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Women's Football within the Physical Education and Sports Hours

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Abstract: The use of the football game in the physical education lesson offers particularly favorable conditions for the complex development of the students' motor skills and qualities. Playing the football game contributes to the formation and improvement of coordinated movements, to the capacity of rapid engagement in the timing and rhythm of social activities, through the accumulation of positive influences and effects of sanotrophic and educational character.

Due to its valences, football is appreciated as a necessary and efficient means of physical school education, which is why we find it both in the physical education lessons or the obligatory activities of the students, as well as in the other sports-recreational activities in most schools in our country.

By implementing in the process of preparation of dynamic games, sticks and competitions for students of 13-15 years we aim to consolidate and perfect the technique of football. By using these means during the training hours I suppose that the level of technical training of the students in the representative school football team for women will be improved.

The importance of the different dynamic games, of the sticks and of the competitions in the acquisition of the football game technique lies in the fact that, in the modern game, performance cannot be achieved without a very good technique.

Keywords: *women's soccer; physical education and sports; gymnasium.*

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Introduction

Football is one of the few sports, which has become not only a social phenomenon, but even a real industry.

It is a game with very simple rules that can be quickly assimilated by the participants and easily understood by its spectators; does not imply special athletic qualities, within certain limits, anyone can play football; it has the advantage that it can be played anywhere: on the beach, in the school yard, on the grass, on viran terrain, regardless of the weather and climate.

Currently, this game is in its maturity in terms of the organization of the game and the possibilities of expression of the players.

His presence in the school can have only beneficial effects on the students, educating the discipline, punctuality, respect for the teacher, referee, colleagues and opponents. Also, the team spirit develops the courage, courage, physical endurance, perseverance, physical endurance and especially psychic.

Being practiced at all levels of education, football produces certain training-educational valences, with beneficial results on the plans: psychic, somatic, functional, etc. (Păun, D., 2012).

Individuals as bio-psycho-social beings have different aspirations depending on their motivation. The motivation refers to the fact that the behavioral acts do not appear free of charge, at their origin there are always a number of internal causes that stimulate the action and support it energetically, explaining why a behavioral act may have different meanings for the subjects. (Cucui, I., A., 2014)

In accordance with the content of the physical education model, football together with the other means (athletics, gymnastics, handball, basketball, etc.) contribute to the achievement of physical education goals. The following particularities of the football game result from this essential contribution in the achievement of the physical education objectives:

- allows complex manifestation and favors the simultaneous development of basic or specific motor skills, motor qualities, as well as moral and volitional skills and traits;
- offers the possibility of applying in ever changing conditions the basic motor skills and skills;

presupposes the collaboration with the game partners, the harmonization of personal interests, motives, actions and efforts with those of the collective - it is specific to the football game and also the activity in

the collective, with all the advantages that derive from its use in the physical education process (Balint, G., 2009).

The relatively small dimensions of the playground used in school football (handball court) meanwhile the small number of players were thrown into the field (maximum 7 players), causing their rapid movements and a very fast movement of the ball, the players participating equally in the attack phases, as well as in defense. Another characteristic of school football emerges from here, namely dynamism and speed.

Also, the development of the football game was worth a highly motivated motto necessary for the acyclic execution of the different technical components and tactical actions plus the combined tactics in a complex, random and heuristic framework. The complexity and diversity of game systems require the use of strategies designed to develop tactical thinking and creativity of players, but also of teachers or coaches.

The role of the football game in the development, training and education of the child is unanimously emphasized and acknowledged.

As Balint, G., (2009) argues - "the educators consider the football game as the main activity by which the child comes into contact with the complexity of the environment, which facilitates the extension of the system of knowledge, skills and skills, the improvement of representations, the spirit of observation, initiative and the way of thinking ".

In each physical education lesson of about 40-45 minutes, the space reserved for the football game is usually 15-20 minutes, a space that must be used with great discernment by the teacher to maximize the formative valences of this sports game, in the mentioned directions, respectively: recreation, restoration and personality formation.

