

Analysis and feedback of new format of an integrated training in youth soccer

CUSANO POMPILIO

Department of Motor Science and Wellness, University of Naples “Parthenope”, ITALY

Published online: October 22, 2019

(Accepted for publication: October 15, 2019)

DOI:10.7752/jpes.2019.s5269

Abstract:

The performance of a young footballer requires simultaneously a commitment to the technical, tactical, physical, and cognitive aspects that have to be built, structured and consolidated through the practice of sport. The coach has the task of integrating within the training session these components of the training course. The structuring of the session in youth soccer is variable depending on the goals established and set a format of training is defined in layers, through which technicians make players athletes and contribute to their growth. select. This format differs from traditional ways of working and requires a technician for proper planning and organization of the work spaces is the default. The feedback of the planning of the training occurs through a questionnaire of satisfaction given to the technicians which showed a positive effectiveness of the work done.

Key words: performance, trainer, structuring, programming, planning, efficacy

Introduction

The educational footprint of a coach must understand a broad range of knowledge ranging from the pedagogical, communication, knowledge, technical-tactical and athletic mobility to those technical and organizational (Raiola,2013). Each session and each exercise must be able to generate adaptations positive in young athletes, in relation to the proposed objective, through active engagement that foster global growth. Football is a team sport, this means that the instructor is confronted by a series of different problems compared to those committed to coach our athletes in an individual sport(Rago et al.,2017, Raiola, D’Isanto, 2016, Gaetano, Rago, 2014). The presence of more athletes, each characterized by individual features, which makes more complex the organization of the work. From the methodological point of view, the performance is made up of items relating to issues such as technical, tactical, physical and behavioral, the task of the coach is the integration of these various components. In this study, describes some of the key points of the teaching of an integrated training of the youth football, highlighting the importance of organizational and methodological aspects, is analyzed, in addition, through a specific questionnaire, the effectiveness, measured in terms of positive response on the part of the technician, a training session developed according to a setting method of the session defined as integrated, which is different compared to other traditional methods already in use by the engineers that was administered the test of self-evaluation (D’Isanto et al., 2019, Raiola,2017). The use of the format of an integrated training is identified through a mode of organization of spaces and time and specific in content, this is a new departure in the structuring of the training in youth soccer and is a topic of great interest in the methodology of training, for the simplicity of application and ability to transfer content from the part of the coaches.



Fig.1 – Tasks of the coach

For an integrated training to mean the composition of a training in which simultaneously are unified in content, technical, tactical, physical and psychological. The substantial difference compared to the other methods is that these contents are not searched individually. The integrated training in football involves a high specificity, through the technique and tactics it is possible to work with the right dosage of the ability of conditional and coordinating, and of the features that the athlete needs in the course of competitions. The integrated approach requires a technical model and automated part of the player. From the point of view of structuring the format of reference is used in the training centres and football managed by the Federation Italy GiuocoCalcio (fig.2) and is also referred to as training the so-called “layers”, within which are divided play areas of variable size in which the athletes are positioned to perform in a simultaneous and ongoing activities that are predetermined. Through this division it is possible to organize activities for more than 60/70 athletes at the same time on the same field while maintaining an optimal order in the execution of the exercises proposed.

The contents of the same are strictly set with the presence of the tool of the game. The moments are seven, and respectively they concern the activation, the technique functional, games of position, the small-sided games, the agility, the game theme and the game free. Each phase of treatment lasts ten to twelve minutes, including explanation on the part of the technician. The total duration of the session is about 75/90 minutes.



Fig. 2 Format Training “Layers”



Fig.3 Format Training “Coerver Coaching”

This format is innovative compared to the one traditionally used by engineers and technicians involved in the study. These used the method called “Coerver Coaching”, in which the structuring of the session and gives priority objectives oriented to individual behavior and less situational. The method “Coerver Coaching” is the one most commonly used in Europe. It is based on the premise that football consists of sequences of play between 2, 3 and sometimes even 4 players, and that the success of the team is determined by the performance of the players in these combinations. Therefore the method focuses on individual improvement and about the game between small groups with specific objectives (see fig.3).

The brief description of the two methods allows us to observe differences in the organization and development of the work, where in the first method more importance is given to the intensity of the player in game situations, while in the second it is focused on the individual relationship with the ball within the playing space. The format for the default session, an integrated training is used for about two years in the centers of the football training area in Italy. This format provides the structure of various spaces for the tutorials and for the types of items specifically provided for. The peculiarity consists in the fact that, subsequent to the activation step, the athletes are arranged in the various stations without any preset sequence, in random mode, differently from the method “Coerver Coaching” in which the exercises are developed according to a sequence of default management. The sequence in which they are carried out the exercises and the mode addition, most situational represent the element of innovation of the format is defined “layers” than a traditional method.

