

IN 2020 WHAT TEACHING METHODOLOGIES ARE USED IN FOOTBALL SPORT SCHOOLS

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ABSTRACT

Football is one of the best known and most practiced sports in the world, promoting direct and indirect involvement in all its players, of different ages and social classes, influencing their entire environment and indirectly everything around them. In this sense our study comes to make a survey with professionals who work with the football modality and be able to observe if the methodologies used have evolved in the practical context, and as a Qualitative Descriptive field survey was carried out in the form of a questionnaire with fifteen coaches and teachers of football teams. The results show that the coaches have experience in different methodologies of teaching football and the most used method to teaching football is the Global-functional, instead that the most known method is the analytical-synthetic showed by the results of the coaches so in 2020 there is a tendency to work with methodologies that involves the group of young athletes leaving them more motivated.

Key words: Football. Teaching methodology. Global Method. Analytical-Synthetic Method. Children.

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RESUMO

Em 2020, que metodologias de ensino são usadas nas escolas de futebol

O futebol é um dos esportes mais conhecidos e praticados no mundo, promovendo o envolvimento direto e indireto de todos os envolvidos, de diferentes idades e classes sociais, influenciando todo o ambiente e indiretamente tudo ao seu redor. Nesse sentido, nosso estudo vem fazer uma pesquisa com profissionais que trabalham com a modalidade de futebol e poder observar se as metodologias utilizadas evoluíram no contexto prático, e como uma pesquisa de campo Qualitativa Descritiva foi realizada na forma de questionário com quinze treinadores e professores de ambos os sexos de clubes de futebol. Os resultados mostram que os treinadores têm experiência em diferentes metodologias de ensino de futebol e o método mais utilizado para o ensino de futebol é o Global-funcional, ao invés de que o método mais conhecido é o analítico-sintético mostrado pelos resultados dos treinadores, então em 2020 é uma tendência a trabalhar com metodologias que envolvam o grupo de jovens atletas, deixando-os mais motivados.

Palavras-chave: Futebol. Metodologia de ensino. Método global. Método analítico-sintético. Crianças.

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INTRODUCTION

Football is one of the best known and most practiced sports in the world, promoting direct and indirect involvement in all its players, of different ages and social classes, influencing their entire environment and indirectly everything around them.

Many studies have taken into account the perspective of evaluating the kind of teaching methodologies used to compose the teaching-learning process with a view to improving the technical and tactical components of young football players (Scaglia, 1996; Freire, 2003; Rocha, Hirota, Marco, 2011; Casarin et al., 2011; Aquino et al., 2015; Ferreira e Moreira, 2019; Matos, Moreira, Forte, 2019).

Therefore, the sports school is the place of origin of sports initiation and covers its influence in different places such as clubs that currently present the development of football in different ways.

To this end, it is important to ascertain the teaching methods that are being worked on and relate them to the scientific knowledge in the literature.

In this context, we will address two possible methodologies for teaching team sport, in this case football.

In the partial method, the class for this principle will be based on the repetition of the exercises, by a sequence of exercises aimed at learning the fundamentals (Pinto, Santana, 2005).

The partial method or analytical-synthetic principle develops activities centered on the technique, it is that method in which the teacher starts from the fundamentals, as isolated parts, and only after mastering each of the fundamentals the game itself is developed (Reis, 1994).

In contrast, the global method, or global functional part of game courses, which starts from the simplification of sports games according to age, and through an increase in difficulties in the formation of games until the final game (Dietrich et al., 1984).

This method (global) has been shown to be more consistent when compared to the analytical ones, as it meets the students' desire to play, consequently, they gain in motivation and the teaching-learning process is facilitated (Greco, 2001).

Rocheffort (1998) also shows that in the mixed method, the technique is done separately, and when an opportune level is

reached, the game is played through. If the class starts with the global method, at a certain moment it changes to the partial method for the development of the technique, resuming the global method at the end of the class.

So, as question Costa et al., (2010) in the methodological scope of the training, football still needs to evolve to promote an even more dynamic and spectacular game, which contemplates the learning needs, in this sense our study comes to make a survey with professionals who work with the football modality and be able to observe if the methodologies used have evolved in the practical context.

MATERIALS AND METHODS

A Qualitative Descriptive field survey (Marconi, Lakatos, 2002) was carried out in the form of a questionnaire with the coaches and teachers of football teams (n:15, 100%; mean age: 37.46±8.95 - coefficient of variation: 23.89%), who teaches children aged 12 to 13 years in the City of São Paulo - Brazil, in order to verify which methodology is the most applied among school's football and if it influences in the development of student's skills in football.

