

Science, Movement and Health, Vol. XXI, ISSUE 2 Supplement, 2021
September 2021, 21 (2): 422 - 426
Original article

CONSIDERATIONS REGARDING THE SELECTION IN THE FOOTBALL GAME

PETCU DAMIAN¹, POPA CRISTIAN¹, TEODOR DRAGOȘ FLORIN¹

Abstract

The article aims to be a material that will help football coaches in their quest to discover future footballers and to present the following categories of collateral and / or complementary issues related to selection in the game of football.

Selection strategies

Selection model (content and structure)

Football selection criteria (selection model)

Tests and rules of the football selection model

Conclusions: The purpose of this material is to highlight the importance of the selection in the game of football in discovering future talents. athletic mastery and with a high moral attitude, able to successfully deal with this true social phenomenon which, today reached levels unimaginable some time ago.

Key Words: football, selection, selection criteria, tests and selection rules.

Introduction

In order to achieve the goal and to obtain the football performance, in the preparation of the future footballers a primary role has a primary selection in football, the way it is made, the methods, the means used. The discovery and implicit selection of children with special skills for playing football requires a very complex activity supported with patience and special pedagogical-scientific competence.

In the selection we must start from the knowledge of the two realities: the individual particularities and the particularities of the football game that foreshadow morphological, functional, psychological, pedagogical requirements. It must be carried out in stages, based on the correspondence of the dynamics of the psycho-physical and motor development of children, with the complex and at the same time specific demands of football. Given that it must operate continuously from the beginner to the level of high performance, addressing organisms in full process of growth and psycho-biological maturation with a certain dose of unpredictability, the selection must include both diagnostic activities and prediction that foreshadows a player model in accordance with the requirements of the game model.

Gagea, A. (2002) is of the opinion that the primary selection is considered "an approach of the selector (coach, teacher, instructor), and the selectable are children, young people, students or other beginners in the practice of sport".

If the selection is the discovery of the right individual for a certain activity, Epuran, M. (1993)

shows that "there is a reorientation of the whole psycho-pedagogical process, by lowering the age of engagement of children, which can have a beneficial result increasing the number of years, with maximum efficiency in high performance".

According to some specialists, the sports selection in its primary phase needs two stages to give it consistency and efficiency, namely, an organizational one and a methodological one. According to Dragnea, A. (1999), the selection is defined as: "the systematic activity of specialists, carried out based on biological and psychological criteria in the direction of detecting children with special skills for practicing different sports."

In the way the selection is carried out, the major importance of the individual particularities that must be taken into account is clear, such as: sex, age, health, physical development, talent, skills, preferences. Alexe, N. (1993), considers that "selection involves a broad action of a conceptual and organizational nature of evaluation on various levels (history, diagnosis of health, level of growth and physical and functional development, mental availability, etc.) Nadori, L. (1993) defined the selection as "a process by which individuals endowed with talent and abilities favorable to the respective sport are individualized, with the help of scientifically valid methods and tests". The selection for the football game is a determining motodico-organizational action for setting the parameters for the development of the entire instructional process at the level of children and juniors. Depending on how

¹ Faculty of Physical Education and Sport, Ovidius University of Constanta, Romania

Corresponding author: petcudamian500@yahoo.com

Received 25.04.2021 / Accepted 23.07.2021

this problem is treated, how this stage of sports training is organized and solved, it is possible to predict or not the appearance of results and perspective athletes for performance football.

Selection strategies

Normally, the selection is carried out by attracting as many children as possible in the practice of sport, this is done by assessing the possibilities of the subjects, specifically, then depending on the results of this first finding the subjects are directed to a group of sports or to a certain branch of sport.

This stage has been called "sports orientation". Orientation is a process that starts from an individual who, following the manifestation of vocational predispositions (untested or tested) is informed about the qualities he has, and based on them is directed (oriented) towards the practice of sports. handball, tennis)

The second stage, related to the selection strategy, aims to discover athletes based on the requirements of the respective branch of sport, which is called "primary sports selection", which in turn is the first phase of the "sports selection" in which they are including the other higher levels of selection:

- intermediate selection, which is carried out during the training and selection process that is continued;

- the final selection, which consists in choosing the athletes able to meet the requirements of high performance, depending on the objectives imposed by the major international competitions.

