

76 - ASPECTS METODOLÓGICOS, PHYSICAL AND PSYCHOLOGICAL TRAINING IN SPORT OF FOOTBALL

JOSIANA KELY RODRIGUES MOREIRA
ODILON SALIM COSTA ABRAHIN
RAPHAEL DE MIRANDA ROCHA

Universidade do Estado do Pará, Belém, Pará, Brasil
LERES – Laboratório de Exercício Resistido e Saúde
GEERES – Grupo de Estudo de Exercício Resistido e Saúde
josikely@hotmail.com

INTRODUCTION

Despite the progress that football is suffering, we still can not find basic criteria for evaluation and training methods for sports training in football, resulting in the subjective analysis of the process (PAOLI et al., 2008).

In this sense the methods used in the training of football players for decades prioritized technical misrepresented the actions of the game, ie, analytical training in addition to a high physical and psychological burden, allowing early specialization (GONZALEZ, 1999; BARROS NETO, 2004).

The wealth of training methods should encourage creative thinking of practitioners and be responsible for substantial improvement in the performance of the player who is faster, stronger, tougher, better performer of the grounds and especially smarter, which is a difference between an athlete from the school's modern football and another who just experienced the technique without goals until adult (DRUBISCKY, 2003; FILGUEIRAS et al., 2008).

Methods rich, will not guarantee success in training athletes in football, and sports performance considered a physical, psychological and methodological (technical and tactical), whose interaction happens all the time (TORRELLES AND ALCARAZ, 2004; SILVA, 2000).

Athletes in training should not be viewed as bundles of muscle, bone and breath, but above all it must be understood as a being with feelings, emotions, motivations, aspirations and spirit of a warrior (DANTAS, 2001).

METHODOLOGY

This study was characterized as a literature search, carried out from January 2008 to January 2009 which sought to resolve an issue through published technical references, analyzing and discussing with several scientific papers.

Among the techniques employed in a methodical manner, involved identifying and obtaining information, filing and final drafting work.

The search was of primary information sources, where the works were published in full or summarized and were available in their original media, as well as journal articles, congress proceedings, books, and more.

Consulting the sources of information were searched from the address: <http://www.bireme.br>. In that email address if you have had contact with the MEDLINE and LILACS databases, and search for books and magazines.

METHODOLOGICAL ASPECTS

Football to be part of Brazilian culture implies environments filled with pressures from different segments of society, as managers, coaches, parents and supporters. These pressures coupled with inadequate methodologies can bring future problems for people who practice it (DAOLIO, 2005; JUNIOR, WINSTERSTEIN, 2007).

However, it is known that the child jogging for pleasure, wanting to assert their individuality without being different from others, trying to identify with a lot of communication (APOLLO, 2007).

Greco (2008) elucidates that methodologies are the means, ways and tools that facilitate and make possible new varieties of a new revenue stream. The use of a pedagogical training for the sport, in this case football, you should start by discussing the objectives to be achieved (KROGER, 2005). Unfortunately, this response is not accurate, the opposite is quite varied, considering that during the process, students / athletes are influenced by the school's philosophy and world views of teachers and, subsequently, a subjective evaluation criteria and formulation of training (PAOLI et al., 2008). Undoubtedly, the method will be used to facilitate the teaching-learning process, seeking an appropriate methodology of classroom / training in football, through to prevent it from becoming dull, boring, thus discouraging (GRECO, 1998; FREIRE, 2004; FILGUEIRAS ET AL., 2008).

Breaks up with the idea that mechanistic methodologies designed a very long time for teaching individual technique and not enough time in teaching the game itself. Moreover, the learning of technical procedures is only part of the prerequisites for that in a game situation, practitioners are able to resolve the problems posed to them the specific context, so that the true measure of the technique lies in its usefulness to serve the intelligence and tactical decision-making capacity of the players and teams (CANYON 2002).

Baptista apud Apollo (2007) in studies came to the conclusion that an individual aged 07 to 15 years, has only 40% of their training. The study also revealed that the age range from 10 to 17 years also showed a small variation from 50 to 70% of mental and physical training.

Currently, experts advocate the use of a pedagogy of problem situation, which presents a logical extension of the models of motor action inspired by the cognitive sciences and systems models (NECK, 2002; ANTUNES, 2006; FILGUEIRAS et al., 2008).

The idea in children's sport should not be concerned with training junior champions, but, preparing them for something much grander ahead (FILGUEIRAS, 2004; APOLLO, 2007).

In a study by Junior (1998) showed that the biggest career breaks were associated with athletes who started at age 07 to 10 years.

