158 - STRUCTURE OF THE CLASSES IN BASE INDOOR FOOTBALL SCHOOLS

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1 introduction

The structure and the organization of a class of group Games are themes that, for many years, has deserved a lot of attention by the teachers that act in the sports schools, by the fact that, in the beginning of the activities as teachers they ask themselves questions to this level to which the specialized bibliography doesn't offer an answer.

According to Mesquita (1997), the knowledge of the theory and the methodology of the classes are important to reach success, in the level of organization, conduction and control of the sportive preparation.

Greco (1995) emphasizes that the theory and practice in the process of teching the group Games, are separated, both in the school practice and in tactic initiation in clubs and schools, two currents prevail.

On one side there is the teaching of movement techniques (conduction, pass, receiving, dribble…) applying the global method or partial method, where the techniques are considered pre-requisites to develop the tactics (game capacity) and to stimulate the sensation of game in the children. The way of teaching that is actually observed is the decomposition of the game until you reach it's techniques (pass, shot, dribble, …).

On the other hand, there is the current that has sought insistently stick out that the game is learned by playing, based mainly in the principle of transferring information. This current says that the learner (student or athlete) should find out, through cognitive elaboration of information, the way and options for his decision-making, always in game situations. The acquiring of this knowledge or accumulating of experiences, without doubt, is an essential demand for the success of the tactics conception.

For Saad (2002), indoor football constitutes a formative means by excellence, due to the richness of situations provided. Through practice, competences in several planes are developed. However, the involved in the process of training in this modality have recognized that training a lot is not enough, but it is necessary fundamentally to train better. The growing demands of efficiency have imposed the need of selecting carefully the practice conditions, in the way that it is through it that the players acquire and exercise contents targets of learning.

In the classes there are a great number of exercises, some of limited effects and others of very complex effects. It is left to the teacher to select carefully those that best reach the defined objectives assure the highest level of development (QUEIROZ, 1986).

Facing the exposed, the main goal of this investigation was to assess how the teachers organize the classes in indoor football schools in the junior category.

2 Methodological Procedures

This study is characterized as a descriptive exploratory research. The sample was formed by indoor football players belonging to the junior category (11-12 years old) and their teachers. The choice of the schools was intentional, selecting three schools of junior indoor football, from the west region of Santa Catarina.

The data collecting was done during a long competitive period (February to May). 10 (ten) classes from each school being investigated were observed. Before beginning the data collecting, authorization was sought from the teachers and pupils to carry out the investigation.

The instrument for the data collecting was the systematic and direct observation the practices and later transcription into observation record, similar to the procedures used by Nascimento and Barbosa (2000).

The analysis of the training cessions was based in the structural complexity of the activities and structural complexity of the tasks (NASCIMENTO & BARBOSA, 2000).

In the analysis of Structural Complexity of Task, initially the task function was identified, and lastly, the worry was to classify the conditions of the task.

In the statistical analysis of the data, measures of frequency and frequency of percentage were used for the description of the obtained results.

3 Presentation and discussion of the results

To interpret the data, the frequency and the percentage of each aspect presented were used.

Regarding the indoor football schools of the junior category, 314 activities were identified and cataloged in the 30 classes observed. It was seen that, in average, 10,4 activities were carried out in each class in the researched schools.

At first, the time (in minutes) used by the teachers in the different segments of the class was verified. Thus, 5 distinct types of segments were identified: talk with the teacher, warm-up without the ball, technical training, final relaxation and the actual game.

Table 1- Duration (in minutes) and percentage of frequency of each segment of the class in the junior category.

Segment of the class	Team A	Team B	Team C	General
Talk to the teacher	155 (20,6%)	120 (16,1%)	43 (6,63%)	318 (14,6%)
Warm up without the ball	65 (8,66%)	88 (11,8%)	95 (14,6%)	248 (11,5%)
Technical training	190 (25,3%)	150 (20,1%)	200 (30,8%)	540 (25,2%)
game	210 (28%)	235 (31,6%)	155 (23,9%)	600 (28%)
Final relaxation	130 (17,3%)	150 (20,1%)	155 (23,9%)	435 (20,3%)
Total	750 (100%)	743 (100%)	648 (100%)	2141 (100%)

According to table 1, among the segments of class, it is observed that the teachers spend most of the time of the classes on the “game” activities (28%). The same result was obtained by Saad (2002). However, not all the teams spend most of the class in this segment, the teacher of team C spends more time on technical training (30,8%) than on the actual game (28%).

