

EVALUATION OF THE COORDINATIVE ASPECTS ATTACHED TO THE FOUNDATIONS OF THE FOOTBALL OF THE YOUNG PLAYER

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Abstract

The scientific literature of reference for youth football analyzes the tests dedicated to measuring technical football skills because, unfortunately, it mainly focuses on the result of matches and sports performances as if it were equal to absolute football. Instead in youth football, the result of the game and athletic performance should be replaced by the acquisition of specific technical skills with the ball. For this reason, there should be a line of research that seeks the tool to measure the skill levels of the technical foundations of football in youth by borrowing the scientific aspects characteristic of the tests already validated and used for educational aspects. The aim of the study is to hypothesize tests derived from the elements of the ABC movement test (complete title) which provides for adaptability to measure the technical capacity of the technical base. The method is the creation and management of tests related to the coordination aspect through the help of the ABC movement. The results found were useful to understand the importance of the work focused on this topic and above all on the usefulness of these assessment tools.

Key words: *coordination, ABC movement, football fundamentals.*

Introduction

The scientific literature of reference for youth football analyzes the tests dedicated to measuring technical football skills because, unfortunately, it mainly focuses on the result of matches and sports performances as if it were equal to absolute football (Izzo et al., 2019ab, D'Isanto et al., 2019, Raiola et al., 2019). Instead in youth football, the result of the game and athletic performance should be replaced by the acquisition of specific technical skills with the ball (Ragoet al., 2017, Gaetano, Rago, 2014). For this reason, there should be a line of research that seeks the tool to measure the skill levels (Raiola, 2017, 2014, 2013, 2011ab, Gaetano, 2012) of the technical foundations of football in youth by borrowing the scientific aspects characteristic of the tests already validated and used for educational aspects (Di Domenico et al., 2019, D'elia et al., 2019). The aim of the study is to hypothesize a test derived from the elements of the ABC movement test (complete title) which provides for adaptability to measure the technical capacity of the technical foundation in childhood and puberty age according to pedagogical paradigm (D'Isanto, 2019, 2016, Esposito et al., 2019ab,). The human being has two types of conditioned and coordinating ability. The first is to define skills, Meinel K. and Schnabel G. (1992) defined the term motor skills as the set of motor, physical or sporting characteristics that an individual possesses and which allows learning and execution of the various motor actions. The former include strength, endurance and speed, the latter instead are divided into the general ones which are used for all sports and the special ones which mainly concern certain sports. This work focuses mainly on coordination, which allows for excellent coordination development.

To practice sports we have to coordinate multiple movements in space and time, perform precise and effective movements, maintain and restore balance, constantly control the position of the body in space, adjust movements at precise rhythms, react to stimuli and adapt to all situations (Russo et al., 2019). In football the main coordination skills used are: motor combination, motor differentiation, balance, space-time organization, motor reaction, motor adaptation and transformation, rhythmization, motor fantasy, motor anticipation (Cirillo et al., 2016). In the elaboration of the tests that must allow evaluating these skills, reference was made to a validated test on psychomotor skills or on ABC movement.

These tests were introduced in 1992 by the Henderson scholar, who created a total of 32 articles organized in 4 sets of 8 tests divided by age group. Obviously only the tests of the age group of the boys we carried out were carried out, therefore with 11-12 years, restructuring the evaluation system to make it useful to our goal. We also used tests that have a static and dynamic balance and the ability with the ball at the base.

As will be analyzed, some fundamentals of football have also been added. In the scientific literature there are no tests that allow us to evaluate the coordination skills associated with the fundamentals of football with the use of the ABC movement tool. To use these assessment tools, one must not forget the importance of creating a harmonious environment and not making anyone uncomfortable, in order to have a correct reliability of the results (Patrizia et al., 2019, Tiziana et al., 2017) .