A number of authors (Motroc, I., 1986; Hoştiuc, N., 2000; Cojocaru, V., 2002; Balint, G., 2009; Gidu, D., V., 2017; Cucui, G., G., 2019b) considered the presentation of the football game. in school, each of them highlighting the formative valences of football, the characteristics of the game of football in school, ways of developing the motor qualities of the students by practicing football in schools or the game model of the school representative teams.

The literature shows that since its inception until today, the football game has made considerable progress, with no limits in this regard (Motroc, F., 2009, Păun, D., 2012, Muşat, G.C., 2017, Cucui, G., G., 2015, Cucui, G., G., 2016, Cucui, G., G., 2017, Cucui, G., G., 2019a, Devonport, T., 2018 et al.). If we consider that in almost every country in the world there is a national football championship, we can conclude that this - the football

game - is the sports discipline with the most widespread area of development in the world.

The fact that women's soccer has gained a safe place among performance sports is evidenced both by the fact that the rate of girls soccer has increased considerably in recent years, as well as the numerous international competitions (European championships, World championships, Olympic games) organized for different age categories - players from under 15 to under 19 and senior.

However, in terms of scientific research, women's soccer is still a marginalized sport. Although, the particularities of girls vis-à-vis the practice of systematic physical exertion and the fact that their performance is lower or at most equal to that of boys, should arouse interest in scientific research in this field, at least equal to that shown for studying men's soccer.

Standing problem

As part of the preparation process, physical education must find all the ways and means through which it can act in the direction of strengthening and maintaining health, forming a wide range of knowledge, skills and skills, as well as educating moral qualities and will. These major objectives of physical education determined the focus of attention to find efficient possibilities and with high practical efficiency, which will lead to good results in terms of developing the technique of the students of the school football team.

But, the achievement of superior performances in women's football is conditioned by the early detection of girls with real qualities for playing football, by applying scientific criteria in their selection and not lastly, by quality, personalized (individualized) training.), at the same time. Therefore, in the case of girls practicing football, the idea must be implemented that, without proper guidance, selection and training, in our country, there can be no quality women's football, which rises to the international competitive level. And all this can have a start in women's school football.

In modern teaching, the method of education is understood as a certain way of proceeding, of acting, a way that tends to place the student in learning situations, more or less directed. For this reason, the development of the technique must be done by carefully selected methods and means.

The importance of the different motor games, the sticks and the competitions in the acquisition of the football game technique lies in the fact that, in the modern game, performance cannot be achieved without a very good technique. Also, all these methods of learning, consolidating and

perfecting the technique also play a role in developing the various psychic qualities needed in playing football, such as: the spirit of competition and the permanent state of adversity during the game; total physical commitment similar to the one made in the official game; education of character traits - courage, will; the development of the collective spirit and, with the desire for victory and persevering pursuit of the performance, the spirit of cooperation is cultivated; the capacity of observation, the operability of thought, as well as its flexibility develops and, last but not least, the flexibility and distributability of attention.

Thus, we can conclude that the investigated topic is in line with the permanent concerns of continuous improvement of the footballers' technique, in all aspects and we consider that our attempt to highlight the ways of consolidating and perfecting the technical procedures for football players is a particularly useful one. , with implications both theoretically and practically.

Nowadays, physical education and women's sports are becoming more and more developed. In most branches and sports events - so in football - women train with men, getting better and better results, due to motivation for performance that "performs a regulatory function in the athlete conduct determined the intended purpose of conscious activity" (Cucui, A., 2015). Which shows that it is not right to talk about limits and limitations regarding the performance difference between the two sexes, but to discuss the physiological factors underlying the potential and performance of the sport, highlighting the particularities related to sex.