These teachers and football coaches four (n:04, 26.6%; mean age: 32.75±5.37 - coefficient of variation: 16.39%) was women and eleven (n:11, 73.4%; mean age: 39.18±9.55 - coefficient of variation: 24.37%) was men. In the age sample 6.7% (n:01) is over 51 years old; 20% (n:03) was from 20 to 30 years; 26.6% (n:04) from 41 to 50 years old and 46.7% (n: 07) from 31 to 40 years old.

The instrument used contains fifteen questions and was developed by the researchers and was in agreement with the purpose of the study, so, for data collection the researchers went to sports clubs and schools, and after signing the Free and Informed Consent Form, teachers and coaches answered the questionnaire at the workplace, there is no additional cost to them.

To the data analysis we used descriptive statistical (mean, standard deviation, percentile and coefficient of variation) and we also use some graphics for some specific data. This Research was approved after a substantiated opinion from the ethics committee n. 237.707.

RESULTS AND DISCUSSION

With the results, 13.3% (N:02) of those surveyed was graduated between 1991 and 2000, and 86.7% (n:13) after 2001, showing that their expertise was updated with the different methods of teaching football. All of the teachers and the coaches (100%) studied in a private college. Knowing that of the total, eleven teachers (73.4%) have other academic training, so five coaches (45.45% of eleven) have training, also in Club Administration, Sports Events, Business Administration, Sports Training or Kinesiology; two coaches (18.18% of eleven) have another academic training in sports science area and four coaches (36.37% of eleven) have specific training in in football and futsal, their methodologies.

Of the total calculated results, 6.7% (n:01) of teachers work in three small schools; 13.3% (n:02) in two schools of sports or club and 80% (n:12) have only one job, so each one of them teaches in only one club, and above all, to complement the question of teachers' work, everyone (100%) works in a private institution.

Thinking about the training of coaches in football, it is necessary to build a solid and effective training containing formal and informal learning contexts (Furtado, Kraus and Jacques, 2019).

Therefore, Bettega et al., (2019) says that the training of coaches and football players emerges from their particular routines, beliefs and interaction with different agents from different contexts, we highlight that the organization, systematization, application and

consistent evaluation of training will facilitate the interaction between coach and player.

National Schools of coaches are increasingly training themselves and improving their concepts to reach the level that is so desired, targeting the countries with the greatest world renown in this concept (Furtado, Goulart, Welter, 2019).

Of the teaching methods presented in their degrees, only one do not remember any; five of the coaches said Global-functional and nine of the Partial and Mixed methods, so both methods were used in their degrees. when asked how long have they been teaching football, 26.6% (n:04) are working in football until 2 years; 13.33% (n:02) works with football for 3 to 5 years; 26.6% (n:04) are working in football 6 to 9 years and finally 33.50% (n:05) still teaching football above of 10 years.

In the Physical Education area, the curriculum of teacher training degree has privileged the mastery of classic sports modalities, in general, focused on a technical and procedural dimension. Put in this way, these domains are experienced disconnected from their historical and cultural dimensions, as they are limited when executing movements according to their specialized logic of functioning (Junior et al., 2019).

When asked about What teaching methods, you coach know, the answers represent that nine coaches only knows the analytical-synthetic or Partial (n:09), seven coaches refer to the Global-functional (n:07), and nine of the also refer to both, so the mixed method appears too. See the figure 01 next:

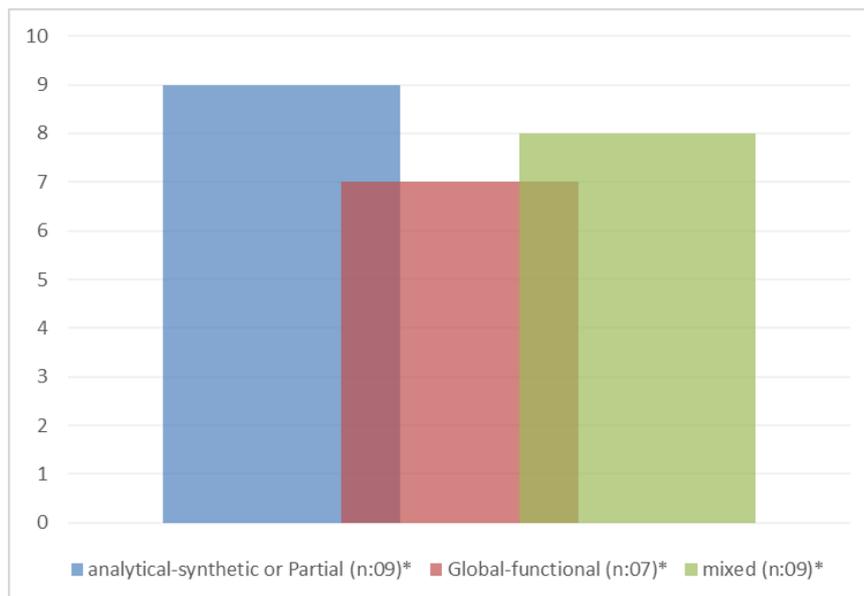


Figure 1 - Question Asked About What Teaching Methods You know?

