

## DEVELOPMENT OF RESISTANCE IN SOCCER PLAYERS BY USING SPECIFIC METHODS

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**Abstract:** Preparing young footballers should focus on developing basic motor qualities combined in parallel with the improvement of technical and tactical component for the formation of these players are able to cope with current demands of the game.

The research aims was to highlight the effectiveness by using specific methods for development of the game driving quality and strength training in junior soccer team (14-15 years).

The training group experiment we used a number of specific ways of playing football for development of resistance, which were introduced by courtesy coach with whom I worked very well during the whole experiment.

The specific methods of the game, which were used in the experimental group was 15-20 minutes of training during each lesson in which the players worked for the development of resistance, and the practice of football (the game to end bilateral theme lesson) 30-40 minutes.

**Keywords:** *training, conditional capacity, soccer, performance, resistance*

### Introduction

The current football players must have basic driving skills combined with a level as high.

In terms of resistance development issues must remember that football players play football in the current period lasts over 90 minutes, taking into account the additional minutes (for an extension due to interruption of the game - injuries and other unforeseen problems, etc.) dictated by the referee at the end of each half [1, 2].

In this idea and highlight relevant issues arising from cup games when the score is equal after the minutes of regular and extended the game with two halves of 15 minutes each. In today's football game, players have developed resistance to be achieved in close relationship with other driving skills in order to achieve higher performance [3, 4, 5].

Stănculescu & Melenco [6], considering that the preparing young footballers should focus on developing basic motor qualities combined in parallel with the improvement of technical and tactical component for the training of players able to cope with current demands of the game.

### Research purposes

The research aims to highlight the effectiveness of using specific means for the development of the game driving quality strength training classes at a third junior team (15-16 years).

The content of the paper is a further argument about the importance of using specific means to play football and bilaterally in the development of resistance to players.

Using specific means and play football and clearly contribute to learning and strengthening the technical and tactical actions necessary participation especially football players in

competitions organized at this level and to develop basic motor qualities - speed, stamina, strength Coordination (skill), mobility and flexibility.

Efficiency of the game specific means used to develop the quality of driving resistance is presented in the paper by conducting an experiment to confirm the research hypotheses.

### Research hypotheses

Research was carried out following assumptions:

1. in the lessons of training at the junior soccer players (14-15 years), one can use specific means of the game (without and with the ball) for the development of resistance;
2. if used, the lessons of training at the junior level III football specific means for developing resistance, it will get better results with respect to learning and building elements and techniques, and practice the appropriate tactical action game at the age of 14-15 years;
3. developing resistance to 14-15 years in the classroom training, using specific and play football, will contribute to achieving superior results in competitions organized football at this level.

### Material and methods

The research was conducted at the Farul Constanta Club, junior soccer team. To compare the results obtained in the experiments we used players junior team from Metalul Constanta Club.

The training group experiment we used a number of specific ways of playing football for development of resistance, which were introduced by courtesy coach with whom I worked very well during the whole experiment. The specific means of the game, which were used in the experimental

group had 15-20 minutes of training during each lesson in which the players worked for the development of resistance, and the practice of football (the game to end bilateral theme lessons ) 30-40 minutes.

With the two working groups - experimental and control groups, we conducted the initial and final test, to confirm or refute the research hypotheses.

In the initial and final tests, we used the following:

**P1 - 1600m running of resistance.** (resistance) (minutes)

**P2 - commute.** (resistance-speed mode) (seconds)  
The sample consists of a linear running round in 5,5 m followed by running round the 16.5 m (run inside the penalty area).

**P3 - Cooper test.** (endurance) (meters)

Each player runs 12 minutes and record the distance traveled.

**P4 - successive hitting the ball with his foot on center court in 30 seconds.** (resistance under speed, strength and technique) (goals)

**P5 - shot at two gates.** (resistance under high speed and technique) (goals)

The gates are located parallel to 30m apart. In each gate keeper is 3-4 balls. It runs a total of 10 shares.

