Journal of Physical Education and Sport ® (JPES), Vol.19 (Supplement issue 5), Art 266, pp. 1814-1819, 2019
online ISSN: 2247 - 806X; p-ISSN: 2247 – 8051; ISSN - L = 2247 - 8051 © JPES

Original Article

Analysis and evaluation of the qualitative aspects of the young players

ROSARIO CERUSO[1], GIOVANNI ESPOSITO[2], FRANCESCA D'ELIA[3]
[1,2,3] University of Salerno, ITALY

Published online: October 22, 2019
(Accepted for publication: October 15, 2019)
DOI:10.7752/jpes.2019.s5266

Abstract:
With the evolution of soccer, the quantitative aspect is more important than the qualitative one, it also happens in the soccer school. However, the young player will have problems in the technical sector and this will affect the quality of game. In this preparation the objectives will be: analyze and evaluate the foundation of soccer (passage, check ball, shot, stop and header); study of the difference between motor skills and abilities; analysis of feedback types (intrinsic and extrinsic). At the end of this study we will able to analyze the qualitative data of every player in a team, going to apply the field tests (inserted in the drawing up) that will allow to learn the case's conclusions on every subject.
Key words: soccer skills, header shot, shot on target, shot and long passage.

Introduction

In recent years young people live a very sedentary life, practicing little sport (Raiola et al., 2015). However, there are some sports that are still practiced continuously and one of these is football. As we know, there are various aspects that are intertwined in this sport, but there are two main aspects: qualitative aspects and quantitative aspects. The basis of this study is the analysis and evaluation of the qualitative aspects of the young player, focusing mainly on their use and interlacing (Cirillo et al., 2016). The motivation behind this work is the analysis of strengths and weaknesses in the execution of certain exercises, due to the positive or negative development of the qualitative aspects. Over time, a true information processing model has been formed. The latter is composed with the insertion of information thanks to the various sense organs, which is called "input", so we find the processing and finally we have an answer called "output". Starting from the basis of this model, some approaches have been introduced, including that of Posner (Posner et al., 1978). Still with regard to information, we find the three phases of the latter which are: identification of the stimulus, selection of the response and programming of the response (Donders, 1960). The execution of these tests could help the coach to verify the level of automation of the bases of calcium and his own psychomotor control (Raiola, 2017, 2014, 2013). Otherwise, we will have to make changes, continuing to insist on the training session.

Methods and Materials

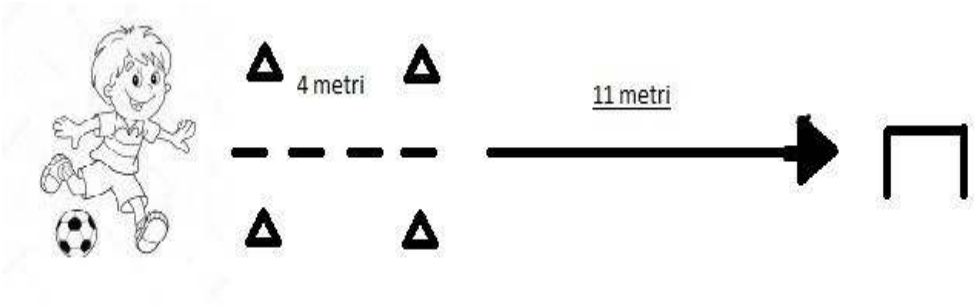
Subjects

The subjects on which this study was conducted, are 12 boys aged 10 to 11 years, who are part of the U.S. Salernitana 1919, with which we played the CSI under-10 category championship.

