

The incorporation of 9-10 years girls to football practice

La incorporación de niñas entre 9-10 años de edad a la práctica del

Fútbol

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ABSTRACT

The objective of this article is to develop pre-sports activities for the incorporation of girls between 9-10 years of age to football practice in "Reparto Obrero" Combined Sports in Guantánamo municipality. For its development, the following research methods and techniques were used: historical-logical, induction-deduction, analysis-synthesis, observation, survey and percentage calculation, which allowed corroborating the limitations that originated the problem under study as well as elaborating the activities necessary to fulfill the purpose of the investigation.

Keywords

Pre-sports activities; Soccer practice; Participatory soccer; Physical education

RESUMEN

El presente artículo tiene como objetivo elaborar actividades predeportivas para la incorporación de niñas entre 9-10 años de edad a la práctica del fútbol en el combinado deportivo "Reparto Obrero" del municipio Guantánamo. Para su desarrollo se utilizaron los siguientes métodos y técnicas de investigación: histórico-lógico, inducción-deducción, análisis-síntesis, la observación, la encuesta y el cálculo porcentual los cuales permitieron corroborar las limitaciones que originaron la problemática que se estudia, así como elaborar las actividades necesarias para dar cumplimiento al propósito de la investigación.

Palabras clave

Actividades predeportivas; Práctica del fútbol; Fútbol participativo; Educación física

INTRODUCCION

Football, called a universal sport, has had no borders, its practice has captivated generations with participation from all social classes, genders, races, creeds, from the richest to the most barefoot of society. In Cuba this sport has become widespread in the last ten years, forming part of the physical preparation programs within primary, secondary and upper secondary education.

It is a sport where you should start from an early age, by to the valuable need and importance of incorporating girls into your practice, nowadays, this may be one of the most necessary aspects according to the globalized demand of sports practice, where every day we work for the incorporation of girls to the football practice, in order to satisfy the current demands at the national level for the development of this sport.

Participatory sport arises as a need to consolidate sports motor skills of the sports that are the subject of study with two frequencies a week, taking into account the teacher's tastes and sports preferences of adolescents. Within this program is what is known as “participatory football”.

Primary education in Cuba is currently facing a series of transformations that constitute favorable conditions to conduct an educational process with higher quality, fundamentally influenced by a reduced number of enrollments per classroom, and by the insertion of educational technology, this last significant complement for the educational processes that take place in the school.

According to Estrada (2011), education plans currently require the teaching of technical elements and hence the correlation of school education, but the teaching of technical elements is not confined exclusively to schools, but also outside of them.

The teaching-learning process of soccer skills that is developed in primary education and in order to perfect its direction to achieve high learning results in children, and that can be fulfilled with the purpose of the integral formation of the Personality is sustained from psychology in the socio-historical-cultural theory of Vygotsky (1988) from a psychological model of the student that postulates an original conception of the relationship between teaching and learning.

In the teaching-learning process of soccer, it is also necessary to consider the unity of instruction, education and teaching by recognizing the potential offered by the teaching-learning process of Physical Education to organize the acquisition of knowledge, skills and the development of sports skills, and attitudes based on the integral formation of the personality.

In this sense, Addine (2004) states that “*The teacher is the protagonist and responsible for teaching, (...). He assumes the creative direction of the teaching-learning process, planning and organizing the learning situation, guiding the students and evaluating the process and the result*” (p.10).

In the didactic order, it agrees with what was referred by Addine (2004) on the principle of the unity of the instructive, educational and developer in the pedagogical process which is based on the dialectical unity that exists between education and instruction, in their relationship with the development.

Education and instruction as a dialectical unit that they are, are not identical, therefore they cannot be substituted, hence it is stated that whenever one educates one is instructed and whenever one is instructed one is educated and with both personal development is achieved.

On the other hand, the teaching-learning process is very complex and its development is affected by a series of components that must be interrelated so that its results are optimal. Process optimization cannot be achieved if these components are not optimally developed.