As to the conditions of the tasks carried out, it is observed in table 2 that most teacher privileged the activities of individual technique (43,3%) followed by the activities of combined technique (31,2%). Although most of the time spent in classes was on actual game activities, the activities of individual technique were the activities carried out the most by all the teams. On the other hand, activities with “real game” situations (technical tactical) were the least carried out by all the teams, representing only 5,6% of the activities carried out in all.

Table 2- Frequency and percentage of frequency of the conditions of the tasks in the classes of indoor football in the junior category.

Conditions of the tasks	Team A	Team B	Team C	General
Individual technique	48 (44,8 %)	44 (43,6%)	44 (41,5%)	136 (43,3%)
Combined technique	26 (24,2%)	33 (32,7%)	39 (36,7%)	98 (31,2%)
Technical-tactical	6 (5,7%)	7 (6,9%)	5 (4,7%)	18 (5,6%)
Tactical	19 (17,8%)	10 (9,9%)	9 (8,4%)	38 (12,2%)
game	8 (7,5%)	7 (6,9 %)	9 (8,4%)	24 (7,7%)
Total	107 (100%)	101 (100%)	106 (100 %)	314 (100%)

Table 3- Frequency and percentage of frequency of the exercises of individual technique carried out in the classes of the junior category.

Individual technique	Team A	Team B	Team C	General
Conduction	11 (22,9%)	9 (20,4%)	7 (15,9%)	27 (19,8%)
Pass	15 (31,2%)	13 (29,5%)	18 (40,9%)	46 (33,8%)
Headshot	5 (10,4%)	-	4 (9%)	9 (6,61%)
Shot	14 (29,1%)	17 (38,6%)	15 (34%)	46 (33,8%)
Control	3 (6,25%)	5 (11,3%)	-	8 (5,88%)
Total	48 (100%)	44 (100%)	44 (100%)	136 (100%)

Regarding the exercises of individual technique, table 3 presents the exercises of passes (33,8%) and shot (33,8%) as the activities carried out the most in a general way (67,6%). It is observed that the elements of individual technique of headshot and control are not carried out by all the teams, and in the team which they are carried out, they represent the smallest percentage.

Table 4- Frequency and percentage of frequency of the combined technique carried out in the classes of the junior category.

Combined Technique	Team A	Team B	Team C	General
Receive and shot	8 (30,7%)	3 (9%)	12 (30,7%)	23 (23,4%)
Conduction-pass e shot	-	7 (21,2%)	5 (12,8%)	12 (12,2%)
Conduction e shot	1 (3,84%)	3 (9%)	-	4 (4%)
Conduction-dribble and shot	4 (15,3%)	-	3 (7,69%)	7 (7,14%)
Pass and receive	5 (19,2%)	8 (24,2%)	8 (20,5%)	21 (21,4%)
Pass e shot	8 (30,7%)	12 (36,3%)	11 (28,2%)	31 (31,6%)
Total	26 (100%)	33 (100%)	39 (100%)	98 (100%)

Among the combined techniques, it is noticed in table 4, that the elements of “pass and shot” (31,6%), followed by the exercises of “receive and shot” (23,4%), are the exercises carried out the most by the teams and those that present a higher variety (n=31). Coinciding with the result found by Saad (2002) in the junior category. It is verified that team C (n=39), presented a bigger variety of exercises than team A (n=26) and B (n=33). In general the elements of “pass” and “shot” are the ones employed the most in the classes.

Tables 5 and 6 regard the technical-tactical developement of the players, that show the actions of attack x defense, with the goal of simulating situations of numeric inferiority (1x2, 1x3, …), equality (1x1, 2x2, …) and superiority (2x1, 3x2, …), the tasks of tactics, defined as rehearsed movements.

