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## INDICES TECHNIQUES TO A GROUP OF CHILDREN WITH AGE OF 8 YEARS FOOTBALL

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### Abstract

*Purpose.* The paper aims to examine how techniques have evolved some indices over two years to a group of children aged 8 years players. We want to see if my training during this period led to significant improvements in indices of the children tested techniques. Also consider it very important that acquiring basic technology in football to be made at early age.

### Research methods

In our research we used a number of known methods for investigating the technical parameters. To solve the proposed tasks we used the following methods: literature review, teacher observation, test method, teaching experiment, statistical and mathematical method.

*Results.* The test shows us significant differences between test 2 then test 1.

### Conclusions

Comparisons within the group in terms of technical performance revealed significant differences between tests. We believe that progress was due to use of our training. Significantly better results achieved by children in these technical tests confirm the hypothesis of the paper.

*Keywords:* football, child development, technical indices.

### Introduction

French philosopher Jean-Paul Sartre said: "In football everything is complicated by the presence of opposing teams!" Football has become a kind of chess game in which teams think long before the opponent moves. Football is a miracle, Andre Maurais said:

"This sport is nothing but an intelligence in motion". Ekblom, (1989) describes the efforts of the football game as one flash, but high intensity. Also, he says that we encounter in the game efforts relatively short but high intensity alternating with great efforts, but low intensity. Aime Jacquet (1999), says that the versatility

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factor is a key player in the constitution of his band. Ozolin N.G. (1972) sports training defines teaching as a process of education and training of the athlete and not a process of training. Harre D. (1973) considers training to be a planned process of preparing athletes to achieve superior results.

The importance of technical factors are reflected in the influence it exerts on other factors and especially the tactical factor. To apply superior tactics to achieve easier tactical ideas are needed primarily technical executions superior. When players have a rich stock of technical knowledge they have more opportunities to make creative and appropriate in every situation tactical game (Ionescu, 1995). Thinking and creative imagination can successfully manifest only when the player has the technical skills, developed to perfection, virtuosity. Knowing and possessing well a large variety of techniques, the player can perform tactical plan designed without apparent difficulty.

The player is technical perfection, the more it needs less energy to achieve a certain action. As such, the equation seems to express the reality of the game: good technique - high efficiency.

A problem faced by the correlation technique to the psychological background of the game relates to the capacity of the player as of all its technical skills to filter only maneuvering for tactical reasons, needed efficiency of each phase of the game. Player filtering of several possibilities must eventually reach the optimal technical solution. Quality of shares is determined by the optimal solution of each tactical tasks.

Tactics technical skills necessary to use technology in such a way as to achieve in any case the player with the ball a certain gain. The player must exercise selectivity of the technique, ie to discern the large amount of technical solutions is offered, the one that has a high degree of effectiveness.

technical terms, we can say that now it is complex, fast, adequate variety of game situations. In football today, technical management features are multiple, but have in common the need to make clear decisions in a short time the game ever smaller spaces. Technology today is tacticizată game, each technical element must address the requirements of the game, the tactical significance of the fairway with increasing the constructive spirit and aggressive (Ionescu, 1995).

**Objective**

To develop our study we set the following tasks:

- ✓ Develop and implement a drive system in the footballers aged 8 years.

- ✓ Develop and implement a battery of tests to check the preparedness of the group.
- ✓ Collection and interpretation of the effectiveness of our research and applied systems.

**Research methods**

In our research we used a number of known methods for investigating the technical parameters. To solve the proposed tasks we used the following methods: literature review, teacher observation, test method, teaching experiment, statistical and mathematical method.

**Experiment content**

The experiment took place at FC Portsmouth in the group of children born in 2004. Group selection was made during 2010, and for the duration of the experiment was conducted over 120 training. This experiment involved 10 children. Throughout the period of the experiment (January 2011 - January 2012) were performed by three workouts per week. The presence of children in the training group was 80%. In the experimental group children were subjected to the following technical tests: keeping the ball in the air by successive blows with deft foot alternately with both legs shot on goal in the fixed area, care aisle.

**Tests**

1. Keeping the ball in the air by successive strokes (skilled foot).
2. Keeping the ball in the air by successive blows alternately with both feet.
3. Shot on goal in the fixed area (10 executions). Player leads the ball and shoots at goal from 10 meters with full shoe. Is required to shoot for over gate (gate size of 2/5metri).
4. Pass the aisle (10 executions). Draw a corridor 10 meters long and 1.5 meters wide. The player must hit the ball and send it across from side to side of the aisle. Note that the trainings were conducted in room or outdoor (grass field). In the training I used:
  - Exercises to develop the reaction rate, displacement and coordination, (15-20 minutes / week);
  - Ways of driving the ball with the foot; (10-15 minutes / week);
  - Ways to improve the sense and control the ball, (12 minutes each workout);
  - Learning transfer across the ball with (3 / week), to take over the ball (3 / week);
  - Learning the shot at goal with full shoe (3 / week).

