THE IMPORTANCE OF SPORT TALENT IDENTIFICATION TO EARLY CHILDHOOD

by Sugeng Purwanto

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Abstract

Every child is born unique with different talents in one another. This uniqueness has to be conscious by a teacher or a trainer in coaching a child to be the future athlete. For a child, achieving sport performance cannot be instant: it needs long process which is begun since early childhood age. Therefore, a teacher as well as a trainer must know the children's characteristics, the growth and the motion development used as a hint to find out the children talent which will be trained. Every sport branch has different kinesiological structure and anthropological feature thus the process of accomplishing sport performance will be effective if the trained children have potential capability along with the demand of each sport branch specification. Digging up children talent used talent identification is an important thing to find talented athelete candidates in early childhood age so they can be coached to the high level of performance. Talent identification is also aimed to estimate talented children's probabilities in sports; it is done to endure the training program so they can be able to get the peak performance. By doing talent identification since early childhood is expected to be able: 1) to know children talent and skill earlier, 2) to increase confidence and motivation, 3) to increase the competitiveness, 4) to achieve the peak performance in golden age, 5) to prosper children lives when accomplishing the peak performance.

Keywords: Early childhood, sports talent identification.

INTRODUCTION

The peak performance accomplished by an athlete cannot result with only relying on natural factor and factor of luck. It is reached by systematic and planned coaching process and needs long process and time. The meaning of this coaching process is coaching management process which is continuously and gradually, since in the early childhood, multilateral development, until golden age era in all sport branches (Bangun and Yunis, 2012).

In line with the explanation above, M. Furqon Hidayatulloh (200: 1) explains that the sport coaching is better started since early childhood thus it will not cause delay of motor growth. However, this coaching must be adjusted to the condition of children.

Basically, every child or student can learn various motions in sports but not all students can perform them well in it. Therefore, it is necessary to identify children talent in early childhood so that the exact coaching pattern can be applied based on their talents to accomplish the higher optimum performance.

Talent identification can be done at school, sport community, youth organization, and family (Aristanto, 1990: 8). The person who can do this identification is like a teacher, builder, coach or parent, is expected to do the coaching to the identified talent.

Sport coaching to early childhood until they become professional athletes must pass some stages; they are searching for talented athlete candidates, choosing young athlete candidates, monitoring the athletes continually, and helping them so that they are ready to achieve the peak performance (Bompa, 1990).

Generally, Indonesian performance in International sport events is not yet satisfied. This fact is seen from the lower rate of Sport Development Index (SDI) which the amount is 34.5% for lower category (Kemenpora, 2009). Likewise the physical condition of Indonesian students is not good; the total is 1.08% for the best category, 4.07% for good, 13.55% in middle, 43.90% for bad, and 37.40% for worst category (Sumaryanto, 2005). This condition occurs due to the less of sport coaching to athletes in early childhood. It is seen from the long-term sport coaching which is handed by Satlak PRIMA[1]. This organization only develops the sport coaching of young athletes (starting age 18) or it can be called as primary athletes (Presidential Regulation Number 15 of 2016)

Bompa (1990) in Mansur (2011: 3) states that in western countries, the identification of athlete candidates is not a new concept in sports even

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1   Satlak PRIMA: Indonesian organization which manages to train athlete candidates to be ready for international competition like SEA Games and Olympiads.

though this talent identification activity to the athlete candidates is not yet done formally. At the end of the 1960s and the beginning of the 1970s, most of Eastern European countries have determined special method to identify the potential things to athlete candidates. The procedure of the selection to them is found and directed by sport scientists, and then they give recommendation of some potential athlete candidates in sport branches to the coach (Mansur, 2011). In line with it, the concept of sport coaching in early childhood by digging up children's potency using talent identification becomes a demand in which it must be done to accomplish an international performance.

By using the procedure of selection to athlete candidates, the dramatic result can be drawn from those who won for medals in Olympiads in 1972, 1976, 1980, and 1984, especially in East Germany which becomes the result of scientific selection (talent identification). The similar case happens in Bulgaria; almost 80% of the medal winners are those who become the result of the selection of talent introduction. Next, it is also followed by Romania since 1970 in Moscow Olympiad and Australia in 2000 which are successful for its "sport search" (Kemenpora, 2009).

The fact above will strengthen the conviction of theoretical and practical scientists that sport coaching pattern which is done has become the right line. Therefore, to get the advanced benefits, talent identification in sports must become one task which is done continually.