Table 5- Frequency and percentage of frequency of technical-tactical activities carried out in the junior category.

Technical-tactical activities	Team A	Team B	Team C	General
Situation 1x1	1 (16,6%)	2 (28,5%)	-	3 (16,6%)
Situation 2x2	1 (16,6%)	-	5 (100%)	6 (33,3%)
Situation 3x1	2 (33,3%)	2 (28,5%)	-	4 (22,2%)
Situation 3x2	2 (33,3%)	3 (42,8%)	-	5 (27,7%)
Total	6 (100%)	7 (100%)	5 (100%)	18 (100%)

Observing the results of table 5, the exercises of 2x2 were carried out the most in the classes, although team C didn't carry out this variation of exercise.

Analyzing the table it is noticed that team A was the one that used the most variety of exercises in the game Complex I. However, team C carried out only one situation of game Complex I (2x2).

It is important to call attention to the fact that situations of 2x1 were not carried out in any of the classes. According to Graça and Oliveira (1995), activities with situations of 1x1 and 2x1 are employed, and only later situations of 2x2. Thus, it is concluded that the coaches didn't follow a growing order of teaching, disrespecting the principle of easier to more difficult.

Table 6- Frequency and percentage of frequency of the tactical activities carried out in the junior category.

Tactical activities	Team A	Team B	Team C	Geral
Movement of leaving defense to attack	12 (63,1%)	6 (60%)	8 (88,8%)	26 (68,4%)
Movement with the goal keeper in line	4 (21%)	3 (30%)	-	7 (18,4%)
Corner movement	1 (5,26%)	1 (10%)	-	2 (22,2%)
Fowl movement	1 (5,26%)	-	-	1 (2,6%)
Positioning of corner marking	1 (5,26%)	-	1 (11,1%)	2 (5,3%)
Total	19 (100%)	10 (100%)	9 (100%)	38 (100%)

Table 6 presents the movement of “leaving defense to attack” as the biggest worry of the teachers (68,4%). And the movement of free kick (2,6%) was the least employed. The worry with the defensive system (marking) was restricted to the positioning of corner marking. The biggest variety of tactic activities was carried out by team A (n=5).

Table 7- Frequency and percentage of frequency of the classifying of the activities according to how the players took part in the junior category.

Participation of the players	Team A	Team B	Team C	General
Individual	19 (22,3%)	25 (30,8%)	28 (37,8%)	72 (30%)
In twos	29 (34,1%)	23 (28,3%)	25 (33,7%)	77 (32%)
Trios	25 (29,4%)	8 (9,87%)	-	33 (13,7%)
Rows	12 (14,1%)	25 (30,8%)	21 (28,3%)	58 (24,1%)
Total	85 (100%)	81 (100%)	74 (100%)	240 (100%)

Regarding the way the players took part in the classes, it is shown in table 8 a preference by the teacher for carrying out activities in twos (32%) and individual activities (30%). An evolution in the classes of the schools is observed, considering that the activities in files prepare for a stable situation that doesn't correspond to the characteristics of the modality (CANFIELD & REIS, 1998).

Table 8- Frequency and percentage of frequency of the exercises carried out in class considering the conditions of the tasks and the delimitation of space in the junior category.

Conditions of the exercises	Half a court	All the court
Individual technique	96 (45,5%)	40 (10,1%)
Combined technique	56 (54,5%)	42 (35,2%)
Technical-tactical	12 (45,5%)	06 (10,1%)
Tactical	05 (54,5%)	33 (35,2%)
Total	169 (100%)	121 (100%)

Regarding the activities carried out and the occupation of space in the court, it is observed in the data of table 8 that most of the activities carried out are in half a court (n=169). We also cannot fail to observe that 54,5% of the exercises carried out in half a court are the exercises of individual technique followed by the exercises of combined technique. However, the activities of game complex were in their majority carried out in the whole court.

Table 9- Frequency and percentage of frequency of the structuring of the class sequences considering the task function in the junior category.