Materials and Methods

In order to recognize the validity of the operational proposal was administered during visits to specific observation of the training in which they were present circuits technical related to the new format of the structuring of the sessions, a questionnaire (shown in Tab.1) 120 technical training centres and football schools, football, for a total of 1200 responses and give positive or negative interpretation to the question.

The positive or negative interpretation of the data is in function of the total number of questions. This educational tool is addressed to coaches, serves to provide an opportunity for evaluation of the training session, defining the level of quality achieved. The Board shall submit a questionnaire of 10 questions, each of which is connected to one of the assumptions of the methodology described previously. The detection was carried out in the month of September 2019. The data that emerged is of 1191 positive feedback, 9 negative. Responding to questions, it is possible to verify independently the practical application of the proposed model.

Tab. 1 Self-assessment questionnaire

Date	Team:	Trainer:	
	Questions	Yes	Not
1	The true protagonist of the training was the player ?		
2	The training session was organized in such a perfect way ?		
3	Today we had fun ?		
4	I gave players the ability to move as possible ?		
5	We played more of how we practiced ?		
6	I have given opportunity for growth and comparison between players ?		
7	I did love the sport ?		
8	I directed my attention to the improvement of the individual instead of the result ?		
9	I have tried to include all in an equal manner ?		
10	I've varied the activities giving opportunities for play and experiences that are different ?		
Vote			

The vote of the session, given by the sum of the scores assigned to each question, resulting in the media being a 9.9. The recorded data, it is extremely simple in its analysis represents the feedback of the technician in following the development of a seat made with the format illustrated in fig.2. In the questionnaire among the 9 responses that are not positive on the 1200 it is noted that 6 technicians on 120 refer to question n°2, 3 to question no. 5, it is expected that the non-positivity could be interpreted to the difficulty in the management of spaces of the game and, in the second specific case, the personal interpretation of the technician in relation to the performed exercises. The analysis methodology is intended to observe the feedback from the engineers who have used the proposal of an integrated training called "layers" has shown a very positive feedback and satisfying.

Discussion

The methodology is made up of, the new format is based first of all on aspects of the didactic-pedagogical to which they can refer (Raiola et al.,2012). These aspects represent key points and can be considered even real objectives of the training session integrated. In figure 1 are suitably placed in a circular graph the ones that are the most significant aspects to be aware of and that fall within the tasks of the coach. In this study, we focused particularly on one of these aspects, namely the organizational part of the training. For the organization of the training refers to the planning of each activity that occurs before, during, and after the technical activity, is a critical stage for the players to live a positive experience. The choice of spaces of the game, the size of the fields, of practical proposals, the formulation of the teams, the management of the pauses, the choice of the timing of each exercise, the determination of the sequence of activities planned, the collection of the material at the end of the session, are just a few of the elements that are part of the organisational context and qualify it. The organization is the visiting card with which a technician shows up and which you can use to build your own path to sports with greater confidence on the part of the surrounding environment. Clearly define the objectives of your training by choosing exercises to propose, to imagine the course of the session and go over each step before its implementation allows to carry out an effective activity. Assume numeric variables and unexpected situations by finding solutions to problems helps in the management of emergencies, thus making it easier to take care of the aspects of technical.

Conclusions

The matrix education is what distinguishes the methodologies addressed to the youth sector from those used with adults, this means that in youth soccer, the instructor should have pedagogical skills in addition to those specifically technical-tactical and athletic-motor. A perfect organization of the training method are that: there are no losses of time, that is, the transition from one activity to another is fluid, that the explanations are clear and effective, that the physical recovery is functional to the type of activity performed, which may avoid interruptions by strangers, that the start time of the task to be respected and, finally, that in the field there is all the necessary equipment. The organization of the session is the first aspect that is perceived on the outside. To organize adequately the activities technique allows you to give a serious and professional of their work, thus increasing the level of credibility vis-à-vis society and families, a factor that helps a lot also in the transmission of the technical content, more currency in a positive way the work of the technician, the more the coach gain credibility and authority. These skills are translated into practice through the correct planning of the training. The use of a new format of an integrated training bringing together the goals of migliorameto of capacity is conditional that coordinating for athletes, is considered by technicians a model appreciable, in which you can

increase the value of the operation contents and the potential of the athletes. Extremely interesting and practical the development of new aspects of structuring a training in relation to the feedback of the technician who put them in place. The analysis of the principles by transfer, and a clear management of the operational space allows, in the key teaching and research in education, to benefit from new solutions in the context of team sports and, specifically, in youth soccer.

