

## Dribbling techniques

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### ABSTRACT

The teaching methodology in juvenile football features various approaches, spanning from prescriptive teaching to heuristic learning. The aim of this research is to theoretically point out which of the two below is the most proficient way of improving the dribbling qualities: 1) Making the pupils steadily repeat the same exercise under the coaches' eyes; 2) Letting the kids free to express their own abilities avoiding the use of a pre-packaged schedule. All along the process, the teacher catches up with the most updated existing knowledge in the field of motoric learning. The first method sets an ascending degree of difficulty beginning with low-intensity exercises right up to a tougher dribbling making. The little boys are firstly requested to lift the ball with their hands up until the moment when they are expected to do it with the sole use of their feet. On the contrary, the second method grants the young learners complete freedom. Although they are not given any rules, they are asked to reach the best dribbling quality by doing their utmost. All in all, that those who proceed under the teacher's prescriptions acquire a better knowledge shows that the traditional system is the only possible option. **Keywords:** Dribble; Football; Methodology; Learning.

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## INTRODUCTION

Since the dawn of time, the game of football has been the most popular of the existing sports, which is why more and more parents are unconsciously led to enrol their children (Di Tore et al, 2016) in football school at an early age (Altavilla, et al, 2017) and amateur activities (Severino et al, 2019) also with the help of new technologies (Izzo et al, 2018). The most difficult moment is when it comes to identifying which sports club is best equipped in terms of professionalism and infrastructure. The needle of the scale is the confidence that the instructor instils in the parents; if this proves to be able to manage the emotionality typical of children of this age 6-7 years (Polidoro et al, 2013), the parent will most likely entrust him with their own child. (Valentini et al, 2018). The parent hopes that their child can grow from a technical-tactical point of view as well as to derive mere psychological benefit from the game of football. (Raiola, 2011). Generally speaking, there are two methods of teaching youth football.

The prescriptive method requires that the student is under close supervision of the coach and that he follows the coach's instructions; where the heuristic method leaves ample space for the movements of players who are not obliged to follow a pre-packaged path from above. It must be considered, however, that the "heuristic method" is not the same as absolute freedom and zero faculty, in fact the objective and the timing do not differ from those provided for by the prescriptive method, but individual growth is subject to personal gratification (Ceciliani, 2019, Ceciliani et al, 2005). In summary, the young players make their own decisions that are in any case assisted by a coach who follows them with a watchful eye, but remote. (Raiola et al, 2015). Taking advantage of the knowledge on these two methodologies in this article we will focus on which of the two methods theoretically can be the most productive to improve the quality of dribbling.

## METHOD

During the course of the football year, several tests were carried out to evaluate the improvements in dribbling for both methods. As soon as the children of both groups were mentally ready, they lifted the ball with their feet and started to dribble: the numbers reported concern the greatest result achieved in three attempts. The tests were carried out without considering the actual time of keeping the ball away from the ground, but only considering the number of touches before the ball touched the ground, the total amount of dribbles performed is then immediately transcribed in the instructor's notebook. The work done in the two methodologies is at the antipodes, the first task of the working group of the prescriptive method will be to try to perform a number of dribbles, albeit small, with the facilitation of the self-raising of the ball with his hands, so that it paves the way to the knowledge of the features and movements of the ball (Raiola, 2017). The heuristic method working group, on the other hand, will be given absolute freedom to achieve the goal of improving dribbling. Although no prescriptions are imposed with this type of approach, the group should aim at optimizing the quality and quantity of dribbling. There will be three training days a week (Monday, Wednesday and Friday), plus the match at the weekend. (Rago et al, 2017). To improve coordination and motor skills, a variety of instruments will be used, from simple ropes to the installation of routes with cones and chinoises. The sessions will be more intense on Mondays and Wednesdays, subjecting the young athlete to various motor routes. On Fridays the training will focus on the amalgamation of children by virtue of the Sunday match. The two working groups will be constantly monitored during the training sessions. In order to confirm the ideas of this work, a questionnaire was submitted to the coaches of the two groups to highlight the differences in the two training methods. (Raiola et al, 2018, Raiola, D'isanto, 2016).

The fundamentals to learn to play football are the following:

- dribbling;

- passing;
- pulling;
- stopping;
- dribbling;
- making a header;
- performing the throw-in correctly;
- defending the ball;
- opposing the opponent;
- running with and without the ball.

