RESULT 02

Trainer
1.0 BETA

Roman Firlus, Alberto Castillo, Efstathios Efstathiou, Filip Selendić

Exercise book No. 2

FOOTBALL BETA COACH – TRAINING COURSE PROGRAM

Erasmus+

Table of Contents

Roman Firlus

IO2 FOOTBALL COACH TRAINING COURSE PROGRAM

OPOLE 2019

THE MAIN GOALS AND & ASSUMPTIONS OF THE TRAINING PROGRAM

Bearing in mind the main goal of the project, which is mainly improvement of the qualifications of young athletes starting their sports road, while paying special attention to aspects related to creating a sports career in a two-way manner, the proposed training program seeks to pay special attention to aspects related to the construction of patterns and directions activities of a modern sportsman, connected mainly with sports and substantive preparation to perform a demanding profession in the future, on the one hand a professional athlete, basketball player, on the other hand, a basketball coach, educator, teacher preparing to perform a demanding profession, being basketball coach.

The project, in its basic assumption, pays special attention to elements related to the improvement of professional qualifications at every stage of a sports career, with particular emphasis on its initial stage, the age of a teenager (14-19 years old).

The key to the project assumptions is the fact that representatives of the football environment, young sportsmen, football players, receive the basic knowledge necessary to take up the newly learned professional profession — being a football coach, regardless of the country represented, culture, material level or social status.

Through its formula, the project allows to create positive patterns concerning the contemporary, adequate to contemporary environmental requirements approach to the profession, which is being a professional athlete. It allows you to look at young athletes representing different environments, different countries, different cultures on the aspect of competitive sporting from the same perspective, at the same time in a much more mature way, indicating in the first place elements related to education, improving qualifications, gaining new professional experi-

ence. At the same time, with a view to future activities that are an element of the near future, the end of a sports career, starting a coaching career.

It should be noted that the project in a very clear and legible manner indicates the contemporary direction of development of a young athlete, regardless of the specificity of the sport discipline. Namely, in the first place it puts a two-pronged approach to creating one's own sports career path, which in turn allows for a fully effective use of time related to sporting in a professional manner, over a dozen years of professional-level playing, while building the necessary base related to the preparation for performing future professions, being a football coach.

The key value of the course is to acquire knowledge about the basics of the sport represented by the participants, while paying particular attention to the basic direction and form of the knowledge transferred — classes through practice and building the resources of exercises necessary for future trainers, trainers, educators of talented youth.

The proposed solutions are rather a guideline than a specific solution proposal, which allows adapting individual courses to the realities of the environment and country represented, while emphasizing the key aspect of the career from the point of view of the class participant — currently a player, in the future a trainer.

TRAINING PROGRAM

To prepare young students for the role of assistant, a full curriculum was prepared. It contains the necessary content that a young man should want to undertake such a demanding and responsible profession as a football coach.

The content has been selected in an accessible and transparent way, and is intended to make young people aware of the great challenge that awaits them. They contain the necessary information about the trainer

Table 1 numbers of course hours THE DEVELOPMENT OF FOOTBALL IN EUROPE

NUMBER OF COURSE HOURS			
1	GROUP	OPTIONAL MODULES (3 FROM 5)	15
2	GROUP	PROJECT PRESENTATION	5
3	GROUP	THEORETICAL PART	13
4	GROUP	PRACTICAL PART	16
5	INDIVIDUALLY	Internship at the club. Individual tasks.	10
6	INIVIDUALLY	FINAL EXAM	1
		TOTAL HOURS	**60**

education system and present in theory and practice the characteristics of work with the two youngest age categories, namely Junior G and Junior F. All this is supported by the course of premedical first aid and athlete's career planning. Table 1, present the basic assumptions and content of our course. In addition, each participant is required to undergo an internship in a selected club. The internship program includes observation of training units and participation in the tournament.

Football, as a sport discipline, is characterized by a special attitude, directed at the elementary approach to mastering the basic elements related to the possibility of practicing it in a competitive way. At the same time, it requires continuous improvement of qualifications in order to adapt to the constantly changing conditions associated with its cultivation at an appropriately high level, regardless of the country, environment or culture represented.

In Football the main organization is FIFA (*Fédération Internationale de Football Association*) which brings together six continental federations (scheme 1)


FIG. 1 FEDERATIONS ATTACHED TO FIFA

UEFA COACHING CONVENTION

In Europe is The Union of European Football Associations, known as UEFA (Union of European Football Associations), was established in 1954. Currently it associates 55 national federations. One of UEFA's activities is to train football coaches. The basic document regulating the principles and requirements for education is the Coaching Convention. Its latest update was published in 2015 (UEFA, 2015). (Fig. 1) In its content, it strictly defines both the training levels and the rules for receiving them.

TABLE. 2 MEMBERS OF FIFA STRUCTURE

FIFA	
AFC	Asian Football Confederation
CAF	Confédération Africaine de Football
CONMEBOL	Confédération Sudaméricana de Fútbol
CONCACAF	The Confederation of North, Central America and Caribbean Association Football
OFC	Oceania Football Confederation
UEFA	Union of European Football Associations

UEFA Coach Education Programme structure
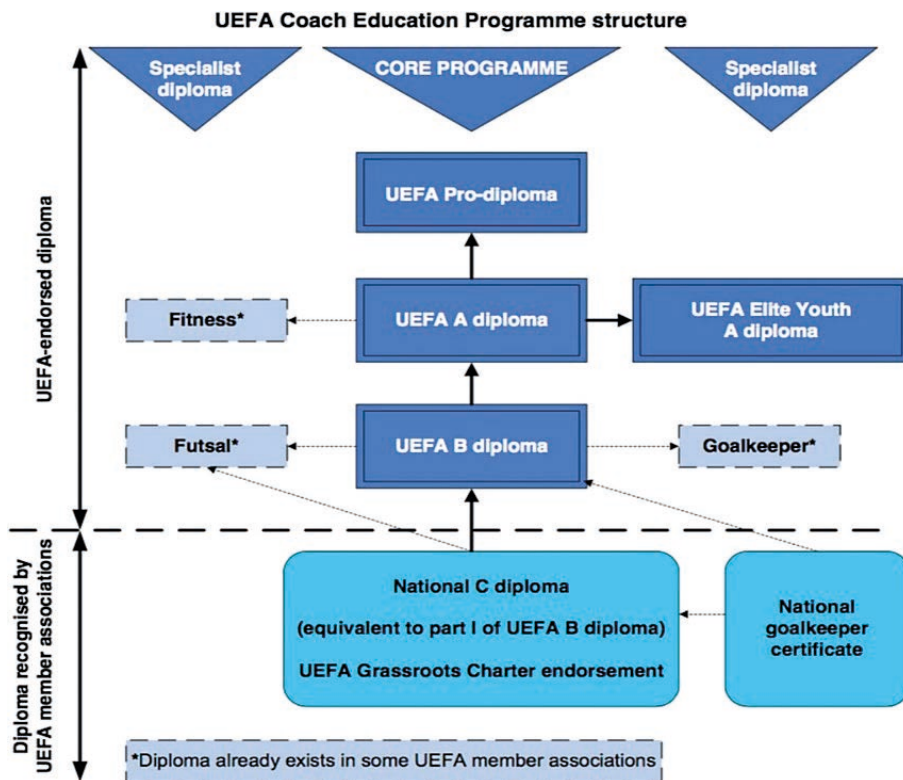
Scheme 1. UEFA coaching licence system

Figure 2. UEFA coaching convention

The training and improvement system of coaches representing both national level and international level for football federations proposed by the European Football Federation (UEFA) aims primarily to meet the natural environmental requirements, drawing attention to the great dynamics of football development as a sport discipline, and consequently to prepare coaches and coaches characterized by high quality of services rendered.

An interesting addition to the coaching career path is the project developed by the UEFA, which aims to constantly improve the professional qualifications of trainers. Constant improvement of professional qualifications, in addition, the ability to correctly assess the athlete's potential, as well as the ability to adapt to constantly changing conditions are the basic elements that make up the workshop of a modern trainer.

There are a number of components that have a significant impact on the shape of the future career path of a modern coach. Among the most important are, among others, participating in discussion groups, attending workshops, networking with other coaches, watching games, etc. At the same time, a football coach development path has been set. The highest coaching level is the UEFA PRO Diploma and the highest in the education pyramid there are Trainers. Educators, i.e. teachers of trainers. (sch. 2)

Based on the provisions of the Convention, a football coaching training scheme was created (UEFA, 2015). (sch. 1), The lowest coaching degree

is GRASSROOTS C Trainer Diploma entitling to work with children. The next are the UEFA B Coaches, UEFA A and UEFA PRO Diplomas for youth coaches and seniors.

Based on their qualifications, trainers are required to obtain trainer licenses in line with their qualifications.

GRASSROOTS CHARTER UEFA CARD

Football, due to its enormous popularity, according to the words of Karol Wojtyła, "of all things unimportant is the most important".

Scheme 2. Coach development path

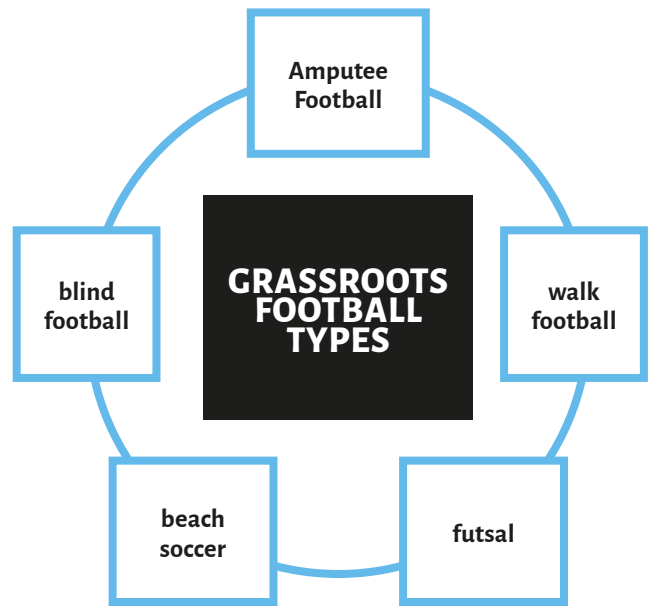Figure 3. THE UEFA GRASSROOTS PROGRAM MARK

Scheme 3. FOOTBALL VARIETIES

Therefore, one of UEFA's goals is to promote football regardless of place, age, ability, skill, ethnicity, race, religion or sexual orientation. With the Grassroots Charter UEFA Card, a quality label that focuses on primary football, UEFA supports and stimulates the development of football at local level by setting standards and providing appropriate assistance.

Grassroots is football for everyone, i.e. amateur games and all kinds of physical activity associated with its various varieties

FOOTBALL TYPES – GRASSROOTS PROGRAM GRASSROOTS – FOOTBALL FOR EVERYONE!!

COMPOSITION OF FOOTBALL TRAINING

Football is a very complex and comprehensive sport. Therefore, the teaching process is very complicated. From an early age, pay attention to the most important elements. The constant change of possession of the ball causes that all activities on the pitch take place in four phases (sch. 4)

Scheme 4: PHASES OF PLAY

Table 3 footbal varieties in grassroots charter

LP	TYPE	DESCRIPTION
1	AMP FOOTBALL	Football for players after limb amputation
2	BLIND FOOTBALL	Football for athletes with visual impairments
3	BEACH SOCCER	Beach soccer
4	FUTSAL	Indoor football
5	WALK FOOTBALL	

PHASES OF PLAY

ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
GOAL:SCORE	GOAL:RECOVER THE BALL	GOAL:RECOVER THE BALL	GOAL:SCORE
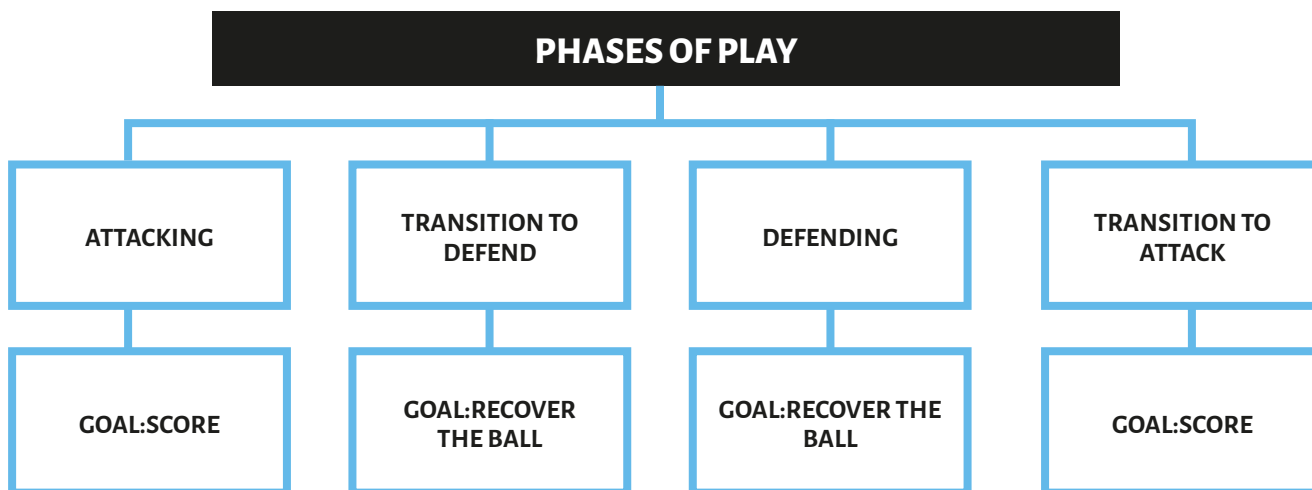
Scheme 5. FOOTBALL ACTIVITIES

In each phase, individual players, groups of players and the entire team perform selected actions with and without the ball. types of activities are listed in the table 2.

FOOTBALL ACTIVITIES

- INDIVIDUAL ACTIONS
- GROUP ACTIVITIES
- TEAM ACTIVITIES

TABLE 4. FOOTBALL ACTIVITIES

INDIVIDUAL ACTIONS

WITH BALL	IN ALL PHASES OF PLAY	WITHOUT BALL

Scheme 6: TYPES OF INDIVIDUAL ACTIONS IN FOOTBALL

Each of them are using in all the phases of the play. Most important are individual actions (fig. 7) based on the skills of individual players. That's why we focus specially on these actions. Each action has two kinds of dimension:

Technical dimension, and Decision – making dimension.

INDIVIDUAL ACTIONS

Most important for the children is to play 1x1. That's why we have to focus on this action in our training sessions. Because football is beginning from play 1x1 and children between 6 and 8 years old are focused only for themselves and the ball this is the best way to teach them football. Each play 1x1 take place also in defensive and also in offensive. But at first, they have to learn driving the ball (before 1x1 play) and then passing and receiving the ball.

