

*The defensive technical-tactical preparation in soccer players of the  
school category 13-15 years*

*La preparación técnico-táctica defensiva en los futbolistas de la categoría  
escolar 13-15 años*

*Enrique Iznaga-Bouly<sup>1</sup>, Enrique Rivera-Nápoles<sup>2</sup>, Inelvis Romero-Pileta<sup>3</sup>*

<sup>1</sup>*Dr. C. Profesor Auxiliar. Facultad de Cultura Física, Universidad de Guantánamo. Cuba*

<sup>2</sup>*Dr. C. Profesor Asistente. Facultad de Cultura Física, Universidad de Guantánamo. Cuba*

<sup>3</sup>*Dr. C. Profesor instructor. Centro Provincial de Medicina del Deporte. Guantánamo, Cuba.*

**Email:**

[enriqueib@cug.co.cu](mailto:enriqueib@cug.co.cu)

[enriquern@cug.co.cu](mailto:enriquern@cug.co.cu)

[inelvisromero74@gmail.com](mailto:inelvisromero74@gmail.com)

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**ABSTRACT**

The objective of this article is to offer a methodology that allows carrying out a systemic and integrative treatment of the defensive technical-tactical preparation in soccer players of the school category 13-15 years. In the development of the research, theoretical methods were used such as analysis, synthesis, induction, deduction, interview, survey and observation that allowed an epistemological study of the process of technical-tactical preparation of soccer players in the school category, which allowed to verify a set of difficulties that hinder this process, which were taken as a starting point for the construction of the proposed methodology.

**Keywords**

Methodology; Preparation process; Defensive technical-tactical preparation; School football players

**RESUMEN**

El presente artículo tiene como objetivo ofrecer una metodología que permita llevar a cabo un tratamiento sistémico e integrador de la preparación técnico-táctica defensiva en los futbolistas de la categoría escolar 13-15 años. En el desarrollo de la investigación se utilizaron métodos teóricos como el análisis, la síntesis, inducción, deducción, entrevista, encuesta y observación que permitieron realizar un estudio epistemológico del proceso de preparación técnico-táctica de los futbolistas de la categoría escolar el cual permitió constatar un conjunto de dificultades que obstaculizan dicho proceso, las que se tomaron como punto de partida para la construcción de la metodología que se propone.

**Palabras clave**

Metodología; Proceso de preparación; Preparación técnico-táctica defensiva; Futbolistas escolares

## **INTRODUCCION**

One of the fundamental pretensions in Soccer is to guarantee a solid technical-tactical preparation, which presupposes an integrality of knowledge to be able to face the problems that arise in the context of the game, marked by the variability of its actions.

The technical preparation refers to the teaching and improvement of the actions that make up each sports specialty; It is oriented to the formation of knowledge, skills and habits that concern the motor actions of each sport and it does not always take place in the same way. For its part, the tactic implies the voluntary actions executed during the game by the players in order to adapt to the immediate requirements of a changing opposition.

Regarding the technical-tactical preparation, Navelo, (2004) cited by (Seale & Cortegaza, 2013) states that this is "the pedagogical process where the transmission and assimilation of sports technique and tactics take place in a dialectical unit so that the player effectively achieves the solution of the motor tasks in the game." (p.1)

For its part, the Cuban Football Association (AFC) is not exempt from this requirement of preparation and has a group of highly trained coaches and researchers scattered throughout the country; who recently, in the didactic-methodological order, received an International "Train the Trainer" course from the Confederation of North America, Central America and the Caribbean Soccer (Concacaf) (2022).

However, the technical-tactical preparation that is undertaken in this context, although it meets certain didactic-methodological requirements and pedagogical guidelines, still does not sufficiently satisfy the training needs of soccer players in the school category so that they can perform in training contexts. and the competition.

