

SYSTEMS FOR ORGANIZATION AND IMPLEMENTATION OF FOOTBALL TRAINING AT SCHOOL (DIDACTIC AND METHODOLOGICAL ASPECTS)

(Professional paper)

Valeri Tzvetkov and Nikolay Tsankov

*South-West University "Neofit Rilski" Faculty of Education,
Blagoevgrad, Bulgaria*

Abstract

The presented paper is an attempt to deal with some new possibilities for improvement of school education quality, in particular the quality of physical education and sports practice at school, on the basis of integration and didactic interpretation of the potential of different systems for the organization and implementation of football training. The authors offer a new conceptual model for school practice, taking in consideration teachers' opinion and experience.

Keywords: *training systems, differentiation and individualization of training, physical abilities, group training system, combined training system, teacher, student*

Physical education and sports training is an integrated part of the curriculum in the frame of modern school education in all different stages and levels. It provides knowledge, skills and attitudes that create the individual physical and sports culture as an important component of students' general knowledge and culture. On the other hand it develops and supports their physical abilities and activity, introduces healthy tips and stimulates individuals for active sports training in lifelong terms.

One of the most distinctive features of the modern physical education paradigm is the increasing role not only of the sports performance but of the educational goals as an important part in students' physical development and culture (Russev & Ivanov, 1993). Theoretical and methodological support of physical education and sports training at school needs to reconsider the new educational goals and tasks, the physical education content, the organization and implementation of the educational process (Ivanov, 2012). It requires affording new opportunities, optimizing the existing systems for the organization and implementation of training and integrating new educational strategies on the basis of the good practice guidelines.

Football training at school is a part of the physical education and sports curriculum in most European countries. In some countries, Great Britain and Australia for example, there are special extra-curricular training forms and special football schools.

The existing systems for organization and imple-

mentation of football training at schools are basically based on different training techniques and methods for initial sports training of young players involved in an annual football training program. This fact brings forward the need of a new concept of football training at schools which on one hand is developed according to the modern trends in educational sciences and good practice guidelines for organization and implementation of school education, and on the other hand takes in consideration the individual and age characteristics of the students.

The systems for the organization and implementation of the training are a construct which refers to the real complex and the whole integrity of related to training and functionally coordinated elements and results. They operate the educational environment and implement the training process (Radev, 2005).

The educational systems are presented as a way of organization of education which has general characteristics i.e. it refers to a long-term period, involves a big number of participants and repeating educational activities (Guviiska & Tsankov, 2009). There are different approaches to present the main classifications of the educational systems. They can be summarized in the following concepts: according to Andreev (1987) there are two main groups of systems based on the individual and collective approaches; Petrov (1992) divides them into three groups namely – individual, group and mass organized systems; Milkov and Kolev (1994) define the educational systems as individual, group and collective systems; Radev (2005) distinguishes individual, intrap-

ersonal, group and mixed types of systems.

The different types of systems for organization and implementation of the educational process, closely related to the historical development and modern trends of football training, are the following:

Individual training system – the students perform different football exercises and activities on their own. There is a variety of options to choose in terms of goals, contents, sports techniques, rate, measuring, evaluation and achievement of the results of the technical skills.

A version of the individual system is the open training (after III – VI grades). It provides open space for the student and free choice of activities. Students can observe, learn, act, relax or work within a heterogeneous group or individually. The process is based on students goodwill and emotions (Radev, 2005).

Interpersonal, group based and mixed training systems

Interpersonal educational systems depend on the relation teacher – student and in some cases on the relation student-student. In modern education interpersonal educational systems are applicable to different approaches of inner differentiation and individualization of educational process at all kinds of public, integrated or special schools. It best answers the challenges of the sports training too (Radev, 2005). The competence of the teachers (trainers) is essential for the interpersonal organization of football training because of their main role of a model in technical and tactical football performance. Another option for organization in this sense is to use the presentation skills of some of the more experienced and trained students as models and examples to be followed. It enables interpersonal interactions between students and the development of technical and tactical skills in less proficient students.

Group educational systems are systems that provide education for students in different formal or informal, homogenous or heterogeneous groups, created on the basis of different indicators and time periods but subordinate to common goals, educational content and activities. Main features of the group educational systems are the processes of integration and differentiation, spontaneity, mobility and originality of the group members' development (Radev, 2005).

