



OPPORTUNITIES TO OPTIMIZE THE FOOTBALL TRAINING PROCESS WITH THE MEANS OF THE GAME APPROACH

M. Aleksieva, S. Denev

University of Veliko Tarnovo St. Cyril and St. Methodius, Bulgaria

ABSTRACT

Football 7 and Football 9 are worldwide famous – sport-game for children and adolescents from 7 to 12 Years. In this relation, the need for an in-depth analysis of the football training - in particular with the younger football players in our country - is of interest and current, by seeking new forms and diversifying the activities in the physical education and sports lessons that are in line with the national traditions, socio-economic conditions and leading European practices. Such an opportunity is provided by the gaming approach that seeks to explore, summarize and propose effective solutions to optimize football education.

This study aims to identify and compare changes in indicators that inform on the specific preparation of pupils from the initial stage of primary education after applying a gaming approach to football education. After the end of the experimental period under the influence of normal biological development and under the influence of the applied gameplay approach with the students from the experimental group, there were significant positive changes.

The developed gaming approach should be offered as an opportunity to diversify the organization of the physical education and sports training process in the initial stage of the primary education.

Key words: football 7, football 9, lesson, physical education

INTRODUCTION

For a long period of time and in much of the specialized literature, too much emphasis has been placed on studying technical skills in their isolated form, and there is not enough time to focus on how to play technically skillfully - that means trainees can apply their technical skills tactically correct during control games and in competitions (1). In this respect, the need for an in-depth analysis of the football training - in particular with the younger football players in our country - is of interest and current necessity, by seeking new forms and diversifying the activities in the physical education and sports lessons that are in line with the national traditions, socio-economic conditions and leading European practices. Such an opportunity provides the gaming approach that aims to explore, summarize and propose effective solutions to optimize football education (2).

METHODOLOGY OF THE SURVEY

The aim of the study is to identify and compare the changes in the indicators, informing about the specific preparation of students from the

initial stage of the basic educational degree after applying a gaming approach to football training.

Tasks of the study

1. Study the state of the literary data problem and develop a test battery.
2. Investigate the level of development of specific motor skills in all observed sets before the experimental impact.
3. Disclosure of the average and variation of the traits tested in each study group during the experiment.

The **subject** of the survey is the evidence of the specific preparedness of pupils from the initial stage of the basic education.

The **object** of the study is the gaming approach in the initial training in football.

The **contingent** of the study is 8-9-year-old students practicing football divided in equal numbers - two groups of 15. The experimental

group participates in football training through a game approach. The game shapes are selected according to the students' anatomophysiological and psychopedagogical features, as well as to the objectives set in the training. The control group works on a well-established methodology for football training for school-age sports schools for the respective age.

RESULTS ANALYSIS

The results of the tests conducted at the beginning of the sport-pedagogical experiment (based on 4 basic characteristics of the specific technical tactic preparedness) were evaluated on special tables. The average values for each indicator of the experimental group are presented in **Table 1**.

Table 1. Average values and variability of the specific preparedness signs of the boys from the experimental group in the beginning of the experiment

Nº	Indicators / Parameters	X	S	V	min	max	R	As	Ex
1.	Running and shooting	34,67	10,6	30,57	20	50	30	0,10	-1,07
2.	Running and passing	49,33	4,95	10,33	40	55	15	-0,72	-0,11
3.	Ball dribbling (slalom)	50,33	6,67	13,25	40	60	20	0,07	-0,86
4.	Ball handling and pass	38,67	9,15	23,66	20	50	30	-0,35	-0,48

The analysis of the table shows that the highest values at the beginning of the sport-

pedagogical experiment the football group gets for the skills of the boys involved (**Figure. 1**):