OFFENSIVE	DEFFENSIVE
INDIVIDUAL ACTIONS	
driving the ball passing the ball receiving the ball shot 1x1 game running out of position	ball pickup covering a player without a ball

Scheme 7 INDIVIDUAL ACTIONS CHARAKTERISTIC

SETTING AND FOCUS ON THE BALL		DRIVING THE BALL	
+		+	
RETRIEVE THE BALL = NO GOAL ←	1X1 PLAY	1X1 PLAY	→ FINISCHING = GOAL
	+	+	
	ATTACK ON PLAYER WITH THE BALL	PASSING AND RECEIVING THE BALL	
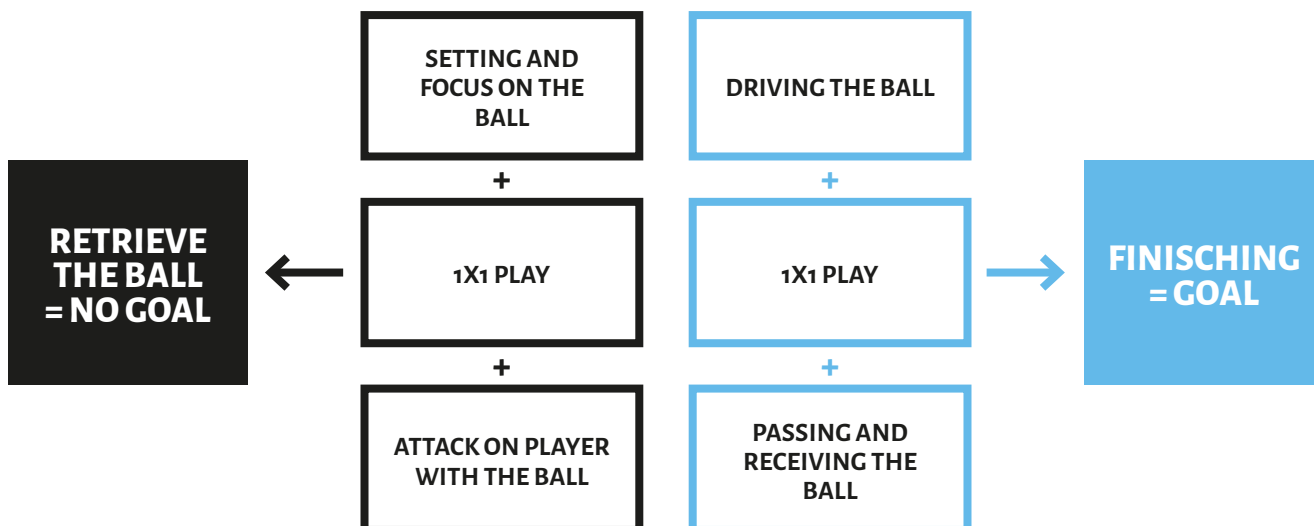
Scheme 8: TARGETS IN DEFENSE AND OFFENSE PLAY 1X1

Each situation in football is 1x1 or 2x1. The passing and receiving the ball let to the players create a space and advantage during the game. Also, in defines good setting and attack on the player with the ball is the challenge and the target for the defender.

The next step is to teach the players groups and team activities. When in action are minimum two players they have collaborate and find the best solution to win this action or retrieve the ball. There are already group activities.

The main purpose of a group attack is to ensure a numerical advantage over the opponent in a given sector of the pitch and create a convenient situation to score. Group action options are below (fig. 9)

All these activities are the base of football game. When the player understands the rules and got the specific football skills can find the best solutions during the game and make the best choices for himself and his team.

The modern football prefers the possession of the ball, starting the game from behind and usually defends in high block with a pressing defence.
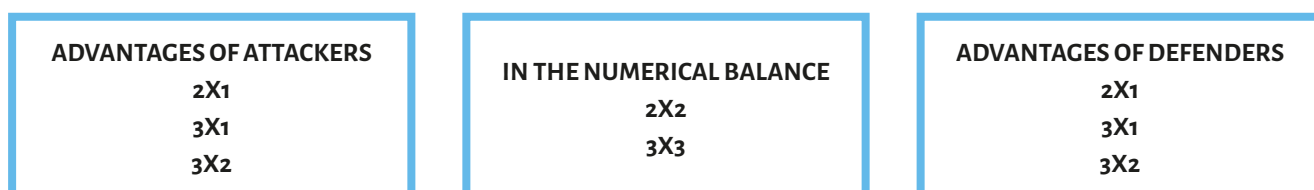
METHODS OF TEACHING FOOTBALL

Methods, forms, measures and principles applied when teaching football.

There are multiple performance factors in football. All of them contribute to achieving sporting success.

All these performance factors make it possible to effectively solve the problems posed by the game (Tactical Efficiency).
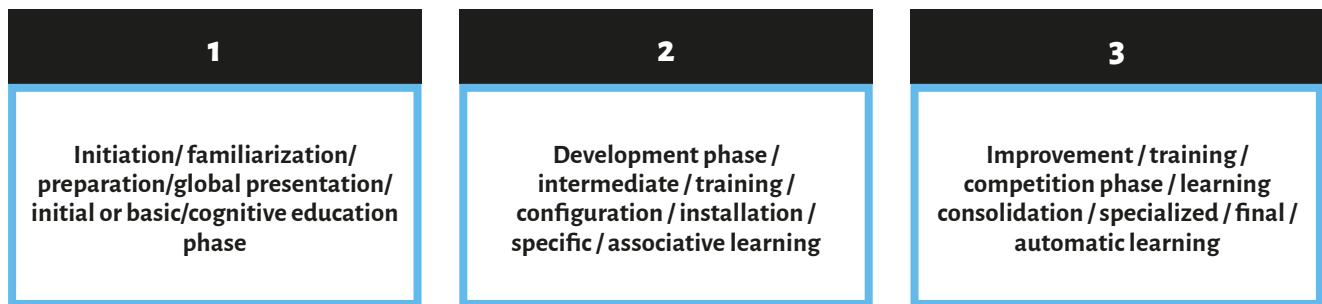
Each player with their particularities must be able to adapt to the context and decide according to what the situation demands (Player Autonomy).

GROUP ACTIVITIES

ADVANTAGES OF ATTACKERS 2X1 3X1 3X2	IN THE NUMERICAL BALANCE 2X2 3X3	ADVANTAGES OF DEFENDERS 2X1 3X1 3X2

Scheme 9. GROUP ACTIONS OPTIONS

The traditional phases or stages into which the soccer player's training can be divided are (Sixto González, 2008):

1	2	3
Initiation/ familiarization/ preparation/global presentation/ initial or basic/cognitive education phase	**Development phase / intermediate / training / configuration / installation / specific / associative learning**	**Improvement / training / competition phase / learning consolidation / specialized / final / automatic learning**

Scheme 10: TRADITIONAL PHASES OR STAGES OF FOOTBALL TRAINING

This traditionalist structure is defended by several authors, among others: Bengué, Díaz Suarez, Giménez Fuentes-Guerra and Castillo Viera, Oliver Coronado and Sosa González, Romero Cerezo, Ruiz Pérez, Santos Del Campo, Viciana Ramírez and Delgado Noguera or Sarmento.

Regarding the initiation stage and its integrated contents, all the proposals analyzed converge in (Heras, 2006; Doctoral thesis):

1. The existence of a first phase aimed at the improvement of Psychomotor and Basic Physical Education that serves as a "support" or psychomotor base (generic or multilateral motor development) from a constructivist perspective for the acquisition, assimilation and settlement of subsequent specific learning (Initiation stage).
2. The evolutionary step to a second stage, in which the constituent elements of one or more sports are taught and learned in broad strokes (fundamentals) (depending on whether the teaching model is horizontal / multilateral or vertical), guiding said process especially towards the technical-tactical movements of that or those sports (Initiation stage).

INITIATION STAGE (JUNIOR G AND F)

At this stage the dimensions of the pitch and the number of participants should be adapted to the characteristics of the players (need for space, increased response times. Low time pressure).

Physical objectives: They must be related to the improvement of the perceptual qualities (perception of the body itself, space-time, basic perceptual attention keys related to the game...) and of the coordinative qualities (general dynamic coordination: jumps, turns, displacements. Segmental coordination: peculus oculus, manual oculus).

Psychological objectives: Increased attention through motivation and fun. Technical objectives: Handling and control of the ball, development of offensive and defensive basic performance behaviors.

Tactical objectives: Resolution of simplified offensive and defensive individual tactical problems: 1x1, 2x1, 2x2. Tactical intentions.

In the technical-tactical, as we have already mentioned, we must start from the knowledge of the level of our players in the different tactical intentions and their effectiveness.

To do this, they must master all the offensive and defensive effective performance behaviors mentioned in the first section. Some of them are: basic individual offensive performance behaviors: Driving with perception (situation analysis) and ball close to the foot, oriented control (optimal orientation, move away ball from the rival...), precise and properly oriented passes, taking advantage of numerical superiority...

Basic individual defensive performance behaviors: 1x1 defense (front, dorsal and lateral), numerical inferiority defense (1x2. First cover pass line, then press...), defensive timing, use of body opposition...

At this stage, we must acquire and consolidate the pillars of the offensive and defensive game, the individual basic technical-tactical means and go, depending on what is assimilated, introducing basic collective notions, both of attack and defense.

To achieve this, we must know the tactical intentions, principles and phases of the game.

Tactical intentions refer to the minimum expression in which the technical-tactical elements and the intention they pursue in the game can be simplified.

There are tactical intentions of attack, which seek to disrupt the rival and the search for free spaces where to progress, and tactical intentions of defense, which seek the opposite, order and predictability.

BASIC PRINCIPLES OF THE GAME (Bayer, 1986; Pino, 1999; Romero, 2000)	
Attack phase	Keep the ball
	Progress towards the opposite goal
	Get goal or score
Defense phase	Retrieve the ball
	Prevent the advance of the opposing team
	Avoid achieving the goal

Table 3 BASIC PRONCIPLES OF THE GAME
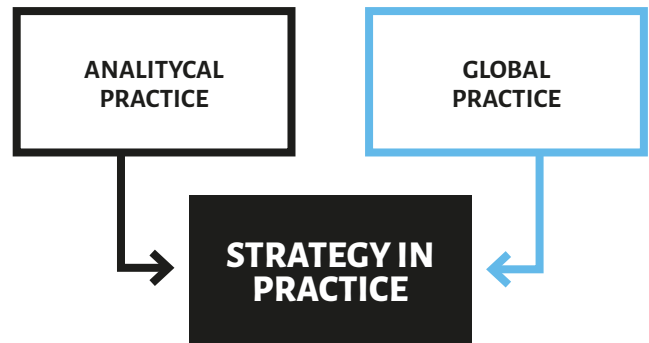
Scheme 11 STRATEGY IN PRACTICE

The tactical intentions of attack are:
Set, attract, overflow, score, protect, uncheck, interact and mobilize.

The tactical intentions of defense are:
Control ball, distance, offside, monitor, press, obstruct, deter.

It is very important that future trainers are able to design learning scenarios for their players where tasks are simplified until they can be solved by players at an early age, but always creating real and authentic scenarios, which pose the simplified real problems that generate the game.

On the other hand, and to help us in this process of simplifying reality without altering the internal logic of the game, it is very relevant that we always keep in mind the basic principles of the game, since they support and make sense of all the tactical decisions that are made in the same.

"The principles of the game are defined by the tactical problems they pose…"

To help trainers program the appropriate content and their ideal way of teaching it, it is necessary to know what the strategy is in practice.

Strategy in practice is the way in which progression is organized to teach-learn content.
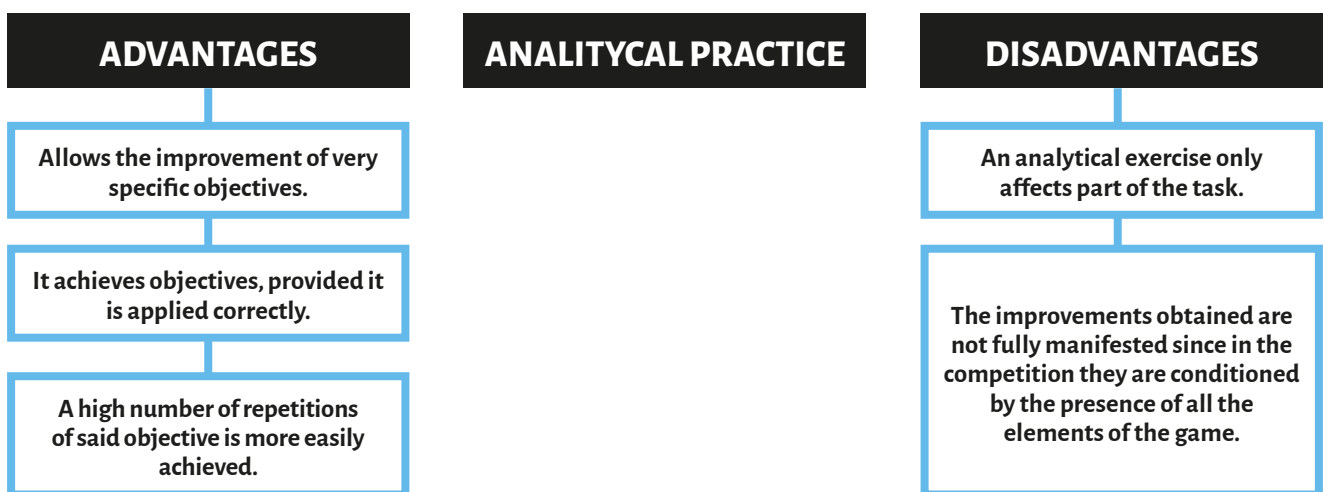
There are two strategies to consider, analytical and global.

