

Integrated tasks for tactical futsal training

Tareas integradas para el entrenamiento táctico del futsal

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ABSTRACT

The objective of this article is to develop pre-sports activities for the incorporation of girls between 9-10 years of age to football practice in "Reperto Obrero" Combined Sports in Guantánamo municipality. For its development, the following research methods and techniques were used: historical-logical, induction-deduction, analysis-synthesis, observation, survey and percentage calculation, which allowed corroborating the limitations that originated the problem under study as well as elaborating the activities necessary to fulfill the purpose of the investigation.

Keywords

Practical knowledge; Reflective practice; Integrated tactical tasks; Tactical training

RESUMEN

El presente artículo tiene como objetivo elaborar actividades predeportivas para la incorporación de niñas entre 9-10 años de edad a la práctica del fútbol en el combinado deportivo “Reperto Obrero” del municipio Guantánamo. Para su desarrollo se utilizaron los siguientes métodos y técnicas de investigación: histórico-lógico, inducción-deducción, análisis-síntesis, la observación, la encuesta y el cálculo porcentual los cuales permitieron corroborar las limitaciones que originaron la problemática que se estudia, así como elaborar las actividades necesarias para dar cumplimiento al propósito de la investigación.

Palabras clave

Conocimiento práctico; Práctica reflexiva; Tareas tácticas integradas; Entrenamiento táctico

INTRODUCTION

The processes of searching for more effective methodologies for teaching-learning are one of the most researched topics in the field of sports pedagogy and training, however, the idea of many coaches persists that, to carry out the training process, only mastery of the professional skills involved in the preparation of the athlete is required. In this sense, according to the characteristics of the futsal practiced in Cuba, these assessments are confronted by recognizing that its methodological and structural organization is still isolated from the point of view of its limited representativeness and level of participation with respect to the rest of the sports in the country. causing a certain disparity on the levels of assimilation, understanding and tactical capacity of the players in their performance.

Among the arguments that support the research, is the fact of considering the access to team management tasks in futsal, to people and former players without a complete academic, scientific and sports training specialized in this activity, mostly from soccer and who In general, they have become entrenched in teaching-learning models based on traditional, technical or mechanistic methodology, without introducing alternative, tactical or comprehensive methodologies.

Therefore, the effectiveness of the methodological activity has been neglected by not guaranteeing an interrelation of knowledge from a continued distance between the necessary support of an interconnection of theory and practice in support of the comprehensive level during the training process, giving way to the improvisation of methods, procedures, planning and evaluations by the coaches.

In this sense, he agrees with Noa (2011) when recognizing in his studies, that the limitations could be mitigated, if there were a sports training with orientation towards accessible objectives where they train according to their previous aptitudes towards the maximum sports performance of each subject. The author of the work adds to form a reflective behavior for the empowerment of integrated tasks, for this it is important to offer a practical theoretical treatment equal to or superior to the rest of the preparations.

Correspondingly, ongoing research needs to consider the meaning of integrated tasks in futsal tactical training, based on game-centered, structuralist, comprehensive and constructivist methodologies that promote the use of teaching styles that cognitively involve the player. through the use of discovery and problem solving, where the coach is the driver of the teaching-learning process and the soccer players the main protagonists, moving away the high incidence of indiscriminate and exacerbated treatment of the

practice without a consequent conceptual theoretical support, reflected in a process not specifically significant and motivating for the indoor soccer player.

In reference, for action with integrated tasks, Alemany and Trujillo (cited in Carrera, 2015), identify it as an alternative of proven quality compared to traditional direct teaching, they assume the resolution of problems or situations in different contexts, their environment favors the development of skills, being ideal tools to improve cognitive processes in learning. In turn, they are linked to a set of activities, in which more than one key competence is worked on and in which more than one area of knowledge is involved and whose purpose is reflected in a final product (significant and functional). They are based on inquiry based on certain needs, interests or motivations in an active learning process.

The convenience of a close and coordinated interdisciplinary relationship between the different knowledge and thematic auxiliary content in the process of tactical training through reflective practice is attached, this helps the player develop and consider stimulating relationships, interaction, connection, cooperation, exchange, integration and constituting ways of thinking and acting when trying to solve the complex problems presented. In this way, it would develop a competent attitude and autonomous learning in its practical and competitive performance, it also benefits the acquisition of habits and skills regarding knowledge and declarative and procedural knowledge (Anderson 1987; García 2006).

