

Innovative Approach to Football Lessons Among 6–8 Year-Old Boys and Girls

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Abstract—The article is about preliminary cooperative training of boys and girls for football lessons in order to enter sports schools. Gender approach use, the leading idea of which is gender equity, helps to overcome traditionally formed in Russia gender stereotype about the idea that only boys should go in for football. Held by us pedagogical experiment helped to create the authors Football Program of preliminary cooperative training of 6-8 year-old boys and girls.

Keywords—gender approach; football players; preliminary training; gender approach; pedagogical experiment; football program.

I. INTRODUCTION

Nowadays female football develops all over the world. As well as female football, it achieved its professional level placing a demand on economically developed states corresponding conditions of development. Russia is one of prospective countries, where female football, overcoming traditional gender prejudice, starts to get state economic support and can become as popular as male football. In “Program of female football development-2020” it is underlined that according to the data of the Sport Russian Federation (RFS), almost 30 thousand women go in for this kind of sport. Among them 11 thousand are registered as the players and 200 people are considered professionals. In general there are 80 clubs in Russian female football league. According to RFS prediction the number of women, who go in for football, should increase four-five times by 2020. The increased financing from sponsorship contracts is assumed. For successful “Program of female football development-2020” realization it is important to attract people, economic and financial resources, as it happens in America, Germany and other European countries and provides gender equity. However, now female football is not so developed in Russia. It is also proved by the results of female football teams on the International arena. One of the reasons for this state of female

football is the absence of a clear system of training girls, starting from junior school age. The programs of the specialized sports schools for children and teen-agers are aimed at training 8-10 year-old boys. At the same time, children at an early age, both boys and girls, like to play football together at beaches and playgrounds in the yards. In this connection we created a special Program of preliminary training of football players-beginners – for 6-8 year-old boys and girls. It provides available motor skills formation in order to enter sports schools.

II. MATERIALS AND METHODS

The authors’ Program was realized in the Regional Center of training young football players of sports club “Zenit” in Volgograd [1]. Its aim corresponded with the ideas of the authors what is important (equal physical upbringing of boys and girls. It is an integral part of educational system in general. It is aimed at their health, critical thinking, emotional stability and moral qualities development) [2]. Pedagogical experiment was held during 2 years. During preliminary training of football players-beginners – 6-8 year-old boys and girls, physical, technical training exercises were selected, games.

The following research methods were used: scientific and scientific-methodical sources analysis, pedagogical observations, pedagogical experiment, interview, poll, anthropometric tests, functional abilities estimation (balance, coordination of movements), gender approach.

The pedagogical experiment during two years proved the expediency of cooperative preliminary training of 6-8 year-old boys and girls for sports school admission on the basis of the control tests:

A. *A long jump with two legs push* (in centimeters), among those who go in for preliminary training section during 2 years (the first numbers – at the beginning, the second numbers – at the end of the experiment):
 $137 \pm 2,9$; $141 \pm 3,1$ – among boys; $138 \pm 1,9$; $142 \pm 3,2$ – among girls, Student t-test – 0,28; 0,45.

B. *15 meters running from te place(in seconds)*:
 $3,48 \pm 0,03$; $3,19 \pm 0,06$ – among boys; $3,46 \pm 0,05$,
 $3,17 \pm 0,03$ – among girls, Student t-test – 0,23; 0,30.

C. *High jump with two legs push (in centimeters)*:
 $24,0 \pm 0,85$; $28,1 \pm 0,61$ – among boys; $23,9 \pm 0,7$; $27,8 \pm 0,45$ – among girls, Student t-test –0,27; 0,42.

D. *Skills in games 3x3 players (in points)*:
 $2,2 \pm 0,01$; $3,1 \pm 0,01$ – among boys; $2,3 \pm 0,02$;
 $3,3 \pm 0,02$ – among girls, Student t-test – 0,30; 0,37.

It is corresponded with age-related characteristics of children.

