

## IDENTIFICATION OF AGE CHARACTERISTICS OF CHILDREN OF 9-10 YEARS IN FOOTBALL

D. PÎRVU<sup>1</sup>      N. MIHĂILESCU<sup>1</sup>

**Abstract:** *In the literature, we can observe the contemporary coexistence of the paradigms about the peculiarities of the age of 9-10 years, according to which the search for a bio-psycho-social model to be proposed after a comparative approach to the exigencies of the society is difficult to outline. I claim that at this age, 9-10 years, the criterion of differentiation and selection is the state of health and the degree of enthusiasm in the practice of football playing with permanent regard to the gap between biological age and chronological age. Children are biological, psychological and social entities different from the adult person.*

**Key words:** *child-football-player, peculiarity, age.*

### 1. Introduction

Knowing the age, growth and development rhythms is a priority in determining the differences between biological and chronologically to optimize the didactic process in the football game. The observation of the age-specific peculiarities of the child-football player highlights the motor skills and abilities to the creation of optimal levels of technique in the football game. The growth and development period of the human being contains several stages characterized by progressivity, but also periods of stasis or slowing in the motor, cognitive, affective, social and moral components.

A child-football player is a phrase that I introduced in order to emphasize the

integrity of the bio-psycho-social profile concurrently with the need to adapt the football game; defining the phrase is translated into a simple key by "boy or girl aged 9-10 years enrolled at a football course in a football school. The morphological and physiologically influential parameters of the child-football player at the age of 9-10 years are difficult to establish as a priority due to the rising growth and development rhythms specific to this age. With the help of Zingarelli, N., (2006, p. 735) we manage to define the notion of peculiarity as "a series of own characteristics, not common with other things or persons" and for a superior understanding by consulting DEX (2016, p. 858) clarify that it is "a distinctive note through which a being or thing differs

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<sup>1</sup>Doctoral School, University of Piteşti.

from one another". The child-football player has a number of peculiarities in the teaching process due to age.

Age in the DEX sense (2016, p. 1310) represents the time elapsed from the birth of, a being to a certain point in its life, and Zingarelli N., (2006, p. 386) says that "are the years of life, someone has it." During the didactic course of optimization of the football game technique, age is considered the cardinal point of reference.

## 2. The Purpose of the Research

The study aims to analyze in detail the specific features of the 9-10 year old child in order to determine the importance in the teaching process of optimizing the technique in the football game. It is important to know the characteristics of the evolutionary age of the young organism and the effort-bearing limits, but especially the favorable biological periods attributed to a regular practice of football.

## 3. Methods of Research

The proposed scientific approach for establishing and clarifying the importance of age specifics in football game didactics is based on the research methodology. The research methodology is based on the research methods used: the bibliographic study, the observation, the content analysis. As a result of the analysis of the information found in the literature, the personal interpretation is that those who are involved in the sports training of the children and adolescents have a specific training for their role and especially have a rich knowledge about the physiological peculiarities of their growth and development.

## 4. Results and Discussions

Characterizing the biologic model of performer Dragan, I. (2002, p. 640) says that "primary selection is addressed to children up to 14-15 years and is biologically dominated by health status and normal physical development degree [ ..] the most important anthropometric indices (size, breadth, weight) will have a purely indicative role. " Gudrun, F., (2003), professor of the Leipzig Institute of Sports Science, says that children need to be stimulated, but also be controlled and protected to grow well. In addition, if the physiology of development, organs and systems of the human body is not known, it is impossible to guarantee the adaptive effects in the children's sports training and to protect their health in the contemporary world. At this age, learning also has a non-linear rhythm as well as the difference between biological and chronological age that is not directly proportional (figure 1).

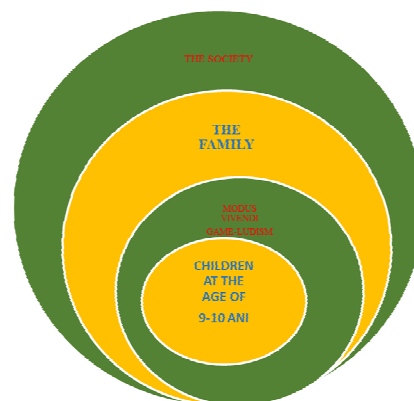


Fig. 1. *The paradigm of the interaction of children with the environment at the age of 9-10 years*