The player can touch the ball 1-2 more times between pick-up and shoots the bear.

**P6 - advanced test.** (resistance under speed and technique) (seconds)

The player and ball are at 1m to continue the line formed by five benchmarks, 3 placed in the line 9m, 3m (handball court). At the signal, the player leads the ball through the cones, shoots the bear, speed turns and returns to the place of departure.

Rules: the timer starts when he takes the ball and stops at the gate when the shot.

Each player has made two attempts and recorded the best result.

Specific means of the game (without ball technique and ball game) for the development of resistance training used in the lessons of the experimental group were as follows:

- running the gentle slope (improvised conditions) 600-800m, 3rep, p1'30", I 80%.

- a series of runs on the hill and valley (Improvised conditions) 1-2 ', 300-600m range and pauses between 30-60 ".

- running down the hill, followed by running on flat ground (conditions improvised) - 4setsx30m, p1'30 ", I 80%.

- running laden 3-5kg, over distances of 30m, 4 sets, p2 '.

- running for a 'medium intensity, 3sets, p30".

- running the race as the 800-1500m, 2sets, p3-4 '.

- 10x30m series of runs downhill in 4,3 seconds, p1 '.

- a series of runs with the 4x200m and 8x100m breaks between 1-2 '.

- a series of runs on 300-600m with breaks of 30-90".

- relay contest form with the ball on the 50-100m management, 2sets, p1 '.

- is based on the goal line, running distance of 16,5 m accelerated, striking the ball with his head and return to running 2 / 4, 5 runs for each player, p1 '.

- two players sitting at 10m distance, face to face: the signal ball player who is not running a sprint up close partner Volleyball hits the ball, returning all five series in the sprint after the roles are reversed, p30".

- wearing a 1x1 game, each player three attacks (AC), after each series, two passes to center court and continue year - 4rep, p2 '.

- 2x1 game in the penalty area, the defender tries to dispossess - 3 '30"break.

In training classes, the experimental group, we used the available time and other exercises to strengthen and improve the features and techniques, tactical actions, for this level, and some relay and movement games, as requested, In particular, the strength of players.

As regards bilateral game, most training took place on the field-size, but small field (50 x 30 m, synthetic), observing minifootball.

### Results

For the purposes of processing and interpreting the results obtained from samples used in the experiment, we grouped the indicator values using the statistical and mathematical evidence in the summary tables.

Samples of the tables are as follows:

**P1 = 1600m Running of resistance** - minutes (min)

**P2 = commute** - seconds (sec)

**P3 = Cooper test** - meters (m);

**P4 = successive hitting the ball with his foot on center court in 30 seconds** - goals (goal);

**P5 = shot at two gates** - goals (goal);

**P6 = advanced test** - (sec)

Nr. crt.	$\bar{X}$		S(±)		t	C <sub>v</sub> (%)	
	- initial -	final -	- initial -	final -		- initial -	final -
P <sub>1</sub>	6,45	6,16	0,24	0,22	3,64	3,8	3,6
P <sub>2</sub>	8,68	8,22	0,21	0,19	3,89	2,5	2,2
P <sub>3</sub>	2692	2793	9,66	9,1	3,66	3,6	3,2
P <sub>4</sub>	4,1	5,35	0,76	0,57	3,42	18,7	10,7
P <sub>5</sub>	7,1	8,8	0,62	0,54	3,68	8,8	8,5
P <sub>6</sub>	20,5	19,28	1,55	1,39	3,82	7,6	7,2

Table no.1. Results from experimental group

Nr. crt.	$\bar{X}$		S(±)		t	C <sub>v</sub> (%)	
	- initial -	final -	- initial -	final -		- initial -	final -
P <sub>1</sub>	6,73	6,59	0,33	0,31	2,08	4,9	4,6
P <sub>2</sub>	8,96	8,826	0,28	0,26	3,68	3,1	3,3
P <sub>3</sub>	2624	2646	8,63	9,83	3,1	3,8	3,5
P <sub>4</sub>	3,85	4,35	0,65	0,63	1,97	17	15
P <sub>5</sub>	6,4	7,1	0,8	0,76	3,34	12,5	10,8
P <sub>6</sub>	21,8	21,45	1,72	1,61	1,83	7,9	7,5

Table no.2. Results from control group

From these tables, it is noted that for the experimental group, we obtained better values for the arithmetic mean, standard deviation and coefficient of variability, the final test compared with the initial testing, subjects in both groups. Arithmetic averages recorded at the final test the experimental group had higher values than those of control group.