Therefore, football is the sports game that can be practiced by children and young people of both sexes, men and women, of adult age, both for competitive purposes and as a physical activity of maintenance or play, depending on the particularities of each individual. Sports activities as a whole are conditioned by the personality of the individual because they have psychosocial dimensions (Cucui, I., A., 2018).

Purpose

The purpose of the research is represented by the implementation in the training hours of dynamic games, sticks and competitions in order to consolidate and improve the technique specific to the football game, for students aged 13-15 years.

The research hypothesis

We believe that by introducing dynamic games, sticks and competitions in the training hours, the level of technical training of the students in the representative school football team (13 and 15 years) will be improved.

Material and methods

To build the present research we used several research methods.

The method of the bibliographic study, consisted in the detection of the specialized literature and of the web sources circumscribed to the problematic of the research topic. The review of the views expressed by specialists in works and specialized books on the particularities of the topic, allowed its scientific argumentation.

Observation method

The observation consists of "recording the data and findings that interest us as presented in their natural mode of manifestation, without the intention of modifying them, the researcher waiting for them to occur in order to surprise them" (Epuran, M., 2005) .

In this research I used the direct observation carried out in the instructional-educational process, to identify the following aspects: the involvement of the subjects in the accomplishment of the tasks, their interest, the motor particularities of the subjects.

Experiment method

As a fundamental method in the scientific process of knowledge that is achieved by "conducting experiments for controlling or verifying an expressed idea" (Niculescu, M., 2003), this really offers the possibility of explaining the studied phenomenon.

The present research consisted of experimenting with some masterpieces and application paths to stimulate the technical training of the secondary school students. The experiment was conducted between October 2017 - May 2018, during which the initial testing of somatic and motor parameters was performed. On the basis of the obtained results, the program of stimulation of the technical training was elaborated by means of the steps and the application paths, in accordance with the objectives of the school program, with the particularities of age and sex and their biomotric

possibilities. At the end of the experiment, the final test was performed by applying the same test battery.

Test method

Among the research methods used in this research we mention the test method. This consisted of applying tests to identify the motor, technical and somatic parameters of the subjects.

The testing of the motor parameters was performed by means of the following tests: the speed of movement (30 m) and the long jump in the field (SLL). Testing the parameters of the specific (technical) motility aimed at evaluating the following technical procedures: keeping the ball with the right foot, dribbling through the milestones, accuracy of the pass, precision of the shot.

- Keeping the ball with the right foot: It was counted how many times the ball was hit successively, with the right foot, in one minute;

- Dribbling among the milestones: The subject must drive the ball through the milestones, at a distance of 15m, as soon as possible. The milestones are 8 and are placed at a distance of 1.5 m between them. From the start line to the first milestone and from the last milestone to the finish line, there are 1.5 m;

- Accuracy of the pass: The performer must pass the ball on a corridor 10 m long and 1 m wide so that it does not leave the bounded space. Each subject executes 10 passes and the number of passes completed is recorded correctly;

- Precision of the shot: shot from 18m to the hatched gate, on the corners, completion of 10 centers).

Of the technical procedures that we wanted to perfect we stopped on the following: ball management (with the inside and outside); kicking the ball (with the side, with the full leash, from the volley).

Statistical-mathematical method

As a method of processing and interpreting data collected in scientific research, statistics have prevailed in recent decades, its knowledge being indispensable to any researcher and specialist. In the field of physical education and sports, the possibility of using this method is multiple and very necessary.

In order to highlight the results obtained in the confirmatory experiment, several statistical indicators were calculated: the arithmetic mean, the standard deviation, the significance of the differences between the

averages. The minimum significance threshold was considered at p = 0.05 (Fischer table).

The research was conducted between October 2017 - May 2018, with 28 students from the 7th and 8th grades from the "Prof. Gymnasium School" as subjects. Paul Bănică "Târgovişte, 15 students selected in the representative football team of the school constituted the experiment group and a number of 13 girls possibly selected in the representative team, the control group.