Function of the task	Team A	Team B	Team C	General
Fixation-Competition	5 (26,3%)	-	6 (26%)	11 (17,4%)
Fixation –Applying	3 (15,7%)	5 (23,8%)	6 (26%)	14 (22,2%)
Applying -Competition	2 (10,6%)	5 (23,8%)	-	7 (11,2%)
Competition	7 (36,8%)	6 (28,6%)	10 (43,5%)	23 (36,6%)
Competition-Fixation	2 (10,6%)	5 (23,8%)	1 (4,5%)	8 (12,6%)
Total	19 (100%)	21 (100%)	23 (100%)	63 (100%)

Table 9 shows that the tasks of “competition” (36,5%) and the tasks of “fixing and applying” of the exercises (22,2%), are the most frequent progressions.

It is observed that there isn't a logical sequence of contents ministered by the teachers, since each team carried out a great variety of sequences (n=63). However, this reveals a very big diversity in tasks, giving the students diversity in activities, avoiding the routines.

Table 10- Frequency and percentage of frequency of the structuring of the exercise sequences considering the conditions of the tasks in the junior category.

Conditions of the tasks	Team A	Team B	Team C	General
Game	10 (47,6%)	8 (42,1%)	7 (36,8%)	25 (43,1%)
Game + individual fundaments	5 (23,8%)	3 (15,7%)	-	8 (13,7%)
Combined fundaments + game	-	3 (15,7%)	-	3 (5,2%)
Combined fundaments + individual fundaments + game	2 (8,6%)	-	3 (16,6%)	5 (8,6%)
Other combinations (n=15)	4 (19%)	5 (26,3%)	8 (44,4%)	17 (29,4%)
Total	21 (100%)	19 (100%)	18 (100%)	58 (100%)

Still regarding the variability of content, table 10 shows the conditions of carrying out the tasks in the main sequences employed in the classes. The actual game appears as the most employed in general, followed by the exercises of individual fundaments. It is observed in table 10, as in the sequences of conditions of the exercises, that in general the teachers don't show a sequence in structure in the tasks carried out. For Nascimento and Barbosa (2000), the exercises should follow a logical relation, between one exercise and the one preceding it. Otherwise, the efficiency could be affected.

4 Final Considerations

From the goal of verifying how the teacher organize the classes in the indoor football schools of junior category, of the results obtained and considering the methodological limitations of this study, the following conclusions can be formulated.

Regarding the structure and variability of the contents of the classes, it was verified that the teachers don't worry about raising gradually the process of teaching-learning. The teachers don't follow a linear proposal of teaching-learning like the literature suggests. Considering the conditions of carrying out the tasks, it was seen that that there wasn't also a proposal of sequence of content among the exercises in most of the progressions carried out.

Through watching the classes in the indoor football schools, a process of teaching-learning operating out of context from game situations was noticed. In general the teacher employ the methodology that privileges the technical elements of the game. The activities with “real game” situations appear in second plane.

Most of the classes observed presented a similar structure, which in the initial part warm up exercises are carried out, with or without the ball; in the main part the exercises of specific techniques of each modality are focused; and in the end of the class the game is applied in a formal way.

It can be concluded that the structure of the classes in the base indoor football schools should go beyond the technical elements, focusing the contents according to the characteristics of the modality, “open” in the case of indoor football. The activities that build up the class in the schools should regard the situations that occur in the game, in a way that contributes to shape player capable of solving the various situations of the game by themselves.

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FUTSAL TECHNICAL-TACTICAL TRAINING SESSIONS STRUCTURE FOR BEGINNERS (10 TO 13 YEARS OF AGE)

ABSTRACT

This descriptive-exploratory study was accomplished with the objective ofanalyzing the procedures adopted by Futsal coaches beginners to transform objectives and contents in activities and tasks of technical-tactical training. In this study participated males Futsal players, divided into two categories 10 and 11 years, and 12 and 13 years, and respective coaches of 3 teams, in each category,

of local clubs in the city of Florianópolis-SC. The instrument for collection of the data was the systematic and direct observation of the training sessions with a video-camera and subsequent transcription, according to Nascimento and Barbosa (2000). Data of 10 training sessions of each team were collected, in different training periods, during the sporting season of 2001, being identified, and registered 342 activities. The obtained results indicate that most of the time spends, in the sessions training, were with game activities (34.3%), and technicial training (28.5%). The technical activities constitute the largest concern of these formation steps (63.7% of the activities). The progressions of more frequent exercises were exercises of retaining technique, followed by competiting exercises. However, to the conditions of accomplishment of the tasks be considered, it was verified there not to be sequential relationship of content among the exercises in most of the accomplished progressions. Besides, there were not criteria of success that happened on the correct accomplishment and result of the movement, whose duration of the activities was determined by the players' effort perception in relationship to the tasks and in agreement with the available time.