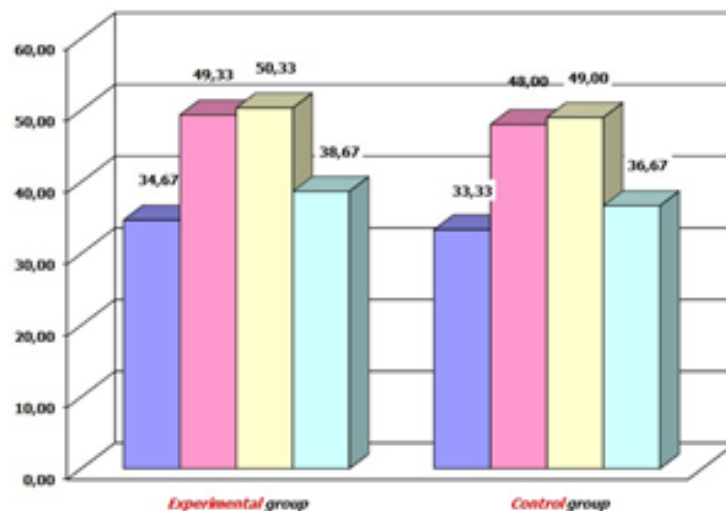


Figure 1. Medium values of the signs of the specific preparedness in the beginning of the sport-pedagogical experiment

- get on the pitch and make accurate feeds to goal (indicator 2 - 49,33) and

- keep the ball moving continuously (slalom) at high speed (indicator 3 - 50,33).

The lowest (34.67) is the assessment of the boys' skills to hit the door after moving on the terrain at high speed (index 1). The analysis also implies that this indicator is the most varied. The coefficient of variation ($V1 = 30.57\%$) is at the upper limit of the fundamental stability.

A view of the homogeneity of the signs of the specific preparation is given in **Figure 2**.

The figure shows that both in experimental and control groups, at the beginning of the sport-
892

pedagogical experiment, 2 and 3 indicators are the most stable, which provide information about the specific skills of the boys studied:

- to conduct the ball at high speed (slalom);
- make accurate feeds to the target after moving on the terrain at high speed.

The remaining investigated features are relatively stable, albeit at the upper boundary of this area, and the study sets at the start of the sport pedagogical experiment are relatively homogeneous in terms of the boys' skills to:

- do goal strikes after moving on the terrain at high-speed (indicator 1);
- to pass accurate passes after the ball is caught and dribbling (indicator 4).

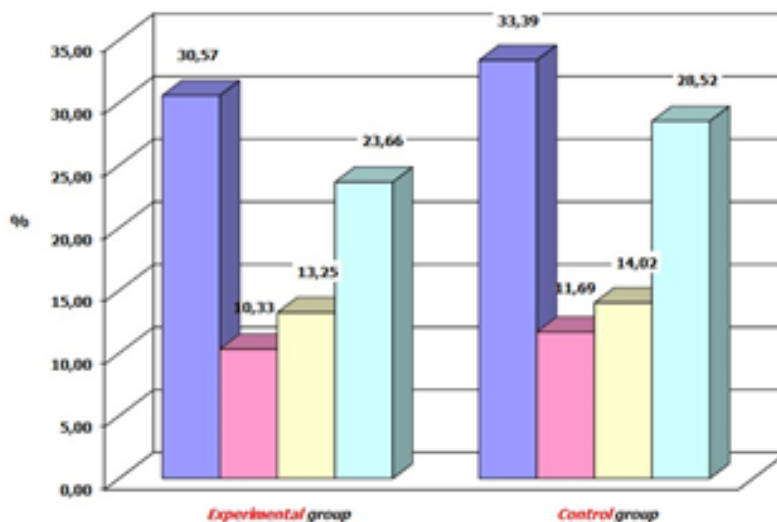


Figure 2. Distraction of the signs of the specific preparedness in the beginning of the sport-pedagogical experiment

As it can be seen from **Table 2**, similar to the experimental group, and in the control group at the beginning of the period, the values of the 3rd and 4th indices are the highest, characterizing the boys' skills to move on the terrain and to carry out accurate targets and to

keep the ball with continuous change of direction (slalom) at high speed. The lowest is the value for the boys' ability to hit the goal after moving on the high-speed terrain (indicator 1).