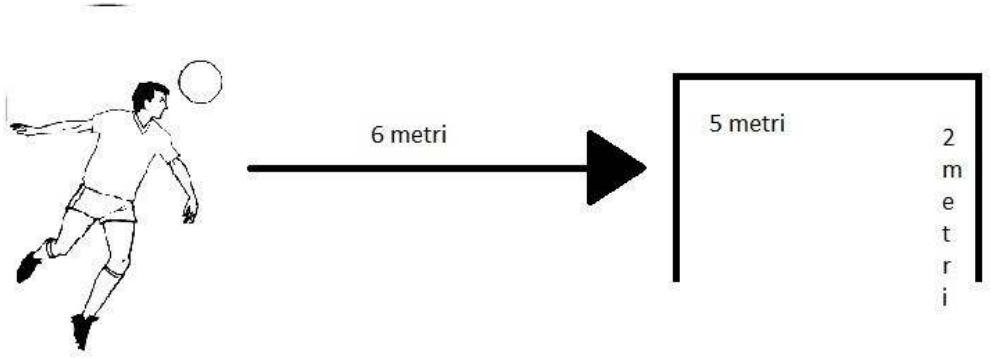
Experimental design

The objective of this study is to understand if it is possible to structure tests able to define whether the subject is able to perform a specific technical gesture (D'Isanto et al., 2019). Otherwise, starting from the problems exposed by the subject in the tests, the instructor will have to intervene with the appropriate training methods to allow the young player to improve (Gaetano et al., 2016). We can say that a real investigation was carried out directly in the field, since once these tests were defined, they were also applied (D'Elia, 2019). The tests developed focused on all the fundamentals of football, namely: transmission, reception and conduction of the ball, header and shot on goal (Rago et al., 2017, Raiola, D'Isanto, 2016). Furthermore, the analysis and evaluation were performed by the instructor based on the score obtained by each individual player. Starting from a famous quote by Arrigo Sacchi, in which he states that only a few really play soccer, we understand the importance of the basics of football. The study focused on 5 of them, which are taught to young athletes when they approach this sport and who will take them with them during their football career. The first test concerns the transmission of the ball; it is defined as the technical gesture that has the purpose of making the ball flow between the players of the same team. In the test, the subject leads the ball into a rectangle 4 meters long where at the end he has to perform the transmission of the ball towards a small door 60 centimeters high and 90 centimeters wide, placed at 11 meters. Perform 5 tests assigning 3 points if the ball enters the goal and 1 point if it hits the poles without entering.

Corresponding Author: FRANCESCA D'ELIA, E-mail: fdelia@unisa.it

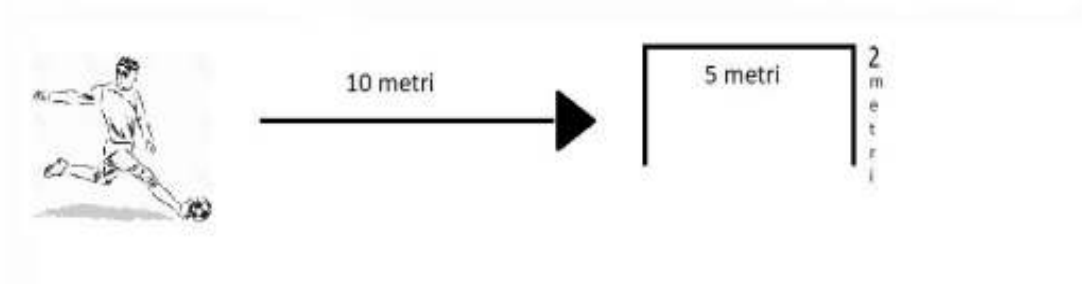


The second test focuses on the header; the second is based on hitting the ball with the head, more precisely with the forehead and can be used in defense or in attack. The test takes place with the instructor standing 3 meters from the subject and 3 meters from the door, throws the ball towards the player whose goal is to center the door, which is obviously divided into sectors, top right and top left. Three tests are performed for each of the two sectors and 6 points are awarded if the ball enters the indicated sector, 1 point is the ball that hits the crossbar or the post, 3 points if the ball enters the lower right or left sector. If the launch by the instructor is not accurate, the test is invalid. (Soccer goal at 7, width 5 m, height: 2 m.