In this regard, Addine (2004), suggests analyzing school learning from the didactic point of view to achieve a teaching-learning process that promotes comprehensive knowledge, through which the activity, due to its own characteristics, will allow addressing open problems from the perspective of various subjects, extra-teaching, extracurricular activities and with the help of group work, considering these as learning spaces.

The elements exposed above constitute the theoretical basis to develop pre-sports activities that contribute to the incorporation of girls between 9-10 years of age to the football practice in the sports team “Reperto Obrero” of Guantánamo municipality, which is the essential objective of this research.

METHODS

To carry out this research, 64 girls between 9-10 years of age who reside in the “Reperto Obrero” Combined Sports of Guantánamo municipality and 10 Physical Education teachers were taken as a population. As an intentional sample, 16 girls were chosen, which represents 25% of the total sample, as well as 100% of the teachers.

During the investigation, a bibliographic review was carried out that allowed the study of the soccer teaching-learning process, as well as analyzing the constituent elements of the problem and synthesizing the fundamental theoretical elements related to the incorporation of girls between 9-10 years of age to the soccer practice.

Then, a survey was applied to the selected girls to assess the frequency and quality of the work performed by the teacher in order to motivate them to join the football practice in the “Reperto Obrero” Combined Sports of Guantánamo municipality.

An interview was conducted with Physical Education teachers to corroborate the existence of specific pre-sport activities that allow them to motivate girls between 9-10 years of age to practice soccer in the Combined Sports “Reperto Obrero” of Guantánamo municipality.

In addition, various activities developed in the popular council “Reperto Obrero” of Guantánamo municipality were observed to verify how many are in fusion to motivate girls between 9-10 years of age to join the football practice.

From the data obtained in the instruments applied during the investigation, the activities were elaborated in order to motivate girls between 9-10 years of age to practice soccer in the Combined Sports “Reperto Obrero” of Guantánamo municipality, which is presented below.

RESULTS

Pre-sports activities for the incorporation of girls between 9-10 years of age to the football practice in the Reperto Obrero Combined Sports, Guantánamo municipality

The activities are conceived both teaching and extra-teaching in order to achieve the maximum of the objective proposed in this research based on the importance given to each of them; because through teaching activities where the teacher, in addition to teaching, transmits knowledge that develops habits, skills and cognitive processes, in addition to his example and his way of conducting learning, he contributes to achieving the incorporation of girls to the football practice.

Despite being different, both activities lead to the same goal, the integral development of the personality, and have a didactic structure determined by an objective, content, methods, and form of organization.

Distinctive elements that characterize the pre-sports activities developed

Flexible character: Allows them to be put into practice not only by the physical education teacher, but also by the soccer teacher or activist. It allows adjustments to be made depending on the difficulties that are more common in girls.

Practical character: It allows girls to assume the essential qualities that characterize the football practice and act in correspondence with them in the school context, which can undoubtedly serve to perfect their way of acting in other contexts of life.

Individual character: Although they are aimed at a certain group of students, each teacher must carry out the pertinent analyzes to define which of the pre-sports activities are more convenient depending on the difficulties that prevail in the group and in each of the girls.

Developer character: It leads to the transformation of an element of considerable importance in the personality of the individual based on the knowledge they have and that they will acquire through the practice of football.

Proposal of activities

Activity 1

Activity Name: Who knows more?

Objective: Check the knowledge of the girls about soccer players and teams to motivate them to practice soccer.

Content: soccer players and soccer teams.

Methods: joint elaboration, game.

Form of organization: group and team work (Barcelona vs Real Madrid).

Directs: football teacher or activist.

Place: school library or sports area.

Duration time: the duration time will be at the discretion of the person in charge of the activity, it should not be very long, because at these ages the girls like practice more than theory.