Reference

- D'Isanto, T., D'Elia, F., Raiola, G., Altavilla, G. (2019) Assessment of sport performance: Theoretical aspects and practical indications, *Sport Mont*, 17 (1), pp. 79-82.
- Balaguer, I., Castillo, I., Cuevas, R., & Atienza, F. (2018). The importance of coaches' autonomy support in the leisure experience and well-being of young footballers. *Frontiers in psychology*, 9.
- Barnes, C. et al., The Evolution of Physical and Technical Performance Parameters in the English Premier League, «*International Journal of Sports Medicine*», 2014, 35, pp. 1-6.
- Bonaccorso, S. (1999). Calcio: allenare il settore giovanile: la programmazione dell'allenamento tecnico e tattico per le fasce d'età dai dieci ai quindici anni. Edizioni correre.
- Bush, M. et al., Evolution of match performance parameters for various playing positions in the English Premier League, «*Human Movement Science*», 2015, 39, pp. 1–11.
- Carli, R. (2004). *Culture giovanili. Proposte per un intervento psicologico nella scuola* (Vol. 168). FrancoAngeli.
- Caroli, A. (2017). *Le neuroscienze nel calcio moderno: Come costruire giocatori e squadre vincenti*. Blonk.
- Centro Studi, Sviluppo ed Iniziative Speciali della FIGC, Report Calcio 2017, 2017. International Centre for Sport Studies, CIES, Monthly Report, May 2016, 2016.
- D'Isanto, T., D'Elia, F., Raiola, G., Altavilla, G. (2019) Assessment of sport performance: Theoretical aspects and practical indications, *Sport Mont*, 17 (1), pp. 79-82.
- D'Ottavio, S., Ponzetti, F., Briotti, G., & Tozzo, N. (2011). Dall'analisi delle gare all'elaborazione di un percorso di allenamento per giocatori U15. *Scienza & Sport*, 10: 32, 36.
- Di Girolamo, G. (2010). Il metodo Coerver Coaching applicato ai calciatori della categoria Esordienti.
- Ferrante, C., & Mattiaccia, D. (2015). L'allenamento strutturato nel gioco del calcio e negli sport di squadra. *Universitas Studiorum*.
- Gaetano, R., Rago, V. (2014) Preliminary study on effects of hiit-high intensity intermittent training in youth soccer players, *Journal of Physical Education and Sport*, 14 (2), pp. 148-150.
- Gerabinis, P., & Goudas, M. (2019). A Qualitative Investigation of Young Footballers' Perceptions Regarding Developmental Experiences. *Social Sciences*, 8(7), 215.
- Gonçalves, B., Santos, S., Mateus, N., Sampaio, J., Leite, N., & Silva, A. (2015). Individual and Collective Creativity In Young Footballers. *Egitania Scienza*, 33.
- Izzo, R., & Palpacelli, C. (2018). Elementi determinanti correlati alla più corretta costruzione del lavoro di allenamento e della performance nello sport. L'Attentività Operativa valutata tramite l'Inattentional Blindness Paradigm nel multisport. *Formazione & Insegnamento. Rivista internazionale di Scienze dell'educazione e della formazione*, 16(1), 289-304.
- Kozina, Z. L., Cretu, M., Safronov, D. V., Gryn, I., Ruban, I., Khrapov, S. B., & Pasichna, T. V. (2019). Interrelation of neurodynamic indicators with indicators of physical and technical readiness of young footballers of 12-13 and 15-16 years in the preparatory and competitive periods of the annual cycle of the training process. *Health, sport, rehabilitation*, 5(1), 36-46.
- Madonna, G., & Iovino, S. (2018). Valorizzazione e Tutela del Calcio giovanile nei Centri Federali Territoriali Figc. *Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva*, (4).
- Molon, G., & Ranzato, D. (1997). *Il manuale del settore giovanile*. Edizioni Nuova Prhomos.
- Pizarro, A. P., Domínguez, A. M., Serrano, J. S., García-González, L., & del Villar Álvarez, F. (2017). The effects of a comprehensive teaching program on dribbling and passing decision-making and execution skills of young footballers. *Kinesiology*, 49(1).
- Polimeni, R. (2014). *Giocare a calcio è una cosa seria. Storia, struttura e metodi di allenamento nel Settore Giovanile e Scolastico Italiano*.
- Raiola, G. (2013) Body knowledge and motor skills, *Knowledge Cultures*, 1 (6), pp. 64-72.
- Raiola, G., D'Isanto, T. (2016) Assessment of periodization training in soccer, *Journal of Human Sport and Exercise*, 11 (Proc1), pp. S267-S278.
- Romualdi, J. (2012). L'importanza del settore giovanile nel calcio. Linee guida e confronto tra alcune realtà europee.
- Sally, D., & Anderson, C. (2016). *Tutti i numeri del calcio*. Edizioni Mondadori.
- Wallace, L.J. et al., Evolution of World Cup soccer games 1966–2010: Game structure, speed and play patterns, «*Journal of Science and Medicine in Sport*», 2014, 17, pp. 223– 228.
- Rago, V., Pizzuto, F., Raiola, G. (2017) Relationship between intermittent endurance capacity and match performance according to the playing position in sub-19 professional male football players: Preliminary results. *Journal of Physical Education and Sport*, 17 (2), 688-691
- Raiola, G. (2017) Motor learning and teaching method, *Journal of Physical Education and Sport*, 17, 2239-2243