In line with the explanation above, to bore potential and talented young athlete candidates in certain sport performance branch which is predicted can be coached and developed intensively and optimally to the peak performance. One of the methods which must be done is by identifying children's potency in early childhood.

EXPLANATION
Children's Characteristics

Before applying sport talent identification to students, a teacher should know the characteristics of students including the physiological, psychological, and social characteristics, (Annarino, Cowell and Hazelton, 1980). By knowing their characteristics, a teacher can apply the appropriate learning program based on the children necessity.

The childhood period is called as children playing phase; it is due to their huge interests on playing. Sutton Smith in Hurlock (1990) says that playing for children consists of four basic methods which make them knowing their worlds; they are imitating, exploring, trying, and developing methods.

Besides, the childhood is also called as grouping age because children have interests on an activity with their friends and want to be part of them. It makes them adjusting themselves in their members' behaviour, value, and interests (Imam Hariadi, 2017). As members of a group, children do not always obey their parents' and teacher's standard, develop their behaviour in againsting their opposite sex and have negative thought towards others who are not in the same group. The whole behaviour pattern and ability in children is the natural result from their social environments hence it determines the activity pattern in achieving their dreams (Sudirman, 1990).

Characteristics in Age 4-6 years old

Children in this age have characteristics such as 1) related to physical development; children are very active in doing their activities in which it benefits to develop their muscles, 2) The development of language that have been getting better; children are able to understand others' talk and express their thoughts (it is still limited), 3) The development of children's cognitive that have been faster; it is pointed by their curiousities to their environment, this is seen how often children ask about all things they have seen, 4) The individuality of children games, not social games; they prefer playing individually even though they have played it with others (Febriani Utami, 2012).

Characteristics in Age 6-8 years old

Imam Hariadi (2017) states that generally the physiological characteristics on age 6-8 years old are: 1) low reaction on a thing, bad coordination, the use of muscle in doing activity, like to have quarrelling, hunting, climbing, and chasing each other, 2) Always be active, enthusiastic and responsive to rhythmical voice, 3) Have soft bones, 4) The heart beat is easy to be low, 5) The sensory and perception has developed, 6) the coordination of eyes and hands has also developed, 7) Easy to get sick because of the low immune, 8) The growth of permanent teeth existing.

Moreover, the psychological characteristics in this age are: 1) A focus which is easily switch, 2) The high curiosity, 3) The development of organs of speech, 4) To be fond of repeating the similar activity, 5) Limited thinking ability, 6) Interesting on all things, 7) The highness of creativity and imagination.

Characteristics in Age 9-10 years old

Physiological characteristics in children in this age are 1) the coordination of basic motion is better, 2) the immune is developed, 3) the stable physical growth, 4) the coordination of body motion

is better, 5) the body posture is not yet perfect, 6) female children is one step better than the males, 7) the growth of permanent teeth replaces baby teeth, 8) the gender difference is not influenced 9) self-difference is obvious, 10) Easy to get injury because of the high motion mobility.

Then, the psychological characteristics are 1) the scope of the attention and curiosity increase broadly, 2) the thinking ability has developed, 3) To be fond of imagination, music, and rhythmical motion, 4) like to imitate their idols, 5) have interest to the organized games, 6) have strong desire to be adult, 7) like to repeat their activities, 8) like to do competitive activities (Imam Hariadi, 2017).

Characteristics in Age 11-12 years old

Children in this age are called as children in high category, their physiological characteristics are 1) the supporting muscles develops, 2) to be conscious to their growth, 3) To be fond of active games, 4) No gaining weight and rising height, 5) the growth of muscle is not in line with the body growth, 6) the motion develops better, 7) the interest on competitive sport branches is high, 8) gender differences is obvious, 9) looked healthy and fresh, 10) the motion coordination develops well, 11) the growth of leg is faster than other parts of body, 12) the muscle strength in male and female looks more different.

Meanwhile, the psychological characteristics are 1) there is high interest in complex games in sport branches, 2) they have strong patriotism soul, 3) the attention scope is broader, 4) they feel proud of their skills, 5) there is strong concern to society, 6) their enthusiasm is down when facing failure, 7) they believe in elder people, 8) they always want to get confession from their teacher, 9) they have strong adherence to the disciplinary (Imam Hariadi, 2007).