The coach most frequent conduct was taking all the decisions, supervising to, and stimulating the development of the activities. Regarding structuring and the variability of the content of the sessions, the evidences found in the investigation seem not to confirm the existence of the coaches' concern of to increase the complexity of execution of the exercises gradually and to improve specific details of the tasks. In general, it can be affirmed that in the technicial-tactical training sessions organization and structure prevails a directive methodology, basically centered in the technical elements of the game. The evidences confirm the use of a learning traditional model in the methodology of the training. The organization of the sessions needs to be reviewed to favor the process of learning in relation to the practical situations of the game, to look for the diversity of contents and to implement the players' continuous formation on this sport modality. Key words: Sport training, Sport Pedagogy, Futsal

STRUTURE DE BASE TECNOLOGIQUE DANS LES ECOLES DE FOOTEBALLE DE SALLE

Resumer : Cette investigation a comme objective de verifier comment les professeurs organisent les cours dans les ecoles. L´etude se caracterize par une recherche descritible-exploratrice.Utilisation da technique d´observation dorecte et systematique.Adaptation de Nascimento et Barbosa (2000).Pour comtempler et analizer et permanece des travaux realizer.Participation des etudes des Jeunnes Joueurs de foot-salle de categorie de (11-12 ans). Les professeurs responsable de trois (3) escoles de foot-salles minim de la region de la region de l´ouest de Santa-Catarina ont colecté les donnees de 30 cessiont d´entreine = ments durantla periode de l´anne de 2004. Identifier et cedastrer 314 acactivitées.Constatent que la majeur partie du temps d´ecole que les activitées de jeux proprement dit (28%) les professeurs ont beaucoup plus travailler sur les activitées fondamentale individeelles (43%) suivie des activitées de combinaisons de fondament (31,2%) en relation des travaux individuel les exercisses de passe (33,8), de chute (33,8) sont le plus realizer en generale (67,6) entre les combinations fondamentale les elements de passe et tire (31,6), svivie des element de reception et tire (23,4%) sont les plus realizer avec meiyeure variatée(N=31).Traitant da formation tecnique-tatique les exercisses de 2X2 les mouvementations de sortie da defense pour l´ataque etait de grande preocupation des professeurs (68,4%) la forme de participation des joueurs ont donner la preference pour les activitée endouple (32%), individuele (30%) considerent les progres est les exercisse de competitions (36,5%) ont fixées et apliquer (22,2%) sont les plus frequent.La structure des ecoles de foot-salle de base doivent allez aux devant des element tecnique organization directionale des contenues en fonction descaractere de modalitée.

Parole clef : foot-salle, ecole sportive pedagogie du sport.