Developing: For this activity, the teacher will create a system of questions that responds to the best players in world football, which will be well defined in a box called "Surprise". Once the questions have been determined and the first question has been asked, which will deal with their favorite team, the teacher will divide the group into teams (Barcelona vs Real Madrid) to achieve a certain level of competition, this if the girls agree that these be their teams.

Essential requirement: each girl will test her luck and knowledge by choosing a certain card where an activity to be carried out appears, to which she will try to find a solution. Each correct answer will have the value of (1) point and the incorrect ones will be represented by (0) point. In case of incorrect ones, other team members will have the opportunity to correct them, if they cannot, the opportunity will be given to another team which will receive the score. As long as there is a competitor without participating, the repeated intervention of others will not be allowed, this will force everyone to make an effort and prepare.

At the end of it, the best team and the best competitors will be selected, rewarding them with applause. The prize for the rest will be having learned something new.

The teacher can use the following questions, but can also include others that he considers more appropriate to the needs of the competitors. Students will also be able to ask questions of the other team.

Suggestion of questions to evaluate:

1. What is your favorite team?
2. Say the name of a soccer player at the national level?
3. How many soccer players make up a team?
4. What rules of the soccer game do you know?

Activity 2

Conversation: high-performance athletes in soccer.

Objective: to listen to the experiences narrated by those soccer players who have been selected as soccer glories in the locality or province.

Content: sacrifice and responsibility in the performance of duty.

Method: expository.

Procedure: frontal.

Form of organization: group work, teams.

Directs: Soccer teacher or activist.

Place: library, video room or sports area.

Development: the teacher or activist will first coordinate the possible visit of the athletes to the school, the community or the training area of these high-performance athletes. The teacher will ask these people to expose in a pleasant way through a conversation the attitudes they assumed before the assigned tasks, attitudes that led them to receive the determined decorations, as well as the main competitions where they participated and their best results. The students will be able to ask as many questions as are necessary for their interest.

Possible former athletes: Reynaldo Revé La Rosa, Reynerio Torres Terazón, Berly Durán Lobaina, Hanier Humberto Dranget Cantillo, among others.

Activity 3

Watch a soccer game.

Objective: Observe a summary of a soccer game to exchange on the best actions.

Materials: television, DVD or decoder box, disk or RAM memory with the selected teaching material.

Organization: two teams with the same number of participants, one team will sit on the right and the other on the left. The teams will be able to use the names they chose from the first activity.

Development: the material (video) that will have implicit all the defensive and offensive actions of soccer will be put on. At the end of observing the material, each team will be given the opportunity to address what they observed, taking into account each action. At the end, a game will be played among them to put the observed skills into practice.

Rules: each correct argument will be scored with 5 points. The team with the most points will win.

Variants: if a team does not carry out the activity, it will be handed over to another team member, but with a penalty of 2.5 points; if this other one does not address anything, then it will be passed to the other team with only one opportunity.

Aspects to observe in the game:

1. Part most used to make contact with the ball.
2. Types of most used receptions.
3. Types of feints used by players.
4. How to score goals.
5. Most skilled player.

Activity: 4

Theme: driving the ball.

Content: driving the ball with the inside of the foot.

Objective: drive the ball with the inside of the foot.

Name of the activity: the relay.

Methods: explanatory, demonstrative, repetition, game.

Means: whistle, balls, clock, tape measure, cone, flags.

Organization: the group is divided into two teams with the same number of participants, they will be placed in two rows per team, one in front of the other at a distance of ten meters.

Procedure: At the teacher's signal, each student will drive the ball to where their partner is, and they will do the same on their way back.

Rule: The team that finishes first wins.

The team that finishes first will receive a bonus of 5 points.

Variant: the variants will be at the request of the participants, such as; driving the ball with the inside foot, the outside of the foot, the total of the foot, the sole of the foot and carrying it with the hand.

At the end there will be a soccer game.

Activity: 5

Theme: hitting the ball.