Regarding the t-calculated [7], we obtained for the experimental group significant value for all samples (from t = 3.42 at t = 3.89), which allows me to appreciate a 95% probability that the results For each sample in hand, increased significantly compared with control group for which we obtained significant values of t only three samples (commuting, Cooper test and shot at two gates).

Sample graphic evidence

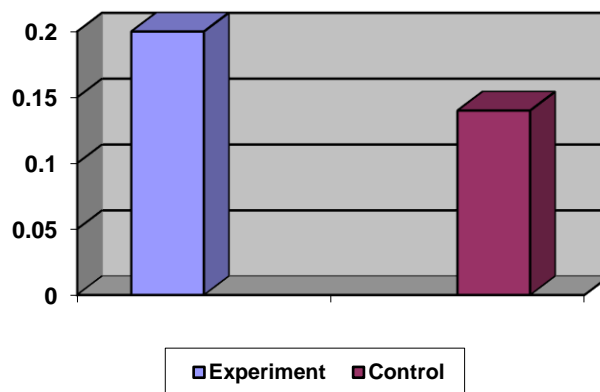


Fig.no.1: Graph of the progress made by subjects

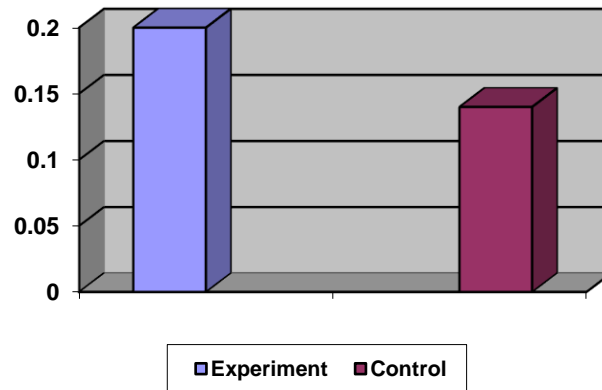


Fig.no.2: Graph of the progress made by subjects

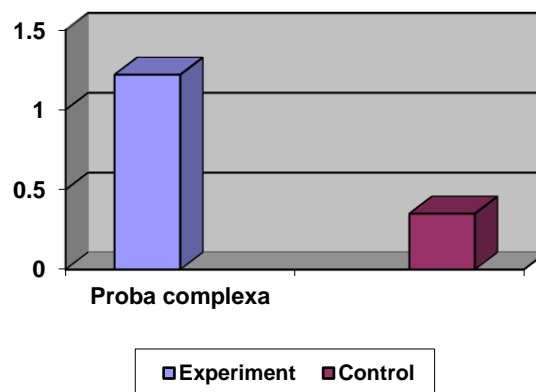


Fig.no.3: Graph of the progress made by subjects

### Conclusions

Develop and use specific means streamlined game of football training lessons at junior level III (15-16 years) led, ultimately, to increase their effectiveness and to confirm the research hypotheses.

A key conclusion would be that, using appropriate means, that, specific streamlined means football, you can get superior results in terms of quality development driving resistance.

It was also able to achieve a good level in terms of uniformity of results obtained by the experimental group, taking into account the specific methods used and the dosage of my training classes.

An important contribution to developing the quality of driving resistance exercises have had both used and carried themed games bilateral field-sized and small.

In football players can improve resistance using specific means without the ball and ball game, dosed and properly planned.

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