

System of actions for offensive tactical preparation in school category soccer players
Sistema de acciones para la preparación táctica ofensiva en los futbolistas categoría escolar

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ABSTRACT

The article is guided to a system of actions for the offensive tactical preparation in the footballer's school category. The scientific problem is given by the query: How to perfect the offensive tactical preparation of the footballer's school category of the EIDE "Rafael Freyre Torres", county Guantánamo? As objective he/she intends to design a system of theoretical-practical actions that you/they contribute to the improvement of the offensive tactical preparation in the footballers. For the development of the investigation methods and investigation technique were used.

Keywords

Work; Preparation; Tactics; Offensive.

RESUMEN

El artículo está encaminado a un sistema de acciones para la preparación táctica ofensiva en los futbolistas categoría escolar. El problema científico está dado por la interrogante: ¿Cómo perfeccionar la preparación táctica ofensiva de los futbolistas categoría escolar de la EIDE "Rafael Freyre Torres", provincia Guantánamo? Como objetivo se propone diseñar un sistema de acciones teóricas-prácticas que contribuyan al perfeccionamiento de la preparación táctica ofensiva en los futbolistas. Para el desarrollo de la investigación se utilizaron métodos y técnica de investigación.

Palabras clave

Acciones; Preparación; Táctica; Ofensiva.

INTRODUCTION

The offensive tactic, given its contextual diversity, requires teaching from a new approach recognized as a direction of learning for its development (Hechavarría, 2019). The direction of offensive tactics is a complex process of interrelated influences, in order to take advantage of the full collective potential of the football team.

It is necessary to comprehensively stimulate the human, cognitive and psychological factors, increase the physical and technical quality of the players, enhance the contribution of practical knowledge from the methodological influence of the coaches and contribute to the total understanding of the principles and foundations of the game. for recommended individual and collective performance, the achievement of goals and achievements during the stages through which the evolution and training of footballers takes place (Medina, 2021).

The current competitive environment, characterized by the increase in the frequency of competitions and the level of rivalry between soccer teams in the country, has led the provincial commission of this sport to the development of sports strategies in order to create soccer players who are competitive, demonstrating a high level of offensive tactical performance. Consequently, the desired sporting results have not yet been obtained, leading to stagnation and instability in competitive development.

Among the most relevant studies in the field of football, those developed by: Delaz, N. (2015) analyze the dribbling tactics in school football players, while Hechevarría, D. (2019) internalizes the direction of learning tactics. collective in category (14-15 years); Iznaga, E. (2021) relates defensive tactical aspects in school soccer players; Medina (2021) approaches the component of offensive tactics as an integrating aspect for its improvement.

The statements discussed so far allowed us to pose the following scientific problem: ¿How to improve the offensive tactical preparation of the school category soccer players of the EIDE “Rafael Freyre Torres”, Guantánamo province?, as an objective: to design a system of theoretical-practical actions that contribute to the improvement of offensive tactical preparation in the school category footballers of the EIDE “Rafael Freyre Torres”, Guantánamo province.

METHODS

To carry out this research, 16 soccer players were taken as a population, 8 of them were chosen as a sample, which represents 50%, it is made up as follows: 4 make up the team's midline, which represent 25% of They and 4 players occupy the forward line and also represent 25% of the total. The average sports experience is 3.4 years. They are all continuing, 3 internal and 5 semi-intern, all are in the eighth grade. They are directed by a group of three coaches with experience between 7 and 17 years of work

and adequate technical level and experience in managing teams in coaching functions in the category. The type of sampling used is intentional.

Various research methods were used to process the information obtained from the literature consulted, planning documents, discover relationships, and the logic to follow in obtaining scientific knowledge related to offensive tactical preparation. Furthermore, for the integration of the elements that make up the system of actions and determine the functional relationship between its stages; as well as to assess the feasibility of the practical application of the applied proposal.

Methods and techniques used.