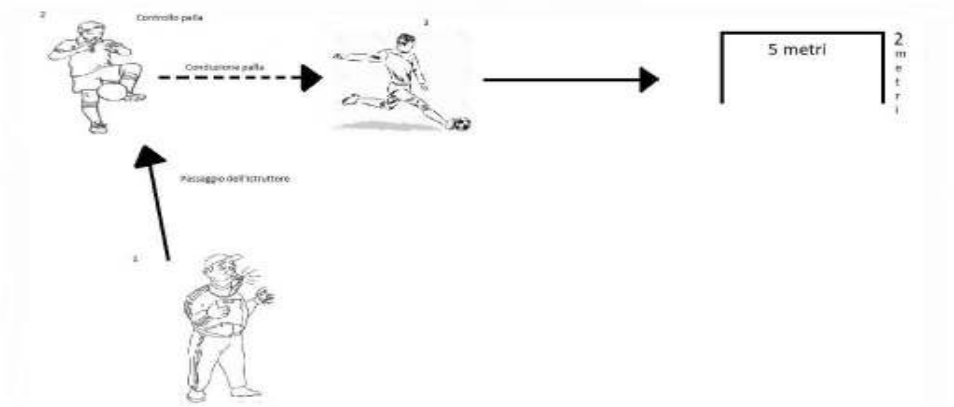


Continuing we find the shot on goal, it is one of the essential fundamentals to achieve a goal. The most spectacular shot on goal, is to perform on the fly, which is when you kick the ball at first, without it touching the ground. Beyond this typology, we have others, including the spin-shot, which allows the ball to reach the goal with greater precision. Then there is the neck shot, which prefers power over precision. In the test we are going to perform on the young players we will evaluate their conclusion in the door mirror, leaving them free to kick either power or precision, it is indifferent.

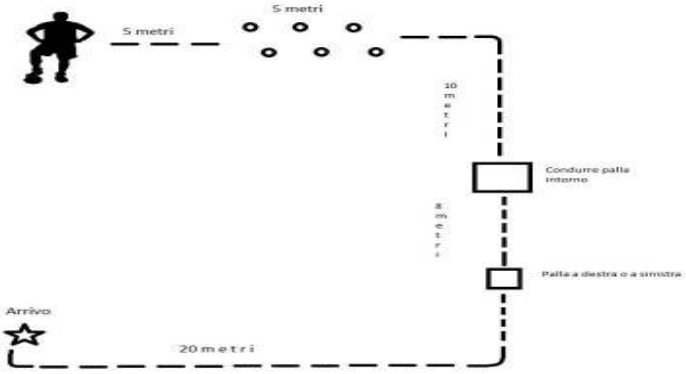
The test consists in making a shot on goal with the ball stopped, the distance between it and the goal will be 10 meters. The door mirror is divided into 6 sectors and the ball must enter the upper ones, whether it is on the right or on the left. Three tests are carried out for each of the two target sectors. 3 points are awarded, if the ball enters the established space, 1 point if the ball hits the crossbar or the pole in the established sector and finally 1 point if the ball enters the central sector (Football gate 7, whose height: 2 m, width: 5m).



As we all know, in football there is a fundamental fundamental, namely the reception of the ball also called stop. The latter is used to prepare a fundamental second, which can be pass, shoot or dribble. In this case we have linked the receipt to the conclusion on goal. In this test the player receives a pass from the instructor, who is on the side of the penalty area. After the stop, the subject advances towards the area, from here throws the ball into the goal. The mirror is divided into 6 sectors and as before the ball must enter the upper sectors, both to the right and to the left. 5 tests are made for each target sector and 6 points are awarded if the ball enters the predetermined sector, 1 point if the ball hits the post or crossbar, 2 points if the ball enters the central sector at the top and 1 point if it enters one of the three sectors under the door. If the passage is not accurate, the test is not valid (door kick at 7, height: 2m, width: 5m).



