114 - ANALYSIS OF FOOTBALL TRAINING BETWEEN YOUTH TEAM AND FOOTBALL SCHOOL

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doi: 10.16887/85.a2.114

INTRODUCTION

Among all the Sports practised collective with ball, football is the most exciting and demanding more complex combinations of the neuromuscular system. "Among the collective sports games, which certainly has the largest number of schools in Brazil is football, for being the most popular sport in the country, and by strengthening the media for this preference" (GUIMARÃES, 2013).

With the great popularity achieved this new global phenomenon, has meant that children of all ages seek sports initiation schools targeting both your technical and tactical development, seeking an opportunity in the restricted market of professional football. (JUNIOR; GAION; OLIVEIRA, 2010).

For Teoldo et al, (2010) in the orientation of the activities of training and preparation of young practitioners of collective sports games should focus on pedagogical aspects, in order to promote development of knowledge and the level of technical and tactical performance.

For Assis; Colpas district (2013) must be provided a teaching learning process which enables a learning modality in question working, skills and gestures motors according to the biological, psychological and social development.

In football schools practitioners have different age groups from 5 to 17 years of age, have for purpose to start the child and the young in the practice of sport, with the aim of training and socialization of students, through playful activities, using basic rules, being possible to mod the same depending on the expectations of students and the reality of the environment experienced. (BALIO et al, 2011).

For Assis; Colpas district (2013) the practice of football must involve the adaptation and familiarization of its fundamentals. The student must learn to have contact with the ball, with the game space in relation to their peers and opponents and aspects involving motor learning in order to use the techniques at certain times of the game efficiently.

Within the structures of the high performance football created an organization of levels of competition, from the age of your players. For those young athletes who are interested in practicing football in high yield level, football clubs organized amateur departments divided into four categories: mirim (up to 13 years); children (up to 15 years); Youth (up to 17 years) Junior (up to 20 years).(COSTA; SAMULSKI; COSTA .2009).

According To Ferreira; Paim (2011) in the basic categories of football clubs, between various goals stands allow the possibility of correction of "vices" of young player, suit the young to work physical predisposition and ACE Club rules making the training process be characterized by strenuous pursuit of improvement of movements and techniques.

There is no regular way of recruitment of these young people the basic categories. It is customary to make a sieve with each new year, where hundreds of young people are tested for a few days to be selected those who will compose the Club team. Passing through some selections before being able to establish in some Club is a commom thig to Young players. (ROCHA et al, 2011).

These selections are processes where the young are observed by a technician at the base, which assesses the technical characteristics and tactics of the player, not if it has a standardized way, some are free, others are not looking through job and much larger than the provision of concrete opportunities offered. (MONTEIRO, 2011).

The dream of becoming a professional player doesn't always becomes reality for most athletes who seek training in this profession, at the end of the training process, if the young don't get a spot in the sports market, it tends to enter the formal labour market. (ROCHA et al, 2011).

The football schools have an easier way of recruitment of young. There are two types of schools, the commercial that is maintained by student tuition and aims the integral development and the welfare of students. And the social, which is a non-profit institution with the goal of training and socialization of students through the practice of sports (BALIO et al, 2011).

The involvement of young athletes in specialized training and intense processes, in order to obtain high yields and participation in high level competitions, can generate problems that may manifest in a close future. (FECHIO; CASTRO; CICHOWICZ, 2011).

For Nunomura, Carrara and Tsukamoto (2010) early specialization could lead to a series of negative consequences, whether in medium or long term, to practitioners, such as reduction of the motor repertoire; increased incidence of injuries; General damage to the development of the child; manifestation of negative psychological effects, demotivation and damage to education.

The professional who works with children and young athletes need to understand that early start in sport is not necessarily start early training. Sports training must be developed by physical educators prepared and able to establish objectives, contents and differentiated methodologies for each maturity level of the child having as goal the global development. (PANIAGUA et al, 2012).

The study in question aimed to analyze the process of football training base and categories of football schools identifying and comparing the contents developed training sessions.

MATERIAL AND METHOD.

The present study is characterized by a descriptive research involving the use of standard techniques: questionnaire data collection and systematic observation. Assumes the form of lifting in General.

According to Gil (2008) the lifting is direct interrogation of people whose behavior if you want to meet. The information request to a significant group of people about the problem studied for, then use quantitative analysis, obtain the corresponding conclusions to the data collected.

Participated in this study, male soccer players in the basic category and in schools belonging to the category sub-13, who play football at least 04 (four) years, being a base category of a professional football club of the city of Rio de Janeiro and a

commercial school, located in Barra da Tijuca, West zone of Rio de Janeiro.