The Development of Children's Motion

The development of motion skill cannot develop automatically along with the growth of children to be adult. Children need to be given a chance to explore their body's skill actively. The teacher and parents can give such an activity to stimulate the rise of their skills in managing their certain part of body, changing speed and running direction, (Audrey, 2002). Similar opinion is also expressed by Gallahue (2012) who states that the developmental process is influenced by the combination of heredity and social factors.

According to Gallahue (2012), he says that the first children's motion development is the re-

flective motion phase which occurs when they are still embryo until 4-month-old (given information) and it is continued to 4 months old until a year old (acceptance information). Then, it is followed to the first basic motion phase in which the basic motion in this period is not yet perfect. It occurs to the early childhood, since the children born, until they are a year old (reflex obstacle) and 1-2 years old (pre-early age). Next, this phase occurs to children in age 2-3 years old (early stage of basic motion phase), 4-5 years old (basic stage of basic motion phase) and 6-7 years old (adult stage of basic motion phase).

In age 7-12 years old, children start entering specialization motion. In this phase, skill of fundamental, locomotors, and manipulative motion is rising. Children are able to combine those motions along with the situation. The motion skill is applied to various complex activities in daily life, recreation, and sports. For instance, the basic motion of jumping is applied on skipping, dancing, or doing *triple jump*.

Specialization motion phase for children in age 7-12 years old passes two stages. The first is the transition stage; it is marked by the children start to combine and apply fundamental motion to special skill in sports and recreation. Transitional motion skill is the application of fundamental motion pattern; it is more complex and specific, the accuracy and control is better. The second is the application stage; in this stage, children start looking for or avoiding certain activity. The motion performance arises in the forms of motion skill, motion accuracy, and the total motion. In this stage, the complex skill is completed and used in the advanced game, main activity and selected sports. It can be described in the illustration as follows.
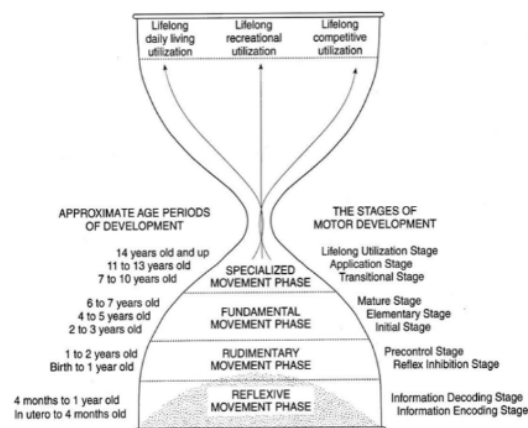
Figure 1. Motor Development Stages
(Gallahue, 2012)

Talent identification

In *Webster's Encyclopedic Unabridged Dictionary of the English Language*, talent is defined as a natural ability. Muhammad (2010) defines that it is a congenital potency which is given by God to a person to be developed so that it can be beneficial in life. Talent or aptitude also means as congenital skill which is also called as potency or potential ability because it is potential or latent. Therefore, talent is a potency which still needs initiative development and serious and systematic coaching so it can be materialized.

A person who know and understand his or her potency will get its benefits. It is explained by Asmani (2012: 33) who says that there are some benefits for knowing talent or aptitude; they are 1) knowing self-potency, 2) planning the future life, 3) deciding task or activity that will be done.

Harre (1982) in Harsono (2000: 6) explains that talented child is a child who can finish junior coaching program well, and with reasonable measure of certainty will be able to do the advanced steps. This definition insists that sports talent is a skill which is related to the motion performance, and the combination of some skills related to the attitude and body posture.

Talent identification is not a system which stands itself; it is a combination of various aspects. Thus it needs a study about how to develop and streamline the implementation of talent identification system by optimizing the potency, (Adhi Purnomo, 2014).

There are two paradigms appearing in guiding children talent. First, not all children have sport talent; it means that only certain children have potency to be coached and developed in advanced. Second, every child has talent in certain sport; it means that the child will practice optimally in certain sport branch from all the branches. The second paradigm seems giving big opportunity to children so they can find their choices in line with their condition and skills (Imam Hariadi, 2017).

Every sport branch has different characteristics in the activity, structure, and the capacity. Kinesiology structure and specific anthropological characteristics are the distinguishing characteristics in every sport. A person's anthropology determines his or her efficiency in doing certain sport. Thus, it is necessary to choose an athlete who her or his anthropology is in line with the characteristics of the sport activity (Shroj: 2010).

Besides, every sport branch also has different motion structure or kinesiology. This difference in every sport branch influences the time in finishing or enduring the training program thus the guiding talent in every sport branch is determined by the age classification so it can be able to accomplish *the peak performance*.