ANALITICAL PRACTICE
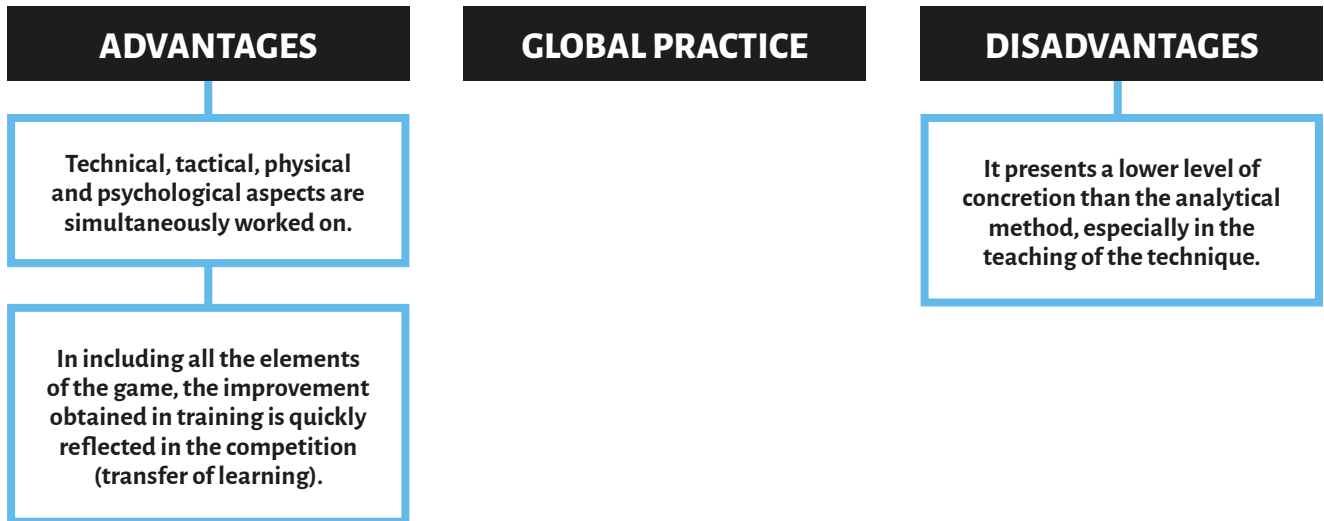The strategy in the analytical practice consists in the decomposition of the gesture or task into parts, in order to be practiced separately. It is focused on execution and is appropriate when a task is complex and its decomposition is needed for assimilation.

GLOBAL PRACTICE
Strategy in practice or Global method:

Scheme 12: ADVANTAGES AND DISADVANTAGES OF ANALITYCAL PRACTICE

ADVANTAGES	GLOBAL PRACTICE	DISADVANTAGES

Technical, tactical, physical and psychological aspects are simultaneously worked on.

It presents a lower level of concretion than the analytical method, especially in the teaching of the technique.

In including all the elements of the game, the improvement obtained in training is quickly reflected in the competition (transfer of learning).

Scheme 13. ADVANTAGES AND DISADVANTAGE OF GLOBAL PRACTICE

– It is the one where the task is carried out whole by means of movements or complete tasks (all its parts or gestures at once).
– In football, activities with all the structural elements of the game: goal, ball, teammates, opponents, space, time and rules of the game.
– If all the structural elements of the game are present, the general principles of the game will be and the internal logic of the game will be preserved.
– Minimum expression: Ball, opponents and teammates (3x3).

Types of global strategy:

Pure global:
The movement is taught – learn by maintaining the real execution conditions, the parameters of space and time, without any alteration.
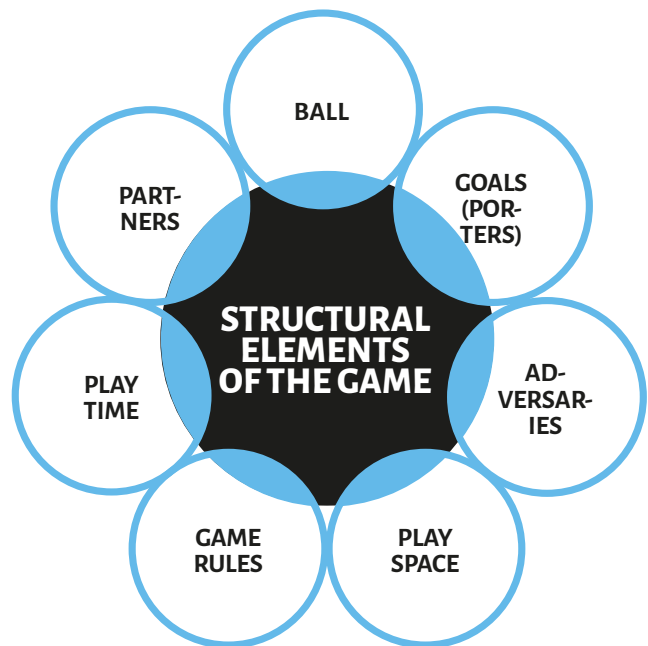
Global with polarization of attention:
At the time of giving the slogan, an element that is considered more important in learning is highlighted, so that the student focuses his attention on it when carrying out its execution.

Global with modification of the real situation:
In this case, some parameter is modified with the intention of facilitating the execution of the movement: reduce the speed of execution, modify the height of some element (basketball basket, volleyball net, for example), the weight or size of the ball...

For the design of tasks and their manipulation of complexity it is important to know the **structural elements of the game**, which, in turn,

are related to the general principles of the game (Bayern, 1986) and the conservation of the internal logic of the game.

Scheme 14: STRUCTURAL ELEMENTS OF THE GAME

Another way to identify the methodology or strategy in practice that we are using in the proposed tasks has to do with suppressing some of the structural elements of the game or just modifying some of them.

If we suppress any of the structural elements, the strategy in practice will be analytic since the internal logic of the game is altered by eliminating, in turn, some of the fundamental principles.

If we modify any without removing any element, it would be a GLOBAL strategy. With the modification we will be focusing on some aspect depending on the objective pursued but we will maintain the internal logic and the specificity of the game.

Some effects to take into account regarding the modification of the structural elements are:

— Regarding the ball and the goal (goal):

    — As well as the objectives that are pursued (volleyball and possessions, triangular goal, interior or exterior small goals, goals that are areas to invade in driving or to control pass, two balls …).

— Regarding the play space and the goal area:

INCREASE SPACE = LESS TECHNICAL DIFFICULTY + GREATER PHYSICAL WEAR.

REDUCE SPACE = GREATER TECHNICAL DIFFICULTY + LESS PHYSICAL WEAR.

(Double area to favor more competitive goal strokes with a prohibited zone to finish, possessions-matches, rectangular spaces in width, division of spaces into zones for the realization of pressure after loss …).

Regarding peers and opponents:

— Superiority, equality or numerical inferiority (use of wildcards by inside, outside, sides, funds, counterattacks in superiority …).

Regarding the time and the rules or rules of the game:

— Time (Short games to increase the intensity or play with the result, seconds to limit the phase of the game – finish wave or conservation). Rules (competition or training to facilitate achieving objectives …).

We could summarize the RULES OR RULES among which:

— Limit the actions of the attacker or offensive phase (number of touches, number of passes, seconds available to end or attempt to end an attack, mandatory fixed receivers (wild cards, specific positions …), pass through certain areas … and rules combined with each other: for example, number of passes in own field or to change zone …).

— Limit the actions of the defender or defensive phase (degree of defensive opposition: only intercept, no entries, passive … only defense of lateral centers or x defensive moments (central to lateral pass to trigger high pressure)… prohibited areas for defenders,).

Then, to design specific and contextualized tasks we must take into account:

— The game cycles. The more phases or moments include more specific.

— The closer the structural elements of the I play the competition, the more specific it will be.

— That all the fundamental principles of the game are present (attack and defense) guarantees internal logic and specificity.

The keys to proper task design:

— Be clear about the objective to be achieved. Accurate and attainable.

— Know the effects caused by the modification of the elements structural elements to be able to design freely, combine effects.

— Adapt and individualize tasks to the level of the players.

— Design an effective organization:

— Organization of space, time, group (participation and rotation type) and material (Maximum participation, minimum and well used …) (Alarcón and Cárdenas, 2010).

— For tasks to be productive, they must gather the following.

— Features (Buceta, J.M., RFEF National School):

— Have attractive and attainable goals.

— That they are varied, but consistent with the objective.

— That they relate to each other in the structure and / or content. Conductive thread between exercises.

— That they have the appropriate intensity depending on their objective. Low or medium for learning and high for repetition and training in match conditions.

— That the space be ample (reaction time and perception) and the number of players reduced (Constant participation).

— Sometimes, they are competitive (with skills that dominate).

— Make them fun, if possible. Some in each session.

— In initiation tasks, the following must be taken into account:

— The contact with the ball must be maximum. One ball per player and tasks in which they must travel with him. Include motorized games adapted with the ball, traditional games through rules (degree of defensive opposition …).

— In global tasks include rules such as forcing surface use, limiting degree of opposition, wide space (forcing to perceive context as part of the objective; Horst Wein tasks)…

— Design contextualized analytical tasks to discover solutions for themselves (task uncheck with cones…).

- Through games and tasks, teach them to use the body (body opposition) to protect the ball, to move the ball away from the rival, to hide the true intentions, to uncheck it (changes rhythm, direction, darken mark) …
- Implement tactical intentions.

Having a training model has its advantages, as Wein (1995) states:

1. Provide the coach not only with a guideline to structure and develop his teaching-learning process, but also facilitates the evaluation of the content of the "model", the preparation of his own training programs, next to those proposed in the model .
2. Help specify the training programs proposed for the pre-established purposes.
3. It is an incentive for students, if the objectives are known to them, which allows them to focus their efforts on something defined without having to intuit where they are going.
4. They serve the coach to be able to assess whether or not they get them, and thereby establish the correct corrections.

TEACHING – TRAINING MODELS

There are two conceptions that result in two opposing teaching actions in teaching-training (Brüggemann & Albrecht, 1996):

- Classic or traditional model: "Assumption that the game elements are formed by the sum and accumulation of technical, tactical, physical and psychic components loose".
- Integrated or global model: "It is an element of global learning, which depends on the situation and in which the technical, tactical, physical and psychic factors appear with different characteristics but always together."
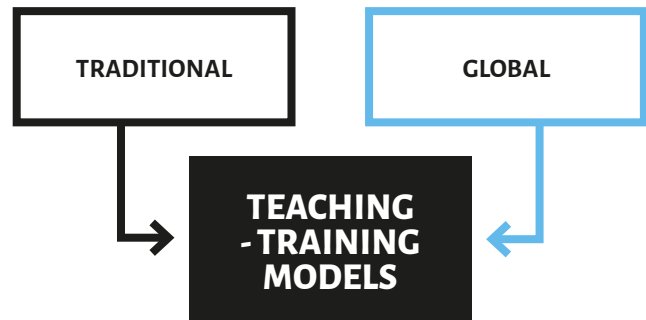
Scheme 15. TEACHING – TRAINING MODELS

Regarding traditional model, these teaching models are based on an associationist perspective, under the pretense of approaching an ideal technical model and in many cases closed, for which teaching progressions are elaborated that at no time approached the global notion of the ability to be I intended to teach (Ibañez, 1997).

Grosser and Neumaier define technique as an ideal model of movement. According to Bauer, this definition is not applicable to sports such as football due to the continuous and unpredictable actions that occur in the game, which makes deviations from the ideal model necessary.

Benedek (1994) and Cano (2001) say that the player has assimilated the sports technique when he is able to apply it properly in games in tight spaces, at high speed, and under the pressure of the opponents.

TABLE 4. CRITERIA FOR DESIGNING MOTOR TASK

CRITERIA FOR DESIGNING MOTOR TASKS (Seybold, 1976; Pieron, 1988; Famose, 1992; Delgado Noguera, 1993; Wheat, 1994)	
LEEWAY Ability to decide, even tasks	MOTOR IMPROVEMENT Ensure a minimum physiological effect
SOLVE PROBLEMS Propose global tasks	SCOPE OF CONDUCT Apart from cognitive and physical capacity, elements affective, social and transversal values
PARTICIPATION AND DURATION Enough duration to assimilate learning and active participation	REAL SITUATIONS Significant elements for motivation
ADAPT THEM TO YOUR CAPACITY Individualization allowing different levels	SUCCESS Achievable challenges that allow its achievement
RULES Respect for the rules and norms	SOCIOMOTRICITY (Parlebas) Sports collaboration-opposition with matched groups

This makes redirecting the teaching and training of these sports, especially in the early stages, in which it becomes unavoidable that the apprentice relates the technical gesture to the tactical intention.

In summary:

1. The basis of training is the construction of a motor program based on the repetition of elements.
2. That is why several authors have considered that the football teaching approach has been based on the development and improvement of the technique (Brüggeman and Albrecht, 1996, Konzag et al, 1995 and Fradua, 1996).
3. Everyone agrees that technical learning must join tactical training as soon as possible.

On the other hand, regarding the integrated or global model, we must take into account some essential points:

− Consider the principles of constructivist learning (meaningful learning, near development zone, scaffolding) on associationist positions.
− Defers an interrelated and integrated learning, where the nature of the task will decant the way in which learning should be considered (Pozo, 1996).
− The skills developed in football will depend a lot on situational variability. Soccer is a Situation Sports, where players must respond adequately and effectively to the constant and various modifications that occur in the context.
− The desirable model uses opposition and collaboration, placing the player in a conditioned global situation, therefore the role of the coach is to create problem situations adapted to the level of the players.

As we mentioned earlier, the global or integrated model starts from the real problems of the game, the role it plays at that time and the possible solutions to be raised.

According to Fradua (2001), in the first place and for example, a player with the role of possession of the ball (player in possession of the ball), wonders what to do? At that time, the player analyses information about everything of a visual nature that comes through the elements of the context that surrounds him (perceptual mechanism), while interpreting and starting to propose a mental solution based on experiences previous (decision mechanism) and its adaptation to the current one. In this way, we will opt for a solution that will have to be carried out by means of a motor solution (execution mechanism), which will respond to the second problem, in this case of a motor nature, how to do it?

The only use of the global method for learning football, according to Fradua (2001), can lead us to a fundamental error, since there are situ-

ations in which we have to use tasks of a more analytical nature which does not imply a methodological error, for example in situations where you have to correct a specific technical aspect, raise a tactical aspect of group or group. For all these reasons, Fradua (2001) considers that whatever the philosophy on which our teaching approach is based, the tasks must have perceptual, decisive and execution requirements.

To achieve a positive and motivating experience to teach football, we will need to organize the teaching-learning process. We will explain the process in general and later, we will explain in greater detail the essential tools and resources (strategy in practice, teaching styles, teaching techniques …). It is important to develop accurate and consistent planning to achieve the intended objectives.

Garganta and Pinto (1997), citing Dugrand (1989), divided the phases in the player's formation into five phases:

1. Create the player's relationship with the ball. It is intended to create the minimum bases so that the beginner can handle the ball using the different contact surfaces, voluntarily dominating the trajectories contributed to the ball and not neglecting the perceptual aspects beyond the ball, that is, receiving the necessary information from the environment in He who moves.
2. Construction of the presence of goals. Not only goal is achieved with the direct game towards the goals but with the indirect game, attacking range, circulation of the ball etc.
3. The presence of the adversary highlighting the 1 x 1 situations.
4. The presence of the partner. It goes from the individual game to the collective game. The logical progression incorporating the different elements that constitute the game of football seems very correct, Corbeau (1990) also presented a similar scheme.
5. The development of space-time notions will be protagonist in the teaching of the game.

In any case, this structure should not be seen, in phases, as separate compartments that are treated one after the other according to the abilities of the students. We are talking about giving priority to certain phases to the detriment of others depending on the level of the student (Fradua, 2001).