The trainings were held twice a week, in the afternoon between 3:00 pm and 5:30 pm, and a series of motion games and sticks were used, with football technical elements specially selected for this experiment, in order to identify them. their effect on technical improvement.

Results

The statistical analysis of the data recorded when testing somatic parameters did not demonstrate the existence of statistically significant differences in comparison with the values obtained at the initial testing (p> 0.05). This can be seen in Table no.1, where the averages obtained by the two lots are presented.

Table 1. Mean values of tested somatic indices

Lot	Height (cm)		Weight (kg)	
	initial	final	initial	final
Experiment (N = 10)	168.5 ± 2.91	168.75± 2.65	51.60 ± 5.83	51.70± 5.71
Witness (N = 10)	167.20 ± 3.91	167.70± 3.33	49,90 ± 2.72	50.01± 2.33
„t" test	0,843	0,778	0.835	0.820

The fact that there were no significant differences in waist values can be explained by the fact that within only 8 months of days, in girls of 13-15 years, there is less growth of growth. Also, in the case of the "weight" parameter the differences were insignificant from one test to another and due to the fact that the athletes are involved in the training process.

At the level of the tested motor parameters we found the following:

Table 2. The average values of the motor indexes tested

Lot	Al.V. 30 m (sec)			SLL(cm)		
	initial	final	"t test"	initial	final	"t test"
Experiment (N=10)	5.88 ± 0.16	5.85 ± 0.15	0.818	192.80± 5.77	197.80± 5.63	10.113
Witness (N=10)	6.12 ± 0.13	6.22 ± 0.29	1.369	190.60± 3.27	191.5 ± 3.20	2.586
„t"	3.632	3.543		0.870	3.074	

The fact that in the final testing the experimental group obtained better values than the control in both samples, we can say that the dynamic games used in the experimental group also led to the improvement of the general motor skills.

Table 3. Mean values of the technical indices tested

Lot	keeping the ball in the air 60 "			Dribbling through milestones		
	initial	final	"t test"	initial	final	"t test"
Exp. (N=10)	25.70 ± 2.00	32.60 ± 5.35	4.486	7.60 ± 0.18	7.47 ± 0.14	2.623
Wet. (N=10)	23.80 ± 2.97	24.80 ± 2.57	1.723	7.71 ± 0.16	7.71 ± 0.15	0.000
„t test"	1.676	4.150		1,383	3.566	
Lot	Precision passing			Precision shoot		
	initial	final	"t test"	initial	final	"t test"
Exp. (N=10)	6.10 ± 0.73	8.90 ± 1.28	9.635	3.90 ± 0.73	7.30 ± 1.16	15.377
Wet. (N=10)	5.50 ± 0.70	5.90 ± 0.73	1.809	3.90 ± 0.73	5.10 ± 0.56	6.000
„t test"	1,857	6.395		0.00	5.386	

Statistical analysis of the results for the two tests, for each group showed that in the experiment group, between the initial and the final testing, there were significantly better differences in favor of the final test ($t = 4,496$, $p < 0.005$). In the case of the control group, there were no significant differences between the values recorded at the final and the initial testing ($t = 1.732$, $p > 0.05$).

These results and the fact that, in the final testing, the experiment group obtained better values than the control, shows that the dynamic games, stats and competitions specific to the football game technique used in the training of the girls in the experiment group were effective.

Conclusions

Following the analysis of the obtained results, the following conclusions are drawn:

The values obtained by the two groups when testing somatic parameters are not statistically significant ($p > 0.05$).

In the technique indices, the experimental group recorded significant differences in the final test compared to the initial test, in all samples.

The control group, on the other hand, did not obtain statistically significant results except in the "accuracy of the shot" test.

In all the technical tests proposed by us, the experiment group obtained significantly better results at the final test, compared to the control group.

By the significantly better results obtained in the technical tests, the hypothesis of the work was confirmed. We can say, therefore, that the use of dynamic games, sticks and competitions in the sports training of the women's football team have contributed to improving their level of technical training.

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