The methods of teaching and learning should not and can not be based on talent, or a proposal for formation of a champion, and only a minority has talent (PAOLI et al., 2008). In this perspective, the result does not depend essentially on the sport innate aptitude, but offered the chance to achieve it, ie, appropriate methodologies in favorable environmental conditions, based on a design medium and long term (GOMES, 2002; FREIRE, 2006).

Learning is linked to challenging methodologies based on functional structures that emphasize awareness, anticipation and decision making, the extension of development and growth of gaming experiences. Thus, the methodological aspects to consider for the sports training would be universal: respect for the stages of development, methodologies based on

functional structures, joy and pleasure in activities, without exaggeration competition and free expression of students.

PHYSICAL ASPECTS OF THE PREPARATION

Football now is parsed from the physical and physiological training of the athlete aliadoao immediacy to find good players can make it possible misunderstandings in the ratings, because of the results presented in the initial phases does not recur in the future (PAOLI et al., 2008).

Studies show that during childhood and adolescence, the sensitive phases, ie periods of ontogenetic adaptations that may occur to a more intense stimulus, are very important for the development of resistance, strength, speed and flexibility (WEINECK, 2000; SILVA, 2000).

The physical training should combine the capabilities of the most important physical football and that can be worked by children and adolescents. In literature, there was no ban, only care to be taken during training (WEINECK, 2000; BOMPA, 2002; GOMES, 2002; SILVA, 2000).

For a better understanding of the approach on motor skills in football understands that exercise intensity is not synonymous with high physical loads or durations dilated. When it comes to intensity, especially extends to the field for conceptual complexity, or intensity of concentration (Oliveira et al., 2006).

The intensity of effort should follow stages of development, understood by Bompá (2002), in three stages:

- a) 06 to 10 years - stage of initiation;
- b) 11 to 14 years - stage of sports training;
- c) 15 to 18 years - stage of specialization.

According to Oliveira et al. (2006) the physical capacities are commonly used in football:

- a) aerobic and anaerobic capacity;
- b) Strength and flexibility;
- c) Speed and agility.

Despite the importance of aerobic endurance, soccer is a predominantly anaerobic sport, so that a determination of fitness for sports is the optimization of energy supply by anaerobic pathways. Specific features of the arrangements should always be taken into question (SON et al. 2005; BARONI; EULETÉRIO, 2009).

The anaerobic endurance was found to be limiting at this stage, even with the elevation of lactic ability in severe overload in children and adolescents may indicate high blood lactate values during the recovery period, the removal of this is lower in this class of individuals. Anaerobic overload in children leads to an increase greater than ten times the amounts of catecholamines (adrenaline and noradrenaline). Another important factor to consider at this stage is that it does not ignore the natural mechanisms of protection in favor of improved performance di early and without purpose, namely to respect the little glycolytic capacity and low levels of catecholamines can protect the body from childhood strong metabolic acidosis and catabolism (WEINECK, 2004).

After several studies showed that training with weights when relating the phases of development can prevent injuries. The physiological adaptations from resistance training are: improvement of intra and intermuscular coordination, increased number and increased recruitment of motor units, and contribute qualitatively to the lifestyle of the child, holding it with the proper posture, enabling the prevention of injuries that has plagued the football players (BOMPA, 2002; FLECK & FIGUEIRA, 2003).

With strength work and flexibility is a significant improvement of coordination and therefore the speed. Much of the speed is determined genetically. The speed has several components such as: ability, action with the ball, no ball movement, reaction, decision, anticipation and perception. It is then observed to be fast in football is not just being the fastest, but understand the game during which the speed to be useful. The cognitive aspect is an ally to Speed (FRISELL & MANTOVANI, 1999; WEINECK, 2004).

Realizes that there are plenty of reasons to move forward in capabilities like endurance, speed and flexibility to match against the strength and anaerobic endurance capacities should be treated with caution.

PSYCHOLOGICAL ASPECTS

The sports psychology deals with the analysis and modification of mental processes and action sports (SALMUSCK, 2000). This science assesses the foundations and psychological effects of sports action, considering the analysis of basic mental processes (cognition, motivation and emotion), and the realization of practical tasks of diagnosis and intervention (VALDES & HIRAM, 2000).

Anyway, among the various possibilities of the psychologist in sports, the diagnosis of individual profile and the group is considered crucial for the later interventions can be implemented effectively (SCOPEL, 2006).

Barra Filho et al. (2005) show that sport psychology professionals should understand some important aspects for success in training the student / athlete, such as:

- a) Personality;
- b) Leadership;
- c) Anxiety;
- d) Attention and concentration;
- e) Motivation;
- f) Stress.