All of the aforementioned must be specified in a smaller and more basic structure that clarifies the task of the coaches who begin in order to avoid confusion between the large number of objectives, tasks and existing contents (Fradua, 2001).

The session structure that best suits the aforementioned to meet the proposed objectives is that of Chesneau and Duret (1995). They structure the session in different blocks, highlighting in each one different objectives such as the improvement of the relationship "the child and his body", commonly known as improvement of basic motor skills through

fundamentally playful proposals (adapted motor games); "The child and the ball", related to the improvement of all the skills of handling the ball; "The child, the ball, the partner and the opponent" that adds the collaboration and the elementary opposition, in small numbers. In the last section, group 1 is raised against group 2, simulating the real game situation but with the possibility of reducing the number of players and modifying the rules of the game, always taking into account the objective/s proposed in the session.

Fradua (2001) tells us the importance of guiding the first part, "the child and his body" as a fundamental part of the session to experiment with games and exercises of general dynamic coordination, improvement of basic and generic skills and all those tasks whose objective is to enrich the student.

To better understand the connection between the session structure of Chesnau and Duret (1995) and the phases and long-term objectives proposed by Garganta and Pinto (1997), Fradua (2001) proposes some practical examples:

– In the first place, the challenge is to present the sessions in a way that is chained and oriented towards an intermediate and long-term objective, common, for example, to try to improve the game behaviors in relation to the presence of the goals. Secondly, the different sections of the session must be coherently distributed, if the objective of the session is to assimilate the concept of penetration or progression, learning to observe the free spaces towards the goal, in the initial block of the session "the child and his body" will try to familiarize the child with changes in direction and rhythm, subsequently, driving and pass-reception are taught, ball transport skills in individual and collaborative races.
– When starting with reduced situations with adversary and partner, these should also be based on goals related to progression, for example, in a 3-on-1 situation.
– To take the ball to a line, being able to pass the ball until one decides to drive it, reaching the final line, without being touched by the opponent.

– Finally, the confrontation or party "group against group" should be guided by rules that cause potential situations of progression in the field. For example, they face 4x4 in a space of 30x10 meters wide, scoring every time a player takes the ball to the bottom line of the field, a rule that causes the desired behavior.

It is interesting to know the procedure to build tasks, knowing the use of variables such as space, numerical superiorities, technical demands of dominant, non-dominant leg, as well as properly handle the rules of provocation.

Other key aspects to consider when programming an intervention in a teaching-learning process are the objectives.

An objective is a verb in infinitive and never a noun. Action to perform or achieve. A general objective backs the whole process while a specific or secondary objective should help to achieve the general. The objectives should be raised from the perspective of the student, what we want to be able to achieve. They must be accurate and evaluable.

What are the objectives?

1. They force and help specify the goals to be achieved.
2. They guide the order of the means to be used.
3. Facilitate the progression and organization of learning.
4. They facilitate work between coaches and athletes.
5. Increase motivation.
6. Allow you to check the learning.

In summary, to program or plan a teaching intervention, some objectives are established (the whole process), some contents, methodological strategies, teaching resources and evaluation criteria are established.

Table 5. Short – and long-term approach to the football training process (Extracted from Fradua, 2001)

Short term approach. Session structure (Chesnau y Duret, 1995)	Long term approach. (Garganta y Pinto, 1997)
The child and his body	
The child and the ballw	Phase 1: build the relationship with the ball Phase 2: build goal presence
The child and the ball, adversary and partner	Phase 3: build the presence of the adversary Phase 4: Build presence of partner and adversary.
Group 1 vs. group 2	Phase 5: Develop the spatio-temporal notions.

Motor task ≠ exercise (Exercise has no didactic connotations).

The motor task represents the organization of an activity towards the achievement of a specific objective. To do this, it must have a number of characteristics (Famose, 1992):

- an objective that defines what is intended to be achieved with the implementation of the activity,
- certain conditions that accompany the achievement of the objective,
- Instructions that require a particular type of motor or process behavior to be carried out. It is necessary to know the structure and nature of the task.

MODELS OF TEACHING IN PHYSICAL EDUACTION

MODELS OF TEACHING IN PHYSICAL EDUCATION

(Curtner-Smith & Sofo, 2004; Dyson et al., 2004; Metzler, 2000, 2011; Siedentop, 2002)

Traditional teacher:

Professor is the center of the process. Passive student, dependent on the teacher, systematically repeats the effective solutions communicated by the teacher (low cognitive involvement). One way communication. Formal organization and great control of the class by the teacher.

Alternative Professor:

Student is the center of the process. Professor delegates responsibilities and teaching competencies to the student when he is prepared for it. More flexible organization, proactive student, their autonomy is encouraged. There is cognitive involvement.

According to Miguel Ángel Delgado Noguera (2002, pp. 21-22), the Teaching Technique is defined as:
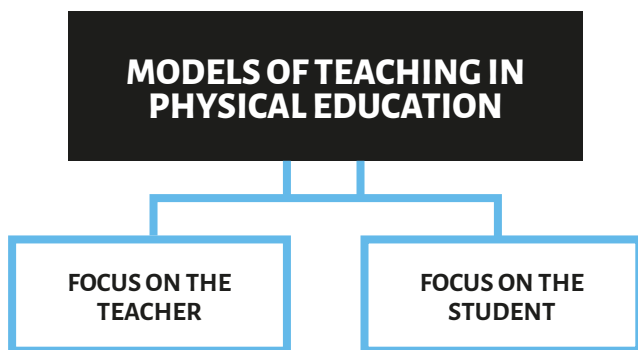
Scheme 16. MODELS OF TEACHING IN PHYSICAL EDUCATION

"The most effective way to carry out the communication and presentation of the content of our teaching".

"(...) is limited to considering the type of communication interactions of the outbound information (initial task or organization information) and the return or return information (knowledge of both the results and the execution).

According to Delgado Noguera (2002) the fundamental objective of the Teaching Technique is to select the most correct form of:

- transmit what we want our students to do,
- direct your attention to the activity,
- motivate them and keep their interest,
- to provide the expected model of realization or the rules for the search,
- provide feedback or suggest clues to channel the resolution of the problem,
- to avoid failure.

Factors that depend on the application of one or other Teaching Technique:

- The objectives set (what do we want our players to achieve at the end of the process?).
- The contents (is it an open or closed ability?).
- The characteristics of the students (individual and collective responsibility and behavior of the team).
- The teacher (Previous experiences and knowledge can cause resistance to change).
- The time available TO GET LEARNING (Faster direct instruction for closed skills).

Types of Teaching Technique:

- Teaching technique by direct instruction or reproduction of models (closed skills – stable context).
- Teaching technique through the search. Resolution of motor problems (open skills – changing context).

It is considered that there are two phases for its analysis:

- Initial information: general, of the task and of the organization. It occurs before players start running or practicing.
- Knowledge of results (feedback). It occurs once the students run, either during (concurrent) or after (terminal-immediate or delayed).

Feedback modalities:

Depending on their origin (Internal or external), address (to the conduct or task), time to give the information (Concurrent or terminal), way of

expressing it (visual, auditory or kinesthetic-tactile channel), specificity (specific or not specific / massive, group or individual) and its intentionality (see next slide).

FEEDBACK TYPES

Feedback type (cr) according to its intentionality:

- **DESCRIPTIVE**: The student's performance is described in a global or analytical way.
- **EXPLANATORY**: With brief explanation of cause – effect type about some aspect of the execution.
- **PRESCRIPTIVE**: It indicates what you have to try to do or not from that moment.
- **AFFECTIVE**: Approval or disapproval is shown for the outcome of the execution, supporting and encouraging behavior (positive reinforcement) or recriminating some aspect of it (negative reinforcement).
- **INTERROGATIVE**: The student seeks to promote reflection through questions that guide the search for solutions.

Feedback didactic aspects:

- Avoid the tendency to highlight only errors / what should be corrected. First attention to what is being done well, then to the improvable (sandwich method) and reinforce the positive.
- Increase the specific value of the information. It would be convenient to justify both disapproving and favorable interventions, reinforcing the correct decision or execution so that they can associate and interrelate some knowledge and experiences with others.
- Avoid redundant and obvious information. Focus on the relevant aspects by selecting in the programming what we should inform.
- Must be communicated accurately.

- **Initial phase**: abundant but not very detailed.
- **Intermediate phase**: more selective information.
- **Final phase**: very precise, use of instruments.

- After providing the Feedback, it is important that you can participate again, observing if the slogans have been understood and put into practice. Not to remain in the verbalization of the same, but that the players put into practice the effective solutions and make them their own.
- Providing adequate feedback requires in-depth knowledge of the skill that is about learning.
- Adjusted and adequate feedback reinforces the student in his attempt and in future elections. Decisive influence of the coach to train athletes with a positive attitude to the challenge and decision-making (self-confidence).
- Unconscious decisions are those that have that emotional trail associated with recording them, which decays the decision in both directions (Heuristic recognition) the next time we face something similar.
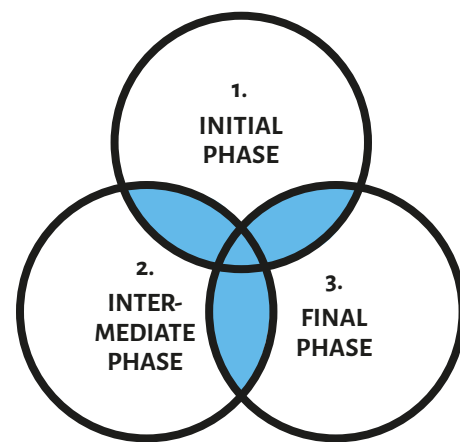
Scheme 18: PHASES OF FEEDBACK
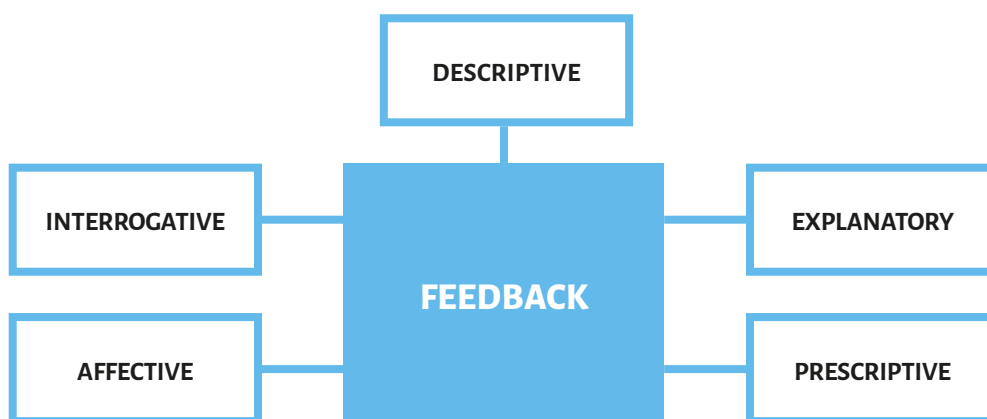
Scheme 17: TYPES OF FEEDBACK

EDUCATIONAL OR TRADITIONAL TEACHING STYLES (FOCUSED ON TEACHER):

– Transmitters $\Rightarrow$ Unidirectional communication (model).
– Focused on teacher (decisions), order and / or homework.
– Dependen t student / mass response.
– Professor knows and communicates the solution to the student. Student executes and repeats effective solutions.

Types:

– Direct command (MD).
– Direct command modification (MMD).
– Assignment of tasks (AT)

NON-TRADITIONAL TEACHING STYLES

(ASSETS FROM THE STUDENT'S POINT OF VIEW).

Active teaching styles (EE) are those that come from alternative models of education, trying to bring a leading role to students in the process while the teacher supervises and guides the process from a rigorous planning.

Within the non-traditional or active teaching styles we can highlight the following families:

1. Styles that encourage individualization. INDIVIDUALIZERS.
2. Styles that enable student participation. PARTICIPATORY
3. Styles that cognitively involve the student. COGNITIVES
4. Styles that promote socialization. SOCIALIZERS AND COOPERATIVES.

1. Styles that encourage individualization. Individualizers.

The teacher's work adapts to the particular characteristics of the students, taking into account the different interests, the different pace of learning or the levels of aptitude.

They allow each student to progress at their own pace and achieve the objectives.

Individualized and self-motivated learning (interactive and postactive student decision making).

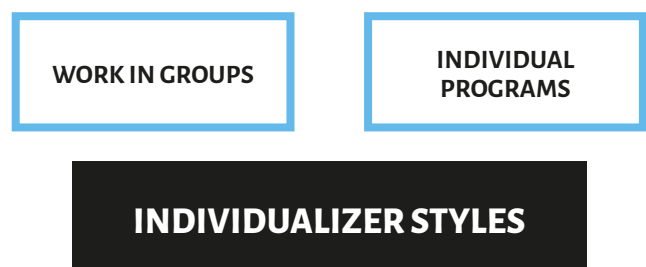The student intervenes in their evaluation.

They allow a job without the presence of the teacher.

Scheme 19: ACTIVE TEACHING STYLE

Types:

– Work in groups: By levels and interests.
– Individual programs.

Scheme 20: TYPES OF INDIVIDUALIZER STYLES

WORK BY GROUPS (By levels or interests).

– For interests: We offer several alternatives to players to choose from. We take advantage of the motivation that entails. Homework should be equally attractive.
– By levels: Several tasks in difficulty progression. If the criteria for setting the level are known, it can motivate the student to progress from one to another. Ideal to make progressions in difficulty of any existing technical-tactical means.
– Be part of an initial evaluation, to know levels and / or interests and establish subgroups to alleviate organizational problems.

- Important: define the workspace of each group. The organization of tasks becomes more complex and is an essential part in the effectiveness of the task (number of participants by level or preference, available material...).
- Task by levels: Funnel in 2x1.

2. Styles that enable student participation. PARTICIPATORY.

They allow students to intervene in the teaching-learning process. Students perform teaching functions (evaluate, correct, arbitrate...).

It requires capable and responsible students.

Types:

- Reciprocal Teaching (Two roles max.)
- Small groups (three or more roles)
- Micro education (student role teacher)
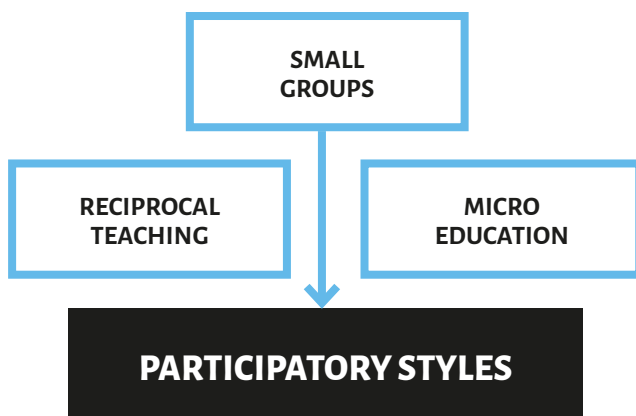
Scheme 21: TYPES OF PARTICIPATORY STYLES

RECIPROCAL TEACHING
- The class is divided into pairs or trios (two roles):
- one performs the action,
- the partner observes and gives CR.
- The teacher gives an observation form or homework card (Contreras, 1998) to each couple in which the tasks are determined and what is the desired execution (correction and incorrectness criteria).
- A change of roles is proposed by exercise or at the end of all.
- The teacher evolves through the class. If it intervenes in a knowledge of results or execution, it will be given to the observer, not to the executor.