Content: hitting the ball with the inside of the foot.

Objective: to hit the ball with the inside instep of the foot to take it as far as possible.

Name of the activity: the strongest.

Methods: explanatory, demonstrative, repetition, game.

Means: whistle, balls, clock, cones, tape measure.

Organization: the group is divided into two teams with the same number of participants.

Development: the soccer ball will be rolled to where the girl who is going to kick the ball is, she will do it with the inside instep of the foot to take it as far as possible, where the ball hits it will be measured to know how many meters were reached.

Rules: all throws per team will be added.

The team that accumulates the most distance from the launch among all the players of the same team will win.

Variation: the part with which the ball is kicked can be varied according to the interests of the students.

Activity: 6

Theme: ball hits.

Content: hitting the ball with the foot.

Objective: to play a game to put into practice the different types of shots given.

Name of the activity: Kikimbol

Methods: explanatory, demonstrative, repetition, game.

Means: whistle, balls, clock, cones, field or sports court, bases.

Organization: the group is divided into two teams with the same number of participants.

Development: the ball will be rolled by a participant from the opposing team who will be on the defensive, this will be called the pitcher, the ball will be rolled to where the girl who is going to kick the ball is, she will do it with the part of her foot that she thinks is convenient for take it to the place where the opponents are.

Rules: The team that scores the most runs will win.

It will be played up to five innings and the knockout will not count.

Variation: the part with which the ball is kicked can be varied according to the interests of the students; inside foot, outside foot, total foot, toe.

If the duration of the class does not allow it, the game ends where it left off.

The game can be restarted in the next class where it was left if it is in the interest of the students.

Activity: 7

Theme: game

Content: soccer game.

Objective: to play a soccer game to put into practice everything learned in class.

Name of the activity: Olympic Game.

Methods: game.

Means: ball, whistle, goals, clock, field or sports court.

Organization: the group is divided into two teams with the same number of participants, located by positions on the field; goalkeeper, defenders, midfielders, forwards.

Development: soccer game.

Rules: The team that scores the most goals wins.

Variation: Variations in the soccer rules can be made at the request of the students, as long as they do not lose the essence of playing soccer.

Always at the end of each activity there will be a pre-sports soccer activity.

DISCUSSION

The pre-sports activities developed constitute an instrument for the physical education teacher to motivate girls between 9-10 years of age to practice soccer in the “Reperto Obrero” sports team in the Guantánamo municipality. Which have as a novel element that they can be applied in a recreational way, both at school and in the community, since they do not present a high technical-tactical level, in addition to being based on the theoretical foundations that govern the teaching-learning process. of physical education today.

In this sense, the sociocultural theory of Vygotsky (1988) is assumed because it is generalizing, it associates not only what the adolescent learns but also what he has to know in the future, it takes into account the learning that he develops in an integral way that treatment is given to the affective-cognitive, as an indissoluble relationship for its development, that the interests, motivations, weaknesses and potentialities of the adolescent are taken into account in learning according to their characteristics, takes into account the role of the teacher promoting the zone of proximal development in adolescents .

What is expressed by Addine (2004) is also assumed, since for the teaching of basic techniques and tactics, it is of great importance to know the aspects that frame the student-teacher relationship.

It also agrees with the principle of the unity of the instructive, the educational and the developer approached by the aforementioned author because, due to the degree of activation of the selected methods, they make the student think, develop habits, skills and abilities in such a way that, his convictions are formed, with flexible and independent thinking that allows him to transform himself and be the protagonist of the activity he carries out, taking into account his needs and interests.

After the investigation is completed, it can be concluded that the analysis of the different investigations carried out in relation to soccer allowed to determine the theoretical foundations that support the activities that are proposed to solve the insufficiencies that exist for the incorporation of girls between 9-10 years of age. to soccer practice in the Reparto Obrero Combined Sports, Guantánamo municipality.

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