## RESULT

Table 1. Data collected in the dribbling test

Dribbling test	1 <sup>^</sup> revelation	2 <sup>^</sup> revelation
Subjects	(October)	(May)
1	4	14
2	3	10
3	2	7
4	1	3
5	2	8
6	2	9
7	1	5
8	4	8
9	1	5
10	1	3
11	2	5
12	2	6
<b>Total</b>	<b>2,08</b>	<b>6,92</b>

Table 2. Significant differences between pre- and post-dribbling test

	Coupled differences					t	gl	Signing (two-sided test)
	Average	Std. dev.	Average standard error	95% difference confidence interval				
				Lower	Higher			
VAR01 VAR02	-4.83333	2.32900	.67232	-6.31311	-3.35356	-7.189	11	.000

*The level of significance was placed with  $p < 0.05$ .*

The t-test result shows that there was a significant difference between the first test performed and the one repeated at the end of the year.

Table 3. Questionnaire A, Method: Prescriptive teaching

Do you let kids play around?	No
Do you often correct children who fail to perform the exercises?	Yes
Do you ever let the pupil decide on the exercises?	No
Do you let them decide the timing of the exercise?	No
Do you believe in the punishment/award system?	Yes
Has the programme had the desired effect?	Yes
Has it encouraged teamwork?	No
Do you let the kids learn the correct dribbling technique by themselves?	No
Do you let the children learn the correct technique of passage by themselves?	No
Do you let the children learn the correct shooting technique by themselves?	No
Do you let the children learn the correct stop technique by themselves?	No
Do you let the children learn about the correct dribbling technique by themselves?	No
Do you let the children learn the correct header technique by themselves?	No
Do you let the children learn the correct technique for the lateral throw-in by themselves?	No
Do you let the children learn the correct technique for defending the ball by themselves?	No
Do you let the children learn the right technique for fighting their opponent by themselves?	No
Do you let the kids learn the right technique for running with the ball by themselves?	No
Do you let the kids learn the right technique for running without a ball by themselves?	No

Table 4. Questionnaire B, Method: Heuristic learning

Do you let kids play around?	Yes
Do you often correct children who fail to perform the exercises?	No
Do you ever let the pupil decide on the exercises?	Yes
Do you let them decide the timing of the exercises?	Yes
Do you believe in the in the punishment/award system?	Yes
Has the programme had the desired effect?	No
Has it encouraged teamwork?	Yes
Do you let the kids learn the correct dribbling technique by themselves?	Yes

Do you let the children learn the correct technique of passage by themselves?	Yes
Do you let the children learn the correct shooting technique by themselves?	Yes
Do you let the children learn the correct stop technique by themselves?	Yes
Do you let the children learn about the correct dribbling technique by themselves?	Yes
Do you let the children learn the correct header technique by themselves?	Yes
Do you let the children learn the correct technique for the lateral throw-in by themselves?	Yes
Do you let the children learn the correct technique for defending the ball by themselves?	Yes
Do you let the children learn the right technique for fighting their opponent by themselves?	Yes
Do you let the kids learn the right technique for running with the ball by themselves?	Yes
Do you let the kids learn the right technique for running without a ball by themselves?	Yes

## DISCUSSION

The results were predicted by both coaches. The theoretical results identify a significant improvement in the execution of dribbling by students who were subject to the first model of teaching, while children who were left more freedom was more difficult to perfect the touch. (Di Tore, Raiola, 2012). As it was easily predictable, the students who reached the peak of this coordination are those who are subject to the strict guidelines of coach A, while all those who have been left with greater freedom of expression, have not reached the highest peaks. If we take into consideration the literature related to any didactic-sports teaching, in fact, we would notice that the human being is led to learn more easily when he moves under a strict scan of the path to be taken. That said, the risk of leaving the students free to decide has in any case produced unexpected results: for example, they have developed a team spirit and a higher organizational capacity than those who have followed the diktat of the coach. (D'Isanto et al, 2019, D'Isanto, 2016).

## CONCLUSION

Both methodologies have led to a marked improvement in the individual's ballistic capabilities.

In the method of coach A we find, as already widely described, an optimization of the execution of dribbling and all the basic techniques essential to learn better and sooner the football game. (D'elia, 2019, D'elia et al, 2018, D'Isanto, 2019). The method of coach B has contributed instead to amplify the sense of belonging of the group of individuals, having been left in greater freedom and allowing a greater exchange of ideas, also promoting a type of football "street": it consists of a football less inclined to possession of the ball and passes in the game, but with more 1 vs 1. (Altavilla, Di Tore, 2016). In this examination we do not intend to diminish the importance of the heuristic method in the face of the prescriptive one, but the greater didactic value of

the latter is self-evident in the eyes of any educator. (Altavilla, Raiola, 2018). Children, in fact, show a widespread tendency to assimilate better concepts imposed from the outside rather than self-imposed ones.

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