

QUESTIONING THE SPECIALISTS IN THE FIELD REGARDING THE OPTIMIZATION OF THE TECHNICAL TRAINING OF 9-10 YEAR OLDS IN FOOTBALL

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Abstract: *The questionnaire designed as a measurement tool is a sequence of 22 questions that were administered to a group of 73 sports and football game players in order to gather accurate and consistent information about preliminary research assumptions in the act. The collection of objective, reliable and comparable information was possible due to the creation of multiple answer questions, which had as specific arguments, the assumptions of the research:*

- optimization of the child-football player at the age of 9-10 years;
- using the ball with the circumference of 68-70cm, weight 350-390g(No. 5!).

Key words: *questionnaire, game technique, ball size.*

1. Introduction

In an attempt to argue scientifically the preliminary assumptions have analysed the answers of specialists on the technical training of children aged 9-10 years, reaching the following observations:

- the technique is the central and majority target as a percentage of the time in the child's football training session (Questions 1-5);
- a functional combination between the methodology (what to do?), The method

(how to do?) And the coach experience (questions 6-8) are needed; at the age of 9-10, all children must be considered talented and have the right to play;

It was noted with great proficiency [3] that the protagonist of the learning they have noted with great proficiency is the child, but the coach is the one who determines interest and participation, pleasure and efficiency (p. 11). Football must therefore be adapted to children's bio-psycho-motor and social priorities and features; increasing the level of enthusiasm and positive emotions during

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the training session as a „sine qua non” condition (without which you can not!) in the process Pedagogical Learning in Children (Questions 13, 14, 15);

- the parents and / or the club belonging to the victory as the only result that counts can be considered a limit in the process of learning, consolidating and improving the technique (16, 19); no selection and no specialization is recommended as it may lead to the increase of the early abandon numbers in sport (20);

- the size of the ball is the same as the official football game in adults, and therefore no less offers the possibility of an increased number of positive benefits, increasing the intrinsic motivation factor (questions 21, 22).

2. Purpose of the Research

At the age of 9-10, the child-football player needs to find the right football valence, the ability to create and enthusiasm by raising the level of control and knowledge of the ball and of their own body in the context of the game. In order to synthesize the importance of data collected through the questionnaire, this study confirms that motivation is influenced by competence. Competence arises from the repetition of a large number of technical gestures and procedures, and it is a natural continuation of the technical optimization due to the satisfaction of „successful encounter” with a ball with a larger circumference, 68-70cm. Research has as its main purpose:

- determination on objective basis, using the activity of the coach, of the game football for children of 9-10 years, in order to enrich the technical patrimony;

- optimizing the football game technique by improving, transforming and combining elements obtained in the previous age.

3. Methods of Research

- study of the specialized bibliography, through the actions of searching, collecting, sorting and verifying the information provided by the specialists in the field in order to create a concrete image of the problems studied;

- the survey based on a questionnaire, that produced relevant data highlighting the social reality as well as the determining factors;

- analysis and synthesis by collecting the data that were then coded and processed in order to theorize and argue the research study;

- graphic representation for the design of the products collected, processed and coded for the construction of an overall image related to the connections between them and the current tendencies of the optimization of the technical training in the football game for children from 9-10 years.

4. Results and Discussions

The first three questions of the questionnaire are brought about age, direct experience but also as coach (trainer, educator) of the specialists involved in the sample survey. Questions number 1, 2, 3 are part of the category of start-up questions that are not a primary interest in building the questionnaire, but in which the categories are presented and recommendations on the list of variables can be made. The age criterion has its peculiarity that can inform its interests in terms of experience in the field and its

ability to analyse and, in particular, to synthesize the field of activity. In the world of children is a value added by the field workers, specialists of the phenomenon, to have clear ideas and to know how to behave in order to be able to pass on the wavelength information in accordance with age specifics.