A. *Anatomical-physiological characteristics.*

Comparative characteristics of anatomical-physiological peculiarities analyses among 6-8 year-old boys and girls showed that they don't differ considerably. Among boys height in the average was $116,6 \pm 2,9$ cm; among girls - $116,9 \pm 2,3$ cm, the coefficient of reliability was 0,08 according to Student t-test. The average body weight among boys was $24,5 \pm 1,7$ kg; among girls - $25,1 \pm 2,1$ kg, Student t-test criterion was 0,22. Lung capacity among boys was $1,300 \pm 2,9$ liters, among girls - $1,280 \pm 1,9$, Student t-test criterion was 0,01. Heart rate among boys was $90 \pm 2,0$ beats/min, among girls- $90,6 \pm 2,5$ beats/min, Student t-test criterion was 0,19. Chest circumference among boys was $56,6 \pm 3,1$ cm, among girls - $56,8 \pm 4,2$ cm, Student t-test criterion was 0,04. Our research results were the same as the results of many authors: A.A. Guzhalovskiy [3], D.V Mendzheritskaya, T.A. Markova [4], who studied age-related peculiarities of junior school age children and who analyzed comparative anatomical-physiological characteristics of boys and girls of the same age group. The received results prove that the revealed differences between 6-8 year-old boys and girls don't prevent the possibility to organize cooperative football lessons. Moreover, during our research work we revealed that these differences increase interest in football lessons, provide movements mastering, help to realize gender equity in cooperative football lessons.

B. *Psychomotor characteristics.*

Psychomotor system is understood by the scientists as quickness and accuracy of visual-motor reactions, connected with movements control in football and other sports games [5]. The results of held by us research work showed that the peculiarities of psychomotor system among 6-8 year-old boys and girls don't have considerable differences. They however, don't prevent their cooperative lessons and mastering one and the same available exercises in football. At the same time, the

peculiarities of psychomotor system demand individual approach to means and methods of lessons organization. The values of visual-motor reactions among 6-8 year-old boys and girls are lower than the values of teen-agers. That is why it is offered to organize games with 6-8 year-old children on small playgrounds (15 x 10 meters) in the restricted amount of children (3x3), (4x4) study available techniques in a slow tempo.

C. *Coordinating abilities.*

Balance and coordination of movements, which provide motor skills mastering of football players-beginners, are almost at the same level and don't prevent boys and girls from expressing their dexterity for sports results achievement. The results, which prove the expediency of cooperating teaching football 6-8 year-old boys and girls, were received also during static and dynamic balance characteristics study with the help of stability training simulator A-150. Static test was fulfilled standing in a vertical pose in terms of freely falling hands along the body. Dynamic test was fulfilled in the same vertical pose. It was offered to hold the mark, corresponding with the center of the pressure of a standing child on a platform. First, at a central circle, then during the mark transfer to a new appearing circle. It was necessary to wait till the circle disappears and return to the initial position. Comparative characteristics of static and dynamic balance among 6-8 year-old boys and girls were held on the basis of the combined test analysis: functions of the balance (in points), $33,4 \pm 2,7$ – among boys; $34,7 \pm 2,9$ – among girls, Student t-test – 0,33; the quality of balance control (in points), $33,5 \pm 2,8$ – among boys; $34,9 \pm 3,1$ – among girls, Student t-test – 0,34.

III. RESULTS

In order to substantiate the Program age-related characteristics, which condition demands placed on anatomical-physiological, psychomotor and coordinating abilities of children, were analyzed.

Substantiated and experimentally checked by us Program of preliminary football training among 6-8 year-old boys and girls for sports school admission, is a subsystem of cooperative initial teaching and is created to provide authentic, informative sports exercises for girls and boys [6]. Unlike other programs, which are directed toward gender equality achievement in the context of school physical upbringing, offered by us Program provides training orientation toward the future football career for boys and girls. It is an innovative approach in Russia and can be a model of the initial football training for the world practice.