Methods and materials

Subjects

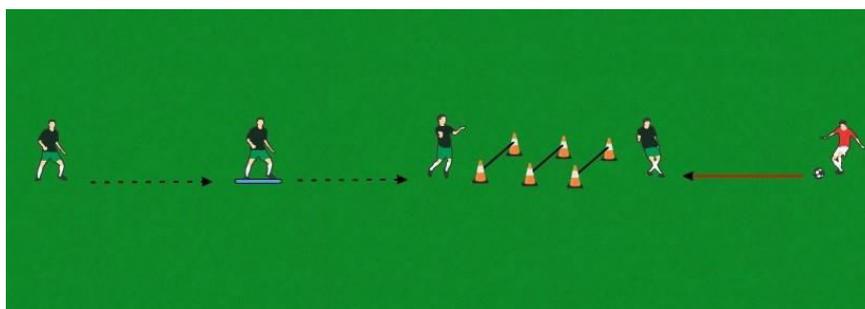
The research was carried out on a group of 18 boys aged between 11 and 12, belonging to the youth sector of Salernitana. The boys are currently participating in the under 12 championship.

Experimental design

Mainly the tests were divided into two circuits, in which exercises already present in the ABC movement assessment tool were connected, with some of the main foundations of football. The data were collected in different training sessions; moreover precise periods were defined for the application of these tests, right at the end of each 4-week cycle and with the aim of improving the

subjects under the technical aspect- coordinative. In the first test, the subject begins to run at a moderate pace, arrives at the first step in which an unmodified test of the ABC movement is used, which consists in remaining in balance on a double proprioceptive table. This can be done in the period from 0 to 10 seconds, based on the time performed, a score will be assigned. In the second step we still find an unmodified ABC movement test, in which the subject will have to perform 3 jumps of the obstacle by clapping his hands.

It ends with the third step which consists in a test of the ABC movement, this time modified, instead of grasping a ball with his hands, the instructor will perform a transmission of the ball and the subject will have to stop.



The scoring ranges are as follows:

- 1) STEP
0-4seconds→0point
5-7seconds→1points
8-9seconds→2points
10seconds→3points

In the first step, the subject can score a minimum score of 0 points and a maximum score of 3.

2) STEP - 1 point for each successful jump, the subject can score a minimum of 0 points and a maximum of 3.

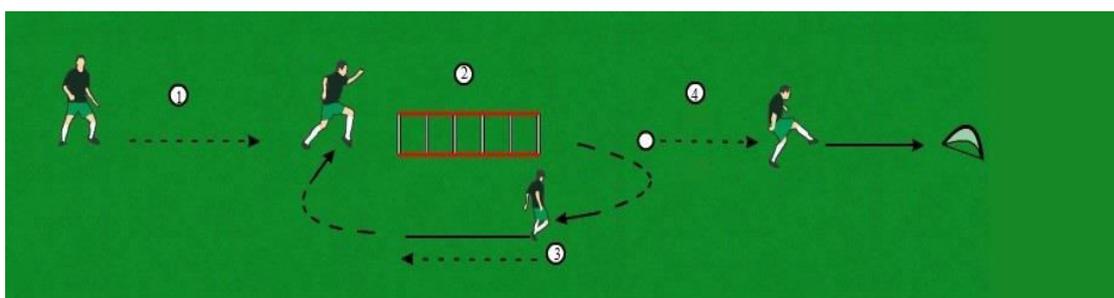
3) STEP - the subject scores 0 points if he does not hit the ball, 1 point if the stop is wrong and cannot recover the ball, 2 points if the stop is wrong and can recover the ball, 3 stop points performed very well.

4) Finally there is a point that is awarded at the expense of the instructor, if the subject flows correctly in the space between the beginning and the first step.

With these tests it is analyzed if the subject has a good control of his own body at a coordinative level, therefore connected to a fundamental such as that of the stop.

SCORE
0-4evident gaps in the subject's balance and coordination movement, 5-7insufficient motor skills, 8-9 sufficient motor skills, 10 excellent motor skills.

In the second test, on the other hand, the subject starts at an insignificant pace until he meets the first step, in which the subject must perform the exercise as in the ABC movement test, that is, jump inside the boxes with a foot, which in this case will be right. Once this is done, he will have to walk a predetermined line by walking backwards, thus returning in the direction of the squares, which this time he will overcome by jumping with his left foot. After passing this step, the subject will perform a modified ABC movement test, that is, instead of hitting a target by throwing the ball with his hands, he will perform a transmission in a small door located in front of it.