Technique and tactics stand out in the study of Soccer due to their importance in improving performance and their tradition in the professional and educational space of team sports. Reason for which many authors have expressed their criteria around these components of the preparation, in the international field, the works of Talaga (1977) stand out; Csanadi (1987); Lopez (2004); Ortega, (2009); Sixtus (2009). At the national level, Martín, (2003); Vera, (2007); Terry, (2007); Martino (2008); Delaz, (2015); Stable (2016); Hechavarria (2019); Iznaga (2021), who have enriched the theoretical reference of the topic presented.

This sports modality is characterized by being one of the sports of tactical preponderance and of great complexity due to its high technical, physical and psychological demands. In order to comply with these demands, managers, coaches and coaching staff must be

equipped with sufficient knowledge and mastery and use of the most advanced technologies that serve as support for the technical-tactical preparation of footballers.

In an exploration carried out at the national level and the review of the Integral Program for the Preparation of the Athlete (PIPD) existing in Cuba, empirical insufficiencies were identified that hinder the process of defensive technical-tactical preparation of soccer players in the school category 13-15 years to which was outlined as an objective to develop a methodology for the improvement of defensive technical-tactical preparation in the category under study.

The methodology concept has multiple definitions and interpretations depending on the purpose for which it is established. From a theoretical perspective, when referring to the essence of the term methodology, we start by considering that it comes from a word generated from three words of Greek origin: *metà* ("beyond"), *odòs* ("path") and *logos*. ("study"). In pedagogical science, the methodology has been approached by authors such as Bermúdez and Rodríguez (1996).

Similarly, De Armas & Valle, (2011) state that "it is a systemic sequence of stages, each of which includes actions or procedures that are dependent on each other and that allow the achievement of certain objectives". In the specific case of Delaz, (2015); Stable, (2016); Noa, (2011); Hechavarria (2019); Iznaga (2021), among others, have provided various methodologies related to technical-tactical preparation.

When approaching the structure of the methodology, it is considered pertinent to assume the criteria proposed by Bermúdez & Rodríguez, (1996), who consider that the methodology has two devices: The theoretical or cognitive device, and the methodological or instrumental device.

The proposed methodology is based on philosophical, sociological, psychological, pedagogical and didactic foundations related to the defensive tactical preparation process of soccer players in the school category. As well as the structuring of essential principles and components that determine its characteristics and allow its operation.

From the philosophical point of view, the Marxist-Leninist conception of the world is assumed. Great value is attached to the postulates of Ausubel, (2002) about meaningful learning. The historical-cultural theory of Vygotsky (1989) and his followers are taken into account. Therefore, it is based on the study of the Social Situation of Development (SSD), and the Zone of Near Development (ZDP).

From pedagogy, the principles provided by of the principle of accessibility, principle of relationship between theory and practice, principle of affordability. Likewise, the

proposed methodology is based on the conception of integrated and constructivist models of (López, 2004) and its tasks for its development.

The methodology is consistent with the principles of the defensive phase of football developed by Bayer, (1986), which are referenced below:

1. Coverage. Being in a position to help a teammate who can be overwhelmed by the opponent.
2. Anticipation. Physical-mental action carried out by the defender on the attacker who is waiting to receive the ball, modifying his position with respect to him and preventing him from receiving it.
3. Surveillance. Evolutions made by the players of a team when they are not in possession of the ball.
4. Interception. Action performed by the defending player to prevent the ball thrown by the opponent from reaching its destination, cutting or diverting its trajectory.

The methodology is distinguished by the following characteristics:

Systemic: the methodology constitutes a system made up of components that enable its operation, development and improvement. Flexible: it can be adapted to the specific conditions of each territory. Dynamic: it is dynamic because it does not remain static, but allows its constant remodeling and improvement, in order to reach its goal.

## **METHODS**

To carry out the study, 18 soccer players were taken from the school category that constitute the enrollment of the EIDE of Guantánamo at the time of the investigation, 75% of the total sample are continuing. Also, 10 soccer coaches were intentionally chosen.

A documentary study was carried out to collect information about the solutions that have been proposed until now to solve the problem by different researchers and take from them the positive aspects. were included in the review the Comprehensive Athlete Preparation Program and other regulatory documents; as well as doctorate, master's and specialty theses related to the subject.