SMALL GROUPS
- The class is divided into small groups (three or more students who develop at least three roles. There may be several people developing a specific role (several executors... because the task demands it):
- one executes the action,
- another partner observes and gives feedback.
- Another partner: evaluate, arbitrate, score or time...
- For all other aspects, all the same as in reciprocal teaching.

3. Styles that cognitively involve the student. COGNITIVES.

Cognitive teaching styles try to stimulate active and meaningful learning through inquiry and motor experimentation, which translates the decision-making process to the student, favoring autonomy.

The teacher poses a specific problem, knowledgeable of all its solutions, so that the player individually or cooperatively, look for solutions.

Types:

- GUIDED DISCOVERY (Teacher intervenes search oriented).
- TROUBLESHOOTING (Teacher only designs. Students solve autonomously).

Scheme 22: TYPES OF COGNITIVES STYLES

4. Styles that promote socialization. SOCIALIZERS AND COOPERATIVES.

The teacher gives prominence to the group and relies on the dynamics of the group to propose collective-type work, where the important thing is not individual execution but collaborative work.

Highlights: Coexistence, cooperation, participation, cohesion, respect, group work, sensitivity towards others.

Socializer is not synonymous with cooperative. That there is interaction between students (socialization or attempt) is not synonymous with joining efforts to achieve a common goal (cooperation).

TABLE 6. DIFFERENCES BETWEEN GUIDED DISCOVERY EDUCATION STYLES AND TROUBLESHOOTING

DIFFERENCES BETWEEN GUIDED DISCOVERY EDUCATION STYLES AND TROUBLESHOOTING.	
GUIDED DISCOVERY	TROUBLESHOOTING
• It is tried to reach a solution but guiding the student so that he discovers, not only the final product, but the reason (understanding of the relationships). • The student arrives at the answer following the indications provided by the teacher (he is forced to get involved cognitively). • Professor intervenes in the process, above all, through interrogative feedback and positive reinforcement. • There are few solutions and they are complex (tactics…).	• Major solution alternatives. Desirable divergent production. It leads the student to discover several alternatives. • The student must find the answer for himself. Professor does not intervene in the process. • Greater freedom for the student. Greater autonomy Find your own solutions and movements. • There are multiple solutions (creative…).

It is the educational methodology that is based on working in groups, usually small and heterogeneous, in which each student works with their peers to improve their own learning and that of others (Velázquez, 2010).

Cooperative learning is different than group work.

He is also responsible for his peers and not only for himself.

Problems in the application of cooperative learning (Velázquez, 2010):

— "Polizón effect" (Kerr and Bruun, 1981). The less capable or more demotivated let their peers complete their tasks.
— Excessive leadership of some members, organizing all the work and not taking into account the opinions of the rest
— Dispersion of responsibility and social harassment (Latane, Willinas and Harkin, 1979), avoid individual responsibility and grant it to the group.
— Resignation (Salomon, 1981) or premature abandonment of work due to the slightest setback.
— "Destructive conflict" (Collins, 1970), which criticizes people and not the ideas presented.

EVALUATION

Finally, we will discuss the term evaluation and its application in the teaching-learning processes.

There are several conceptions according to authors about the term educational evaluation. According to López Pastor (2006) "we understand that evaluation is a process of preparing a value judgment about a process (and / or a product, an activity, an execution, a behavior, a job) in order to make a decision on the same". Therefore, the performance of an evaluation involves several chained phases: a collection of information on what we want to evaluate, the realization of a value judgment on the quality of said work, a decision-making based on the value judgment performed and the reality of the context and of the people affected."

To better understand this concept, it is necessary to distinguish between the concepts of measurement, evaluation and qualification. Measurement is a quantitative description of the observed behavior (Measuring means expressing an action in a given unit of measure). The evaluation includes the qualitative and quantitative description (although not always) and implies a value judgment and decision making. The qualification consists in establishing a numerical score to quantify the final learning product. It is a purely quantitative process.

In short, the measurement would be a part of the evaluation (although this may or may not be based on measurements).

To be able to guide a player towards excellence by optimizing his potential and trying to cause performance improvements, it is important: know in depth both the player and what he is capable of doing, as to the person.

There are multiple performance factors in football and everyone can affect, to a greater or lesser extent, performance.

The amount of information to be collected is incontestable and the quality of the data and its use will depend on the expertise, training and resources available to the evaluators.

The need to select the information to be recorded for each of the performance factors according to the proposed objectives is understood.

The evaluation of the objectives is key, as they are the reference of the whole process. The selection process must be thorough and must end with its detailed expression and definition.

The setting of objectives can be:

— Collective,
— Group,
— Individual.

Only knowing precisely where we start and where we want to go, can the process be completed successfully or be redirected and reconsidered.

All this is called the action-research process that feeds back and starts again, a living structure that, by virtue of the results obtained, is once again diagnosed and planned.

The steps to PLAN that intervention can always be summarized in three moments that coincide with the decisions to be taken, being these (Viciana, 2001):

– the pre-active phase (before the action): design of the action plan, selection of appropriate tests, hypothesis formulation and objectives;
– the interactive phase (during the action or intervention): change decisions in the planned planning based on the continuous evaluation;
– and the postactive phase (after the action): change decisions in the intervention and future planning, evaluation of results and objectives...

Finally, after the completion of our planning, we will have to take data or analyze the data collected during it, in order to make an important adjustment or change in future planning.

The evaluation should collect the views of the maximum number possible agents who have intervened in the planning and its realization, so that we can, from all perspectives, make a correct balance and as objective as possible of what happened from an integral perspective.

In general terms, the evaluation allows the coach, through the corresponding tests:

– Develop training programs more precisely.
– Observe the evolution of the player.
– Cause a reinforcement in the motivation for the verification of an improvement.

But within this continuum that the evaluation should be, there are four key moments or phases: scheme 23.

a. Diagnostic or initial evaluation.
It gives us information about the context (family, environment and center), the student's personal development, how the student is in relation to the objectives we want to achieve (if he has the necessary basis on which to build the new learning).

It allows us to determine and / or adapt objectives and establish the program based on the abilities, interests, knowledge, previous experiences and detected needs of the students.

It is the starting point of the work that will be carried out later, but it will also serve as a reference with which to compare the results of this and facilitates students to motivate themselves, update their prior knowledge, anticipate and predispose to face some activities of certain characteristics.

It must be carried out at the beginning of an educational level, cycle or process.

b. Formative or procedural evaluation.
According to Ureña (1997), a flexible curriculum should include this type of evaluation so that it is possible to continuously monitor the learning process and progressively adapt the teaching to the educational needs of the student.

The formative evaluation allows us to systematically and continuously review the initial project, make the appropriate adjustments, and take advantage of the motivation that leads to success (from the point of view of the student and the intervention of the teacher) to continue progressing.

It is necessary to clarify that the formative evaluation does not consist of constantly passing tests to the students, it means taking into account that all the situations that occur in the classroom can provide useful information to review and improve the methods, activities... In relation to the objectives set. In this sense, observation will almost always be the method of collecting information.

The necessary criteria considered are the following (Navarro and Jiménez, 2012):
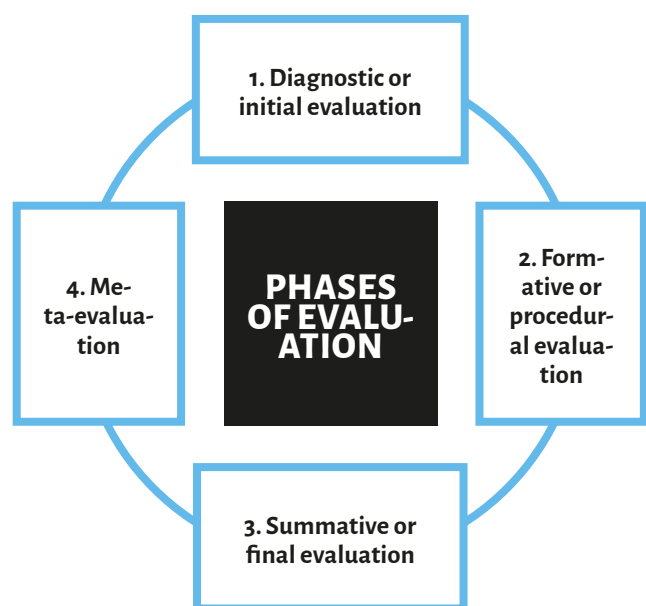
Scheme 23 : PHASES OF EVALUATION

1. Integration of the evaluation of learning and teaching in the evaluation system.
2. Active involvement of students in the evaluation processes.
3. Use of assessment instruments continuously during the teaching and learning processes.
4. Presence of a constant bidirectional flow of teacher-student communication regarding the information obtained in the evaluation activities.
5. Cognitive, motor and affective-social evaluation criteria that converge on the teaching content.

López Pastor (1999; 47) points out two aspects that in his opinion are key to a formative evaluation in physical education:

1. The use of the correction of the activities and / or works considered traditionally and exclusively as evaluation instruments also as learning instruments, as long as an argumentative and constructive criticism is made of them.
2. Understanding error as a source of learning, and not in terms of success / penalized failure. The formative is the overcoming of it, since it is not corrected "about the student", but "for the student", so it will be vitally important to know the appropriate results.

c. Summative or final evaluation.
The purpose of the summative or final evaluation is the final balance on the achievement of the proposed objectives and the degree of compliance with them. Likewise, after this evaluation, a qualification that synthesizes the teaching-learning process is usually carried out.

Highlight its cyclical nature because it is usually used at the end of a cycle and to start a new one, and its formative nature by the possibility of drawing conclusions and learning from experience.

The summative or final evaluation is carried out at the end of a training process.

d. **Meta-evaluation**.
It involves carrying out the evaluation of the evaluation. It is usually carried out during the whole process, not only at the end, since, probably, the opportunity to register information during the process would have been lost, which can be very useful to judge the process with greater knowledge of the cause.

The meta-evaluation contains, among other issues, the evaluation on the adequacy of the instruments to the subjects themselves to whom they have been administered, the adaptation to the proposed objectives and contents..

The evaluation based on the referent has to do with the base with which the information collected is interpreted and the type of decision that is taken from it. It can refer fundamentally to:

– classification purposes (normative character),
– highlight the achievements or progress of each one (criterial / personalized character).

In this line, depending on the reference, we highlight three types:
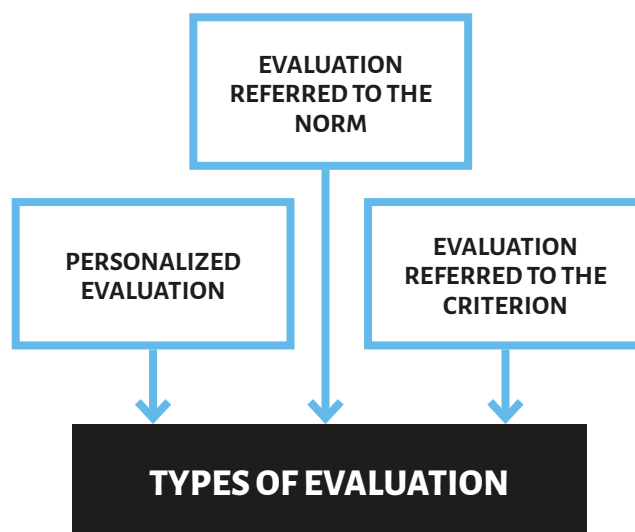
Scheme 24. *TYPES OF EVALUATION*

1. Evaluation referred to the norm.
The student's result is compared with the results of an external population or a group to which he belongs, and he tries to determine his position in these groups.

The reference is external to the student. We use scales, standardized measures... To compare the student with them.

2. **Evaluation referred to the criterion**.
The result obtained by the student is compared with respect to a criterion either set in advance (previously established objective) or established based on what or who is being evaluated.

The evaluation criteria establish the degree of learning expected of students at the end of a training process, relating to the objectives set for it.

3. Personalized evaluation.
The result achieved by the student is compared with other results done by himself previously.

Finally, regarding the modalities of evaluation, it is relevant to differentiate between the evaluation based on the final product and the one related to the process:

a. *Product evaluation*.
That which means assessing the extent to which the objectives set have been achieved by the students.

b. *Evaluation of the process*.
It involves the intentional and systematic assessment of all the protagonists and phases of the teaching – learning process: The adequacy of the objectives, the contents, the activities and the methodology planned, the actualization (coherence between the planned and the accomplished, teacher behaviors and of the students in class ...), that is, even the evaluation of the evaluation system.

Considering the aforementioned, it seems advisable, in order to properly assess the teaching-learning process, attend to the following aspects:

– Accurately program the objectives to be achieved, as well as the contents involved, since in order to be able to measure and assess specific aspects, it is necessary to be clear about which aspects are subject to evaluation and observation. They have to be prioritized and organized to make it viable to achieve success in their development.
– Search or design the evaluation instruments that are capable of responding to the objectives set and timing their use to optimize their results and minimize efforts.
– The evaluation must be personalized. In order to analyze the evolution of a student's learning and the degree of acquisition of the work, it is necessary to have references at different formative moments. The ideal is to compare what a student has done with respect to himself throughout the process due to the different evolutionary moments and capacities of our different students. You can also guide the process and the results know normative data or the rest of your teammates but always to help us assess your own process individually. The rhythms of development are disparate and not uniform.
– Evaluate the process and not just the result. In the formation of collective sports, the result should not be assessed exclusively because it does not provide

much information about what happened and makes it difficult to draw conclusions to be able to detect the gaps and be able to address them. Evaluating the process, before (initial ev.), during and after, will provide us with references to contrast intrasubject improvement processes, see how things were done and how they are done after training and competition. In this way, we can assess what effect causes everything that we incorporate during the process and we can draw partial conclusions about them. It is obvious, but unfortunately it is necessary to remember, the important thing in training football is learning. Winning will be the logical consequence of proper learning and an adequate way to face the competition.
– The evaluation must be shared. We must, as far as possible and depending on the autonomy, ability and know-how of the players, involve them in the collection of information and in the reflection of some results or processes.
– The evaluation must be continuous and formative. The evaluation moments and instruments must serve to continue learning. The observation or experimentation tests themselves must be part of the process and serve its purpose.