Selection model (content and structure)

By model is meant an artificial set of elements that produces a real set. In 1995, Epuran, M. drew attention to the risk of confusing the model with a set of norms or conventions (rules and tasks), giving as an example the "teacher model", characteristic of an ideal type. The author explains the difference between "modeling" and "norming". According to Dragnea, A. (1999), the selection model should be established as "an instrument with real functions of diagnosis and at the same time of forecasting the availability of young people for performance sports, of the possibilities of evolution towards the requirements of high performance. Precise selection models can be developed, meaning algorithms accepted on logical grounds or based on experience, which gives the selection a scientific character; but, unfortunately, it offers no guarantees, only increased chances for subsequent success.

In this case, the selection model has multidisciplinary and interdisciplinary characteristics of a biological, mental, pedagogical, social and technical nature.

The structural elements of the selection models are:

- morphological indices;
- physiological and biochemical indices;
- motor capacity indices;
- psychological criteria.

In developing the models Brill, M. S. (1980), refers to the selection process which, in his opinion, is conceivable without studying the individuality of the exceptional athlete, his playing activities and his athletic path.

Rădulescu, M. and Cojocaru, V. (2003), present a model specific to the prepubertal age, which we present in this article.

I. Game model specific to children aged 6-10. Rădulescu, M. and Cojocaru, V. (2003)

1. Objective of the game: a team must be able to score as many goals as possible and, at the same time, prevent, by regulatory means, the opposing team from taking possession of the ball and scoring. Children need to understand that the goal of this game is to score as many goals as possible and to play an offensive game.

2. Number of players: each team has five players (one goalkeeper and four field players). More reserves will be used that will not be able to enter the field until the interruption of the game. The placement of the four players on the field remains the attitude of each coach.

3. Duration of the game: the game has two halves of 15 minutes each, with a break of 5 or 10 minutes.

4. Officials: a referee leads the game. He is the sole master of the field. The referee directs the game from outside the field, ensuring the supervision of a touch. One coach emphasizes the other touch.

5. Land: dimensions: convenient dimensions are 20 x 30m. Maximum 30 x 50m, marking: it will be made with lime, gates: length 3m, height 2m.

6. Equipment: sneakers or sneakers. However, rubber shoes with rubber studs are allowed for outdoor meetings.

7. The ball: it is smaller and lighter than a regular one. It's a ball number 3.

8. Rules: are the same as in football in 11. However, some changes have been made to give it educational value, namely: putting it back into play.

If the ball crosses the touch line, the ball is put back into play with the foot from where the ball came out. The children will avoid sending the ball directly into the opponent's goal.

The corner will also be penalized by a kick from the corner. Here, however, we are looking for the most advantageous solution for the opposing field. It is obvious that a corner will not be able to be directly

transformed into a goal; therefore, the ball must be touched by a player before entering the goal.

The penalty area (6m) will be the only area where the goalkeeper will have the right to use his hands. This area corresponds, for the goalkeeper, to the 16m square for the big field.

Direct free kick and penalty kick (kick) All fouls will be penalized with a direct kick that will be executed from the place where the foul occurred. However, the referee will sanction by a penalty kick (from 7m) the serious, voluntary mistakes committed during the game. No player will be allowed to be in the penalty area and opponents will be at a distance of 6m (the same distance imposed for other direct kicks and rebounds). This use of the penalty kick is very important, because the child must play in the best possible spirit. Knowing that all intentional mistakes will be punished by a penalty kick, the child will understand that he has no interest in playing "the man" but only the "ball".

The ball is taken out - all the balls that go out of the goal line are put back into play by the goalkeeper, in the 6m area.

Pass the game away without offside - this simplifies the game and avoids refereeing errors that lead to incidents that should not exist at this level.

Winning the match - the team that has scored the most goals wins. In a tournament (or cup), teams can be drawn, in the event of a tie, without the use of any overtime, by the execution of five shots from 7m by each team.

II. Game model specific to children from 8-10 years. At this age it is recommended to play football in 8 (7 + 1). Rădulescu, M. and Cojocaru, V. (2003)

1. The objective of the game: a team must be able to score as many goals as possible and, at the same time, prevent, by regulatory means, the opposing team from taking possession of the ball and scoring. Children need to understand that the purpose of this game is to score as many goals as possible and to play an offensive game.

2. Number of games: each team has 8 players (one goalkeeper and seven field players). Each team can use several reserves. They will be able to enter the game at any time during the match, provided they wait for the interruption of the game and report to the referee.

3. Duration of the game: for children between 8 and 9 years old, two 15-minute rounds will be played, without overtime. For children aged 9-10, two 20-minute halves will be played, without overtime. The break between halves will be a maximum of 10 minutes.