Who gets quantitative in relation to motor skills does not mean that he will keep pace with a specific technical

gesture. From the point of view of Vecchiet, L., (2008), specialists in sports medicine, it is important to mention that "in the complex phenomenon that regulates growth, the major role is represented by genetic factors endocrine. The components of the external and environmental environment, represented by the nutritional factors, the conditions, the social, the economic, the cultural, the climate and the degree of daily physical activity, act on them. "

According to Neagu, N., (2012, p. 44), which states that circumventing these references can lead to the erroneous assessment of a child with a strictly individual configuration of the levels at which the three ages are: chronological, motric, biological. As far as I am concerned, I think that genetic information establishes the basis of what will become as an adult, but how it develops its motoring baggage depends on the experiences that have been made throughout life, especially during childhood, in support of what has been said previously by Italian researchers. Also, Italian researchers Vecchiet, L., (2008), Rubenni M.G. and Gatteschi L., analyzed the relationship between the child's growth process and physical activity, reaching the following conclusions:

- regular practice of physical activity is an essential stimulus for the harmonious development of the body;

- exercise interacts metabolically with the endocrine factor, increasing growth hormone and nutrient secretion, increasing energy expenditure with an implicit need to adapt exogenous nutritional intake;

- physical activity seen as a mechanical stimulus by body structures due to muscle

contraction and force of gravity interferes with normal growth and hypotrophy and hypertrophy adaptations;

- physical activity is an endocrine-metabolic and mechanical stimulus that, if not properly administered, may have negative interference with the child's growth process.

An important characteristic of this age is mentioned by Mitra, Gh., and Mogos A., (1980, p. 64), namely that "it is marked by a special interest in sports activity, in order to know as much as possible and to process the information demonstrating that they are capable of conscious and active participation in increasing their motor development indexes. " Physiological adaptations at the level of body apparatus and systems can be further detailed:

- the osteo-articular apparatus is stimulated by the movement, in particular the growth in skeletal bone length and thickness by the proliferation of epithelial cells will be favoured; the mechanical action exerted by the musculature on the periosteum will consume safe tendons on prominent ridges, resulting in a robust and solid bone; the ossification process is intensified;

- the muscular apparatus undergoes changes due to the type of stress: strength, speed, strength, tone, elasticity and muscle volume by changing the number of participating fibers; a football activity carried out in unilateral form often leads to a muscular lower limb hypertrophy with obvious body imbalances that require timely compensatory activities;

- nervous system refines and improves their nerve reflexes and systematic repetition due to arrive automate certain movements creating new maps

ulteriormente in motor cortical areas, improvements are manifested by a major accuracy, fairness and authority acts driving; Pietrocini, G., and Rubba, M. (2014, p. 10) outline the psychological and cognitive profile of the child and define the age from 7-11 years as the phase of concrete operations. The child up to 11 years develops more than concrete actions because it is not yet in a position to think about the data presented in oral form.

- the cardio-circulatory-respiratory device undergoes changes following regular football practice such as increasing the diameter of the chest box leading to increased pulmonary ventilation; Also, diaphragm functionality is correlated with a high tonus of abdominal muscles. The augmentation of the pulmonary dynamic volumes leads to an increase in the number of lung alveoli that will consent to absorption of more oxygen in any respiratory act and to the removal of more carbonic anhydride. Blood increases its ability to transport oxygen (Ranzato, D., Molon, G., 2005, p. 50).

To shape psychologically social development of the child at this age, Vianello, R. (1994) emphasizes "friendship" as a common interest to do fun things together, to share ideas and common items and to make something else (p. 237). In order to build an argument must define a key issue highlighting the practical and theoretical peculiarities of age intervention by planning teaching strategies and their implementation on a special category in terms of motor, mental, social.

I always thought that the small size of the object has something in common with the world of children, but minutely observing the degree of neuromuscular coordination we understand that weight

should be small and not big objects. The point I support and strengthen by developing and implementing programs to optimize the technical training in football for children aged 9-10 but also to explain otherwise the dynamics of brain mechanisms for the success of technical training is stimulation of fantasy, creativity, intelligence and the use of the ball with a 68-70 cm circumference. Taking into account the dream of any coach to have autonomous players in the field, this can only be achieved through the formation of football-playing children who have the principle of autonomy as a priority principle. When it comes to the autonomy of a football player, we are certainly referring to his ability to apply a personal interpretation of game situations based on a patrimony of motoring memories, dynamic stereotypes, choosing the right and efficient technical technique at the same time.