Table 2. Average values and variability of the specific preparedness signs of the boys from the control group in the beginning of the experiment

Nº	Indicators / Parameters	X	S	V	min	max	R	As	Ex
1.	Running and shooting	33,33	11,13	33,39	20	50	30	0,3	-1,16
2.	Running and passing	48	5,61	11,69	35	55	20	-0,81	0,71
3.	Ball dribbling (slalom)	49	6,87	14,02	35	60	25	-0,54	-0,21
4.	Ball handling and pass	36,67	10,46	28,52	20	50	30	-0,08	-1,1

In conclusion, with a high probability of assurance, it can be claimed that at the beginning of the sports-pedagogical experiment there were no significant differences between the mean levels of all the studied features of the specific preparedness, which was a sign of correctness at the start of the experiment.

To solve the aim and objectives of the research, at the end of the experimental period, a second sports-pedagogical test was carried out. The results give an answer to the question to what extent the applied gaming approach has a positive impact and a constructive effect on the specific preparedness of the boys in the experimental group.

The results of the variational analysis of the data obtained in the final testing of the boys included in the experimental group are presented in **Table 3**.

The analysis of the figures shows that during the experiment, under the influence of the game play approach in the football classes, positive changes occurred in all signs of the specific preparedness of the boys in the experimental group. According to it, the observed differences between the initial and final mean levels of the relevant signs are significant, which is evidence of the effectiveness of this approach.

Table 3. Average values and variability of the specific preparedness signs of the boys from the experimental group in the end of the experiment

Nº	Indicators / Parameters	X	S	V	min	max	R	As	Ex
1.	Running and shooting	42	10,14	24,14	30	60	30	0,49	-0,6
2.	Running and passing	54,33	6,51	11,98	45	65	20	-0,17	-1,2
3.	Ball dribbling (slalom)	54,67	5,81	10,63	45	65	20	-0,17	-0,22
4.	Ball handling and pass	44,67	8,34	18,67	30	60	30	-0,3	-0,22

Demonstration of the effectiveness of the approved methodology is impossible without traceability and changes in the specific preparedness of the boys included in the control

group. That is why the results of the second (final) sports pedagogical testing of these boys are also subjected to variational treatment and are presented on **Table 4**.

Table 4. Average values and variability of the specific preparedness signs of the boys from the control group in the end of the experiment

Nº	Indicators / Parameters	X	S	V	min	max	R	As	Ex
1.	Running and shooting	40,67	7,99	19,64	30	50	20	-0,13	-1,35
2.	Running and passing	52,33	5,58	10,66	45	60	15	0,11	-0,48
3.	Ball dribbling (slalom)	52,67	6,23	11,83	45	60	15	0,04	-1,69
4.	Ball handling and pass	42,67	9,61	22,52	30	60	30	-0,06	-1,06

As for the indicators V occupies values between 10.66% and 22.52%, proving that these indicators are relatively stable and the study group (the control group at the end of the experiment) is relatively homogeneous in terms of the signs for which these indicators carry information.