TOURNANEMT FORMS OF COMPETITIONS FOR SMALL CHILDREN

ASSUMPTIONS AND GUIDELINES FOR THE ORGANIZATION OF 3X3, 5X5 SMALL GAME

Recently, more and more schools have been created that deal with running organized sports activities in the field of football. Many teams, especially in the youngest age categories, he most often confronts his skills by participating in football tournaments.

The basic condition for organizing the tournament is to enable the youngest children to play football freely. Playing on a small pitch in warehouses (3-5 people) it creates optimal conditions for cooperation in the team and to understand the basics of the game

By way of introduction, the child must be the benchmark of all our efforts and the ultimate goal of grassroots football. If we all agree on this, we will have a stable starting point that will enable many other advances in the future.

In the early initiation (5-10 years) football teams are not trained,

players are trained and perfected from an integral perspective. In the future, well-trained players will be part of winning teams. The coach or coach becomes a trainer in the broad sense of the word, also in the strictly sports.

We cannot demand performance (results) and excellence from children as if they were experts. These measures can help create the ideal conditions for them to learn and fail without excessive consequences, more typical of adult stages. Together we will be taking steps towards a more appropriate context to build more versatile and autonomous players, capable of adapting to any model or principle of the game, with an ideology full of ethical and sports values that will be useful for the rest of their lives.

Our children need to progress: love, understanding through a constructive approach to error, high participation among equals, training and competitions adapted to their capacity, and well qualified trainers to make the aforementioned possible. For the youngest footballer very often the tournament are organizing on the 3x3 formula in Horst Wein conception. But one of the most frequently tournament gameplay forms are 5x5 games. One of the examples is the formula like below:

- **Regulatory measures:**
  - Play space: 40 m. length x 20-30 m. width. Recommended space 40x25 m.
  - Goal area: 7 m. You can mark with a cone on the periphery or paint a reference line on the outside as if it were the distance of barrier in corner in F-11.

- **Goals**: The same in the U6 and U8 category (3x2 m or 1x2m).

- **Rules:**
  - Game time: 4 times of 10 minutes duration.
  - Scoreboard or result: at the end of each of the 4 times a point will be distributed to the team winner and 0 points to each team in case of a tie or loss. In this way, the result final may not exceed a difference of 4 goals.
  - Ball: regulatory ball of n°3.
  - Offside: There is no offside rule.
  - Penalty: Faults within the area will be thrown at the same height where it occurred from the line of 7m goal area without barrier. It will be mandatory that the player himself who has suffered the infraction be the one in charge of trying to transform it into a goal.
  - Arbitration card: Cards will be made so that the referee can register the initial 5 at each start of the 10 min times. All summoned players must initiate a period.
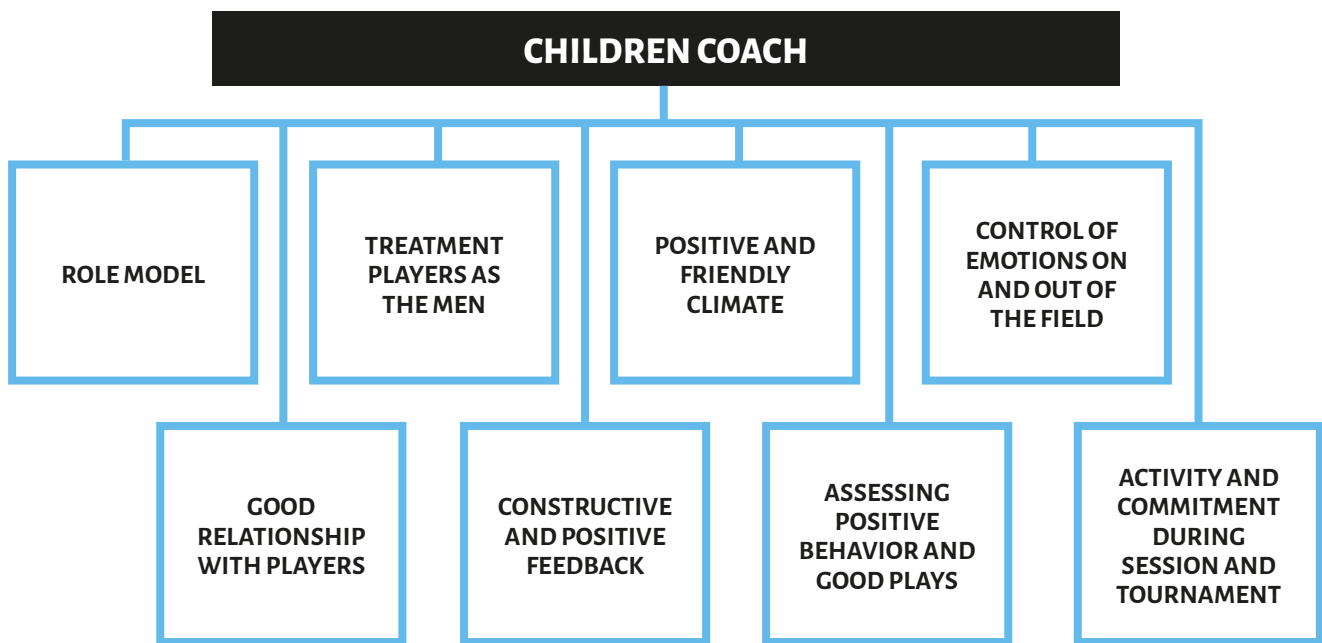
In the 5x5 mode at the ages mentioned, the following advantages can be achieved by way of conclusion:

- Increase the effective times of play and participation of the players. The lower the number of players, the higher the participation rates and the longer they influence, with and without the ball, in the active zone of the game.
- Increase the use and effectiveness of technical-tactical means in the game. More contacts with the ball and with greater percentage of success (reduce complexity in decisions by decreasing options and expanding spaces).
- Distribute in a more equitable way the proportion of time allocated to each principle of offensive and defensive play (Keep, progress and finish). With this, the motivation to increase the scoring options increases (Ortega, Angulo, Moreno, & López, 2015). In addition, the objective of the progression is evident, bringing the ball closer to the rival goal as many times as possible to increase the probability of scoring.
- Promote the understanding of the immediate consequences (+ and −) in the decisions of the players. The fewer players participating, the greater the clarity with which these consequences are expressed. Losing or recovering the ball has more obvious consequences the lower the number of players present.
- Increase the breadth and depth in the game. Regarding the breadth, it is desirable that the greatest amount of orientation changes occur in the game to enable, after attracting the opponent, progress where there is more space or less defenders (move from one lane to the other because the game requires it). Taking into account the depth, it is important that the game progresses from the area closest to the goal itself (initiation), to the last (completion), through the intermediate (creation).
- Adapt the spaces to the physiological characteristics of the players. Preserve the quality of the game and health through not generating excessive fatigue. The smaller the space, the greater the intensity of the game (active ball zone) and the greater number of interruptions

THE ROLE OF THE COACH IN CHILDREN'S TRAINING –

The children's coach has big challenges. In addition to the training role, he should also be a good example and above all an educator. The primary goal of playing football at the initial stage of training is to enjoy the sport. Creating a positive atmosphere and an open environment has a positive effect on the development of young players.
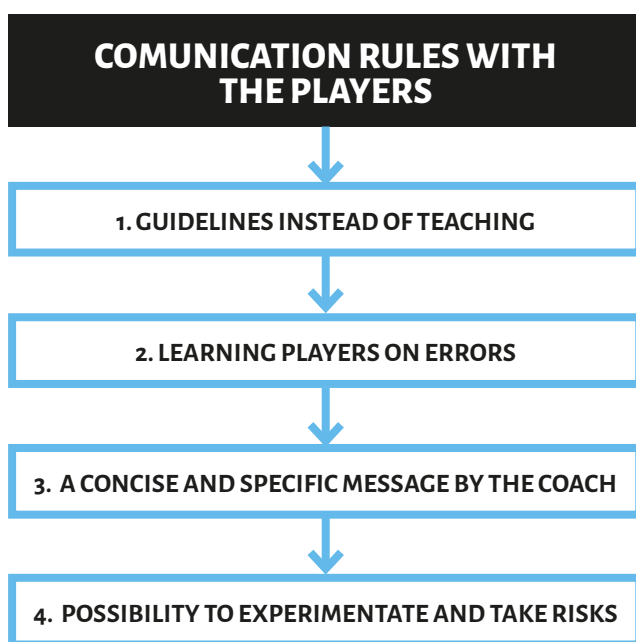
All of the above goals can be achieved only if the trainer who is involved is present and optimistic (fig. 25, nesxt page)

CHILDREN COACH

ROLE MODEL

TREATMENT PLAYERS AS THE MEN

POSITIVE AND FRIENDLY CLIMATE

CONTROL OF EMOTIONS ON AND OUT OF THE FIELD

GOOD RELATIONSHIP WITH PLAYERS

CONSTRUCTIVE AND POSITIVE FEEDBACK

ASSESSING POSITIVE BEHAVIOR AND GOOD PLAYS

ACTIVITY AND COMMITMENT DURING SESSION AND TOURNAMENT

Scheme 25 COACH ATTITUDES IN CHILDREN'S TRAINING

COMMUNICATION

Working well with children every day, a good coach can also communicate very well. The basic principles of communication include: commands, questions and answers, observation, discovery, and trials and errors. All this should be player-oriented (fig. 26)

Listening and drawing conclusions is an important skill of a trainer. It allows them to be better every day and increases awareness of the goals achieved. Therefore, speaking and listening should be carried out according to certain principles:

– Provide information only if available and can be helpful
– Provide information directly to the player
– Provide feedback at the end of the sentence, not in progress
– Refer to specific details
– Give the player free speech to the end
– Adjust feedback to specific individual or team needs
– Thank you for the interview

In order for the coach of grassroots players to achieve their objectives, they must adopt an operating style that includes the following points:

– You must take responsibility for training young players, children and teenagers.
– It must be a role model (respect and dignity) with referees, players, rivals...
– Must convey interest and enthusiasm. Generous in effort and commitment.
– Must have a constructive and positive attitude to support and help players progress. Praise and reinforcements.
– Demand effort and performance based on the real possibilities of the players and what has been worked specifically in the field.

COMUNICATION RULES WITH THE PLAYERS

1. GUIDELINES INSTEAD OF TEACHING

2. LEARNING PLAYERS ON ERRORS

3. A CONCISE AND SPECIFIC MESSAGE BY THE COACH

4. POSSIBILITY TO EXPERIMENTATE AND TAKE RISKS

Scheme 26 COMUNICATION RULES WOTH THE PLAYERS

- Organize attractive and stimulating sessions (challenge). Active participation in the sessions.
- Spend a lot of time teaching the technique, especially those that have not yet mastered, applied to solve situations / actions.
- Communicate to the player what exactly he has to do and what is the result of his action (videos, simple performance records ...). Highlight concrete behaviors, not just results, and provide precise constructive solutions.
- Imagination and resources to overcome difficulties due to lack of means (balls, fields, players ...).
- Patient and aware of the slow learning pace of young people. Accept the error as part of the learning process.
- Parties are not an end in themselves, they are a means to assess individual and group progress.
- Congratulate the players for the effort and commitment made, regardless of the result.

The coach of young players must take into account:

- That no player is left without playing.
- That the number of players is wide but not excessive (injuries, illnesses, competitiveness).
- That everyone has the opportunity to play many games (Programming).
- That the level of the players be similar (intensity in training, internal competitiveness).
- That the players accept the commitment and the obligations they contract in order to fulfil them.

Internal operating rules are key to the organization of a team. Must be:

- Few and very precise.
- Be clearly defined by precise penalties, so as not to give rise to arbitrary interpretations. Excused exceptions must be communicated to the group.
- Appropriate to the circumstances and requirements of each team. Each group their own standards.
- Be established at the beginning of the season, anticipate the problematic situation.
- Accepted by players.

Strategies for acceptance of standards:

- Explain why the rules are necessary. Ex.: warm-up, punctuality, knowing the number of players in training not to improvise...
- Ask the players for suggestions regarding possible rules. If the suggestion is reasonable, we must accept it, if it is not, the coach must ask some questions (What do you think if we take turns collecting the material in groups?).

- In this way, the rules will not be those of the coach, but the "team rules". We can always resort to the commitment they accepted, even helping in its elaboration and penalties for their breach.

Penalties are necessary when there is a breach of the agreed obligations

Penalties must be agreed by the group providing their suggestions as with the rules, accepting those that are reasonable. Must take into account:

- That the penalties be proportionate to the offense committed. Do not leave them without playing for being 5 min late.
- That they do not entail major damage. For not coming to train not to punish him away from the team without training.
- That they do not benefit the offender. Pay more attention to a penalized player during the punishment.

The exceptions must have an objective and reasonable reason that can be understood by the rest of the teammates, and that specifically affects the player in question.

Complementary measures can be taken to compensate for it. They must be known and explained to the group.

COACH AS A TEACHER

One of the main functions of the trainer is to teach all his players comprehensively.

One of the priority issues that a trainer in grassroots football must address is to detect the strengths and weaknesses that his players have in order to find solutions. For this, it is important to know the contributions that neurosciences are generating as it can be in cognitive, perceptual and emotional aspects.

The mechanisms of the motor act (Marteniuk, 1976).
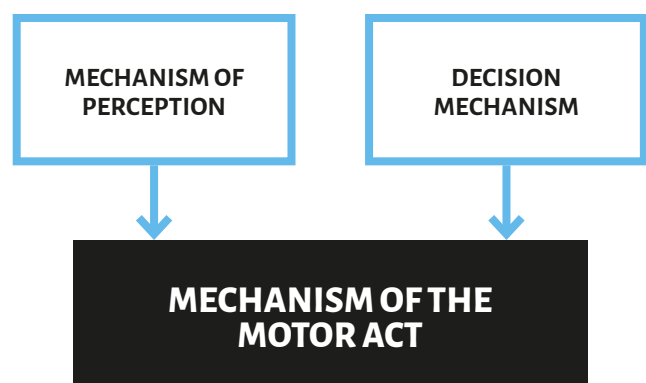
Scheme 27: MECHANISM OF THE MOTOR ACT

Mechanism of perception.

Perception. Ability to capture relevant stimuli from the environment.

Perception learning requires sufficient technical capacity (guidance, driving without looking at the mobile…) and the help of teacher / coach to know the relevant stimuli in different situations. What should I look at?

The student analyzes the information, especially of a visual nature, that comes through the elements that make up the surrounding context.

Selective attention is key to solving perceptual-motor tasks and is considered a means to improve athletic performance.

The emotion produced by the stimulus when interpreted by our brain will be key to its subsequent memory.

Decision mechanism

Learning the decision requires that the players learn to discriminate the present circumstances that advise that decision, taking into account the various alternatives of action and the circumstances that define the game situation.