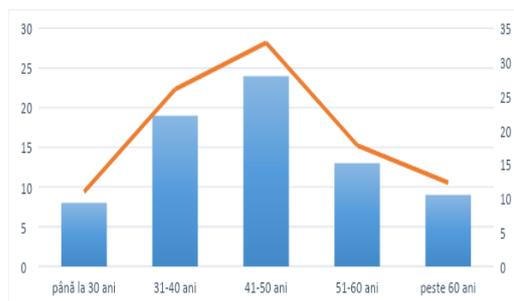


Fig. 1. *Percentage representation of the questionnaire subjects by age groups according to the absolute value percentage*

Graphic representation of responses data given by specialists to questions 4 and 5 highlights the views of those who think that at the age of 9-10 years experimenting with the functional technical gesture must be the predominant objective within the training lessons. The shape and frequency of the training lesson should contribute to a presentation of the age-appropriate football game and to the formation of rational soccer players and not of the „soldier”, docile performers. The answers to questions 6, 7 and 8 concretize a state of fact not for the benefit of football, that is to say, the existence of the medial line made available to clubs by the federation, but is not considered something „sine qua non”. In the transmission process information, the coach-educator has to overcome the distance between him and the child-football player, to participate in

his enthusiasm, to select, organize and impose a sequence according to pedagogical principles of stimuli by which to accentuate some and ignore others. Coach-educator to pick up the degree of comprehension and efficiency must not remain neutral, but must have mechanisms to systematically and explicitly, and especially emotionally, render the message transmitted to children-football players. Technical preparation of a football is fundamental during the game by the specialists you ask. Good technical training:

- helps with energy dosing;
- choosing the technical gesture appropriate to the context (time, space, number of players);
- increases the spectacularity and efficiency in gaming;
- generates enthusiasm and emulation.

In the opinion of the specialists [7] approaching comparatively and arguing that football can be a good means of training and physical development;

Identifying with pedagogical accuracy [6], claim that the game is a wonderful form of education [...] and stimulates both the physical and the psyche with a multilateral influence on those who practice it; the idea we need to identify and do not have to forget is that football game in the mental representation of children means activity adapted, fun and in the optics of adults is an opportunity for cognitive development and cultural growth.

Identifying the role of football game in children aged 9-10 with mechanisms of focusing children’s attention on the values of social life and not with an attempt to remain only a neutral source of information. Research reveals that at this age it is a priority to form rational soccer

players, promoting autonomy and an optimal level of technique, not winning teams. Vianello, R. [9], wishes to point out the need to use competition (the match) as an instrument of self-knowledge and of others, and not as a means of obedience (p. 56). Following the results obtained to establish a list of priorities, with competence and responsibility, in my opinion, it is necessary to understand and dissect the motivation of the child-player-football that is to "closely" connect us to the stimuli of the child-player-universe - football and how to react through the age characteristics (fig. 2).

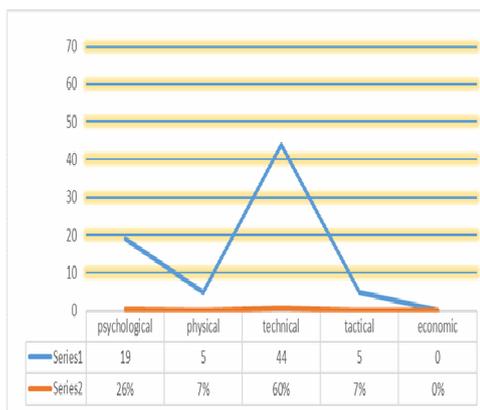


Fig. 2. List of priorities in football game teaching at the age of 9-10

Hahn, E. [5], emphasizes the point of view of sports activity in children aged 8-10 years „at this age technical-motor development and its application to performance must be done in the long run. Training for competitions must be directed, as a matter of priority, towards learning objectives, not to what they know what the winning of competitions (p. 126)”. Tubi, V. [8] defines motivation as the cause that determines the behaviour and is constituted by the dynamic dynamic interaction between the stimuli that come

from the subjective needs and those that come from the demands of the environment. The responses collected for questions 16, 17, 18 give us a perspective to approach the didactic process of optimizing the game of football by modelling child-football-players to ever-updated standards (fig. 3).