Table 1. Age Classification on Guiding Talent.

Sport Branches	Starting Age of Sport	Special-ization	Peak Per-formance
Swimming	3-7	10-12	16-18
Platform Diving	6-7	8-10	18-22
Gymnastics (Female)	6-7	10-11	14-18
Gymnastics (Male)	6-7	12-14	18-24
Water Skiing	6-7	10-11	20-24
Tennis	6-8	12-14	18-25
Table Tennis	7-8	10-12	18-24
Fencing	7-8	10-12	20-25
Basketball	7 - 8	10 - 12	20 - 25
Badminton	8-9	14-15	18-24
Pencak silat	10-11	15-16	18-22
Football	10-12	11-13	18-24
Athletic	10-12	13-14	18-23
Volleyball	11-12	14-15	20-25
Softball	11-12	16-18	18-24
Archery	11-12	16-18	20-28
Canoe	11-12	16-18	23-24
Deadlifting	11-13	15-16	21-28
Handball	12-13	15-16	18-24
Sailing	12-13	15-16	18-24
Karate	12-13	15-16	18-25
Water Polo	12-13	15-16	18-25
Judo	12-13	15-16	18-25
Canoeing	12-14	16-18	18-24
Hockey	12-14	16-18	22-25
Boxing	13-14	15-16	20-24
Wrestling	13-14	15-16	24-28
Horseback Riding	13-15	17-18	20-25
Bike Racing	14-15	16-17	21-24

Source: Bompa, 1990 and Harsono, 1988

Talent identification test is a method which is used to identify potency or individual talent in a field, then, the potency is trained maximally and systematically, (Breithbach, 2014). Identifying sport talent since early childhood has an advantage to predict whether or not the children are able to finish

the junior training program in their sport branches. Therefore, the earlier children show their conformities of exercises with the capability of learning, the more successful they finish their training programs. It will give children more time to practice before reaching their peak performance age (Harre, 1982).

Talent Identification Method

The performance can be achieved with the systematic planning, implemented in stages, and continuous starting from; applying multilateral development, and then developing candidates so they can reach the peak performance. In searching well-performed sportsmen candidates, it needs an early preparation; it uses multilateral development program which is done by motivating early childhood to do sport activity in all sport branches. Meanwhile, this program can be done by doing various methods; they are: 1) provide adequate sport and playing tools and infrastructure to children, 2) provide the sport teacher who is able to motivate the sport activity, 3) arrange sport events like sport tournaments or children games, 4) give motivation to students so they can be active in doing physical activity, 5) arrange tournament demonstration of professional athletes so they can imitate them, 6) stimulate children's interests to do sport activity by mass media, video, electronic game, and others, 7) do some cooperation with society, especially parents, sponsor, and government (Wicaksono, 2010).

Every child is provided with talent as a potency which is carried since they are born; as a gift obtained genetically from heredity. Bompa (1986, 330) identifies that children's characters inherit from their parents psychologically and biologically. This indicator is not yet enough because the demand to be able to do various sports is varied. The criteria to identify talented sportsmen candidates in every sport branches is also varied or multi-indicator.

The indication of sportsmen talent must be done by objective measurement towards some indicators which are believed to be the main asset of sportsmen candidates in line with their sport branches.

The general criteria in selecting good candidates which is stated by State Minister of Youth and Sports (1992: 19) are: 1) have good physical and mental quality which is carried since they are born, 2) have healthy physical and mental, no physical defect; it is expected that the posture is fit to the interested sport, 3) have good function of bodily organs such as heart, lungs, muscle, and nerve, 4) have good basic motion skill like strength, speed, endurance, coordination, agility, and power, 5) have high intelligence, 6) have competitive character,

strong will, hardy, brave, and high enthusiasm, 7) prefer to do sport activities.

Cholik (1995) states some important indicators which need attention as a criteria to identify and select talented athlete candidates objectively are: 1) health; such as doing medical checkups, especially cardio-respiration system and the muscular system of nerve, 2) anthropometry; such as height, weight, body measurement, and body fat, 3) physical skill; such as speed, power; coordination, Vo2max, 4) psychological skill; such as character, motivation, tolerance, 5) heredity, 6) the long training that has been joined before, 7) maturation.

According to Harsono (2000: 7), factors which are considered in talent identification to early childhood are: 1) height and weight, 2) speed, 3) reaction time, 4) coordination and power.