All subjects agreed to participate in this study were informed of the entire procedure of the proposed research, and signed the term of Participation Allowed in research prepared according to the Ordinance. 196 of 10101996 of the National Council of health (BRAZIL, 1996).

As an instrument of data collection was used a questionnaire with 10 questions closed, applied to coaches about their ideas, knowledge and training used in the process of teaching-learning-football training. The questionnaire sought information about the biography of coach, the sources that subsidize the training, pedagogical teaching approach developed and the planning for the teaching-learning process-practice training.

The systematic observation and direct practice was performed with use of a camcorder and subsequent transcription of data into observation sheets. The scheme adopted was adapted and similar to procedures used in the study of Saad (2002) to include the detailed analysis of the exercises performed. The analysis of the process of teaching-learning-training was conducted basically in three general areas: structural complexity of activities (spatial delimitation, modes of participation and duration of activities), structural complexity of the task (function, classification and criterion of success of tasks) and complexity of ecological field (conduct of coach and athletes).

The data were collected by the researcher for a period of three months (June, July, August). 30 training sessions were observed of a grade team consisting of 4 coaches and 30 training sessions of a school composed of 3 coaches. Both coaches of the teams answered the questionnaire.Before you begin data collection, authorization was requested by the teachers to carry out the investigation.

The analysis of the data obtained through the questionnaires was performed by descriptive statistics with interpretation of results in percentage values.

The data obtained through the filming were transcribed in chips of systematic observation and subsequently grouped together to facilitate the interpretation of the same.

RESULTS

The questionnaire was applied in 9 (nine) coaches of the basic categories of professional teams of the city of Rio de Janeiro. Only 10 of those surveyed do not have registration in physical education Council, this shows that most have necessary training to perform the function; 67 have graduate degrees in the area; 78 are former athletes in football; 67 have training course by the Brazilian Association of Football Coaches (ABTF), 67 working with football for over 5 years.

All respondents have only professional experience in teams from Brazil and mostly worked in more than 3 times during his career. 56 are updated through courses; 78 plan their workouts based on pre-established criteria, competitions and based on the level of the Group; 44 use Matveev methodology to substantiate their workouts.

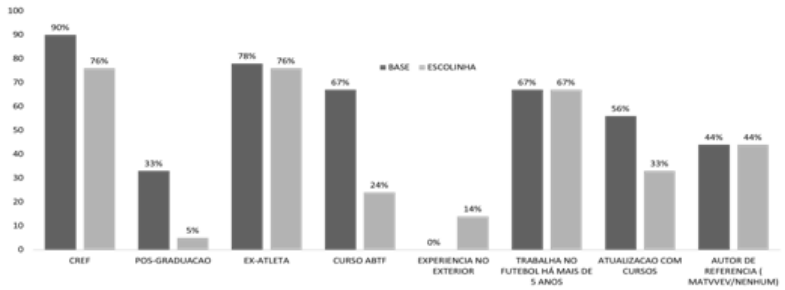

Figure 1: Percentage Distribution of categorisation of informants operating in the youth.

Then the questionnaire was applied in 21 coaches of schools of the city of Rio de Janeiro. 76 of respondents have record in physical education Council and 5 have graduate degrees in the area. 76 were former athletes and 24 have training course by the Brazilian Association of Soccer Coaches. 67 working with football for over 5 years. Only 14 have professional experience in Brazilian and foreign clubs, 47 worked in only a single time. Regarding the update on the 33 area are updated by reading books and articles.

With respect for planning and training grounds, 76 use pre-established criteria, on the basis of competitions and group level. And 44 do not use any author to substantiate their workouts.

According to Franco (2000) coach has a great importance in the current sport, its importance might be even bigger in relation to the results, because it has a direct influence on performance and way of thinking of the athletes.

The results of the study will meet with the study of Costa and Samulski (2006) where the shortage of time and the need for positive result limit the exchange of information between players and athletes forcing professional them most of the time, quick decisions based on their own experiences and knowledge.

According to Scalon (2004) some coaches, often, to reach the maximum income that an intensive training, extrapolates with training models suitable for adults.

The analysis of the training sessions held in the base category and in kindergarten was drafted through the transcription of the data observed in the chart of systematic observation, to end the data were grouped together to obtain the final results.



Figure 2: time in minutes of the segments of the training sessions and the youth team and football school.

In relation to training segments, without heating and heating ball ball, it was verified that the youth team used more frequently the heating without ball 6 (108 ') and the ball warming school 11 (205 ').