Officials: identical to the game in 11.

1. Land: length - from 50 to 70m;

width - from 40 to 55m;

gate - length = 5m and height = 2m;

circle from the center of the field - radius of 6m.

Recommendations: to use as much as possible a regular half of the field, to see the two halves simultaneously, providing a neutral zone between the two playing surfaces.

2. Game equipment: identical to the game in 11.

3. Ball: is a ball number 4, recommended for categories

of younger children.

4. Rules: kick-off - identical to football in 11.

The ball in the game - identical to football in 11, but the offside rule does not apply.

Goal scored - identical to football in 11.

Mistakes and inaccuracies - identical to football in 11.

Note: if a player intentionally commits one of the nine reference errors, outside his own penalty area, e.g. (if he is guilty of brutality, if he stops an attack in the opponent's court by touching the ball with his hand or obstructs the opponent when he is overtaken, the referee appreciating the seriousness of the mistake, will give the opposing team either a direct free kick or a penalty kick).

- free kicks - all free kicks are direct. Identical to football in 11, except for distances, 6m instead of 9.15m.

- penalty kick from 9m - identical to football in 11.

- putting back from the sidelines - identical to football in 11.

- goal kick - identical to football in 11.

- corner kick - identical to football in 11, except for the distance, 6m instead of 9.15m.

Given that these recommendations come from two "true" specialists in the field with extensive professional experience, we can only be partisans of these ideas.

Football selection criteria (selection model)

Regarding the criteria underlying the selection, most specialists in the field as well as the Center for Sports Medicine, agree with the following:

A. Of a medico-biological nature: they specify, on the one hand, the state of health indispensable for such an activity, and on the other hand, the main data regarding the somato-functional development of the body.

B. Regarding somatic growth: refers to the height and weight of the body, as well as the longitudinal dimensions of some segments and limbs (trunk, bust, upper and lower limbs, palm, elongation and foot, being the most significant).

C. From the point of view of motor development: it is conditioned by internal and external factors, which act throughout life, but with much increased intensity in childhood and adolescence. The internal factors can be recognized in the hereditary characters and in the activity of the great functions of the organism, and the external factors in the conditions of life, social work, education, environment, as well as in the demands that train the organism in its various activities (school, professional, cultural-recreational).

D. Regarding the psychic development: the psychological selection is the scientific approach through which the knowledge of the psychological particularities of the young people and their agreement with the precisely delimited requirements of a certain activity is realized. It is only part of the general sports selection. Diagnosis is the expression of the individual's knowledge.

Tests and rules of the football selection model

One model is the one presented in the "football coach's guide - children and juniors", by Cojocaru, V. and Radulescu, M. (2003), which we must take into account. In the opinion of the authors, the physical tests used at these ages will provide information on the children's ability to perform motor acts specific to the game of football.

At the prepubertal age, children are not represented by the motor, according to the authors,

Motor criteria	6 years	7 years	8 years	9 years	10 years
Speed on 50 m	10,5 s	10"	9,5 s	9"	8,7 s
Length on the spot	125cm	135cm	142cm	152cm	162cm
Resistance on 600 m	3'04"	2'57"	2'50"	2'45"	2'36"
Sheep ball throwing	11m	14m	18,7m	23,7m	27,1m
Hanging	38"	43"	48"	53"	57"
Abdomen	15-17x	17-19x	20-21x	21-22x	22-23x
Coxo-femoral mobility	48cm	51cm	53cm	55cm	57cm
Tractions	-	-	-	-	3-4x

Table - Tests and control norms (after Cojocaru, V. Radulescu, M.-2003).

The same authors Cojocaru, V. and Radulescu, M. (2003), present a model of tests and control norms specific to the football game where they lowered the age of selection and training in the football game up to 6 years. These technical tests presented by the above-mentioned authors will check the readiness of the technical factor as well as its progress. Their introduction at the level of children and juniors is a necessity, on which both the selection and the training of children and juniors are based. Here are some such tests:

1. Keeping the ball in the air on one leg (left and then right or alternately) and with the head. It is executed on the spot and in motion. With the left, at 6 years -20 juggling, at 7 years -30 juggling, at 8 years -40 juggling, at 9 years -50 juggling, at 10 years -60

only by two qualities: speed in its forms of manifestation and endurance in speed regime. Strength and endurance (endurance) are not characteristic of this age, they are developed at a later stage, the development and improvement of the game of football.

