

STUDY ON THE FOOTBALL COACHES' OPINION ON THE PSYCHOMOTOR COMPONENTS APPROACH IN 8-10 YEAR OLDERS

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During the formation of the young football player, each period corresponds to a particular stage of work, so, specific tasks are to be carried out. As a result, the coach will set targets to respond to all the training requirements of this level and will use methods and means of workout specific to the respective age. Between 6-13 years, in the football game there are three stages of training, with an intermediate stage between 8-10 years, exceptionally useful in learning the technique due to the education of psychomotor components.

Key words: *psychomotor, components, football, training*

INTRODUCTION

The necessity for coaches to be familiar with the psychomotor components approach when training young children of 8-10 years may be a direction of research. That is why we considered it necessary to elaborate a questionnaire, made up of nine questions, to provide us information, both regarding the approach to psychomotor components and to methodological orientation as form and content by the coaches involved in the football training of 8-10 year olders, but also regarding the possibility of identifying problems and the significance of psychomotor components in learning the elements and technical processes that are specific to the football game.

The questionnaire makes reference to the composite criterion, being part of the organizational psychology that is used on human resources. As a result of applying this questionnaire, we could form a point of view necessary in the development of some teaching strategies and of some training programs which include means (exercises structures) meant to develop the main psychomotor components, underlying learning the elements and the technical processes from the football game.

METHOD

The questions of the questionnaire were answered by 34 coaches at children level from clubs in the counties of Suceava, Botoșani, Iași, Neamț and Bistrița-Năsăud. In terms of seniority in the football activity, we have the following situation:

- 0-5 years – 4 coaches;
- 6-10 years – 7 coaches
- 11-15 years – 11 coaches
- 16-20 years – 8 coaches
- 21-25 years – 1 coach
- 25 – 30 years – 3 coaches

In terms of professional qualification through examinations of employment within a category there are the following weights:

- Category II (License A UEFA) – 8 coaches, that is 23.5%

- Category III (License B UEFA) – 26 coaches, that is 76.5%.

Clubs at which activate the questioned coaches are officially registered at the Romanian Football FEDERATION "Children and youth centres".

DATA ANALYSIS AND INTERPRETATION

The first two questions of the questionnaire are interpreted according to the number of responses for each variant, and then they are reported as a percentage to the total of those questioned.

At the first question "Do you believe that the psychomotor components should be developed in training children of 8-10 years?" (one variant of the answer), of those questioned, 44.12 % gave negative responses, and 55.88 % responded positively. The second question, that also followed the general issue of the study, was the following one: "Does your training program contain specific objectives regarding the psychomotor components at the age 8-10 years?" (one variant of the answer), 26.47 % responded positively, while 73.53 % gave negative responses.

As it is specified in the questionnaire, question number three depends on question number two, because only those who answered affirmatively to the second question will be able to respond. As a result, to the third question "For which of the psychomotor components did you elaborate objectives in the training program at the age of 8-10 years?", the answers were recorded by checkmark in part for each component of the psychomotor, and the report was made according to the total number of affirmative respondents to question number two.

Table 1. Centralizing the obtained responses at the first three questions of the questionnaire

	Question content	Response options	Answers	
			No. of answers	%
1	Do you believe that the psychomotor components should be developed in training children of 8-10 years old? (one variant of the answer)	Yes No	19 15	55.88 44.12
2	Does your training program contain specific objectives regarding the psychomotor components at the age of 8-10? (one variant of the answer)	Yes No	9 25	26.47 73.53
3	For which of the psychomotor components did you elaborate objectives in the training program at the age of 8-10? (check with an X next to the components for which you have elaborated) At this question you will answer only if you have responded affirmatively at question no 2.	spatial-temporal orientation static and dynamic balance coordination of specific dynamic laterality and ambidextrous attention and concentration visual memory auditory memory body schema	6 7 8 3 2 4 3 2	66.67 77.78 88.89 33.34 22.23 44.45 33.34 22.23

The following questions of the questionnaire are analyzed by calculating the total values obtained on the ranking scale from 1 to 8 for each component and interpreted through the medium value obtained regarding the importance order of average the components of the psychomotor in acquisition of elements and basic

technical processes of the football game in the opinion of the questioned coaches.

As a result of processing the responses received from the 34 coaches regarding the average in a priority order of psychomotor components for comprehensive the technical procedures that are specific to the football game at the age of 8-10, the averages in the tables below are obtained:

Table 2. Values obtained regarding the average importance of psychomotor components that are involved in learning the technical procedures of kicking the ball with the foot at the age of 8-10

Psychomotor components involved in learning some technical procedures of kicking the ball with the foot at the age of 8-10	Values of the obtained results regarding the importance of average
1. Specific dynamic coordination	1.59
2. Dynamic balance	2.09
3. Laterality and ambidextrous	2.56
4. Spatial-temporal orientation	3.06
5. Attention and concentration	4.29
6. Visual memory	5.56
7. Body schema	6.79
8. Auditory memory	7.74

Table 3. Values obtained regarding the average importance of psychomotor components that are involved in learning the technical procedures of driving the ball at the age of 8-10