As for the technical segment, there are differences. The youth team used 12 (212 ') of the total time of training, and the 18 school (334 '). Another difference is the physical aspect where the base category used 12 (210 ') and the 4 school (80 ').

Oliveira (2002) justifies the results considering the tasks of technical development going on in more detail and structured in specific game situations, strengthening the physical and psychic aspects of athletes.



Figure 3: percentage Frequency of Complex exercises of game I performed in the youth team and football school.

On the basic category it was possible to identify 4 distinct situations corresponding to complex exercises of Game (I) which focuses on technical and tactical aspects. Already infootball school, were identified 3 situations.

It is observed that were worked a few complex activities of Game I, showing no concern of coaches in fix or automate the situations of complexity present in a football match.

Oliveira (2002) confirms that the tactical and technical improvement tasks must happen in more detail, through plays and structures with specific situations of 1 x 1, 2 x 2, 3 x 3, 5 x 5 strengthening, also, aspects and athletes ' psychic fiscos

For the teaching-learning-training, Greco and Benda (1998) adopt the pedagogy of intentions, in which the techniques are worked in situations represented by exercises in their particular parameters and execution application. The authors also use the situational method, with 2 x 2 game situations, 3 x 3, serving for the physical improvements and technical-tactical, which contribute to tactical behaviors later.



Figure 4: percentage Frequency of conduct taken by coach on youth team and in football school.

In relation to the conduct taken by coach, the base category results demonstrate balance between the coach's feedback (34.5) and centered in the coach (32.5). In the school results show prevalence of conduct feedback loop in coach (43.5).

Moreno and Alvarez (2004) corroborate justifying the results, stating about the preference of individual tactics and information centered on own team and the opposing team passed to athletes by the coach.

Carter and Bloom (2009) state that the coaches play various roles, such as guiding the training of sport-specific techniques, provide instructions and feedback, track the learning and performance of athletes.



Figure 5: percentage Frequency of structuring the exercise sequences in training sessions given the task function in the youth team and football school.

It is observed that in respect for the structuring of exercise progressions that there is no similarity between the category and the school. The basic category of preference for competition (40.0), already a football school prioritizes fixing exercises-application (43.3).

In relation to the importance of competition, Francke (2009) argues that the competition becomes an instrument of formation of values, because if it is not acting as a great agent of exclusion of many young people.

CONCLUSION

On the results obtained, the professionals evaluated which currently work in basic football, and at initiation (football school) in Rio de Janeiro seem to possess education and experience needed to perform their function, these professionals do not apply their theoretical and practical knowledge in their workouts. Making the teaching process-learning-training pass for having no basis based on a sport pedagogy. Without a methodology based on understanding, that requires reflection on the environment and which is intended for the development of thoughtful athletes, contributing to an early specialization and may cause problems on your athlete physical, cognitive, affective and social.

Observation analysis of practice of youth team and football school confirms some similarities in training segments, mainly in the game itself, where teams occupy most of the full-time, being that sometimes the game occurred without intervention

and constructive didactic organization of coach. It is also revealed, in two teams, the little use of individual fundamentals exercises outside the context of the game.

Despite this finding, noted some similarities between the two teams in the game complex exercises I (technical-tactical), where both teams did not use a logical progression, showing little concern with the systematic repetition of the tactical-technical situations for pattern acquisition.

By analyzing the data in the observation of training, it is important to consider the different goals of each team. The youth team want a the acquisition of physical, technical and tactical aspects by parties, leading athletes to total income. The school has as its basic function the formation of social and educational aspects, enabling a mode learning involved in context experienced by student, through diverse activities, which enable a development, targeting an learn attitudes, skills and knowledge that dominate the values and standards of the sports culture.

The present study does not intend to oppose the training concepts seen in the observations. Undeniably the data reveal important facts about the methodologies of teaching and training of the sport of football.

This work showed a critical reflection, contributing to the evolution of the teaching-learning-football training, enabling a deeper understanding of the professionals involved in this process.

Previous findings will not solve all the problems involving the football training. Maybe study can contribute to evolution of football, as well as serve as a reference for other investigations involving the football in other environment.

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ANALYSIS OF FOOTBALL TRAINING BETWEEN YOUTH TEAM AND FOOTBALL SCHOOL.