So, in this period of age, physical training is found in the form of general physical development, to which can be added some specific evidence:

- speed:
 - running on 10m (linear), sprint;
 - running on 20m (round trip), sprint;
 - running on 30m (in a triangle), sprint;
- impact force (with both feet):
 - hitting the ball at a distance (20m);
 - hitting the ball vertically (by hand);
- resistance:
 - I play two rounds of 15 min (6 -8 years) and 20 min each (8 -10 years), keeping the correct execution of the technical elements. Cojocaru, V. and Radulescu, M. (2003),

The same authors propose a system of tests and motor skills in the form of the following table:

juggling. Right, ditto left. Alternatively with left and right, at 6 years -40 juggling, at 7 years -60 juggling, at 8 years -80 juggling, at 9 years -100 juggling, at 10 years -120 juggling.

Note: At 6 and 7 years of age, the ball is allowed to touch the ground once before each hit.

With the head, at 6 years -10/15 juggling, at 7 years -20 juggling, at 8 years -25 juggling, at 9 years -30 juggling, at 10 years -40 juggling.

2. Leading the ball through 8 milestones placed 2m apart. Execution variants: normal driving by loving the ball from the outside to the inside; driving by successively hitting right and left; driving by pulling the ball with the sole of the foot.

3. Hitting the ball at the goal (from a distance of 6-10m): with both feet, with full lace, inside, outside.

There are three consecutive executions, with the love of three balls placed at a distance of two meters between them.

4. Dribbling 1 to 1: best of 5 attempts; the dribbling is considered successful if they have exceeded with the ball on foot 2m in the opponent's field.

5. Passing the ball at a fixed point (wide): left, right.

6 balls will be passed consecutively, placed in line at 2m distance from each other, following their passage between 2 milestones located at 3m distance laterally-public from each ball. The passes will be executed alternately (3 with the right and 3 with the left).

Some game variants will also be used:

- 1 on 1 game: on a small field, small gates (1m) and without a goalkeeper;
- game 2 against 2: on a small field, small gates (2 m) and without a goalkeeper;
- game 3 against 3: on a small field, small gates (3 m) and without a goalkeeper;
- game 4 against 4: on a small field, small gates without a goalkeeper;
- game 5 (4 + 1) against 5 (4 + 1): on a small field, small gates and a goalkeeper.

Conclusions

The need to make a selection based on scientific methods that did not make us hope for the shape of the football player fully able to cope with today's football based on strength and speed in connection with a high level of technical skill is justified by the following elements

1. The importance of scientific selection is to discover talents, to train children and juniors, and to train football players with a high level of sportsmanship, with a high moral attitude, able to successfully cope with a real social phenomenon that , reached unsuspected levels today some time ago. Due to the primordial role that the selection has in the evolution of the training process of the future footballers, a maximum rigor is imposed, it leaves nothing to chance in the detection and training of the future footballers.

2. The discovery of talents following a precise diagnosis from a scientific point of view, also means a prediction of the future football performance. Making a correct prediction and as close as possible to reality - "sports performance", means that we can define at the same time the parameters of the training process, which will have to bring football to the level of high performance.

References

- Cojocaru V., 2001, Football - general notions. Bucharest, Ed. Axis Mundi
- Cojocaru V., 2002, Football from 6 to 18 years. Preparation methodology. Bucharest
- Colibaba-Evulet D., Bota,I., 1987, Games - theory and methodology. Bucharest, Aldin Publishing House
- Commuci N.,Viani, M., 1987, The handbook of the professional coach. Rome, FIGC
- Dragnea A., 1996, Sports training. Bucharest, Ed. Did. and Ped.
- Dragnea A. and Mate-Teodorescu, S., 2002, Theory of sport. Bucharest, Fest. Ed
- Epuran M., 1990, Modeling sports behavior. Bucharest, Sport-Tourism Publishing House
- Epuran M., 1993, Sports psychology. Bucharest, Ed. U. R. Sciences and Arts
- Ionescu LV., 1993, Football course. Vol I and II. Timișoara, Ed. Univers
- Motroc L. Motroc, F., 1996, Football for children and juniors. Bucharest, Didactic and Pedagogical Publishing House
- Melenco I., 2007, Differentiated physical training in the game of football, Ovidus University, Constanța.
- Melenco I., 2008, Conceptual syntheses on scientific research in physical education and sports, Ovidius University PRESS, Constanța.
- Rădulescu M., Cojocaru,V., 2003, The football coach's guide. Bucharest, Ed. Axis Mundi
- Stănculescu G., Melenco, I., 2003, The theory of the football game, Ovidius University, Constanța