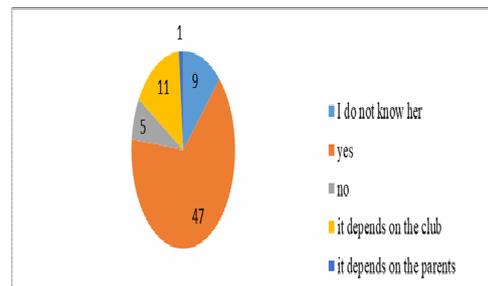


Fig. 3. T.I.P.S in football game didactics

Evaluating child-football-players through the „Technical-Intelligent (intuition) - Personality-Speed”; criteria created by the Dutch school, the fundamental part of the lessons leaning on simplified soccer games alongside the principles and not the schemes the game outlines another vision of the 9-10-year-old football game promotion. There is a need to engage the ability to know how to choose from a „dialogue” of information, feelings and emotions with teammates and opponents that lead to the formation of rational players who decide with responsibility and effectiveness in the infinitely different situations of the game Football. The creativity and fantasy of a child-football player if duly or unfulfilled properly leads to irritability and nervousness due to insufficient consideration.

Vianello, R. [9], in order to avoid certain misunderstandings, explains that there is no doubt that some children may find themselves in an individual sport, intensely practicing their own basic needs

(p. 56).

Cumulating reflections on Answers to Questions 19 and 20 must immediately highlight the shortcomings of some exercises as approximate, incomplete and inadequate to age peculiarities; at the age of 9-10 years, the golden age of children's motricity, the responsibility of the specialists in the field is great and decisive for the future of the child-football player. Presenting and subduing football-playing children to out-of-date and uncoordinated programs with age-specific requirements may shorten the road to early and specialization. Early specialization, after from their point of view [4], refer in particular to children who demonstrate special preferences for a given sport activity, but are not necessarily the most endowed. "Children who develop their own athletic capabilities a moment later are usually more prolific and willing to withstand the drop-out in case of failure or injury" [4, p. 177]. One of the priorities in the pedagogical process is to devote enthusiasm and will to becoming definitive; for the football-child-soccer player entertainment must represent the way to achieve performance in everyday life but also in soccer due to healthy moral conduct and proper physical development by observing growth phases.

Motivation in sports practice, emphasizes Cei, A. [2], is one of the goals of physical education and training programs to maintain a wider desire to practice sport (p. 14).

Apolzan, D., [1], believes that many players have abandoned their football early or have not reached the best personal level in their game, precisely because of wrong choices and misguided teaching methodologies that have not been considered, in acquiring different

abilities and capacities the psycho-physical and socio-emotional changes of children in each phase of their growth (p. 141). When a child moves away from sports, even if it shows qualities, it is clear that adults have made a mistake and it is necessary to identify the wrong step in the algorithm in order to recover interest in the sporting activity, providing mainly a playing and participation climate in which it is also the one who thinks, decides to feel important and appreciated. Clubs and sports associations that experience frequent early childhood abandonment situations are typically those that operate rigidly set up selection systems, a wrong way to tackle agony and also many monotonous moments, repetitive and private entertainment.

5. Conclusions

To reflect and put in a succession coherent reflection for the purpose of a scientific contribution is an attempt to reach knowledge through a particular argumentation saying something new, true and interesting within a scientific community. The functional football game introduced in the view of optimizing the football game technique in children aged 9-10 has produced critical judgments and reflections on personal contributions and the limits of the proposed approach. Linking the bibliographic study with preliminary research has strengthened the premise that simplified football play can produce positive effects in terms of learning, stabilization, optimization and technical expression in the context of competitions.

The football-functional game has a formative priority character that can lead to raising the level of performance of the

specific technique and accepting it as a valid training model. We remember as the exigency and central point the bio-psychomotoric features of the child-football-player 9-10 years old.

In determining the relevant and unnecessary arguments, an important support was given by the analysis of the test results, the measurements of the children-football-players and the questionnaires addressed to the specialists in the field. After analysis of the data collection tests and measurements emphasize the continuity and diversity of the stimulating technique of the football game in order to optimize it by speculating the creativity and the motor fantasy corresponding to the age. Using ball no. (68-70 cm, 350-390g), has led to an increase in satisfaction, stimulation of enthusiasm, intrinsic motivation expressed by higher percentages of execution of technical gestures in adversity. The optimization of the football game technique through the functional football game and the use of the ball with the circumference of 68-70cm / 350-390g takes into account the model of performance and the particularities of the age of the child-football-player. The functional-football game and the use of the modified circumference ball present the fundamental methodological conception based on the unpredictable situations that can never be reproduced through analytical exercises, extracted from the context. Research, having as object the game functional football, reconsiders the optics on the appropriation, consolidation, improvement and improvement of the specific technique and is proposed as a landmark for the specialists and the interested in the field.

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