The student interprets and begins to propose a mental solution based on previous experiences and their adaptation to the current one (Moreno del Castillo and Fradua, 2001). These circumstances are called antecedents (position of partners, opponents, face or back…).

Decision like the one a player takes to use or not to use a certain skill (pass instead of haggling …), how to use it and to achieve what (fundamental principles and objectives of the game).

The intervention of the teacher / coach should provide a high volume of practice and great variability, to provide positive valence experiences through a C.R. (feedback) adjusted and adequate to reinforce the student in his attempt and in future elections.

Decisive influence of the coach in the E-A process to train athletes with a positive attitude to the challenge and decision making. Students must have sufficient confidence and self-esteem (a minimum self-perception of competence and effectiveness is necessary).

It is important to differentiate that there are different types of decisions depending on the time available to make them. Conscious decisions (time to assess pros and cons) and unconscious (immediate).

Unconscious decisions are the ones associated with that emotional trail that opts for the decision in either direction.

COACH – PARENT COOPERATION

On the other hand, here are some interesting recommendations to make in relation to the parents of the players. Slogans of the counseling program for parents (Smoll, 1986). Parents must:

– Accept the role of the coach. Do not send conflicting or confusing messages. The coach's criteria prevail.
– Accept successes and failures. Be oriented towards motivation and improvement.
– Dedication and appropriate interests. Allow children to mark the level of parental presence with which they feel most comfortable.
– Help your child make their own decisions. The commitment stems from your interest in what you do.
– Be a model of self-control. The observed behavior is a very effective educational method, more than any talk.

Meeting with parents at the beginning of the season: In addition to introducing each other, aspects such as:

– Difference between professional and grassroots teams, accentuate comprehensive training objectives and the influence of parents' behavior.
– Collective and individual (generic) objectives of the team.
– The commitment that players acquire and that they must respect (punctuality, education, discipline …). Responsibility.
– Coach work style: rotation of players and positions, internal regulations, shifts for material collection, telephone chain …
– The importance of the joint work of parents and trainers, ask for their collaboration. Do not disavow the coach if we want progress.
– Behaviors of parents in matches and training, respect for the coach and their informed decisions. Do not give directions in band.
– The coach and the sports director (coordinator) will be open to talk by appointment or at appropriate times. Let them know who to address and how to do it.

Good trainer = able to provide the young player with the right tools, experiences and knowledge.

PRIORITIES IN CHILDREN'S TRAINING (U6–U8)

In the football training of the youngest children, it is very requestable for both children and trainer to have fun. It's the fastest to increase children's love for sport, to teach regular participation in training and to work on general motoric ability and football skills. In UEFA nomenclature we can distinguish seven age categories, which are below.

AGE	UEFA CATEGORY	NUMBER OF PLAYERS
U6 i U7	JUNIOR G2, G1	4x4
U8 i U9	JUNIOR F2, F1	5x5
U10 i U11	JUNIOR E2, E1	7x7
U12 i U13	JUNIOR D2, D2	9x9
U14 i U15	JUNIOR C2, C1	11x11
U16 i U17	JUNIOR B2, B1	11x11
U18 i U19	JUNIOR A2, A1	11x11

Except the mobility for the all category we have to teach first of all the football activities. At first, in Junior G and Junior F we teach them individual actions, because it's the priority behaviors for modern football player. How the teaching process looks like in children categories you see below(fig. 28).

JUNIOR G CATEGORY

In most countries, organized football classes start with pre-schoolers (5-6 years old). In the UEFA nomenclature, it is the Junior G category. They have a great need for movement and fun, they get tired quickly, and regenerate even faster. At the same time, they have poorly developed muscles and motor coordination is not yet formed.

Young children require a lot of patience from the trainer. They ask questions all the time, are curious about the world, have problems with general concentration and are very egocentric. The trainer is their role model and authority, a trusted person and trustee.

As children have less and less movement, training becomes a place of physical and motor development. The most important thing in Junior G training is general development through playing with ball (PZPN, 2017).

Therefore, the ability to work with the youngest football players allows you to learn about the specifics of the coach's work, teaches patience and gives a lot of development opportunities.

In the youngest categories (JN G) it is very important to give children a lot of fun and teach them basic football skills.

JUNIOR G

FOOTBALL ACTIVITIES
- INDIVIDUAL ACTIONS
- GROUP ACTIVITIES
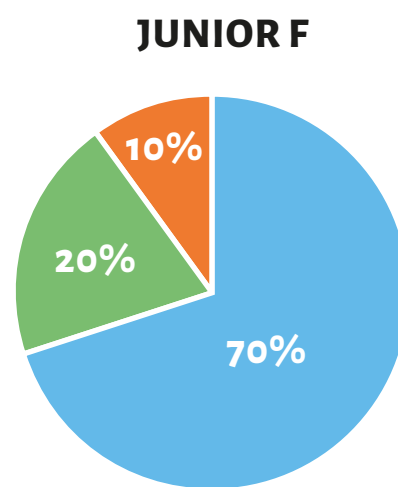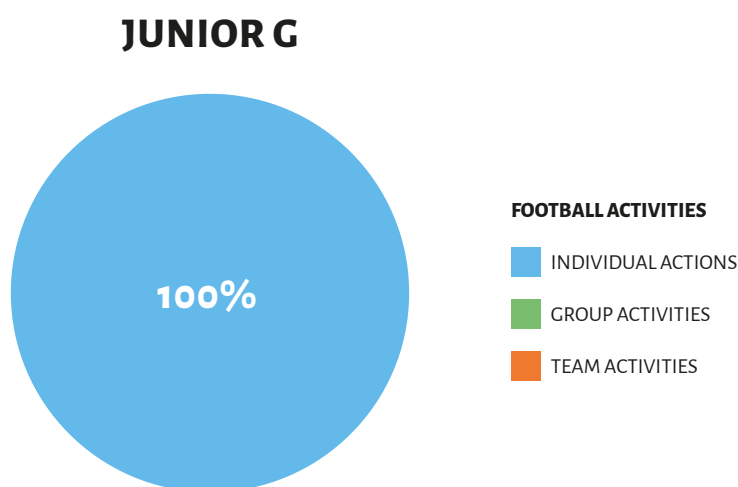- TEAM ACTIVITIES

100%
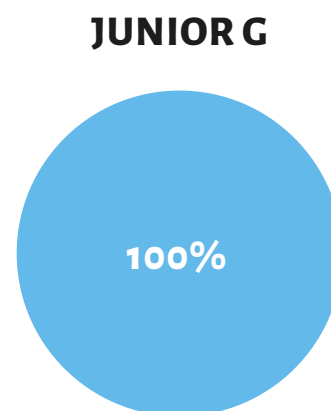
Scheme 29.:ACTIVITIES PRIORITY IN THE TRAINING SESSIONS FOR JUNIOR G

JUNIOR G – TRAINING SESSION CONSTRUCTION

In this category, due to the specificity of children, the training unit should last about 60 minutes and be divided into four blocks.

Each of them has individual goals. The basis of every class, however, is learning through play.

JUNIOR G

100%

FOOTBALL ACTIVITIES
- INDIVIDUAL ACTIONS
- GROUP ACTIVITIES
- TEAM ACTIVITIES

JUNIOR F

10%

20%

70%

Scheme 28:ACTIVITIES PRIORITY IN THE TRAINING SESSIONS FOR JUNIOR G AND JUNIOR F

We can divide each session for four blocks:

- SMALL MATCHES
- "GROUP VS GROUP"

BLOCK 4
30%

- VERSATILE MOVEMENTAND MOVING AROUND
- "CHILD AND HIS BODY"

BLOCK 1
30%

- SMALL BALL GAMES
- "THE CHILD AND THE BOY, ADVERSARY AND PARTNER"

BLOCK 3
20%

- SIMPLE BALL EXERCISES
- "THE CHILD AND THE BALL"
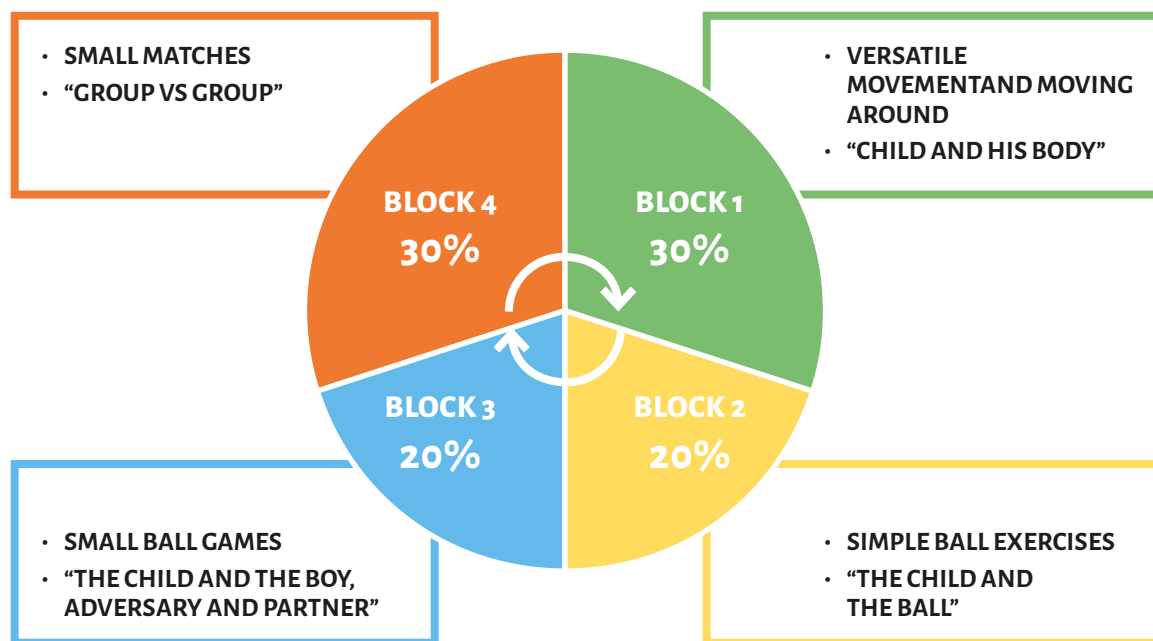
BLOCK 2
20%

Scheme 30. PARTS OF CHILDREN FOOTBALL TREINING SESSION ON JUNIOR G CATEGORY

Priorities of Block 1:

– Create opportunities to learn basic moves by participating in various games. In this way, children gain experience and acquire new moves
– Create a foundation for learning to shape coordination skills
– Introduce basic forms of movement such as turning, crawling, running, jumping and climbing
– Introduce versatile exercises using equipment, exercise equipment, etc.
– To increase the speed potential, introduce a lot of games and running games
– Organize a lot of games, plays, matches focused on competition

Priorities of Block 2:

– Becoming familiar with the different properties of ball movement when rolling, bouncing and flying
– Games with throwing and catching the ball
– Simple active exercises with different balls as preparation for optimal ball feel
– First ball experience (basic forms of dribbling)
– Exploring selected elements of special technology
– Simple forms of dribbling with a finishing (e.g. striking)

Priorities of Block 3:

– Transfer of the basic principles of team games with opponents
– Competition-oriented games as an opportunity to familiarize yourself with basic motor acts (throwing, catching, dribbling, passing, hitting, etc.)
– Forms of complementary games (handball, "burning" ball, tag, etc.) to learn the basics of how to handle the ball and without the ball
– Experience that victory and defeat are a must for sporting competition
– Understanding the rules of the group (respect for the opponent, sporting spirit, fair play, etc.)

Priorities of Block 4:

– Use of known skills in any game with the smallest possible teams in a small field (2x2, 3x3)
– Getting to know the basic rules (foul, hand, corner kick, but NOT off – side, etc.)
– Getting to know the basic behavior on the pitch (1x1, passing, showing up position etc.)
– Passing the main goal of the game: scoring goals and preventing the opposing team from scoring goals. Accent on the offensive game
– Basics of street football: no adult influence

Sticking to the above guidelines and blocks it is extremely easy to build a Junior G training unit.

The trainers' task is to create optimal conditions for both development and fun in every session. Often, to interest the child in classes, they are organized in the form of fairy tales and so-called movement story. Based on the chosen cartoon (e.g. Smurfs), the story is prepared and told during the whole training. It is an exhaustive formula of classes, but very effective.

JUNIOR F – CATEGORY

Children in the Junior F category are already starting to go to school and have to combine learning and training Young players are already more aware and willing to learn new skills. They show low self-confidence and high sensitivity with frequent changes of mood. They still show little ability to concentrate

First of all, they want to play, because they are still at the stage of ego-centrism. The most important for them is "me and the ball". They do not see the need to pass the ball and do not understand the game as a group action. Therefore, the coach should allow them to enjoy the ball, "nod" and score goals.

Also, in this category, the unit is divided into four blocks: comprehensive development, comprehensive exercises and ball games, learning basic technical elements and free play in small teams

JUNIOR F

FOOTBALL ACTIVITIES

- INDIVIDUAL ACTIONS
- GROUP ACTIVITIES
- TEAM ACTIVITIES

Scheme 31.:ACTIVITIES PRIORITY IN THE TRAINING SESSIONS FOR JUNIOR F

JUNIOR F – TRAINING SESSION CONSTRUCTION

In this category classes usually take place twice a week and last about 75 minutes. They are already built from five blocks. In the sessions we have two meaning key points:

1. Movement training
2. Teaching Football play

In each session we should use the elements like:

– Independent exercises with the ball (contact as often as possible)
– Revitalizing games with lot of running and change run direction
– Main emphasis on learning how to drive a ball
– A lot of exercises with shooting (children love to score)
– A large number of small games
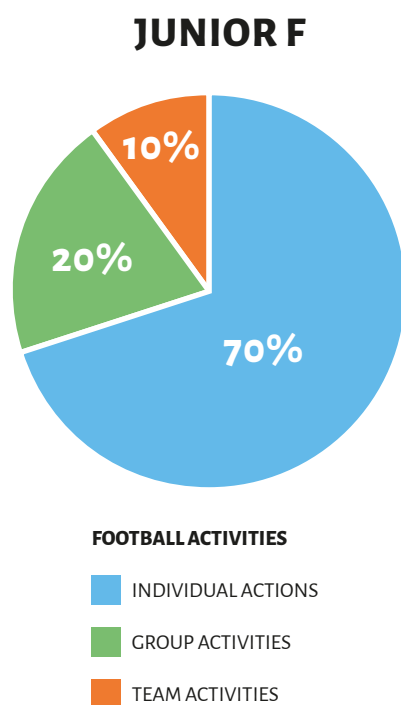
Priorities of Block 1: MOTIVATION FOR MOVEMENT

– Natural possibilities and willingness to move are greatly reduced,
– Because of overweight, and associated with this weak body, circulation problems, problems with motor coordination,
– Physical activity is very important in supporting children
– Multilateral movement tasks support not only the body, but also the spirit and emotions
– For being stuck in specific football goals and content, it limits personality training and is therefore inappropriate for children.