A good run with the ball can facilitate the application of the remaining foundations, so it is important to train it even when the boy has grown up. in this test we will evaluate the subject's ability to control and guide the ball. The test is performed in a ready-made course, consisting of Chinese and squares. At the beginning dictated by the instructor, the subject starts to drive the ball forward for about 5 meters, at the end of the latter he will meet a 6 cones arranged in a space of 5 meters, where he will have to perform the dribbling. Having done this, it will continue for another 10 meters where it will reach a square that runs along its entire perimeter, to then travel another 8 meters and find another square. In the latter, however, the ball must be passed to the right or left and the subject will deceive the square to resume the ball at the end of it. Once done, he will have to run for about 20 meters where he will find a cone waiting for him, there he will have to stop the ball (the test can be considered concluded when the ball will be stopped next to the cone). The instructor will measure the time taken.



Finally we used multiple regression which can be defined as a method for estimating a model in which a certain number of variables (at least two, but in general any number) is used to explain another variable. The variables we used are 5 and are named VAR 1, VAR2, VAR3, VAR4 e VAR5. The fundamental used in the tests was assigned to each of these variables. Then Var1 is ball transmission; Var2 is header; Var3 is shot; Var4 si shot after ball control; Var5 is driving the ball. Analyzing the data and comparing them, we note that Var1 with Var2 and Var4 shows a good correlation (0.486 e 0.466);

Var2 with Var4 shows a good correlation (0.484);

Var3 with Var4 shows a good positive correlation (0.757);

Var5 shows negative correlations with all other variables.

Results

Table 1. Shows results of the ball trasmission

TRIALS	1°	2°	3°	4°	5°	TOTAL
Players						
Player 1	3	3	3	1	3	13
Player 2	3	3	3	3	3	15
Player 3	3	3	3	3	3	15
Player 4	3	3	3	3	3	15
Player 5	0	3	3	3	3	12
Player 6	0	3	0	3	3	9
Player 7	3	1	3	3	0	10
Player 8	3	3	3	3	3	15
Player 9	3	3	0	3	3	12
Player 10	3	3	3	3	3	15
Player 11	3	3	3	3	3	15
Player 12	0	3	3	3	1	10

As can be seen from the results, there was a high percentage of subjects who performed the test to perfection, some suffered from psychological pressure and could not reach the maximum. Furthermore we can see that none was insufficient.

Table 2. Shows results of the header

Trials	1°	2°	3°	4°	5°	6°	TOTAL
Players							
Player 1	3	6	6	6	6	6	33
Player 2	6	6	6	6	1	6	31
Player 3	6	6	6	6	6	6	36
Player 4	3	3	6	6	3	6	27
Player 5	3	3	3	6	6	3	24
Player 6	6	6	6	6	6	3	33
Player 7	3	0	3	3	3	3	15
Player 8	6	6	6	6	3	6	33
Player 9	3	3	6	6	6	6	30
Player 10	6	3	6	6	6	6	33
Player 11	6	3	3	3	3	3	21
Player 12	0	0	3	3	0	3	9

In this test we had good results, even considering the difficulty that presented itself to the boys. There were only two shortcomings, but we also had a perfect score that scored the maximum score.

Table 3. Shows results of shot

Trials	1°	2°	3°	4°	5°	6°	TOTAL
Players							
Player 1	1	1	0	1	1	0	4
Player 2	1	3	1	2	2	2	11
Player 3	3	2	1	0	3	1	10
Player 4	0	1	1	1	2	1	6
Player 5	1	0	0	0	1	1	3
Player 6	3	3	1	0	1	1	9
Player 7	3	2	1	1	1	3	11
Player 8	2	3	0	2	1	1	9
Player 9	0	1	3	3	0	3	10
Player 10	1	1	3	1	1	0	7
Player 11	3	1	2	3	0	1	10
Player 12	0	1	1	0	0	1	3

