EVALUATION OF FOOTBALL SKILLS IN 5-TH GRADE SECONDARY SCHOOL STUDENTS

Valery Tsvetkov
The South-West University, Faculty of Education, Department of Theory and Methods of Physical Education, Blagoevgrad, Bulgaria

Abstract
This research aims at developing and applying a new effective evaluation technology for football sports and technical skills assessment of 5-th grade students (boys and girls) during their football training and physical education classes. 4 tests were applied to measure knowledge in football. Based on the results of the tests norms for practical knowledge of football are designed. The evaluation scale according to the ECTS has been used in the research as a basic criterion and tool for the assessment. It anticipates five degrees for successfully motor tasks. From the results obtained, among the other things, it is noted that formation of the final evaluation process could be summarized by three football tests. Each of these tests brings 5 points to a student or maximum of 15 points total.

Keywords: students, State educational requirements and standards, evaluation system, training curricula, tests for football, norms for practical football skills

INTRODUCTION
The modern physical education and sports standards, norms and requirements are presented as a system of students’ personal skills and characteristics for a given educational degree. This system can be specified in different achievement levels. Most of the expected results, included in the curriculum, are in the field of sports and technical skills development. Over the last years there have been some positive changes in education, but the system used for evaluation of the sports achievements and skills still needs to be improved and adapted to the modern European trends.

The effectiveness of the educational process depends on the feedback that the trainer gets about the students achievements. In general, the trainer as an expert observes to what extend the students perform sports activities properly and gives an assessment of their sports and technical skills. This is important for all sport games, including the football training, but the common practice analysis shows that not every trainer who can be good in some kind of sports is a good expert in observing and evaluating students’ performance.

Some additional factors are also important, such as strictness or tolerance, that is different approach in assessment of students’ achievements depending on the personal relations with them or their parents.

Hypothesis
The theoretical background analysis presents the evaluation of students’ sports and technical football skills based on the trainers’ expert assessment. This assessment could be often affected by many other subjective factors. That is why the trainer should apply various control tests which will give valid and impartial results for different groups of students. It is of great importance to develop a new educational technology for both teaching and controlling areas to improve the effectiveness in football training. It has to be conformed to the personal characteristics of 11-12 year-old students. Such educational technology for training and evaluation of students’ football achievements and sports skills will allow complete realization of the educational goals and tasks, included in physical education and sports curriculum on the secondary school level.

Aim of the research
This research aims at developing and applying a new effective evaluation technology for football sports and technical skills assessment of 5-th grade students (boys and girls) during their football training and physical education classes.

Main tasks
In order to complete this aim a new research
methodology has to be created including:
• Application of new test settings for diagnostics and measurement of different football sports and technical skills;
• Elaboration of new evaluation norms in sports and technical skills assessment.

METHODS
The following research methods have been used:

1. *Theoretical analysis* - as a synthesis and analysis of different theoretical and informational sources. It has been used for the theoretical concept development and improvement and as a basis of the experimental work.

2. *Football sports and technical skills assessment and measurement tests*

1. For evaluation of students’ skills developed during the training to what extent they can dribble a ball, a dribbling test should be applied. Its results could be used as *indicators* about the students’ ability to run and dribble a ball between different hurdles.

   Students race against the clock as they blaze through the slalom course of flags – (5 flags on a line with 2 m. long distance between them). (Fig. 1) Each participant gets two attempts at dribbling through the course as the stopwatch ticks. The total score is recorded in tenths of a second on the way to the end of the line and back to the start position (20m.). Better result is taken into consideration.

2. For evaluation of students’ skills in proper inner foot kick (both with boys and girls), an other specialized test could be applied to indicate if students are able to perform inner foot kick with a ball fixed on a position towards a given goal.

   Students perform 5 inner foot kicks towards 1.25m. wide goal target, divided into 5 sectors, standing at 10m distance with a ball fixed on a position. (Fig. 2) A point is given for each goal scored. There are two sets of 5 kicks. Finally the better result is taken in consideration.

3. To evaluate students’ skills to kick and stop the ball a mixed test exercise is appropriate. The test results will reveal to what extent students are able to perform quick kicks with a flying ball and to stop it with the inner side of their foot.

   The student is standing 3m. away of two gymnastic benches. The benches are put on the floor forming a right angle. The student kicks the ball towards the first bench. When the ball bounces back the student should stop it with the inner side of the foot. Then he or she turns 90 degrees and kicks the ball with the inner foot toward the second bench. When the ball bounces back again the student turns 90 degrees back and kicks the ball toward the first bench one more time. (Fig. 3) There are two sets of 10 kicks. Finally the better result is taken in consideration. The time limits for the performance are important, too.