In this order, Serrano (2017) highlights the importance of the consolidation and contribution of a reflective pedagogical practice in the methodological articulation of tasks of offensive tactical preparation, and the special relevance of practical knowledge as an element that participates in the construction of knowledge, by promoting that the players are able to understand and reason about the why and what for of what they do to achieve a solid competitive performance

Prior to the analysis of how to improve the methodological procedures in a motor tactical development process during the work sessions, it is assumed to confront a program of integrated tactical tasks, explaining how they must be taught and used, keeping in mind the pedagogical and professional ideal and precise forms that contribute quality to the work carried out and offer scientific guarantees in the results obtained.

METHODS

An intensive training program for integrated tactical tasks was conceived, in which 18 youth futsal players from the province of Holguín participated. Tasks were oriented

towards offensive tactics, from small game formats to finishing phase actions. For the validation of the program, the pertinence and elaboration variable of the content are used, which include all the representative elements that are intended to be measured included in the program. The assessment technique of the specialist criteria was required, a total of eight were considered suitable, who were asked to issue qualitative assessments on each of the tasks from their contribution to the investigated context.

Five fundamental aspects were defined to be assessed: a) achievement of the objective and level of response to the demands; b) quality and accuracy of procedures and actions; c) correspondence of the tasks to the particularities of the related youth category in futsal; d) it is expressed with sufficient clarity and applicability; e) presence of new and significant elements for the players.

The program was made up of 5 groups of specific tasks distributed in the 10 practical sessions. As many variants as possible are attached to the tasks included, maintaining their original focus and condition, increasing their level of difficulty as the session progresses, evolving from a simpler task, activation level, to culminating in the most complex expression of the task.

General objective: To evaluate the level of influence of an intensive training program with integrated tactical tasks.

Conceptual: Explain the fundamentals, game concepts, and specific roles for offensive tactical actions.

Procedural: To generate spaces and actions to define and score a goal with the final result.

Attitudinal: To stimulate the execution of concrete offensive tactical actions, based on the development of group and collective relationships.

Realization conditions: To create scenarios of numerical superiority, equality and inferiority.

Table 1. Integrated tactical task schedule for the completion phase.

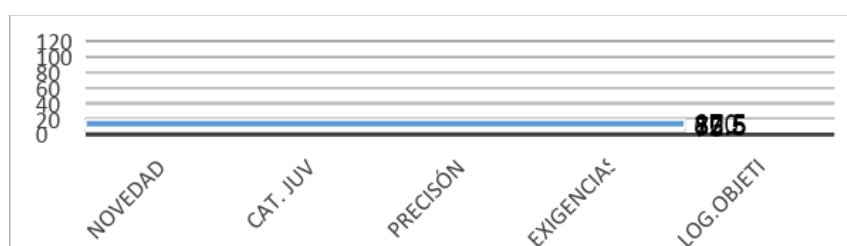
No	original	Format	Space	Demand of the tasks
1	Individual character and small groups	(1 vs 1 + goalkeeper) (2 vs 2) (3 vs 3)	(10 x 10) m (15 x 20) meters (15 x 20) m (20 x 20) m	Finish with goal through a certain time. Game with a prize for completion. (goals from the head, with a non-skillful leg). Try to finish with a through goal only if you manage to cross the midfield area or line with the ball under control.
two	Group character	(4v4) (3 vs 3)	(20 x 20) m (40 x 20) m	Try to finish with a goal only if all the attackers are in the offensive midfield with the ball under control, adjust the number of passes.
3	of collective nature	(6 vs. 6). (8v8)	(20 x 20) m (40 x 20) m (50 x 40) m	Try to finish with a goal and reward the team that crossed the midfield after (X) number of passes.
4	Special character.	(4 vs. 4+3) (4 vs. 4 +2) (5vs 5+1) External-internal	(40 x 20) m	Try to finish with a goal through games with special rules. Goal valid only with a pass from the bands. Do not return pass from the final sector of the field.
5	competitive in nature	(7 vs 7), (8v8).	(40x20), (35x50) mt,	Try to finish with a goal through combined forms of elements. (game changes + triangulations + short and long passes)

Source: own elaboration

RESULTS

The processing of the information in order to determine the possible effectiveness of the PTTI, and obtain a consideration that confirms its approval for the current conditions of the training process. It showed a significant consensus of criteria above 60% of the specialists when evaluating as very adequate the aspects related to the achievement of the objectives, the precision of the procedures and actions, correspondence of the tasks to the particularities of the youth category in futsal, its clarity and applicability. In the aspects of novelty and related demand, it was awarded the category of quite adequate with significant averages.