Table 4 shows results of shot on goal after ball control

PROVE	1°	2°	3°	4°	5°	6°	7°	8°	9°	10°	TOTAL
Players											
Player 1	0	1	1	0	2	3	1	0	1	1	10
Player 2	3	3	0	1	1	3	2	3	1	1	18
Player 3	1	3	3	2	2	3	1	1	3	3	22

Player 4	0	2	1	1	1	1	3	0	1	1	11
Player 5	0	0	1	1	0	1	1	1	0	0	5
Player 6	2	3	3	1	1	0	0	1	3	3	17
Player 7	3	3	1	0	0	0	1	2	2	1	13
Player 8	2	3	3	0	1	0	0	2	1	3	15
Player 9	1	1	0	0	1	3	1	0	1	1	9
Player 10	3	3	2	1	0	0	1	1	3	1	15
Player 11	3	3	2	3	1	1	0	3	3	1	20
Player 12	0	0	1	0	1	0	1	1	1	0	5

Table 5 shows results of driving the ball

Players	Time employe (sec.)
PLAYER 1	28.86
PLAYER 2	26.68
PLAYER 3	27.34
PLAYER 4	28.78
PLAYER 5	31.68
PLAYER 6	32.44
PLAYER 7	28.56
PLAYER 8	27.22
PLAYER 9	29.17
PLAYER 10	28.46
PLAYER 11	26.34
PLAYER 12	33.38

Table 6 Multiple correlation

Control variables		VAR1	VAR2	VAR3	VAR4	VAR5
VAR1	Correlation	1,000	,486	,192	,466	-,799
	Meaningfulness (to two tails)	.	,109	,551	,127	,002
	gl	0	10	10	10	10
VAR2	Correlation	,486	1,000	,269	,484	-,400
	Meaningfulness (to two tails)	,109	.	,397	,111	,197
	gl	10	0	10	10	10
VAR3	Correlation	,192	,269	1,000	,757	-,634
	Meaningfulness (to two tails)	,551	,397	.	,004	,027
	gl	10	10	0	10	10
VAR4	Correlation	,466	,484	,757	1,000	-,670
	Meaningfulness (to two tails)	,127	,111	,004	.	,017
	gl	10	10	10	0	10
VAR5	Correlation	-,799	-,400	-,634	-,670	1,000
	Meaningfulness (to two tails)	,002	,197	,027	,017	.
	gl	10	10	10	10	0

Var1= ball trasmission; Var2= header; Var3= shot; Var4= shot after ball control; Var5= driving the ball.
Var1 with Var2 and Var4 shows a good correlation (0.486 e 0.466)
Var2 with Var4 shows a good correlation (0.484)
Var3 with Var4 shows a good positive correlation (0.757)
Var5 shows negative correlations with all other variables.

Discussion

We can see how difficult it is to define a 'soccer player', this because before being able to kick the ball with a specific goal, be it to make a pass, a shot or a dribble, you must first have full control of your body (Raiola, 2015ab). From the results, I who am the instructor and then for about a year I saw my players train and at the same time I learned their characteristics. I noticed that some of them in that training session were not in adequate psychomotor conditions and therefore they could give more, but others suffered the 'test' pressure (Gaetano et al., 2015). Many instructors ask themselves the question of "how" to analyze and evaluate all the aspects, in the shortest possible time, which is during the season to be able to select the player in the best conditions at that particular moment, or in the previous period to understand what the standards are and the level of football skills (Valentini et al., 2018ab). Furthermore, the instructor during the competitive season can use the tests to see if the training methods have been adequate and sufficient to improve the players in question. As is

known, however, the physical aspect is not the only one to play an important role, there is also the mental part that plays a fundamental role in the boy. If you are mentally well, but physically ill, the cognitive aspect can even bridge the gap. Otherwise, we can also be physically in perfect condition, performance will not be the best. Thus, once you have full control of your body and cognitive aspect, matter can continue to learn the fundamentals of football. It is thanks to the fundamentals whether it is possible to create spectacular games or execute the elaborate schemes of the coach. If a game manages to develop all kinds of foundations, the physical aspect will occupy second place on the field, because like all football connoisseurs, they know that technique always beats the physical.