Applying group educational systems in football training is effective and useful educational strategy especially for acquiring different technical and tactical team and individual skills depending on the given positions of the players in the game, (for example goalkeepers, defenders, forwards).

The mixed systems in the context of football training include different aspects of individual, interpersonal and group approaches appropriate for any given educational situation and environment.

The educational systems often exist in different versions and combinations. Some of them can be briefly described here with an accent on football training as following:

Pueblo educational strategy (a mixed educational system) named after the town Pueblo in the USA. The plan was developed and implemented in 1888-1893 by an American educator (according: Radev, 2005). The main concept of the system presents the educational content (for example particular knowledge about the football game and specific technical and tactical skills) as taught to all students but at the same time each student acquires this content at a different rate and in a different manner according to the individual potential, i.e. the student is given a choice to choose a level of difficulty. The teacher checks and keeps track of students' progress and the development of their technical and tactical skills. More important in evaluation process is not the quantity but the quality of students' performance (satisfactory or unsatisfactory). For the more advanced students the strategy provides additional content presented gradually by a number of specific tasks and activities. Some elements of this system can be successfully applied in initial football training at school, they have the potential to support the development not only of football skills but of some social skills, too.

Santa Barbara educational strategy (a group educational system), named after the American town Santa Barbara and developed by F. Burke in 1898. In this type of organizational structure students are divided into 3 groups on the basis of their abilities. The difficulty and complexity of the educational content varies in each group. The students are transferred within the groups depending on their achievements and this transfer is not limited into time (Radev, 2005). This strategy is suitable for the organization and implementation of initial football training because it provides different levels of differentiation of the sports techniques and skills through flexible grouping. Students may shift to different groups depending on their specific need and according to their personal level and the quality of their performance. This type of organization is appropriate for the opening stage of the selection and distribution of the specific positions and roles within the football team (for example goalkeepers, defenders, forwards).

North Denver educational strategy (a mixed educational system) named after the town North Denver in the USA, developed in 1898 by J. Van Sicken. The system claims for minimum requirements for all students and after they are able to meet these requirements they are given more complicated tasks and are stimulated to achieve higher results and to cover more educational content (Radev, 2005). In football training at school in particular, this type of organizational system is suitable for developing and improving the ball handling skills. In the low level beginners training the most important skill for the students is to learn how to hold, pass and control the ball with the outer top part of their foot. After they acquire this basic skill as a minimum necessary requirement they can continue with more complicated exercises involving hurdles and higher speed.

An adequate integration of different aspects of

the above-mentioned systems for the organization and implementation of education in the context of football training at school is of a great importance for the quality of the expected results related to the knowledge acquisition and football technical and tactical skills development.

REFERENCES

- Андреев, М. (1987). Дидактика [Didactics. In Bulgarian]. София: Народна Просвета.
- Гювийска, В., & Цанков, Н. (2009). *Как да направим идеите си ясни в обучението* [How to make your ideas clear in training. In Bulgarian]. Благоевград: Университетско издателство „Неофит Рилски“.
- Иванов, Ст. (2012). Културнообразователната област „Физическа култура“ и учебния предмет „Физическо възпитание и спорт“ в средното общообразователно училище [Cultural and educational area „Physical Culture“ and the subject „Physical Education“ in high school. In Bulgarian]. *Спорт & Наука*, (3), (101-110).
- Милков, Л., & Колев, Г. (1994). *Обща педагогика (Дидактика)* [General pedagogy (Didactics). In Bulgarian]. Шумен: Шумен полиграф – ЕООД.
- Петров, П. (1992). Дидактика [Didactics. In Bulgarian]. София: Университетско издателство „Св. Климент Охридски“.
- Радев, Пл. (2005). *Обща училищна дидактика* [General school didactics. In Bulgarian]. Пловдив: Университетско издателство „Паисий Хилендарски“.
- Русев, Р., & Ст. Иванов. (1993). Относно необходимостта от преустройство на образователната система в областта на физическото възпитание [On the need for restructuring of the education system in the field of physical education. In Bulgarian]. *Въ Сборника, Международна научна конференция „Хуманизиране на педагогическия процес“* (стр. 222-225). Благоевград: Университетско издателство „Неофит Рилски“.

Correspondence:

Valeri Tsvetkov

South-West University “Neofit Rilski”

Faculty of Education

St. Ivan Michailov 66, 2700 Blagoevgrad, Bulgaria

E-mail: valeric@gmail.bg