Graph 1. Effectiveness of the PTTI



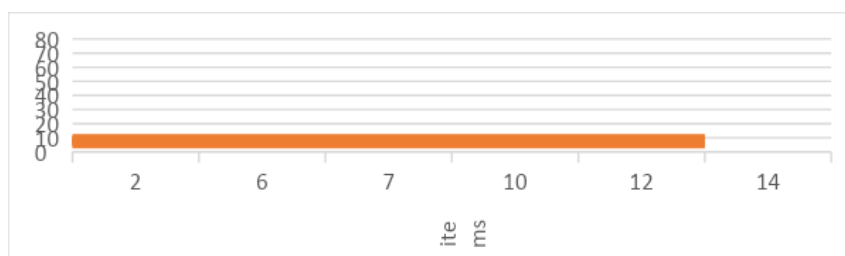
Source: own elaboration

Specialists generally indicate that the tasks designed are in line with the comprehensive methodology and approve of its application to work on the content in a reflective manner aimed at individual improvement of specific aspects of the game by containing varied and well-defined playful elements that implies creating uncertainty. in the motor execution of the players, as they are game situations in which the presence of real opposition forces open decision-making by the attackers to solve the problems of the activity.

The main recommendations basically respond that the tasks that work on individual game situations (1v0 and 1v1), should be specified to clearly explain the objective of the task and the content to be developed. Tasks that deal with group game situations (2v1, and 3v2), and those of a special nature (4 vs. 4+3), (4 vs. 4 +2) (5 vs. 5+1), require more argumentation in the operation of external and internal wildcards, it increases the level of uncertainty in the attacker, and offers precise answers in decision-making and active participation, positioning itself in a comprehensive methodology.

With regard to the analysis of the players' criteria regarding the perception of the applied intensive training program, they recognize the help to explicitly internalize the nature of the training they are receiving. In summary, the fundamental evaluation criteria (Fairly agree) and (Not at all agree) are taken as reference.

Graph 2: 1st Consequence:assessments for the BDA criterion (Strongly agree).



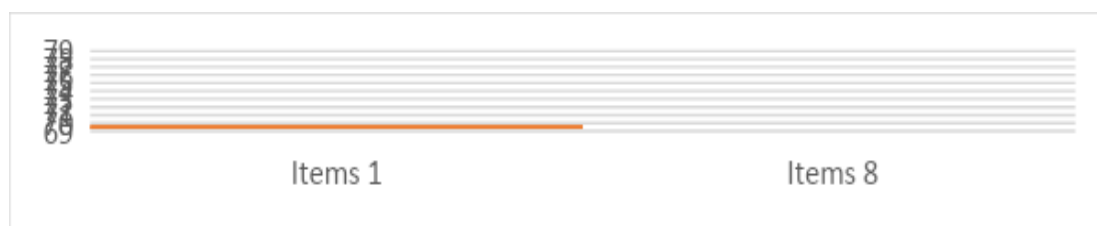
Source: own elaboration

The most important elements reflect criteria in 66.6% about a more satisfactory and motivating learning by using a high recreational component in training, especially for allowing greater identification and tactical understanding of the game and for favoring the development of skills, knowledge and ways to conduct themselves properly in the complex contexts that competitive practice imposes on them.

72.2% are interested in and attracted to the practice of modified games or in reduced spaces and 61.1% refer to a maximum priority of the offensive tactical component based on mastery of the concepts, requirements of the game, declaring that they do not have solid theoretical arguments about. While one (50%), they express a desire to perform complex and cognitive tasks, which forces them to think and reflect and increase the

access routes to a more efficient and active game, and assume a concept of systematic comprehensive global work.

Graph 3. 2nd Consequence evaluation criteriaNDA (no agreement).



Source: own elaboration

Regarding the position of NDA (not at all in agreement), 77.7% consider the theoretical preparation received as very ephemeral and not very productive, especially since it does not allow to fully identify the main tactical fundamentals of the game and its systematicity in the form of tasks. understanding and reflective in training. 72.2% reiterated their disagreement with the predominance par excellence of a management style with direct command and assignment of tasks, where the coach makes all decisions independently, emphasizing his authority over the group.