An analysis was carried out that allowed systematizing and synthesizing the necessary theoretical foundations of the technical-tactical preparation process with emphasis on defense, the processing of information offered by the different instruments applied to diagnose the current state of the problem, and the elaboration of conclusions.

Surveys and interviews were applied to soccer players, coaches, as well as soccer methodologists to collect information about the treatment given to the defensive tactical preparation process. Observation: to determine the didactic preparation of the coaches

and verify what methodological variants they use for the treatment of defensive tactics and also to verify the level of performance of the soccer players.

Multiple training sections were observed to determine the didactic preparation of the coaches and to verify which methodological variants they use for the treatment of defensive tactics and also to verify the level of performance of the soccer players.

## **RESULTS**

### **Structure and operation of the proposed methodology for the defensive technical-tactical preparation of soccer players in the school category 13-15 years**

*Stage I. Diagnosis of defensive tactical preparation.* This stage aims to identify the shortcomings and potentialities that soccer players have for the development of defensive tactical preparation.

Actions:

Action 1. Define the objectives of the diagnosis.

Action 2. Analysis of the previous macrocycle.

Action 3. Development and application of instruments and techniques.

Action 4. Diagnose soccer players.

Action 5. Diagnose the coaches.

Action 6. Process and interpret the data obtained.

Action 7. Preparation of the diagnosis report.

Methodological orientations

1. Create favorable environmental conditions and resources that encourage the active participation of the soccer player in the diagnosis.

2. To show in the diagnosis the potentialities, limitations and needs of soccer players to integrate them in practice.

3. Determine the necessary and sufficient methods and techniques to diagnose soccer players. In this case, the following are used: observation, interviews, surveys, skills and psychological tests.

4. Determine indicators and value scale for the diagnosis of the subjects that participate in the defensive tactical preparation of soccer players in the school category.

5. Processing and interpretation of the results as a guideline for monitoring a systemic, systematic, contextualized and developer diagnosis.

*Stage II. Planning and organization of defensive tactical preparation.* Its objective is to design the training actions and tasks based on the defensive tactical preparation of the

soccer players of the school category in correspondence with the needs, limitations and individual and group potentialities diagnosed.

Actions:

Action 1. Conduct an analysis of competitive demands.

Action 2. Design the planning macrostructure for the new cycle.

Action 3. Determine the educational components involved in the process of defensive tactical preparation.

Action 4. Determine the objective of the task.

Action 5. Determine a system of training tasks by levels of complexity Action 6. Determine the ways in which the task will be evaluated.

Action 7. Establish the variants of the game system and defensive tactical order to be used in the competitions.

Methodological orientations

1. The results of the diagnosis in correspondence with the needs of the subjects involved will be taken as a starting point.

2. Conceive defensive tactical preparation as a pedagogical process, from the fulfillment of the dialectical interrelation between personal components (coach, soccer player and group) and non-personal components (problem, objective, content, method, medium, form of organization and evaluation).

3. In the planning, include varied training tasks that can be adapted to the psychomotor particularities of the soccer players and their environment, as well as being flexible for their constant improvement.

4. Guarantee a correct orientation of the activities that allow the footballers to be involved, taking into account the relationship established between the affective, cognitive and evaluative.

*Stage III. Implementation of defensive tactical preparation.* This stage is related to the previous one and has a practical character since the methodological actions and the proposed training tasks are executed in it, so its purpose is to materialize the defensive tactical performance of the footballers. From this stage, the necessary adjustments to the methodology will be made during its application.

Actions:

Action 1. Create a favorable socio-psychological climate: this action is aimed at creating a favorable psychological climate that guarantees the active participation of the soccer player in carrying out training tasks, and promoting positive communication.

Action 2. Apply the didactic components for each training unit.

Action 3. Requirements demanded by the execution of the tasks.

Action 4. Apply in practice the training tasks by levels of complexity.

Action 5. Develop variants of game systems and defensive tactical order to be used in competitions.

Action 6. Evaluation and systematic control of training tasks.