Legenda: * there may be more than one answer

Once explaining the environment of football practice and its learning process Rocha, Hirota, Marco (2011) considers that for learning in sport it is necessary that this process be placed in a way that brings together different learning situations of the most varied methodologies. In a study carried out by Hirota et al., (2012) it has already been evidenced that there is no standard methodologies used by teachers in sports schools.

But when we asked about of What teaching methods do you use in your training daily, four (n:04) most used analytical-synthetic or Partial, eight coaches refer to the Global-functional (n:08), of some of the methods most used in their training, and seven of the coaches also refer to both, so the mixed the last one seems to be next to what the coaches know and what the coaches apply in their training. See the figure 02 next:

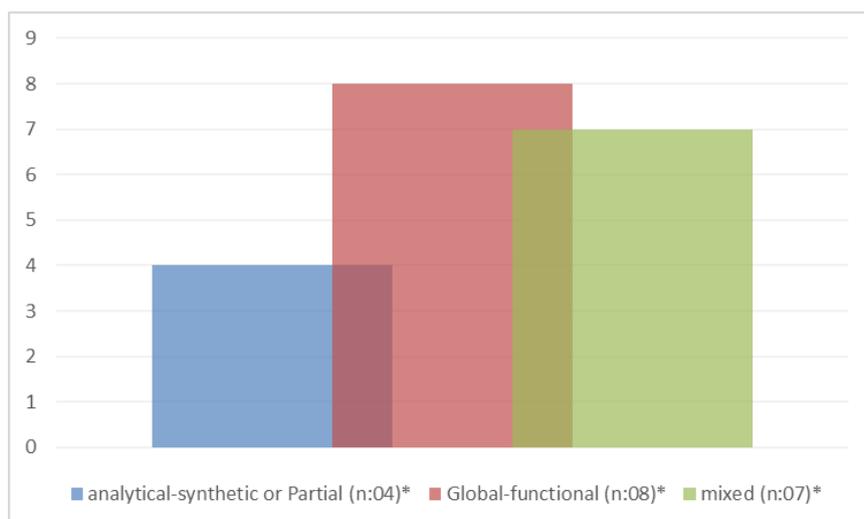


Figure 2 - Question Asked about What teaching methods do you use in your training daily?

Legenda: * there may be more than one answer

There is also an incongruity in the responses obtained, that is, when comparing the method, they know best and the one they use the most, the analytical-synthetic method is the best known, but not the most used, showing a trend with regard to the global method.

According to Silva (2018), the global method is equivalent to the application of all variety and performance of the theme to be understood, that is, this method emphasizes the importance of all the fundamentals of the game and takes its progress under unique circumstances to the knowledge environment in group.

Asking about which class methodology, the coaches believe developing all the skills and physical abilities of youth players, according to their class methodologies, 86.7% (n:13) believes in developing all the physical and motor skills and abilities of their football players, 13.3% (n:02) of coaches do not believe in developing. Besides, when asked if the results are actually achieved, 6.7% (n:01) say they do not achieve the expected results and almost of the coaches 93.3% (n:14) do believe that the expected results are done.

The motor performance and technical resources skills used by the player during a match are conditioned by the simultaneity of individual and collective technical-tactical actions carried out in congruence with the opponents' actions.

Because they bring together many interdependent factors, it becomes difficult to carry out, at all times, the same successful actions that lead to the goal. This implies, in most cases, a defense supremacy over the attack, since the initiative of the decision is always more complex than the reaction (Costa et al., 2010).

The direction of the teaching process is based on the concept of providing the student with experiences of movements, forms of incidental learning, within a context systematically planned by the teacher in an intentional, conscious way, aimed at promoting the interaction between "how to teach the sport" and "Teach through sport" in order to teach more than sport (Greco, 2012; Freire, 2003).

Training from an educational dimension searches for the athlete's best and greatest performance and is therefore technically demanding and hard, so as to instruct athletes in technical and tactical

competences. Football coaches display features within the dimensions of workout training-instruction, positive reinforcement and situational, which are mixed in order to get better performance from their group (Hirota, Lima and Verardi, 2015).

We must be attentive to the group of students, which is a preponderant factor when setting goals and creating classroom strategies, that is, taking into account the level of physical and technical fitness of young football players.

CONCLUSION

According to the results, the most used method to teaching football is the Global-functional, instead that the most know method is the analytical-synthetic showed by the results of the coaches. It seems to reveal a challenge for coaches, since this method seems to be more motivating to young players.

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