Once the scheduled intensive training has been formalized, the main contributions show that the comprehensive competitive performance of the players increases by showing superior comprehensive capacity. It is possible to explain and contextualize the actions and movements through an intelligent reflection based on their own experiences, which leads to overcoming the problems raised and confronting different variables and game formats with an increase in the resolution level, strengthening a recognition of the rules of principles of performance according to skill level and superior tactical capacity, decisive in decision-making and the improvement of their autonomy and independence in the offensive tactical game.

Therefore, by delving into theoretical and didactic positions from models oriented towards tactics, a greater capacity for theoretical-practical interpretation can be inferred by systematizing certain contexts of action based on the integration of practical knowledge. From this position, the results obtained justify the transformations derived from the progressive use of an accumulation of offensive tactical knowledge, based on problematic methods, reflective debate, and tactical awareness in the specific procedural responses of indoor soccer players.

Therefore, the priority of cognitively directing the players seems evident, by promoting training tasks with a significant integrative nature for the evaluated offensive tactical

actions. In general, there is a need to associate tasks integrated into training in a permanent and systematic way, aspects highlighted by the players themselves to face the complex problems that arise in the game.

DISCUSSION

Regarding the tactical component in the preparation of futsal, a valuable argument to discern is the necessary level of integration of elements that are not very strong according to observations made in the pedagogical organization, training and official competitions. On this basis, it is up to the coach to promote in his environment, the theoretical conceptual support, and facilitate pedagogical coherence in systematic practice, recognizing that, if a consistent practical knowledge is not built, the shortcomings in the development of a significant training process would persist and based on reality.

It is important to note, as Arruiz (2008) does, that it is not possible to carry out a certain action without knowing what it is and without knowing what rules it is based on to do so. Extrapolated to futsal, it can be said that it is not possible to make a pass or dribble without knowing how to do it, without knowing what to expect, without knowing why and how to use it and without knowing why it is part of the internal logic of this sport. Every player at a higher level must fully identify with all the decisive aspects to understand the game and make the right decisions to resolve complex situations. Therefore, it is necessary to stimulate the relationship between what is done in practice, based on the scientific, interdisciplinary and global support of practical knowledge, and what is really necessary and productive for the soccer player.

However, Coll, Onrubia and Mauri, (2008) and Coll (2010), consulted researchers, have seen a certain distance between the worlds of theoretical development and educational practice, highlighting the lack of connections and influences between the two. These aspects involve relating knowledge of a theoretical and practical nature to the knowledge of the players, linked to the context of the tactical training process. The adjustments of these elements through the systemic examination of the experience itself, allow the coach to learn from it and reduce the action routines.

With the application of these resources, and the ability to integrate content based on methodological, didactic and scientific resources, not only is the professional competence of the coach optimized, but it also benefits the group of players in improving decision-making, motivation, self-control and self-confidence, also in indicated variables, such as commitment, communication, activation, effort or concentration, through good planning will affect the team's sporting and social performance. Links that become a relevant

demand in the local context of action in the instructive didactic process of futsal, aspects alien to reality for many coaches in the field.

In conclusion, for the coach to develop professionally in his intervention in the tactical training process in futsal, he must be in a position to achieve high levels of coherence between the theory he imparts and knows, and the practice he promotes, where relationships Derivatives must sustain access routes to knowledge and action permanently, accelerate specialized professional and cultural relationships with the practice itself, in favor of growth and development in the training of the player of the present and future.

The analysis carried out by the author allows assuming the search for the improvement of the futsal tactical training process and assigning the need to prepare the professional of this discipline for a competent performance from the fact that he can explain, organize, substantiate and comprehensively solve the problems. that he will face in his practice, constituting the integrated tasks in actions and specific norms for a dynamic and significant strategy supported by the support of a prevailing and decisive cognitive approach for the athlete.

Finally, it is concluded that, although progress has been made regarding the relationship between theory and practice in support of the applied content, it has not yet achieved a substantive, specific significant development during the training of indoor soccer players. The consensual involvement of integrated tasks in the tactical training process, by associating different areas of knowledge and theoretical and practical interaction based on the content, principles and fundamentals of the game, produces repercussions for the improvement of educational practice, the professional development of the coach and the performance of the players in the national futsal.

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