Methodological orientations

1- Achieve a pleasant climate in training sessions that motivates all players, according to their possibilities, to develop tactical defensive actions and training tasks.

2- Detailed and precise explanation to soccer players of the content and training tasks so that they understand their importance and practical utility in solving game situations.

3- Determine the stages of the controls to make the adjustments required in the preparation.

4- Design and apply assessment instruments for training tasks (observation and pedagogical tests).

5- Stimulate the potentialities and cognitive independence of soccer players in the development of training tasks.

6- Discuss, share and confront alternatives in the group of coaches to minimize the insufficiencies identified in the defensive tactical preparation process.

6) Individualized attention to soccer players who show a low level of motivation and defensive tactical performance.

*Stage IV. Control and evaluation.* This stage has an unavoidable systemic relationship with the other stages. All activities must be subject to evaluation, as a tool that allows information to be given and feedback to the process. The evaluation is carried out in two directions: first, the results of the teachers, and second, the methodology. All activities must be subject to evaluation, as a tool that allows information to be given and feedback to the process. The evaluation is carried out in two directions: first, the results of the teachers, and second, the methodology.

Actions:

Action 1. Define the objective of the evaluation.

Action 2. Prepare and apply evaluation instruments.

Action 3. Collect, process and interpret the information.

Action 4. Discuss in the group of coaches and footballers the results obtained and make new suggestions.



Action 5. Projection of new actions.

Methodological orientations

1. The evaluation allows to measure the quality of the execution of the planned actions and the different changes that materialize in the execution of the tasks.
2. It is necessary that during the evaluation of the tasks mediate its continuous, qualitative, quantitative, integrating nature, fundamentally based on the performance of the soccer player.
3. Academic groups, individual and group offices may be developed that allow systematic checking to make the necessary adjustments and continuous feedback on the process.
4. Control and evaluation of the development of the defensive tactical preparation that is carried out systematically, partially (at the end of each stage) and final.

### **Didactic requirements for the instrumentation of the methodology**

Trainers who intend to use this methodology must take into account:

- ✓ The essential theoretical assumptions that support it.
- ✓ The systemic, integrative, contextualized and developing character of defensive tactical preparation.
- ✓ Carrying out theoretical-methodological workshops related to defensive tactical preparation.
- ✓ The development of methodological activities.

### **DISCUSSION**

The proposed methodology is aimed at the defensive tactical preparation of soccer players in the school category 13-15 years. This has as a novel element a systemic, integrative and contextualized approach that contrasts with traditional conceptions for teaching this sport.

Regarding the principles provided by Addine (2004), they allowed the actions developed in the methodology to be accessible and affordable for both coaches and soccer players from a theoretical and practical point of view, which allowed a better understanding of the conceptual and procedural elements.

The postulates of Ausubel (2002) on meaningful learning were also taken into account, which allowed establishing the necessary links between the contents to be learned and those already known, in such a way that a coherent system is formed and, in this way, favor the construction of meanings in the assimilation of defensive tactical content.

For the correct development of the methodology, the elements provided by Bermúdez and Rodríguez (1996) were taken into account, as well as by De Amras and Valle (2011) that



allowed to determine the components and their relationships necessary for its operation and application.

The studies carried out by Bayer (1986) and López (2004) allowed to know the current trends of the training models and the tasks for their development, which favored a better planning, execution and evaluation of the actions proposed in the methodology.

On the other hand, the conceptualization of the technical-tactical preparation provided by Navelo (2004) was of great importance for this research because it allowed knowing the essential elements that make up this type of preparation, which were taken into account when conceiving the actions proposed in the methodology.

By way of conclusion, it should be noted that the developed methodology is based on theoretical foundations: philosophical, sociological, psychological, pedagogical, didactic; It consists of four stages and each one of them contains a system of actions to contribute to the improvement of the defensive technical-tactical preparation of the soccer players of the school category. The introduction of the methodology in the praxis corroborated its feasibility and scientific-methodological relevance from its verification through the socialization workshops and a pre-experiment, which demonstrates that the developed research offers a solution to the scientific problem and fulfills the objective. proposed.

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