ABSTRACT

INTRODUCTION: The present study aimed to analyze the process of football training base category of a professional Club and a football school in the under 13 category both in Rio de Janeiro, as well as the coaches interviewed. MATERIAL AND METHODS: The study was characterized by a descriptive research. The technique of observation used was the systematic and direct of the trainings with the use of a video camera and subsequent transcription of data into observation sheets, as well as a questionnaire used as data collection instrument, applied to 30 football coaches being coaches 9 basic categories and 21 coaches football school. The scheme adopted was adapted and similar to procedures used in the study of Saad (2002) to include the detailed analysis of the exercises performed. The results of the questionnaires indicate that the coaches evaluated seem to possess the training and experience necessary to carry out its function, but do not apply their theoretical and practical knowledge in their workouts. RESULTS: The result of the analysis of the observation of Youth Team and training of the football school confirmed some similarities in the segments, mainly in the game itself, where teams occupy most of the full time. Other similarities between the two teams were in the game I complex exercises, where both teams did not use a logical progression, showing little concern with the systematic repetition of the tactical-technical situations for acquisition of staff behaviour patterns. CONCLUSION: Clear the largest recovery by results and greater concern about the performance of the team in both situations, contributing to an early specialization of the athlete and can cause problems in physical, cognitive, affective and social development of the child. When analyzing the data from the observation of training, it is important to consider the different goals of each team. The base category aims at acquiring the physical, technical and tactical aspects by parties, leading athletes to total income. Aims at training school and of the citizen, through diverse activities, which develop all through sports. The results obtained reveal important facts about the methodologies of teaching and training of the sport of football.

KEYWORDS: football; school football; Youth Team; Coaches.

ÉTUDE SUR LA FORMATION DE FOOTBALL ENTRE LES CATÉGORIES DE BASE ET LES ÉCOLES MATERNELLES

RÉSUMÉ

INTRODUCTION: la présente étude vise à analyser le processus de la catégorie base de formation de football d'un club professionnel et une école maternelle dans la catégorie moins de 13 ans tous les deux à rio de janeiro, ainsi que les entraîneurs interrogés.MÉTHODOLOGIE: L'étude a été caractérisée par une recherche descriptive. Nous avons utilisé la technique d'observation systématique et directe des formations à l'utilisation d'une caméra vidéo et transcription ultérieure des renseignements dans les fiches d'observation ainsi qu'un questionnaire utilisé comme un instrument pour la collecte des réponses, appliqués à 30 entraîneurs de football 9 du catégories de base entraîneurs et 21 formateurs d`écoles d`ìnfants Le

système adopté a été adapté et semblables aux procédures utilisées dans l'étude des Saad (2002) pour inclure l'analyse détaillée des exercices effectués. Les résultats des questionnaires indiquent que les entraîneurs évalués semblent posséder la formation et l'expérience nécessaire pour mener à bien sa fonction, mais ne pas appliquent leurs connaissances théoriques et pratiques dans vos séances d'entraînement. RÉSULTATS: Le résultat de l'analyse de l'observation de la catégorie de base et de la formation de l'escolinha confirmé certaines similitudes dans les segments, principalement dans le jeu lui-même, où les équipes occupent la plupart à temps plein. Autres similitudes entre les deux équipes étaient dans le jeu I les exercices complexes, où les deux équipes n'a pas utilisé une progression logique, montrant peu d'intérêt avec la répétition systématique des situations technico-tactique pour l'acquisition des modèles de comportement de l'équipe. CONCLUSION: Observer la plus grande récupération de résultats et une plus grande préoccupation sur la performance de l'équipe dans les deux situations, contribuant à une spécialisation précoce de l'athlète et peut causer des problèmes dans le développement physique, cognitif, affectif et social de l'enfant. Lorsqu'on analyse les données de l'observation de la formation, il est important de considérer les différents objectifs de chaque équipe. La catégorie de base vise à acquérir les aspects physiques, techniques et tactiques par les parties, conduisant les athlètes au revenu total. Lécole vise à la formation du citoyen, par le biais de diverses activités, qui se développent dans tout sport. Les résultats obtenus révèlent des faits importants sur les méthodologies denseignement et de formation du football.

MOTS-CLÉS: Petites écoles; Entraîneurs; Football; Catégories de football pour enfants.

ANÁLISIS DEL ENTRENAMIENTO DE FÚTBOL ENTRE LAS CATEGORÍAS BÁSICAS Y PREESCOLARES.