**Results**

**Table 1**

Nr. crt.	Name and surname	Maintaining skilled foot January 2011	Maintaining skilled foot April 2011	Maintaining skilled foot August 2011	Maintaining skilled foot January 2012
		Testing 1	Testing 2	Testing 3	Testing 4



1	C. L.	2	25	51	88
2	Ț.T.	3	20	93	126
3	F. T.	2	35	111	185
4	L.D.	3	250	541	650
5	D. R.	2	30	105	145
6	B.D.	3	16	41	85
7	N.D.	2	415	841	2618
8	G.A.	4	220	580	1116
9	M.A.	2	70	326	525
10	R.V.	4	110	361	440
	<b>X<sub>±</sub> DS</b>	<b>2,7<sub>±</sub>0,82</b>	<b>119,1<sub>±</sub>134,03</b>	<b>305<sub>±</sub>274,66</b>	<b>597,8<sub>±</sub>781,98</b>
	<b>CV</b>	<b>30,48</b>	<b>112,53</b>	<b>90,05</b>	<b>130,81</b>
	<b>t</b>		<b>2,74 (a)</b>	<b>3,97(b)</b>	<b>2,30 (c)</b>
	<b>p</b>		<b>&lt; 0,05</b>	<b>&lt;0,01</b>	<b>p&lt; 0,05</b>

- (a) significantly different from test 1 (p < 0.01);  
 (b) significantly different from test 2 (p < 0.05);  
 (c) significantly different from test 2 (p < 0.05).

**Table 2**

Nr.crt.	Name and surname	and	Keeping both feet alternately	Keeping both feet	Keeping both feet
			January 2011	June 2011	January 2012
			Testing 1	Testing 2	Testing 3
1	C. L.	2		7	24
2	Ț.T.	2		7	33
3	F. T.	4		10	35
4	L.D.	8		47	77
5	D. R.	4		20	36
6	B.D.	3		8	32
7	N.D.	10		264	314
8	G.A.	10		100	153
9	M.A.	8		101	121
10	R.V.	8		90	110
	<b>X<sub>±</sub> DS</b>		<b>5,9<sub>±</sub>3,213</b>	<b>65,4<sub>±</sub>80,34</b>	<b>93,5<sub>±</sub>89,73</b>
	<b>CV</b>		<b>54,45</b>	<b>122,85</b>	<b>95,96</b>
	<b>t</b>			<b>2,41 (d)</b>	<b>6,80(e)</b>
	<b>p</b>			<b>&lt; 0,05</b>	<b>&lt; 0,001</b>

- (d) significantly different from test 1 (p < 0.05);  
 (e) significantly different from test 2 (p < 0.001).

**Table 3**

Nr.crt.	Name and surname	and	Shot in the fixed area	Shot in the fixed area	Shot in the fixed area
			January 2011	June 2011	January 2012
			Testing 1	Testing 2	Testing 3
1	C. L.	2		4	5



2	T.T.	2	4	6
3	F. T.	3	5	6
4	L.D.	2	5	7
5	D. R.	4	8	8
6	B.D.	2	5	6
7	N.D.	4	9	10
8	G.A.	4	9	10
9	M.A.	2	5	5
10	R.V.	2	5	5
	<b>X<sub>±</sub> DS</b>	<b>2,7<sub>±</sub> 0,94</b>	<b>5,9 <sub>±</sub>1,96</b>	<b>6,8<sub>±</sub> 1,93</b>
	<b>CV</b>	<b>35,14</b>	<b>33,37</b>	<b>28,41</b>
	<b>t</b>		<b>8,91 (f)</b>	<b>3,85 (g)</b>
	<b>p</b>		<b>p&lt; 0,001</b>	<b>p&lt; 0,01</b>

(f) significantly different from test 1 (p <0.001)

(g) significantly different from test 2 (p <0.01)

**Table 4**

Nr.crt.	Name and surname	Pass the aisle June 2011	Pass the aisle January 2012
		Testing 1	Testing 2
1	C. L.	4	6
2	T.T.	4	6
3	F. T.	4	6
4	L.D.	6	7
5	D. R.	3	5
6	B.D.	3	5
7	N.D.	7	9
8	G.A.	7	9
9	M.A.	3	5
10	R.V.	3	5
	<b>X<sub>±</sub> DS</b>	<b>4,4 <sub>±</sub>1,64</b>	<b>6,3<sub>±</sub> 1,56</b>
	<b>CV</b>	<b>37,43</b>	<b>24,87</b>
	<b>t</b>		<b>19 (h)</b>
	<b>p</b>		<b>p&lt; 0,001</b>

(h) testing significantly different (p <0.001)

### Discussions

**Exercise 1.** The exercise of keeping the ball in the air Differences between trials (January 2011-January 2012) (p <0.05, p <0.01).

**Exercise 2.** In keeping exercise ball with both feet differences (p <0.01 - p <0.001) between tests.

**Exercise 3.** Also, the exercise shot on goal in the fixed area there is a good development results from testing. Table 3 shows that significant differences exist in this exercise, players have progressed significantly between trials (p <0.01, p <0.001)

**Exercise 4.** To exercise care aisle, players were able to

by successive blows foot skilled observed significant d alternatively there is a positive development of results between trials (January 2011-January 2012). From Table 2 it is noted that this evidence significant progress between the two tests. It appears that two results are significantly better test than a test. (P <0.001, Table 4). Yamanaka, K et. 1991 compared the technical indicators teams in Europe.

### Conclusions

Comparisons within the group in terms of technical performance revealed significant differences between



tests. We believe that progress was due to use of our training. Significantly better results achieved by children in these technical tests confirm the hypothesis of the paper.

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