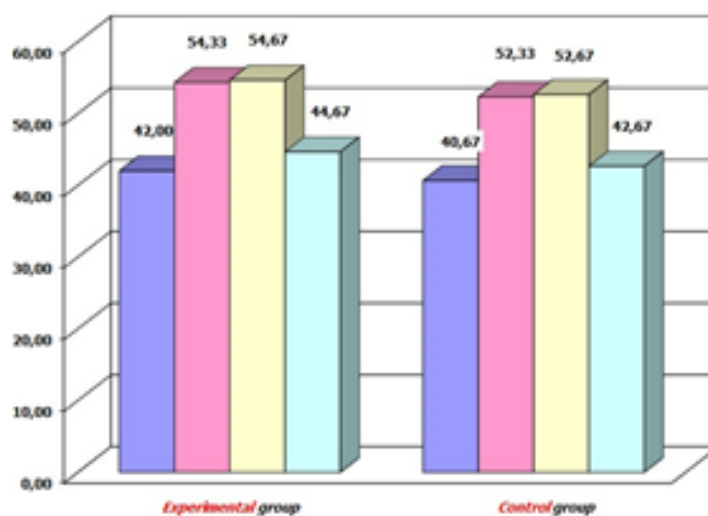
Comparative analysis of changes in the homogeneity of the control group indicates that the observed signs of the experimental time have seen a decrease in V values, which is a sign of increasing the homogeneity of this group. This is clearly seen in **Figure 4**. Additional calculations show that this is most pronounced in the 1st and

4th indices, where the coefficient of variation decreases.

The mean levels of the investigated signs at the beginning and at the end of the sports pedagogical experiment showed that even in the control group during the experiment, positive changes occurred in the mean levels of all tested signs.

This is quite natural, given that the students included in the control group also worked on a football program during the experiment.

The analysis in **Figures 3 and 4** shows that at the end of the experimental period, the experimental group outweighed the control over the traits of the specific preparedness.

**Figure 3.** Medium values of the signs of the specific preparedness in the end of the sport-pedagogical experiment

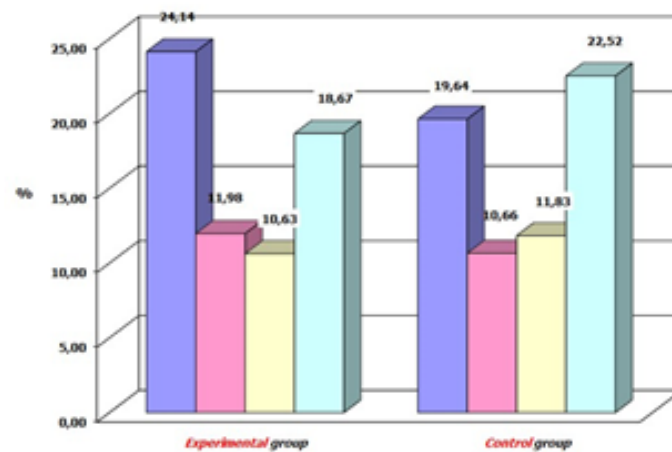


Figure 4. Distraction of the signs of the specific preparedness in the end of the sport-pedagogical experiment

The figures also show that for all the signs of special preparedness (indicators 1 to 4), the mean values are in the advantage of the experimental group.

Consequently, at the end of the experimental period, the advantage of the experimental group with regard to the signs of special preparedness is significant. This is a proof of the effectiveness of the accredited methodology based on the game play approach in football training.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The applied statistical approach allows several practical conclusions to be drawn:

- at the beginning of the experimental period, there are no significant differences between the mean levels of the tested signs of specific preparedness in the experimental and control groups, which in turn is a guarantee of correctness at the start of the experiment;
- at the end of the experimental period, the advantage of the experimental group with

regard to the signs of specific preparedness is significant.

- at the end of the experimental period, it can be claimed that under the influence of the applied game play approach the students in the experimental group have experienced significant positive changes.

RECOMMENDATIONS

1. The applied gaming approach in football training should be offered to interested clubs working with teenagers, which would enrich the methods and approaches of sports pedagogues and help with work with children.
2. The developed gaming approach should be offered as an opportunity to diversify the organization of the physical education and sports training process in the initial stage of the primary education.

REFERENCES

1. Alexieva, M., M. Petkova. The gaming approach in basketball training. V. Tarnovo, "I and B", 2016.
2. Denev, Stoyan. Football in school - training options. Veliko Tarnovo, I and B, 2018.