RESUMEN

INTRODUCCIÓN: el presente estudio pretende analizar el proceso de categoría base de entrenamiento de fútbol de un club profesional y escuela de fútbol infantil en la categoría sub 13 años en río de janeiro, así como los entrenadores entrevistados. METODOLOGÍA: El estudio se caracterizó por una investigación descriptiva. Se utilizó la técnica de la sistemática y la observación directa de los entrenamientos con el uso de una cámara de video y posterior transcripción de datos en las hojas de observación, así como un cuestionario utilizado como instrumento de colección de datos, aplicado a 30 entrenadores de fútbol. 9 categorías básicas entrenadores 21 centros preescolares. El esquema adoptado se adaptó y similar a los procedimientos utilizados en el estudio de Saad (2002) para incluir el análisis detallado de los ejercicios realizados. Los resultados de las encuestas indican que los entrenadores evaluados parecen poseer la formación y experiencia necesarias para llevar a cabo su función, pero no se aplican sus conocimientos teóricos y prácticos en sus entrenamientos. RESULTADOS: El resultado del análisis de la observación de la categoría básica y la formación de la escolinha confirmó algunas similitudes en los segmentos, principalmente en el juego en sí, donde los equipos ocupan la mayor parte del tiempo completo. Otras similitudes entre los dos equipos fuera del juego ejercicios complejos, donde ambos equipos no utilizó una progresión lógica, mostrando poca preocupación con la repetición sistemática de las situaciones tácticas-técnico para la adquisición de los patrones de comportamiento de equipo. CONCLUSIÓN: Despejar la mayor recuperación por resultados y una mayor preocupación por el desempeño del equipo en ambas situaciones, contribuyendo a una especialización temprana del atleta y puede causar problemas en el desarrollo físico, cognitivo, afectivo y social del niño. Al analizar los datos de la observación de la formación, es importante considerar los diferentes objetivos de cada equipo. La categoría base pretende adquirir los aspectos físicos, técnicos y tácticos por partes, llevando los atletas a los ingresos totales. Objetivos en la escuela de formación y de los ciudadanos, a través de diversas actividades, que desarrollan todo a través del deporte. Los resultados obtenidos revelan datos importantes sobre las metodologías de enseñanza y entrenamiento del deporte del fútbol.

PALABRAS CLAVE: Fútbol; Escuelas de Fútbol Infantil; Categoría de Menores; Entrenadores

ANÁLISE DO TREINAMENTO DE FUTEBOL ENTRE CATEGORIAS DE BASE E ESCOLINHAS.

RESUMO

INTRODUÇÃO: O presente estudo teve como objetivo analisar o processo de treinamento de futebol da categoria de base de um clube profissional e de uma escolinha na categoria sub 13 ambos no Rio de Janeiro, assim como os treinadores entrevistados. MATERIAL E METODO: O estudo caracterizou-se por uma pesquisa descritiva. Utilizou-se a técnica de observação sistemática e direta dos treinamentos com o emprego de uma filmadora e posterior transcrição dos dados em fichas de observação, assim como um questionário utilizado como instrumento de coleta de dados, aplicados a 30 treinadores de futebol. 9 treinadores de categorias de base e 21 treinadores de escolinhas. O esquema adotado foi adaptado e similar aos procedimentos utilizados no estudo de Saad (2002) para contemplar a análise pormenorizada dos exercícios realizados. Os resultados dos questionários indicam que os treinadores avaliados parecem possuir formação e experiência necessária para exercer a sua função, mas não aplicam seus conhecimentos teóricos e práticos em seus treinos. RESULTADOS: O resultado da análise da observação do treinamento da categoria de base e da escolinha confirmaram algumas similaridades nos segmentos, principalmente no segmento jogo propriamente dito, onde as equipes ocupam a maior parte do tempo integral. Outras semelhanças entre as duas equipes foram nos exercícios do complexo de jogo I, onde ambas as equipes não utilizaram uma progressão lógica, mostrando pouca preocupação com a repetição sistemática das situações tático-técnicas para aquisição de padrões de comportamentos da equipe. CONCLUSÃO: Ficou clara a maior cobrança por resultados e maior preocupação com o rendimento da equipe em ambas as situações, contribuindo para uma especialização precoce do atleta podendo causar problemas no desenvolvimento físico, cognitivo, afetivo e social da criança. Ao analisar os dados da observação dos treinamentos, é importante considerar os objetivos distintos de cada equipe. A categoria de base visa à aquisição dos aspectos físico, técnicos e táticos por partes, levando os atletas ao rendimento total. E a escolinha visa à formação do cidadão, através de atividades diversificadas, que desenvolvam a totalidade por meio do esporte. Os resultados obtidos revelam aspectos importantes sobre as metodologias do ensino e do treinamento da modalidade de futebol.

PALAVRAS-CHAVE: Futebol; Escolinhas; Categoria de Base; Treinadores.