Program material of the 1st year of preliminary training (6-8 years-old) is directed toward health improvement and children's physical qualities development. They are necessary for motor skills formation among football players-beginners, available techniques mastering on the basis of sufficient physical training level [7].

Preliminary training of the first year is based using short-term exercises for dexterity, coordination of movements development and includes speed and strength oriented exercises:

1. Walking, running, jumps.

2. Outdoor games: Fishermen and fish (Rybaki i rybki), Freezing (Zamorozka), Third wheel (Tretiy lishniy), Fox (Lisa), Swan geese (Gusi lebedi), Sparrows-crows (Vorobivorony), Hunters and ducks (Okhotniki i utki), Firefight (Perestrelka), One-leg catch up (Odnogie salochki), Snake (Zmeika), Empty place (Pustoe mesto), Get the flag (Zakhvati flag), Bears and hares (Medvedi i zaytsy), Cats and mice (Koshki-myshki), Owl (Sovushka), Calling numbers (Vyzov nomerov), attention developing games.

3. Games with the elements of football: 3x3 players without goalkeepers on small playgrounds 15x10 meters with small goals 2x1 meter; exercises for 2x1 players, 3x1 players, which give the advantage of possessing the ball; 1x1 game on a small playground with the goals attack, which provides rivalry between the partners (stroke, ball picking) in terms of simultaneous participation of two-three pairs on the ground; 2x3 players for the advantage of one of the teams creation).

4. Relay races – non-specific (hands): with different balls, speeding-up, for dexterity, for attention development, for acrobatic techniques fulfillment; specific (legs): for a stroke, dribbling; for joints development: dribbling-strike, ball stop-dribbling, ball pass.

5. The exercise on a special running ladder for coordination and legs work frequency development (single and double ladder).

6. Acrobatic exercises: forward somersault, back somersault, shoulder stand, backbend, wheel, a long somersault, somersaults with the ball catch, the techniques combination.

7. Balance developing exercise on a balance beam, exercise for throwing accuracy development, exercises for climbing over and under the athletics barriers, climbing a climbing frame.

8. Exercises for obstacle course overcoming: combinations from 6-9 techniques for dexterity and coordination of movements development, available running and jumping exercises, the elements of football.

The 2nd year Program of training mainly repeats the program of the 1st year. It differs only in more complicated speed-strength oriented exercises and has more exercises with the elements of football.

For the final lesson we, as many other scientists, use Festivity for the interest and motivation level increase among children and parent in football. Sport event is popular by its merry [8,9].

IV. CONCLUSION

For the first time we received great experimental material, which proves the idea of cooperative training expediency among 6-8 year-old boys and girls for sports school admission (football department). Mass introduction of the innovative approach, oriented toward cooperative football lessons among boys and girls, provides the ideas of gender equality in sport realization, demands special gender education for teachers, coaches, children and their parents, which will

help to overcome old gender stereotypes, in accordance with which football is not for girls, only calisthenics, acrobatics, swimming.

Gender approach is very urgent nowadays and it can become one of methodological guiding points in cooperative training of football players-beginners.

- Age-related peculiarities of 6-8 year-old boys and girls don't have considerable differences and that is why it is possible to organize cooperative football lessons at the stage of preliminary training for sports school admission.

- Coordinating movements indices among 6-8 year-old boys and girls are almost at the same level and don't prevent motor skills mastering, dexterity demonstration for sports results achievement.

- Substantiated and experimentally held by us preliminary football training among 6-8 year-old boys and girls for sports schools admission, is a subsystem of cooperative initial teaching and is directed toward health improvement, children's motor qualities development, available techniques mastering and playing skills development in the restricted groups of 3x3 and 4x4 players on small playgrounds 15x10 meters.

- Gender approach to cooperative training of boys and girls in football has a distinct prospective and can become one of methodological principles –gender equality in training young football players.

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