The scoring ranges are as follows:

- 1) Since 5 squares will be awarded 1 point for each jump performed correctly, therefore maximum 5 points for the right foot and maximum 5 for the left foot, for a total of 10.
- 2) If the subject performs the backward walk perfectly, he will have gained 2 points, otherwise 0 points.

3) Finally, the transmission made inside the goal will give 3 points for the goal, 1 point for the post or the crossbar, zero points if the goal is not hit.

SCORE

0-5 evident gaps in the subject's balance and coordination movement, 6-9 insufficient motor skills, 10-14 sufficient motor skills, 15 excellent motor skills.

Results

Table 1. Results of the first test.

Players	Step 1	Step2	Step3	Race	Total
Player 1	3	2	3	1	9
Player 2	3	3	3	1	10
Player 3	2	3	3	1	9
Player 4	3	3	2	1	9
Player 5	0	2	1	0	3
Player 6	1	1	0	1	3
Player 7	2	3	3	1	9
Player 8	2	3	3	1	9
Player 9	0	2	2	0	4
Player 10	0	1	2	0	3
Player 11	1	2	2	1	6
Player 12	3	2	3	1	9
Player 13	3	3	3	1	10
Player 14	2	3	1	1	7
Player 15	0	2	1	1	4
Player 16	0	2	0	0	2
Player 17	2	3	3	1	9
Player 18	1	3	3	1	8

In this table where the data relating to the test results have been inserted, it is possible to analyze that most of the boys passed the test, with some excellence.

It should be noted, however, that those who are unable to pass the first coordination steps without the ball are not even able to take the step with the fundamental and therefore with the ball.

Table 2. Results of the second test.

Players	jump right foot	jumpleftfoot	Runbackwards	Transmission	Total
Player 1	5	4	2	3	14
Player 2	4	4	2	3	13
Player 3	5	5	2	3	15
Player 4	3	4	2	1	10
Player 5	3	2	0	3	8
Player 6	2	2	0	3	7
Player 7	2	3	2	1	8
Player 8	3	3	2	0	8
Player 9	3	4	2	3	12
Player 10	3	3	0	0	6
Player 11	5	5	2	3	15
Player 12	4	2	2	1	9
Player 13	4	2	2	3	11
Player 14	2	3	2	3	10
Player 15	3	4	2	0	9
Player 16	2	3	0	0	5
Player 17	4	5	2	3	14
Player 18	3	5	2	3	13

With these results it can be seen that the subjects do not have the same jumping ability for each foot, but go into difficulty with one of the two feet. Furthermore, in jumping and landing they are more effective with the foot with which they do not kick, but support, since they can also have greater control of the foot with which they kick, but stability is always guaranteed to them by the support foot, which in most, if not all, cases are

their least preferred foot. Furthermore, only a few subjects have failed to reverse and transmit.

Discussion

Going to analyze the execution and results of the tests, they understand how it is not easy to develop and train coordination skills. Also, developing tests that evaluate them is just as difficult, as there are

no tests that focus primarily on them. Precisely for this reason we have to draw on the ABC movement that mostly concerns the psychomotor aspect, but it can also be useful with the coordinative one.

The tests used for the first test: Age group of the abc movement 11-12 years:

- 1) balance in double pension,
- 2) jump by clapping,
- 3) by grasping the ball with his hands, he was changed to receiving the ball with his feet.

Tests used for the second test: Age group of the abc movement 11-12 years:

- 1) jump into the squares with one foot,
- 2) walking backwards on a line,
- 3) target shooting on the wall, it was modified with ball transmission with the feet in a small door.

Furthermore, it can be assumed that poorly coordinated subjects can rarely develop good

football foundations, since not having a good relationship with their body they cannot have a good relationship with the ball. These tests can be used to evaluate the current conditions of the subject or as an evaluation tool after applying a certain methodology.

Conclusion

These tools have been useful for the work done with the boys and I hope they are also useful to other instructors. In literature we do not find studies concerning the coordination of football, but which varies according to sport in general.

The work began with a hypothesis, that is, if it were possible to develop technical coordination tests purely on football, with the help of the ABC movement. We can say that a great job has been done and that the goal has been achieved, but it is hoped that it will not end there and that other authors will take the same path for comparison and improvement.

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