a quick learning of football game at secondary cycle by experimenting with some structure exercises based on specific techniques and tactics with the help of participating-active methods. The study consisted of two tests and was carried out with a group of 15 students of secondary cycle from September to April 2012. We used observation, experiment, and recording, statistical and mathematical calculation. Final tests have shown that in all 6 technical-tactical samples proposed in connection with rapid learning of football based on our participating-active methods and on modern structure exercises have made good progress.

Keywords: fast learning, didactics, drills.

1. Introduction

Structured exercises specific to football, if carefully directed by the physical education teacher (participating-active methods), substantially contribute to the functions and objectives of physical education and form the personality characteristics of students.

With reference to the specific work in our field, the methods and means (the structured exercises) are those that help to achieve the motor act and to improve that process. If the two elements forming the structure (base) of the lesson are fully accomplished by participating-active methods, optimal efficiency will be achieved. In physical education classes football can be taught: global form, the game at two goalposts; structured exercises, with technical-tactical content which, once acquired can be applied in the game to increase the efficiency of the attackers and defenders.

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2. Hypothesis

If we intend to quickly master football at secondary cycle by experimenting with structured exercises, based on techniques and tactics, and taught with the help of participating-active methods, we can progress (as shown by applying control samples) and achieve our targets and the tasks of physical education.

3. Research conditions

This applicative-type research took place between 1 September 2011 and 15 April 2012 on a group of 15 students of secondary cycle, in two tests.

4. Methods

The research methods used were: observation, experiment, recording, statistical and mathematical calculation, and a graphical method. The main active-participative methods used in our research were:

- Analogy method: relationship of analogy between the game and training.
- Model method: real ways to approach the game factors, similar to the proposed model.
- Explanation method: verbal presentation of the material to be learned in order to form an image, an understanding, and an attitude for performance by learning some basic technical and tactical elements, typically for football games.
- Conversation method: permanent dialogue between teacher and student, based on the efficiency of teaching football quickly.
- Demonstration method: consisting of a practical presentation to the students of items to be learned, by the students who have the motor information.
- Exercising method: conscious realisation of assimilating technical-tactical skills and to apply them to the game.
- Dialogue method – discussion of problems about the quick learning of football (directly between teacher and student).

5. Tests

Data was collected using the registration method (in two stages) for the following tests:

- Test 1 - keeping the ball in the air with the feet and head without moving – 1 minute
- Test 2 - keeping the ball in the air with the feet and head while running – 1 minute.
- Test 3 - keeping the ball in the air with the knees – 1 minute;
- Test 4 - shooting at the goal from a volley with the right foot, after keeping the ball in the air at least three times – 5x - (distance- 8-9 m);
- Test 5 - shooting at the goal from a volley with the left foot, after keeping the ball in the air at least three times – 5x - (distance- 8-9 m);
- Test 6 – heading the ball at the goal, after keeping the ball in the air at least three times – 5x - (distance- 5-6 m).

5.1. Initial results
Table 1. Results - Initial stage

<table>
<thead>
<tr>
<th>TEST - 1</th>
<th>( X = 157 : 16 = 9,81 \text{ executions} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( W = 21 - 8 = 13 \text{ executions}^* )</td>
</tr>
<tr>
<td>TEST - 2</td>
<td>( X = 69 : 16 = 4,31 \text{ executions} )</td>
</tr>
<tr>
<td></td>
<td>( W = 6 - 3 = 3 \text{ executions}^* )</td>
</tr>
<tr>
<td>TEST - 3</td>
<td>( X = 113 : 16 = 7,06 \text{ executions} )</td>
</tr>
<tr>
<td></td>
<td>( W = 13 : 5 = 8 \text{ executions}^* )</td>
</tr>
<tr>
<td>TEST - 4</td>
<td>( X = 39 : 16 = 2,43 \text{ executions} )</td>
</tr>
<tr>
<td></td>
<td>( W = 5 - 1 = 4 \text{ executions}^* )</td>
</tr>
<tr>
<td>TEST - 5</td>
<td>( X = 19 : 16 = 1,18 \text{ executions} )</td>
</tr>
<tr>
<td></td>
<td>( W = 4 - 1 = 3 \text{ executions}^* )</td>
</tr>
<tr>
<td>TEST - 6</td>
<td>( X = 25 : 16 = 1,56 \text{ executions} )</td>
</tr>
<tr>
<td></td>
<td>( W = 4 - 0 = 4 \text{ executions}^* )</td>
</tr>
</tbody>
</table>