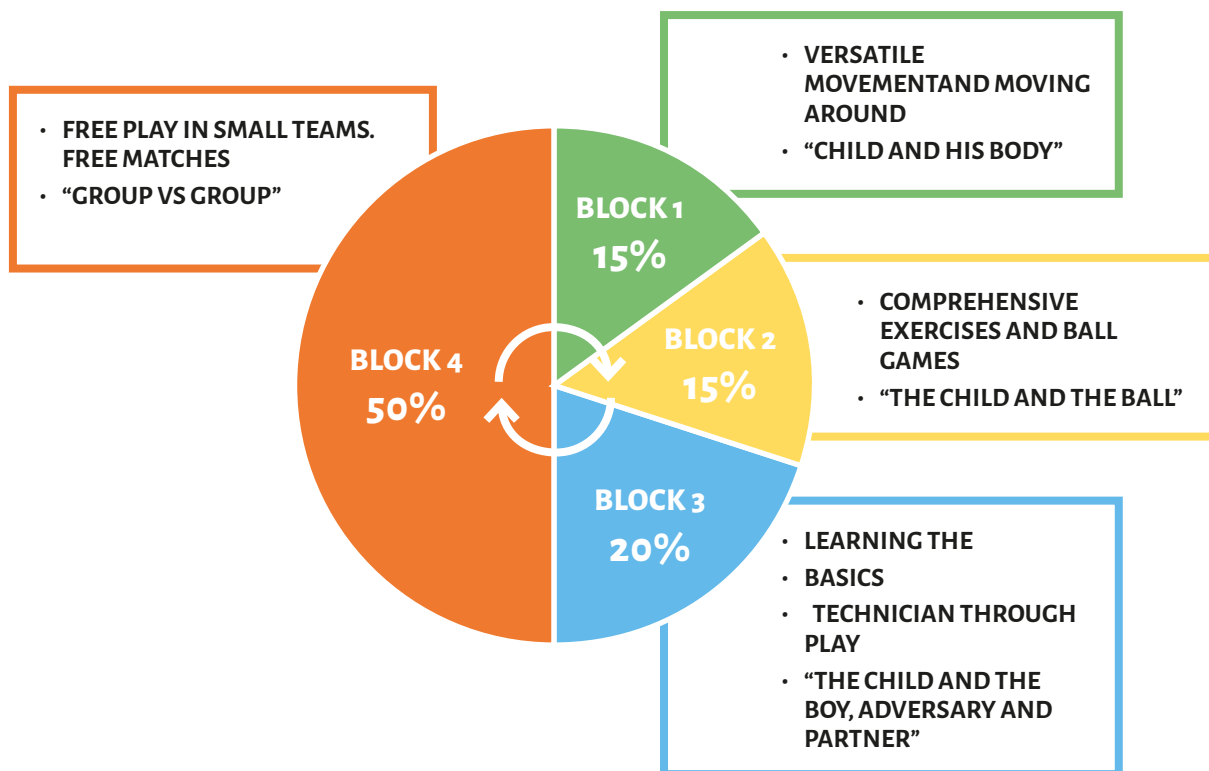### Priorities of Block 2: DEVELOPMENT OF FOOTBALL SKILLS

– Versatile mobility with the ball is the foundation of a good game.
– If a child drives the ball confidently, skilfully and creatively, it is easy for him to master the technique and various tricks.
– We should therefore: when playing football with children introduce interesting elements of the game and regularly teach ball movement.
– Numerous tasks in which children take the ball in different ways make children more familiar with the ball.
– Different balls (made of different materials, different size).

Priorities of Block 3: TEACHING TECHNIQUE IN FUN

– At the beginning, children should learn the most important basics, and then (only later develop) improve their skills.
– The quests should end with a goal strike.
– Children should combine positive experiences with shooting the goal in difficult conditions or from long distances.
– It is good to train in small groups.
– Match the tasks to the children's capabilities.
– Improve children in a nice and pleasant way, do not require too much.

- FREE PLAY IN SMALL TEAMS. FREE MATCHES
- "GROUP VS GROUP"

- VERSATILE MOVEMENTAND MOVING AROUND
- "CHILD AND HIS BODY"

BLOCK 1
15%

BLOCK 4
50%

BLOCK 2
15%

- COMPREHENSIVE EXERCISES AND BALL GAMES
- "THE CHILD AND THE BALL"

BLOCK 3
20%

- LEARNING THE
- BASICS
- TECHNICIAN THROUGH PLAY
- "THE CHILD AND THE BOY, ADVERSARY AND PARTNER"

Scheme 32. PARTS OF CHILDREN FOOTBALL TREINING SESSION ON JUNIOR F CATEGORY

Priorities of Block 4: LEARNING GAME THROUGH VARIOUS (TASK) GAMES

- At the centre of teaching children there should be exercises in small groups.
- Organize age-appropriate small games, and it's important to: few people in the team, small pitch,
- Loose rules of the game,
- Changed goals size (adapted to children).
- In the hall we have the ability to set goals where we want.
- Short but intense games so that teams do not have to wait long.
- Do not interfere, not participate in the match personally, let the children play

IN A PROFESSIONAL FOOTBALL, THE COACH SHOULD NOT BE A FRIEND OF PLAYERS

IN CHILDREN GROUPS SHOULD BE A FRIEND OF EVERY CHILD!!

PARENTS ROLE IN SHAPING THE CAREER OF A YOUNG ATHLETE

An important element, from the point of view of a trainer working with young athletes, is the skilful matching of cooperation on the trainer-professional-parent level, especially in the context of creating the influence of parents on the optimal and sustainable development of a young player.

The role of a parent in skilfully encouraging a child to practice a selected sport is in every respect key. It is the parent who builds the positive attitude of the young player towards physical activity, encourages to start and then continue regular training, and finally provides the organizational and logistic basis that makes it possible to achieve the assumed sport goals. From the trainer's point of view, it seems crucial to outline the directions of cooperation and to present the rules regarding communication on the trainer-player-parent plane. These include, among others, a constructive conversation with the parent, with an indication of an open dialogue about the current position of the player on the level of individual development (individual sports progress) and within the represented place in the team (part of the group).

Simple and clear arrangement of parent's rules for training, match, competition, tournament etc. Skilfully showing the importance of a given el-

ement related to the education of a young player in terms of the amount of time the player is on the field in relation to other players. Explain in a diplomatic manner the role of parental doping during matches and competitions (discussing the principle of "fair play").

Openness to parents' comments while maintaining assertiveness in relation to their own vision of conducting trainings and competitions. A clear and legible discussion of rules regarding compliance with discipline in team collaboration. The application of the above guidelines in practice will enable each of the parties, in particular the trainer, to realize the basic assumptions, which are on the one hand the balanced sports development of the young player, and on the other the atmosphere of everyday work.

MODERN PLAYER, MODERN COACH – DUAL CAREER DEVELOPMENT

Thanks to the solutions and examples proposed in the prepared projections, the presented program seems to be the optimal support for young players who are at the beginning of their sports road, at the same time aware of the need for continuous development.

AFTERMATCH HORIZONS – "SIDE HUSTLING"

Considering the aspects related to optimal professional preparation to the specifics of the player's functioning after the end of active sporting career, at the same time having an optimal choice of further development of „aftermatch", undoubtedly an important complementary element is the awareness of the occurrence of a number of complementary functions in the peripheral space, directly related to the creation of real reality related to the functioning of the represented sport discipline, not necessarily as a coach or trainer.

Colloquially, it is believed that not every outstanding player will become an outstanding trainer, while a player with less sports potential, perhaps representing an active sports club with less organizational potential, may in the future become an outstanding coach leading the team's top-tier success . Generally, there are no rules and each of these scenarios is possible.

In fact, there is a number of functions that are naturally able to manage the demand for players finishing their careers, not necessarily in the context of using them as trainers or trainers. These, so-called "side-hustling", include functions such as statistics, referee, scout, physical preparation trainer, team leader, sports manager, speaker, announcer of the competition, or even the master of ceremony and DJ.

The presented functions appear as an interesting alternative in the context of choices regarding future professional development, planned after the end of a sports career, naturally convergent with natural pre-dispositions, equally interesting and exciting, at the same time not necessarily associated with the choice of a trainer.

SUMMARY

The work of a coach in modern football poses huge challenges. His role has changed and the parents awareness means that they would like their children to be taught by a qualified specialist. That is why the education of trainers, especially the young ones, has become so important. They work most often with the youngest children. There are schools where three-year-olds come to their first training. And it is with such kids that you should be able to work properly. Smile on face, the joy of being with children, appropriate communication and the ability to set and achieve educational and training goals should be a showcase for a children's trainer. The training program for trainer's assistants will allow them to become familiar with the specifics of work at the stage of working with Junior G and Junior F category.

Appropriate substantive and mental preparation, supported by seniority in the club will give the opportunity to answer the basic questions of every future trainer: whether I am fit for it and whether the idea of this job corresponds to reality. Completing training for assistants will prepare young graduates for the future work of a trainer and this position will allow them to better prepare for the challenges that are waiting for young assistants first and maybe in the future on football coaches.

BIBLIOGRAPHIC REFERENCES

Bayern, C. (1986). La enseñanza de los juegos deportivos colectivos. Hispano Europea. Barcelona.

Benedek, E. (1994). Fútbol infantil. Barcelona: Paidotribo.

Brúggemann, D. & Albrecht, D. (1996). Entrenamiento moderno del fútbol. Hispano Europea. Barcelona.

Chesnau, J.L. y Duret, G. (1995). Iniciación al Fútbol. Barcelona. Hispano Europea.

Contreras, O. (1998). Didáctica de la Educación Física. Barcelona: Inde.

Corbeau, J. (1990). Fútbol. De la escuela a las asociaciones deportivas. Zaragoza. Agonos.

Delgado, M. A. (1991). Los estilos de enseñanza en la Educación Física. Granada: ICE.

Dyson, B., Griffin, L., & Hastie, P. (2004). Sport Education, Tactical Games and Cooperative Learning: Theoretical and Pedagogical Considerations. *Quest*, 56, 226–240.

Fradua Uriondo, J. L. (2001). La enseñanza y el entrenamiento en deportes de equipo. *Deporte y actividad física para todos*, (2), 53–62.

Garganta J. y Pinto, J. (1997). La enseñanza del fútbol. Capítulo del libro La enseñanza de los juegos deportivos. Graca, A y Oliveira, J. (1997). Barcelona. Paidotribo.

González Víllora, S. (2010). *Estudio de las etapas de formación del joven deportista desde el desarrollo de la capacidad táctica. Aplicación al fútbol*. Tesis Doctoral publicada. Cambridge (Reino Unido): Editorial Proquest (pp. 1–838). Disponible en: http://proquest.umi.com/login (Revisada el 12 de Enero de 2011).

Ibáñez, S. (1997). Los modelos de entrenador deportivo basados en el rol predominante. *Revista Española de E.F.*, vol. 4, nº 4, pp. 35–42.

Lapresa, D., Amatria, M., Egüén, R., Arana, J. y Garzón, B. (2008). Análisis descriptivo y secuencial de la fase ofensiva del fútbol 5 en la categoría prebenjamín. *Cultura, Ciencia y Deporte*, 8(3), 107–116.

López, V. (1999). Educación física, Evaluación y Reforma (La urgente necesidad de alternativas, y la credibilidad de los instrumentos seleccionados y desarrollados). Segovia.

Marteniuk, R.G. (1976). *Information processing in motor skills*. New York: Holt, Rinehart, and Winston.

Navarro, V. & Jiménez, F. (2012). La mejora en la evaluación formativa de maestros de educación física a través de un instrumento de metaevaluación didáctica. *Revista Internacional de Ciencias del Deporte (RICYDE)*, 27(8), 63–79.

PZPN. (2006). *Szkolenie dzieci w piłce nożnej w wieku 4–12 lat*. Warszawa: PZPN.

PZPN. (2014). *Trener/Opiekun w piłce nożnej*. Warszawa: PZPN.

PZPN. (2016). *Narodowy Model Gry*. Warszawa: PZPN.

PZPN. (2016). *Unifikacja organizacji współzawodnictwa i szkolenia dzieci i młodzieży w piłce nożnej*.

PZPN. (2017). Akademia Młodych Orłów. Program Szkolenia dla kategorii wiekowej Skrzaty (6–7 lat) – Junior G. Warszawa.

PZPN. (2017). Akademia Młodych Orłów. Program Szkolenia dla kategorii wiekowej Żaki (8–9 lat) – Junior F. Warszawa.

PZPN. (2018). *ABC Trenera Dzieci*. Warszawa: PZPN.

Sáenz-López, P. (1994). Metodología en Educación física: ¿Enseñanza global o analítica? Habilidad Motriz, 4, 33–38.

Sánchez, F. (1986). Bases para una didáctica de la educación física y el deporte. Madrid: Gymnos.

Sánchez, F. (1986). *Bases para una Didáctica de la Educación Física y el Deporte*. Madrid: Gymnos.

Sans, A. y Frattarola, C. (1996). *Manual para la organización y el entrenamiento en las Escuelas de Fútbol*. Barcelona. Paidotribo.

Sans, A. y Frattarola, C. (1998). *Fútbol Base. Programa de Entrenamiento para la etapa de técnificación*. Barcelona. Paidotribo.

Sicilia, A. (2001). *La investigación de los estilos de enseñanza en la educación física. Un viejo tema para un nuevo siglo*. Chiclana: Wanceulen.

Sicilia, A. y Delgado, M. A. (2002). *Educación física y estilos de enseñanza*. Barcelona: Inde.

Smoll, F.L. (1986). Coach-parent relationships: enhancing the quality of the athlete´s sport experience. En J. M. Williams (ed.): *Psicología aplicada al deporte*, pp. 47–58. Madrid: Biblioteca Nueva.

Ureña, F. (Coord.) (1997). *La Educación Física en Secundaria. Elaboración de materiales curriculares. Fundamentación teórica*. Barcelona: Inde. (Capítulo VII).

UEFA. (2015). *Coaching Convention 2015*. NYON: UEFA.

Vegas Haro, G. (2006). *Metodología de enseñanza basada en la implicación cognitiva del jugador de fútbol base*. Tesis Doctoral. Granada: Universidad de Granada. En http://hera.ugr.es/tesisugr/16164465.pdf (Revisada el 11 de Febrero de 2007).

Velázquez, C. (Coord.) (2010). *Aprendizaje cooperativo en Educación Física. Fundamentos y aplicaciones prácticas*. Barcelona: INDE.

Wein, H. (1995). *Fútbol a la medida del niño*. CEDIF. Madrid.

Erasmus+