Children's heights in certain age can be predicted by using Smith's formula quoted from Djoko Pekik (2007: 26) as follows.

Table 2. Children's Height Prediction

Age in Year	%	
	Male	Female
1	42,2	44,7
2	49,5	52,8
3	53,8	57,0
4	58,4	61,8
5	61,8	66,2
6	65,2	70,3
7	69,0	74,0
8	72,0	77,5
9	75,0	80,0
10	78,0	84,4
11	81,8	88,4
12	84,2	92,8
13	87,3	96,5
14	91,5	98,3
15	96,1	99,1
16	98,3	99,6
17	99,3	100
18	99,8	100

Source: Djoko Pekik (2007: 26)

The formula of height prediction:

$$\left(\frac{100}{(...)\% \text{ current age}}\right) \times \text{Current Height}$$

According to Bompa (1986: 328), there are two methods to identify talented athlete, they are 1)

using natural approach selection, 2) using scientific approach selection.

Natural selection is considered as normal approach method in developing athlete's potency. This method assumes that children develop and occupy one of sport branches without doing talent identification. Children occupy the sport as a consequence of environmental influence, such as friend's influence, parents' wishes, and the sport habit at school. Thus, the athletes' development and progress are slow because there is no talent identification progress to determine the most appropriate sport branch for the athletes.

The use of scientific approach selection means that in the talent identification process, children have used certain steps based on the knowledge and technology.

Identified children through natural method need more time to reach the level of high abilities if it is compared to those who are selected scientifically. Sport branches needing certain height or weight like basketball, football, rowing, and numbers of throwing are recommended to use scientific selection. It is also applied to sport branches that need speed, reaction time, coordination, and power like judo, hockey, and the numbers of athletics, (McElroy, 1986).

According to Bompa (2004: 328), there are some advantages obtained for using scientific method in talent identification process, such as 1) to shorten time needed to reach optimum performance, 2) to decrease the coach's high working volume, energy and talent identification, the efficiency of training program that can be reached by athletes who have potency and high abilities, 3) to raise competition, competitiveness and add the total of potential athletes and be able to reach high performance, 4) to raise athletes' confidences, 5) indirectly, to provide facilities for the implementation of scientific training.

The Role of Teacher in Student's Talent Identification

In the Undang-Undang Republik of Indonesia No. 23 year 2002 stipulates the rights and obligation of children listed in article 4 to article 19. One of the rights of the child is the right to live, grow, develop and participate fairly according to the dignity and dignity of humanity, and to be protected from violence and discrimination (article 4). This right to growth is reduced to the right to health, education, and the right to expression, and to obtain information. In Law no. 23/2002, this right of growth is manifested in the implementation of protection in education, health, and social, including religion.

The right to receive education and instruction in the framework of his personal development and

his level of intelligence in accordance with his interests and talents (Article 9). The right of the child to education includes the right to education and teaching in order to develop the child according to his / her talents, interests, and intelligence.

Basically, sport coaching and development are the effort of formal and informal education implemented consciously, planned, directed, organized and responsible in introducing, growing, guiding, and developing a balanced, whole and comfortable basic personality. It is done in order to give knowledge and skills in accordance with their talents, desires, and abilities as the provision. Then, on their own initiative adds, raises, and develops themselves, fellows, and environment towards the achievement of dignity, quality, and optimal man capacity and independent personal, (Abdul Gafur, 1983).

Sport coaching system in Indonesia intrinsically is the coaching effort of Indonesian human resources. In other words, this coaching effort is inseparable from the efforts of Indonesian human formation completely. Niemen (1993) states that a sport coaching done systematically, diligent and sustainable is expected to achieve meaningful performance. The coaching process needs more time; it is started from early childhood until children can reach highest efficiency of competition level. The coaching is begun from the general program about basic training directed to the development of sports efficiency comprehensively, and then, trained to the specialization of certain sport branches.

As it has been explained above, the sports development and coaching system in Indonesia is pyramid system which in which it covers three stages; they are: 1) multilateral development, 2) specialized training, 3) high performance.

Picture 2. The pyramid of sport coaching performance (M. Furqon H, 2005).

Multilateral stage is making pattern skills and physical fitness in accordance with multilateral and specialization base. The sports multilateral development is intended to prompt and motivate society so they can more understand and comprehend

directly the sports substance and benefit as life necessity, especially the easy, cheap, interesting, beneficial and general sports. The aim of multilateral development stage is to involve as many as athletes as a part of increasing sport performance effort.