*average difference between the minimum and maximum

5.2. Game structures used during the experiment

- Passes in 2-3 while changing places, finish by a shot at goal (from outside the penalty area), and in opposition with an active defender – 10 minutes.
- Game 4 against 2, finish by a shot at goal after “1-2”, and at the signal, over adverse terrain – 15 minutes.
- Game 5 against 3. At the signal, cross the centre of the playing field and, by perpendicular penetration, finish by a shot at goal – 15 minutes.
- Game 5 against 5. On one half of the playing field with two touches, finish by a shot at goal – 2 x 5 minutes.
- Game 5 against 5. On one half of the playing field, valid goal after a minimum of five passes and shoot at the goal – 2 x 5 minutes.
- Game 5 against 5. At four small goalposts, on each side of a half, finish by shooting at the goalpost – 2 x 5 minutes.
- Collective action: Three players (two on the centre of the pitch, one on the sideline) and one semi-active opponent. Player A passes to Player B, and Player C sprints perpendicular to the goal, where at 18-20 metres he receives the ball from player B and shoots at the goal without stopping, striking the ball at high speed – 10 minutes.
- Game 5 against 5 at a goalpost. The strikers will start from the centre of the playing field at the signal, trying to finish by shooting at the goal (1- semi active defender, 2 - active) – 10 minutes.
- Game 3 against 3. This starts at the centre of the playing field. A passive player passes in the deep to strikers who finish by shooting at speed. The defenders will reject the ball in out or corner. It should be mentioned that before beginning, the passive player passes to the unmarked strikers in his own playing field –10 minutes.
- Game 7 against 7. With the theme of a quick attack, and a time limit - 15 seconds - finish by shooting at the goal. The game may stop for corrections and comments.
- Game 7 against 7. Focusing on counterattack or quick attack, and finish by shooting at the goal. The game stops for observations.
- Game 7 against 7. Four rounds x 5 min. The game can be interrupted when strikers lose the ball and resume the attack to finish by shooting at the goal.
5.3. Final results

Table 2. Results - Final stage

<table>
<thead>
<tr>
<th>TEST</th>
<th>( X ) = \frac{298}{16} = 18.62 \text{ executions}</th>
<th>( W ) = \frac{31-14}{16} = 17 \text{ executions}*</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST</td>
<td>( X ) = \frac{169}{16} = 10.56 \text{ executions}</td>
<td>( W ) = \frac{17-9}{16} = 8 \text{ executions}*</td>
</tr>
<tr>
<td>TEST</td>
<td>( X ) = \frac{227}{16} = 14.18 \text{ executions}</td>
<td>( W ) = \frac{22}{11} = 11 \text{ executions}*</td>
</tr>
<tr>
<td>TEST</td>
<td>( X ) = \frac{65}{16} = 4.06 \text{ executions}</td>
<td>( W ) = \frac{5-3}{16} = 2 \text{ executions}*</td>
</tr>
<tr>
<td>TEST</td>
<td>( X ) = \frac{55}{16} = 3.43 \text{ executions}</td>
<td>( W ) = \frac{5-2}{16} = 3 \text{ executions}*</td>
</tr>
<tr>
<td>TEST</td>
<td>( X ) = \frac{59}{16} = 3.68 \text{ executions}</td>
<td>( W ) = \frac{5-3}{16} = 2 \text{ executions}*</td>
</tr>
</tbody>
</table>

*average difference between the minimum and maximum

6. Conclusions

The results show that important progress has been made in all technical and tactical drills. We can say that learning football quickly was made in the context of motor features, specifically the age and level of the research students. Progress mainly related to the following technical-tactical elements:

- kicking the ball
- heading the ball
- controlling the ball with the feet while running;
- taking the ball;
- individual overcoming.

We can summarise:

- The use of participating-active methods, in the context of learning, is a teaching priority; a priority by which the student can be more active;
- Modern traditional teaching methods due to a heuristic and problem solving education can form an active action system, oriented towards the same goals - but more efficient;
- In the context of modern physical education (an extremely complex system), participating-active methods, based on constructive aspects of thought, are the only way you can stimulate the creative affective and effective participation of the student;
- Performing a number of repetitions, increasingly larger of modern structure exercises taught by participating-active methods with high complexity, volume and intensity, may as a corollary improve the technique and tactics of secondary cycle students;
- The experiments performed in this research and the progress made, applied to all the control samples, have shown that the assumption that we started to check.

References