Conclusion

In this article, therefore, at the very beginning of the path we asked ourselves a question, which said: "Is it possible to create tests to evaluate and analyze if a subject is able to perform a fundamental of soccer?." After all the experimentation, so after the analysis and evaluation of all aspects, I can give a definitive answer. It can be concretely affirmed that it is possible to create this type of test, moreover from what I have noticed during the execution of these, not only can we evaluate the technical aspects of football, but also the mental part and the degree of physical condition in the field football subject. Therefore, we can use these tests when we want to frame the qualitative aspects of football

References

Cirillo, G., Nughes, E., Acanfora, A., Altavilla, G., D'Isanto, T. (2016). Physical and sport education testing by quantitative and qualitative tools in assessment in senior school: A proposal. *Sport Science, 9, 97-101.*

D'elia, F. (2019). *The training of physical education teacher in primary school*. *Journal of Human Sport and Exercise, 14, 00-104.*

D'Isanto, T., D'Elia, F., Raiola, G., & Altavilla, G. (2019). Assessment of sport performance: theoretical aspects and practical indications. *Sport Mont, 17(1), 79-8*

Donders. (1960). Cronometria mentale

Gaetano, R., Paloma, F.G., Gaetano, A. (2015). Anxiety in the youth physical and sport activity, *Mediterranean Journal of Social Sciences, 6 (3), pp. 227-230.*

Posner, M., Nissen, M., & Ogden, W. (1978). Attended and unattended processing modes: The role of set for spatial location. *Modes of Perceiving and Processing Information*

Raiola, G., Altavilla, G., Filippo, G.P. (2015). Effects of physical activity and sports in the reduction of stereotypy in blind subjects [Učinci tjelesne aktivnosti i sporta u smanjenju stereotipa kod slijepih subjekata] *Sport Science, 8, pp. 52-55.*

Rago, V., Pizzuto, F., Raiola, G. (2017) Relationship between intermittent endurance capacity and match performance according to the playing position in sub-19 professional male football players: Preliminary results. *Journal of Physical Education and Sport, 17 (2), 688-691.*

Raiola, G., D'isanto, T. (2016). Assessment of periodization training in soccer. *Journal of Human Sport and Exercise, 11 267-278*

Raiola, G. (2017) Motor learning and teaching method, Journal of Physical Education and Sport, 17, art. no. 236, pp. 2239-2243.

Raiola, G. (2015a) Inclusion in sport dance and self perception Sport Science, 8, pp. 99-102.

Raiola, G. (2015b) Sport skills and mental health, Journal of Human Sport and Exercise, 10 Raiola, G. (2014) Motor control and learning skills according to cognitive and ecological dynamic approach in a vision on behaviorism, cognitive, Gestalt and phenomenology theories, Mediterranean Journal of Social Sciences, 5 (15), pp. 504-506.

Raiola, G. (2013) Body knowledge and motor skills, Knowledge Cultures, 1 (6), pp. 64-72.

(Specialissue), pp. S369-S376.

Valentini, M., Bernardini, C., Beretta, A., Raiola, G. (2018a). Movement and language development as an early childhood twin strategy: A systematic review, *Sport Mont, 16 (3), 107-112*

Valentini, M., Riccardi, F., Raiola, G., Federici, A. (2018b). Educational research: Motor area and relational area during children's personality development, *Journal of Physical Education and Sport, 18, 2157-2174.*

Stratz, C. H. (1904). Primo principio sulle mutazioni fisiologiche.