Theoretical:

Analysis-synthesis

Systemic-structural-functional

Empirical:

The observation

Document analysis

Pre-experiment

Techniques:

Survey

Interview

Mathematical-statistician:

Percentage calculation technique

Arithmetic average

Based on the data obtained from the instruments applied during the research, the system of actions for offensive tactical preparation in school category soccer players was developed, which is presented below.

RESULTS

System of actions for offensive tactical preparation in school category soccer players.

The objective of the system of actions constitutes the guiding element, it occupies a prominent place in the direction of the sports training process, it fulfills the important task of determining the content, methods and organizational forms, by expressing the purpose that is desired to be obtained.

The content expresses knowledge, forms of behavior, definition of reality, theories, paradigms, skills and values.

Main tactical contents:

Actions for the offensive tactical preparation of unchecking in school category footballers.

Due to its characteristics, offensive tactics are the angular basis on which the team's entire offensive arsenal is based, since it provides each player with the essential weapons to face any opposition and coordinate offensive actions with the rest of his teammates.

The objectives also respond for their development to the following methods, teaching aids and organizational forms according to Matvéev, L (1983).

1. Oral methods: they focus on the word as an essential source of knowledge acquisition. It includes exposition, conversation, narration, among others.
2. Sensory-perceptual method: refers to visual sources, the most important of which are illustrations, demonstrations and videos.
3. Practical methods: based on the use of written, graphic and field exercises.

The author of this article considers three organizational forms of teaching convenient: conference, workshop and practical class.

For Torres (2015), when using any of these organizational forms of teaching in the development of classes, the trainer must take into account the following aspects:

1. Define the objective you are pursuing.
2. Know the offensive tactical fundamentals to be developed in class.
3. Select methods and means that are related to the objective and content.
4. Plan and organize the class to be taught.
5. Possess vast self-preparation that enables communication and understanding towards footballers.
6. Provide evaluations that allow us to know the level of assimilation of the content received by the footballers.

For Matvéev, L (1983) cited by Torres (2015), periodization is the way of structuring sports training in a given time, through logical periods where the regulations for the development of the athlete's preparation and sports form are understood.

Marcos, A (2010) states: "the planning of sports training must include different aspects that maintain a close relationship between them in order to achieve the proposed objective, always starting from the programming presented by the organizations that direct the fundamental competition" (p.97).

System of actions for offensive tactical preparation

Activity 1

Training of movements and positioning.

Objective: develop the basic skills that allow you to move and achieve a good position in a specific game situation of unmarking through exercises for your future training as a high-performance soccer player.

Description: lateral movement exercises will be performed, facing forward, with changes in direction and rhythm.

Teaching form: practical.

Methods: repetitions, explanatory, variable and game.

Organizational form: rows.

Procedure: wave.

Means: balls, markers, whistle and net.

Activity #2 Introductory exercise.

Objective: simulate unchecking with opposition through practical exercises to improve this offensive aspect.

Description: two offensive players will be placed with the ball where, at the coach's signal, they will drive past the last man in defense. The offensive player will have to come from behind, unchecking, avoiding the defensive player.

Variation: this exercise can be performed anywhere on the field, mainly in the opposite area.

Special stage:

Its objective is aimed at immediately acquiring sporting and competitive fitness through the use of special exercises closely related to unmarking in training conditions with an approach to the reality of the game.

Activity #3 Advanced exercises.

Objective: determine different plays planned for the competition and the function of each of the team players during their execution through game actions to raise the tactical-defensive level of unchecking.

Description: a theoretical session will be carried out by the coach in which he will explain and show with illustrations the planned plays, as well as the movements and tasks of each of those who will intervene directly or indirectly.

Method: verbal and expository.

Teaching form: lecture

Media: blackboard, markers or chalk, eraser.

Variant: first theoretical and then practical.

Precompetitive stage.

Its objective is to model as closely as possible the conditions that will exist in the fundamental competition. Continue perfecting the offensive tactical aspects of unchecking, trying to polish any deficiencies that may still persist.

Activity #4 Competitive exercises.

Objective: execute the unmarking against counterattack plays and balls combed by the defensive player.