Multilateral development is the basic of pyramid theory and also as a basic in the specialized training and talent identification processes. This basic is functioned to grow health and physical fitness to Indonesian society. It is done in order to develop men's qualities by implementing sports as part of life style. Therefore, sports development needs to always increase and expand multilateral development stage to Indonesian society in order to build physical health and fitness, mental and spiritual society, and to form discipline and high sportivity character and personality which is still part of rising Indonesian capacity effort.

To socialize sports and to sport society are the form of implementing multilateral development effort. The multilateral development should be begun in early childhood. Associated with the children's growth and development, multilateral development stage is well applied in the end of early childhood period; it is 6-12 years old. This period is the development of basic motion skill stage.

Specialized training process is an effort of searching and finding a potential individual to achieve sports performances in the future as an advanced step of multilateral development stage. This specialized training is like seedling seeds, not looking for ones. It is like a farmer who will plant rice, he does not bring a mattock to look for seeds in the woods but he does seedling seeds or making seeds by certain method, for instance, he plot a piece of land to grow the seeds. Sports specialized training can be done by implementing talent identification, and then, continued to talent development stage. The specialized training process by those methods is expected to be better. If it is considered from the growth and development of children's motion side, it is the continuance of the end of early childhood period; it is called as adolescence period. (M. Furqon H and Muchsin Doewes, 2000).

Specialized training process becomes the sports manager's responsibility in the executive level, and he also responsible to the sport coaching in the lower one; it is on the multilateral development stage. This stage needs to organize capable program to bore well athlete candidates so they will practice harder in raising their performance. Sports performances are the peak performance of athletes reached in a tournament after finishing various exercises or tests. This tournament is done periodically. The high accomplishment of sports performances is the peak of all identification process, either through multilateral development or specialized training stage.

Identification process will show potential athletes who are well-performed after doing the sport coaching. The role of sports manager in strategic and political level is responsible to train athletes who have national quality level. Thus, the organizing of long-term program can be stated that 1) the early childhood period contains of a beginner exercise program (junior program) which is in the starting age in multilateral stage, 2) adolescence period contains of an advanced junior exercise program which is in specialized age in specialized training stage, 3) post-adolescence period contains of senior exercise program which is in the age of peak performance accomplishment in peak performance stage.

Actually, the role of teacher in this sports development and coaching in Indonesia is neither easy nor difficult matter. To discern Indonesian sports development and coaching system pointing to pyramid model, a teacher has big role in talent identification level using his or her physical education program, and in specialized training level using the sports teams program. There are some roles that can be done by a teacher in the system of sports talent identification and coaching; they are as follow. *First*, in implementing dedication to society as sport activist, physical education teacher has roles; they are 1) as a motivator; a physical education teacher has to be able to motivate his or her students and society so they are be able to do sports, 2) as an organizer; a teacher has to be able to organize students and society who will participate in doing sport activity so it can run well, and 3) as an informant; a teacher is expected to be a role model to students and society; especially in his sports branch itself. *Second*, a teacher's efforts in implementing his or her role as a sport activist are: 1) a physical education teacher's effort in doing his or her role as a motivator so his or her students and society are able to do sports is to generate their motivation. It is done by giving clear explanation about the benefit of doing sports, for example, by doing sports; people will get healthy body, better immune and productivity on working, and others. The delivery process is done by doing face-to-face to students or society in personal or cluster, 2) a physical education teacher's effort in doing his or her role as an organizer can be done by organizing students and society into some groups in line with their hobbies and wish. Besides, it can form an arrangement of manager in each group, 3) a physical education teacher's effort in doing his or her role as an informant can be done by having cooperation with sports supervisor in sub-district and other sports organizations.

CONCLUSION

Every child is born unique and has various talents. The talents need to be trained and couched so they can develop optimally. The sports performance cannot be accomplished instantly but it needs long process. Therefore, a teacher as well as a trainer have to understand the children's characteristics and dig their motion growth and development which is furthermore used as a hint in identifying early childhood's potency which will be trained.

The process of accomplishing the performance will be effective if the trained children is the select children who have compatible potency with the demands of each sport branch specification. In sports, talent identification is the first step to find out talented children which is trained to the higher level of performance. This talent identification is aimed to decide children's potency in sport branches because each of sport brach has different kinesiological structure and anthropological feature. It is also purposed to estimate talented children's probabilities in sports so they are able to edure the training program so they can achieve the peak performance. Thus, children talent and potency in sports become their provision in life.

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