Notes that training in the sport of football training has its own special characteristics regarding the psychological and social aspects (RUBIO, 2007).

Neglecting the personality, leadership, attention and concentration, motivation, anxiety and stress might cause problems for the future of children and adolescents in sport.

CONCLUSION

The football coaching in sports training period must respect the limits imposed by developmental stages of children and adolescents, taking care not to specialize the results at this stage of life, preventing these young players become junior champions only.

In this sense, the use of the global method and its functional structures that encourage awareness, anticipation and decision making can contribute to the student / athlete not only mechanized the gesture engine, but actually understands the importance of their actions to the progress and success of the game.

However, this is a topic that requires an abundant number of scientific research in a pedagogical approach to sport initiation in football.

REFERENCES

1. ANTUNES, F. M. R. **O futebol nas fábricas – de diversão a trabalho**. 1994. Disponível em: <<http://www.comciencia.br/comciencia/?section=8&edicao=16&id=155>>. Acesso em: 30 set. 2008.
2. BARONI, C. R.; ELEUTÉRIO, C. D. **Pliometria em atletas praticantes de futebol de alto rendimento**. São Paulo: Editora Phorte, 2009.
3. BARROS NETO, T. L.; GUERRA, I. (Org). **Ciência do Futebol**. Barueri, SP: Manole, 2004.
4. BOMPA, T. O. **Treinamento total para jovens campeões**. Editora Manole, 2002.
5. DANTAS, E. H. M. **Psicofisiologia**. Rio de Janeiro: Shape, 2001.
6. DAOLIO, J. (Org). **Futebol, Cultura e sociedade**. Campinas: Autores Associados, 2005.
7. DRUBSCKY, R. **O universo tático do futebol: escola brasileira**. Belo Horizonte: Health, 2003.
8. FILGUEIRA, F. M. **Futebol, cultura e sociedade**. Ribeirão Preto, SP: Ribergráfica, 2004.
9. FILGUEIRA, F. M.; GRECO, P. J. **Futebol: um estudo sobre a capacidade tática no processo de ensino-aprendizagem-treinamento**. Rev. Bras. Futebol. jul-dez, 2008.
10. FLECK, S. J.; FIGUEIRA, A. **Treinamento de força para fitness e saúde**. Phorte, 2003.
11. FREIRE, J. B. **Pedagogia do futebol**. 2ªed. Autores Associados, 2006.
12. FRISSELLI, A.; MANTOVANI, M. **Futebol: Teoria e Prática**. São Paulo-SP: Phorte, 1999.
13. GARGANTA, J. **Competências no ensino e treino de jovens futebolistas**. Disponível em: <<http://www.efdesportes.com>>. Acesso em: 20 jan. 2008.
14. GOMES, A. C. **Treinamento desportivo: estruturação e periodização**. Artmed, 2002.
15. GONZALEZ, F. J. **Influencia do nível de desenvolvimento cognitivo na tomada de decisão durante jogos motores de situação**. Movimento. Ano V, n.10, 1999.
16. JUNIOR, R. V.; WINSTERSTEIN, P. J. **Aspectos da liderança na pedagogia do movimento: Um fator psicológico no ambiente dos esportes, jogos e atividades físicas**. Revista Digital – Buenos Aires. Ano 10, n. 83. abr., 2005.
17. KROGER, C. **Modalidades Esportivas**. São Paulo, Editora Phorte, 2005.
18. OLIVEIRA et al. **Mourinho: porquê tantas vitórias**. Gradiva, 2006.
19. PAOLI, P. B.; SILVA, C. D.; SOARES, A. J. G. **Tendências atual da detecção, seleção e formação de talentos no futebol brasileiro**. Rev. Bras. Futebol. jul-dez, 2008.
20. RUBIO, K. **Ética e compromisso social do esporte**. Psicol. Cienc. Prof. V.27, n.2, p.304-315, jun., 2007.
21. SAMULSKI, D. M. **Psicologia do esporte: Manual para a educação física, psicologia e fisioterapia**. 2ª Ed. Barueri, SP: Manole, 2008.
22. SILVA, C. A. F. **Futebol, linguagem e mídia: as metáforas da discriminação do futebol brasileiro**. In: (Org.). Anais do 8ª Congresso de Educação Física e Ciência do Desporto dos Países de Língua Portuguesa. Lisboa: Gráfica, 2000.
23. WEINECK, J. **Biologia do Esporte**. Manole, 2000.

Travessa Timbó nº 1508, Pedreira,
CEP: 66085-654, Belém-Pará,
josikely@hotmail.com

ASPECTS METODOLÓGICOS, PHYSICAL AND PSYCHOLOGICAL TRAINING IN SPORT OF FOOTBALL.