Description: the offensive player (A) will be placed as the last man, in front of him a defensive player will be placed in front of a teammate with the ball who, at the coach's signal, must make a long aerial pass to the defensive player located in front of the attacker

(A), the offensive player located in front of the offensive player (A) will comb the ball so that another defensive player who will be located on one of the sides is in a goal position where the offensive player (B) must move to unmark achieving counterattack progress.

Control and evaluation:

Through control and evaluation, the results of the work of coaches and athletes are compared with the proposed objectives to determine the validity of the training process and consequently reorient the work and decide if it is necessary to rework on the same objectives or part of them, with all or some footballers; In addition, progress in actions for offensive tactical preparation is checked.

To evaluate the contents in the classes, the trainer can use different types of controls:

1. Systematic control: it is a product of the constant interaction between the coach (mediator) and the footballer that allows us to know to what extent the theoretical knowledge of the footballer's offensive tactical fundamentals is being assimilated.
2. Practical control: precise playing conditions.
3. 3.Theoretical-practical: allows evaluating the assimilation of the contents according to the logic of developmental learning.

Analysis and interpretation of the results.

After applying the proposal, four of the matches developed in the 2022-2023 National Championship were observed with the objective of recording the number of unmarkings made in the matches against the opposing opposition that required the performance of this offensive function to verify the degree of practical feasibility of applied actions.

A total of 94 clearances were carried out, which represents 100% of the total actions carried out, of which (78) were carried out positively in the competition matches for an 82.97% effectiveness and 16

were not carried out for a 17.02% effectiveness. An average of 6.5 positive unmarking actions were carried out per game.

To obtain the results, the following indicators were taken into account:

Support uncheck:

1. Help is offered to a teammate who is in possession of the ball, facilitating the action.
2. Does not surpass the ball holder and/or increases the distance with respect to the rival's goal.

Break uncheck:

1. The position of the teammate with the ball is overcome, or we reduce the distance with the opponent's goal by overtaking the marker and seeking progression.
2. When we surpass the ball holder and/or reduce the distance with the rival's goal.

Evaluative scale for tabulated actions.

From 100-80% effectiveness in the positive actions of unmarking, a good evaluation is obtained (B).

From 79-60%, a fair (R) evaluation is obtained. Less than 60%, a poor (M) evaluation is obtained.

DISCUSSION

The system of offensive tactical actions constitutes an instrument so that the coach can obtain good results throughout the training process. These have as a novel element that they can be applied creatively, with a high technical-tactical level, in addition to being supported by the theoretical and practical foundations today.

In this sense, Vygotsky's sociocultural theory (1988) is assumed because it is generalizing, it associates not only what is learned but also knowledge in the future, it takes into account learning that is developed in a comprehensive manner and treats the affective-cognitive, as an indissoluble relationship for their development, that the interests, motivations, weaknesses and potentials of the adolescent are taken into account in learning according to their characteristics, taking into account the role of the teacher promoting the zone of proximal development in soccer players.

Furthermore, what was expressed by Addine (2004) is assumed since, for the teaching of techniques and tactics, it is of great importance to know the aspects that frame the footballer-coach relationship.

It also agrees with the principle of the unity of the instructive, the educational and the developmental addressed by the aforementioned author because due to the degree of activation of the selected methods they make people think, develop habits, skills and abilities in such a way that they form his convictions, with flexible and independent thinking that allows him to transform himself and be the protagonist of the activity he carries out, taking into account his needs and interests.

After completing the investigation, it can be concluded that the analysis of the different investigations carried out in relation to football allowed us to determine the theoretical foundations that support the activities that are proposed to solve the insufficiencies that exist.

Finally, it is concluded that progress has been made regarding the relationship between theory and practice in support of the applied content, with a substantive, significant specific development during the training of soccer players. The consensual implications of the actions established in the tactical training process demonstrate the degree of relevance, by associating different areas of knowledge and theoretical and practical interaction based on the content, principles and fundamentals of the game, it produces repercussions for the improvement of the practice, the professional development of the coach and the performance of soccer players.

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