ESTRUCTURA DE LAS CLASES EN LAS ESCUELITAS DE FUTSAL DE BASE

RESUMEN: Esta investigación tubo como objetivo verificar como los profesores organizan sus clases en las escuelitas de Futsal de base. El estudio se caracteriza como una investigación descriptiva-exploratoria. Fue utilizada la técnica de observación directa y sistemática, adaptada de Nacimiento y Barbosa (2000), para observar el análisis detallado s de las tareas realizadas. Participaron del estudio jugadores de Futsal, pertenecientes a la categoría mirim (11-12 años de edad) como también los respectivos profesores de tres escuelitas de Futsal mirim, de la región oeste de Santa Catarina. Fueron colectados datos de 30 sesiones de entrenamientos durante el año de 2004. Inicialmente se identificaron y cadastraron 314 actividades. Se comprobó que la mayor parte del tiempo de clase es con actividades de juego propiamente dicho (28%). En las condiciones de tarea, los profesores privilegiaron las actividades de fundamento individual (43%) seguido de las actividades de combinación de fundamentos (31,2%). En relación a los fundamentos individuales, los ejercicios de pase (33,8%) y de tiro (33,8%) son los mas realizados en general (67,6%). Entre las combinaciones de fundamentos, los elementos del “pase y tiro”(31,6%) seguidos de los elementos de “recepción y tiro” (23,4%) son los mas realizados y con mayor variedad (n=31). En relación a la formación técnico táctica los ejercicios de 2x2 y los movimientos de salida de defensa para ataque fueron la mayor preocupación de los profesores (68,4%). La forma de participación de los jugadores fue preferentemente por actividades en duplas (32%) e individual (30%). Siendo la mayoría realizada en media cancha (n=169). Considerando las progresiones, ejercicios de competición (36,5%) y fijación y aplicación (22,2%) son los mas frecuentes. La estructura de las clases en las escuelitas de futsal de base debe ir mas allá de los elementos técnicos, organizando direccionando los contenidos en función de las característica de la modalidad.

Palabras-llaves: Futsal, escuelitas deportivas, pedagogía de los deportes.

ESTRUTURAÇÃO DAS SESSÕES DE TREINAMENTO TÉCNICO-TÁTICO NOS ESCALÕES DE FORMAÇÃO DO FUTSAL

RESUMO

Este estudo descritivo-exploratório foi realizado com o objetivo de analisar os procedimentos adotados por treinadores de Futsal de base para transformar objetivos e conteúdos em atividades e tarefas de treinamento técnico-tático. Participaram do estudo jogadores de Futsal, do gênero masculino, das categorias pré-mirim (10 e 11 anos) e mirim (12 e 13 anos), e respectivos treinadores de 3 equipes em cada categoria de clubes situados na cidade de Florianópolis-SC. O

instrumento para coleta dos dados foi a observação sistemática e direta dos treinamentos com o emprego de filmadora e posterior transcrição em fichas de observação, adaptado de Nascimento e Barbosa (2000). Foram coletados dados de 10 sessões de treinamento de cada equipe investigada em diferentes períodos de treinamento durante a temporada esportiva de 2001, sendo identificadas e cadastradas 342 atividades. Os resultados obtidos indicam que a maior parte do tempo gasto nas sessões de treinamento são com atividades de jogo (34.3%) e treino técnico (28.5%). As atividades de fundamentação técnica constituem a maior preocupação destes escalões de formação (63.7% das atividades encontradas). As progressões de exercícios mais frequentes foram de exercícios de fixação da técnica seguidos de exercícios de competição. Contudo, ao serem consideradas as condições de realização das tarefas, constatou-se não haver relação sequêncial de conteúdo entre os exercícios na maioria das progressões realizadas. Além disso, não haviam critérios de êxito que incidiam sobre a realização correta e resultado do movimento, cuja duração das atividades era determinada pela percepção do treinador do esforço dos jogadores em relação as tarefas e de acordo com o tempo disponível. A conduta mais frequente dos treinadores foi de tomar praticamente todas as decisões e de supervisionar, orientar e estimular o desenvolvimento das atividades. A conduta congruente dos jogadores predominou nas atividades, principalmente aquelas que continham a combinação de fundamentos. Com relação a estruturação e a variabilidade do conteúdo das sessões, as evidências encontradas na investigação parecem não confirmar a existência de preocupação dos treinadores de aumentar gradativamente a complexidade de execução dos exercícios e aperfeiçoar detalhes específicos das tarefas. De modo geral, pode-se afirmar que na organização e estruturação das sessões de treinamento técnico-táticas prevalece uma metodologia diretiva, basicamente centrada nos elementos técnicos do jogo.

As evidências confirmam a utilização de um modelo tradicional apoiado na metodologia do treinamento, própria do esporte de alto rendimento. A organização das sessões necessita ser revista para favorecer o processo de aprendizagem referenciado às situações práticas do jogo, buscar a diversidade de conteúdos e implementar a formação continuada de jogadores desta modalidade. Palavras-Chave: Treinamento Esportivo, Pedagogia do Esporte, Futsal.