4. To evaluate the students’ skills to perform straight inner foot kick with a ball fixed on a position the following test could be used:

   Students launch a shot at the target to score points. Each participant attempts five shots from 7m. Each shot is taken to proper size goal with a target net that designates point totals for each zone (Fig. 4). There are two sets of 5 shots and...
the better result is taken in consideration. The test indicates best the skills level to perform straight inner foot kick into a goal.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Figure 4.*

**RESULTS**

The diagnostic stage of the developing and evaluating technology for 5-th grade students' football skills in secondary school has been realized on several levels, depending on different kinds of control tools which have been used in the process. It is difficult to define clear margins between these levels because they are all joined together in a whole system.

The first step is a preliminary control, which should be completed before the bellow offered testing variant. It relates to the diagnostics and assessment of the input level of the primary sports and technical football skills. Its results orientate the trainer about the students’ initial football experience and motivate the choice of methods and strategy for further football training development in the context of physical education and sports practice in secondary school. The preliminary control aims at determining the acquired level of students’ practical skills.

The second step is current control testing. It is well-planned and systematic process in the framework of 5-th grade physical education and sports training. The current control helps the trainers to observe the most common students’ mistakes in the training performance and difficulties that students meet with during their football practice. In this way some corrections and improvements could be made in the training technology and methods.

**Final control and evaluation (annual assessment of physical education and football skills)**

The last step in the evaluating process is the final assessment. It depends on the state standards and norm system available for physical education and sports, elaborated by the Ministry of education. The system provides 15 points maximum for the sports and technical skills (see Ivanov St., 2001).

The evaluation scale according to the ECTS has been used in the research as a basic criterion and tool for the assessment.

The final results of the football training could be evaluated by three main tests. Each of these tests brings 5 points to the student or maximum 15 points in total. In conformity with the basic sports and technical activities, included in the curriculum, the following tests are suitable:

1. **Dribbling test (boys and girls).** The test gives information about the dribbling skills of students and their ability to control the ball on the playing ground and to lead it in a given direction.

2. **Mixed test exercise for inner foot kicking and stopping (boys and girls).** The advantage of this test is that it gives a complex information about the students’ skills.
to kick the ball toward a particular goal and at the same time to stop the flying ball with the inner foot.

3. Accuracy test of straight inner foot kick (boys and girls).

This test gives information about one of the basic kicks in football techniques – the straight inner foot kick.

CONCLUSIONS

On the basis of the profound theoretical analysis and practical experience in the field of sports and technical football skills on the secondary school level the following conclusions could be made:

1. Here presented evaluation system concerning the sports and technical football skills (for boys and girls) could be very useful in physical education and sports practice at school.

2. A current control tests introduction is recommended to optimize the effectiveness of the evaluating process in football training.

3. The final results of the evaluation process could be summarized by three football tests. Each of these tests brings 5 points to the student or maximum 15 points in total.

REFERENCES


Иванов, Ст., Русев, & Костов, К. (2002). Приносят на държавните образователни стандарти по физическото възпитание и спорт за повишаване мотивацията на учениците [The contribution of state educational standards...

ОЦЕНУВАЊЕ НА СПОРТСКО - ТЕХНИЧКИТЕ ЗНАЕЊА ЗА ФУДБАЛ НА УЧЕНИЦИТЕ ОД 5 ОДЕЛЕНИЕ ОД ПРОГИМНАЗИЈАЛНАТА ФАЗА НА ОБУЧУВАЊЕТО

УДК: UDC:796.332:37.091.3(497.2)

(Преходно соофициенчение)

Валери Цветков

Югозападен университет „Неофит Рилски“, Факултет за едукација, Катедра „Теорија и методика на физичко вакултување“, Блашоевград, Бугарија

Антрахт

Целата на истражувањето беше да се разработи и примени ефективна образовна технологија за оценување на спортско-техничките знаења во фудбалската игра кај учениците од петто одделение (машки и женски) во наставата по физичко образование и спорт. Применети се 4 тестови за проценување на спортско-техничките знаења во фудбалот. Од резултатите на тие тестови, конструирани се нормативи за степенот на тие знаења. Како критериум за тоа, земена е скалата за оценување на ECTS. Во неа се предвидени 5 степени за оценување на успешното изведување на наставните задачи. Врз основана добиените резултати е утврдено дека за формирањето на караџната годишна оценка за фудбал, дозволио е да се применат три тестови. За секој тест може да се добијат 5 бодови или вкупно 15 бодови.

Клуни зборови: ученици, државни образовни стандарди, систем за оценување, насипнана ирограма, шесновни за фудбал, нормативи за иракцијни фудбалски знаења.