By discussing and analyzing the circumference of the ball, most will admit that there is no parameter to which too much reflection has been given. There is some inertia of thinking attributing small objects as small objects, but the concept is valid only for the weight of objects. Larger dimensions of objects, where possible, related to evolving neuromuscular coordination, are recommended considering the intrinsic motivation generated by high control and management. Piaget, J. 1999, specifies that it is necessary to teach students to think but it is impossible to learn to think in an authoritarian regime. In particular, it is worth highlighting that at the age of 9-10 the child-football player is focused on knowing and experimenting freely by making the play aspect the main element of activity sports. From this statement, it is possible to extract information that

clarifies the necessity of observing the growth and development phases, but also of the time and natural way of learning.

Referring to the 8-10 year stage, Casolo, F., (2004, p. 234) enumerates some considerations and teachings: - it is called the golden period of motorcycle due to a good weight-waist balance;

- the possibility of better control of the body and therefore a favorable learning situation;

- all the driving experiences that lead to a complete development of the basic motor regimes from a quantitative and qualitative point of view are advisable.

Each stage of the growth and development process has particularities that need to be considered to exclude certain mistakes that could compromise the course of research. Mitra, Gh., And Mogos, A. (1980, p. 65) make an important conclusion referring to the age favorable to the development of motoring qualities, saying "there is no lower age limit for starting the development of motor skills appropriate means".

The child-football player has overcome the prevailing egocentric stage and is ready to start a new stage, namely that based on "dialogue" with teammates. Di Guida, G., and Casella, F., 2008, outlines the profile of the coach consistent with the didactic course, referring to the age-specific characteristics of the child-football player who should not start to shout before the first defeats "pass!" or "throw the ball!" behavior for which it will lose credibility making it difficult for them to continue to learn correctly (p. 48). The soccer game puts an important light on the social factor that contributes to completing the right environment for the learning process by bringing the stimulus to the child-football player by:

- a. Fun and exercise
  - Exercises confrontation;
  - positive, targeted experiences
  - evaluation of benefits rather than comparison with other members of the group;
- b. Transfer of competences
  - personal and social ones in civic qualities that will later be capitalized throughout their lives

Social features can be analyzed from the perspective of the social order if it is supported by a quality management by stimulating the updating of the methodical lines, setting up modern sportive bases, rewarding the performances and respecting the rights of all those involved in the instructive-educational and performance process (figure 2).

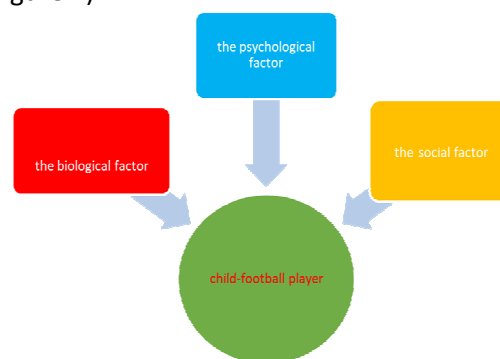


Fig. 2. *Report of bio-psycho-social and child-football-player peculiarities at the age of 9-10 years*

The child-football player is the significant unit resulting from the unique, irretrievable and interdependent combination of the bio-psycho-social factors that must be taken into account because it can not be broken down and therefore each presents its own way of developing, behaving, learn. In this case, diversity as an unrepeatable unit must be understood as a resource to be exploited

and not as a value given to one of the members of the team at the expense of another.

## 5. Conclusions

Controlled freedom without too many constraints from the outside has as its main purpose the creation of an autonomous football player-child who knows how to administer with enthusiasm:

- any moment of the game in possession or non-possession of the ball (time);
- in any area of the land (space);
- regardless of the number of players (equality, superiority, numerical inferiority). It is comfortable to look at the formation of the child-football player through the education lens that will lead us to performance.

The pedagogical intervention for the presentation of the football game and the optimization of the technique of the children aged 9-10 years is successful due to the knowledge of the age peculiarities.

The child-football player is not a "small adult", so the approach of the universe he is part of was considered a moment of education, training and growth of children "endowed" at that time but also of those who may become in the future .

The paradigm of football at the age of 9-10 is that of creativity and fantasy, of social and economic value, of stimulating and preserving health, of permanent education and of contagious enthusiasm.

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