Psychomotor components involved in learning some technical procedures of driving the ball at the age of 8-10	Values obtained regarding the importance of average
1. Specific dynamic coordination	1.65
2. Dynamic balance	1.97
3. Spatial-temporal orientation	2.50
4. Laterality and ambidextrous	2.91
5. Attention and concentration	4.15
6. Visual memory	5.71
7. Auditory memory	7.38
8. Body schema	7.85

Table 4. Values obtained regarding the average importance of psychomotor components that are involved in learning the technical procedures of kicking the ball with the head at the age of 8-10

Psychomotor components involved in learning some technical procedures of kicking the ball with the head at the age of 8-10	Values obtained regarding the importance of average
1. Specific dynamic coordination	2.15
2. Dynamic balance	2.62
3. Spatial-temporal orientation	2.82
4. Body schema	3.74
5. Attention and concentration	5.03
6. Visual memory	5.88
7. Auditory memory	7.15
8. Laterality and ambidextrous	7.94

Table 5. Values obtained regarding the average importance of psychomotor components that are involved in learning the technical procedures of retrieving the ball at the age of 8-10

Psychomotor components involved in learning some technical procedures of retrieving the ball at the age of 8-10	Values obtained regarding the importance of average
1. Specific dynamic coordination	2.00
2. Dynamic balance	2.50
3. Body schema	2.85
4. Spatial-temporal orientation	3.65
5. Laterality and ambidextrous	4.91
6. Attention and concentration	5.38
7. Visual memory	6.97
8. Auditory memory	7.47

Table 6. Values obtained regarding the average importance of psychomotor components that are involved in learning the technical procedures of tackling the opponent's ball at the age of 8-10

Psychomotor components involved in learning some technical procedures of tackle your opponent's ball at the age of 8-10	Values obtained regarding the importance of average
1. Specific dynamic coordination	2.00
2. Dynamic balance	2.50
3. Body schema	2.85
4. Spatial-temporal orientation	3.65
5. Laterality and ambidextrous	4.91
6. Attention and concentration	5.38
7. Visual memory	6.97
8. Auditory memory	7.47

Table 7. Values obtained results the average importance of psychomotor components that are involved in learning the technical procedures of deceptive movements (the slits) at the age of 8-10

Psychomotor components involved in learning some technical procedures of deceptive movements (the slits) at the age of 8-10	Values of the obtained results regarding the importance of average
1. Specific dynamic coordination	2.74
2. Dynamic balance	3.29
3. Spatial-temporal orientation	4.15

4. Body schema	5.18
5. Laterality and ambidextrous	7.47
6. Visual memory	5.65
7. Attention and concentration	6.44
8. Auditory memory	6.97

RESULTS AND DISCUSSION

Reporting the results of the investigation of questionnaire type to the considerations from the specialty literature from abroad, that for learning elements and technical procedures specific to football game, there are some psychomotor components (such as: spatial-temporal orientation, dynamic balance, specific dynamic coordination, ambilaterality, ambidexterity, attention and concentration, visual memory, auditory memory, body schema), which condition or facilitate the efficient learning of the technique, we can conclude

the following order of importance in learning elements and technical procedures:

- Rank 1: specific dynamic coordination (CP3)
 - Rank 2: dynamic balance (CP2)
 - Rank 3: spatial-temporal orientation, (CP1)
 - Rank 4: body schema (CP8)
 - Rank 5: laterality and ambidextrous (CP4)
 - Rank 6: attention and concentration (CP5)
 - Rank 7: visual memory (CP6)
 - Rank 8: auditory memory (CP7)

Table 8. Values of the average of the importance of psychomotor components in relation to the elements and technical processes of the football game

Psychomotor components	The average of psychomotor components in implementation skills						
	Kicking the ball with the foot	Driving the ball	Kicking the ball with the head	Retrieving the ball	Tackling the opponent's ball	Deceptive movements (the slits))	The calculated average values
CP 3	1.59	1.65	2.15	2.00	2.44	2.74	1.57
CP 2	2.09	1.97	2.62	2.50	3.06	3.29	1.94
CP 1	3.06	2.50	2.82	3.65	5.41	4.15	3.59
CP 8	6.79	7.85	3.74	2.85	4.47	5.18	3.86
CP 4	2.56	2.91	7.94	4.91	6.38	7.47	4.02
CP 5	4.29	4.15	5.03	5.38	7.09	6.44	4.04
CP 6	5.56	5.71	5.88	6.97	7.24	5.65	4.62
CP 7	7.74	7.38	7.15	7.47	7.44	6.97	5.51

LEGEND

- CP 1 - spatial-temporal orientation
- CP 2 - static and dynamic balance
- CP 3 - specific dynamic coordination
- CP 4 - laterality and ambidextrous

- CP 5 - attention and concentration
- CP 6 - visual memory
- CP 7 - auditory memory
- CP 8 - body schema

As a result, the main psychomotor components that one should take into account in approaching training are the following: body schema, laterality and ambidextrous, spatial orientation, tempo and rhythm, external perception (visual, auditory, olfactory) and internal (kinesthetic), visual differentiation, visual memory (reproduction of gestures, images), auditory differentiation (sounds, different frequencies), auditory memory (reproduction of sounds associated with movement), attention and concentration, the balance, the ability to combine (coupling) of movements – specific coordination dynamics.

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