ABSTRACT

This systematic review aimed to examine the methodological, physical and psychological training of students / athletes in football, discussing the systematic training process for this phase of life. We performed critical analysis of scientific literature that deals with the assumptions of training for children and adolescents. Football is a sport complex and dynamic, with variability of situations, bringing important contributions to the development of children and adolescents. Training in sports training should be based on respect for the stages of development, worrying not specialize in the physical results, reducing the psychological pressures exerted on these individuals, using methods that foster understanding of the game, from the perception, anticipation and decision decision, found in functional structures. Thus, football should be seen as the continuous interaction of methodological aspects (technical and tactical), physical and psychological so that the absence of these elements may cause problems in the sport of football training.

KEYWORDS: football, sports training, children, adolescents.

METODOLÓGICOS ASPECTS, FORMATION PHYSIQUE ET PSYCHOLOGIQUE DANS LE SPORT DE FOOTBALL.

RÉSUMÉ

Cet examen systématique visant à examiner la formation méthodologique, physique et psychologique des étudiants / athlètes dans le football, explique le processus de formation systématique pour cette phase de la vie. Nous avons effectué une analyse critique de la littérature scientifique qui traite avec les hypothèses de la formation pour les enfants et les adolescents. Le football est un sport complexe et dynamique, à la variabilité des situations, ce qui porte une contribution importante au développement des enfants et des adolescents. Formation dans l'entraînement sportif devrait être fondée sur le respect des stades de développement, l'inquiétude se spécialisent pas dans les résultats de physique, en réduisant les pressions psychologiques exercées sur ces personnes, en utilisant des méthodes qui favorisent la compréhension du jeu, de la perception, l'anticipation et la prise décision, dans les structures fonctionnelles. Ainsi, le football doit être considéré comme l'interaction continue des aspects méthodologiques (techniques et tactiques), physique et psychologique ainsi que l'absence de ces éléments peut provoquer des problèmes dans le sport de formation de football.

MOTS-CLÉS: football, sports de formation, les enfants, les adolescents.

ASPECTOS METODOLÓGICOS, LA EDUCACION FISICA Y PSICOLOGICA EN EL DEPORTE DE FÚTBOL.

RESUMEN

Esta revisión sistemática tuvo como objetivo examinar la formación metodológica, física y psicológica de los estudiantes / atletas en el fútbol, discutir el proceso de formación sistemática en esta fase de la vida. Se realizó un análisis crítico de la literatura científica que se ocupa de los supuestos de la formación de niños y adolescentes. El fútbol es un deporte complejo

y dinámico, con una variabilidad de situaciones, con lo que importantes contribuciones al desarrollo de los niños y adolescentes. Formación en entrenamiento deportivo debe basarse en el respeto de las etapas del desarrollo, la preocupación no se especializan en los resultados físicos, la reducción de la presión psicológica ejercida sobre estas personas, utilizando métodos que fomenten la comprensión del juego, de la percepción, la anticipación y la decisión, que se encuentran en las estructuras funcionales. Así, el fútbol debe ser visto como la interacción continua de los aspectos metodológicos (técnica y táctica), física y psicológica para que la ausencia de estos elementos puede causar problemas en el deporte de entrenamiento de fútbol.

PALABRAS CLAVE: fútbol, entrenamiento deportivo, los niños, adolescentes.

ASPECTOS METODOLÓGICOS, FÍSICOS E PSICOLÓGICOS NA FORMAÇÃO ESPORTIVA DO FUTEBOL.

RESUMO

Este estudo de revisão teve como objetivo analisar os aspectos metodológicos, físicos e psicológicos na formação de alunos/atletas de futebol, discutindo sistematicamente o processo de treinamento para esta fase de vida. Foi realizada análise crítica da produção científica que trata os pressupostos do treinamento para crianças e adolescentes. O futebol é um esporte complexo e dinâmico, com variabilidade de situações, trazendo importantes contribuições para o desenvolvimento das crianças e adolescentes. O treinamento na formação esportiva deve estar fundamentado no respeito as fases de desenvolvimento, preocupando-se em não especializar os resultados físicos, diminuindo as pressões psicológicas exercidas nestes indivíduos e utilizando metodologias que estimulem a compreensão do jogo, a partir da percepção, antecipação e tomada de decisão, presente nas estruturas funcionais. Dessa forma, o futebol deve ser visto como a interação contínua dos aspectos metodológicos (técnicos e táticos), físicos e psicológicos de forma que a ausência de um destes elementos poderá trazer problemas na formação esportiva do futebol.

PALAVRAS-CHAVES: futebol, formação esportiva, crianças, adolescentes.