

THEORETICAL
UNIT

4-. COACHING METHODOLOGY

THE COACHING SESSION AND DRILLS



WE CARE ABOUT FOOTBALL

JOSÉ VENANCIO LÓPEZ

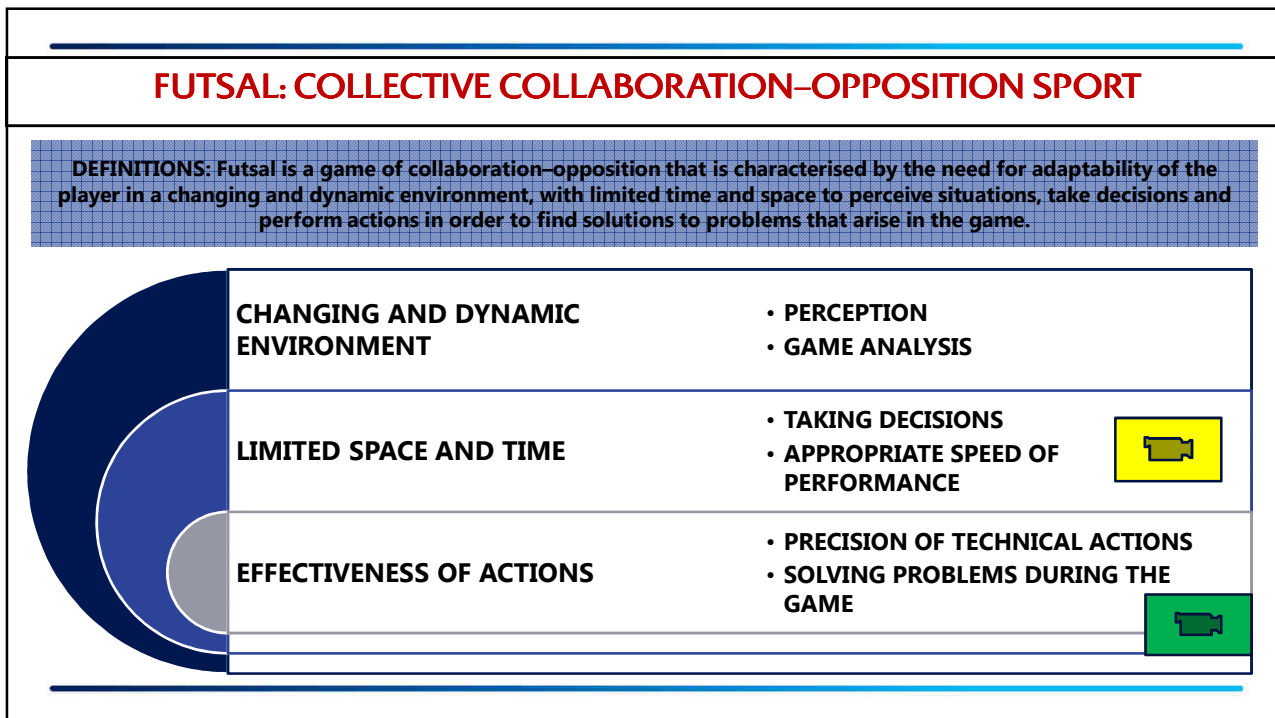
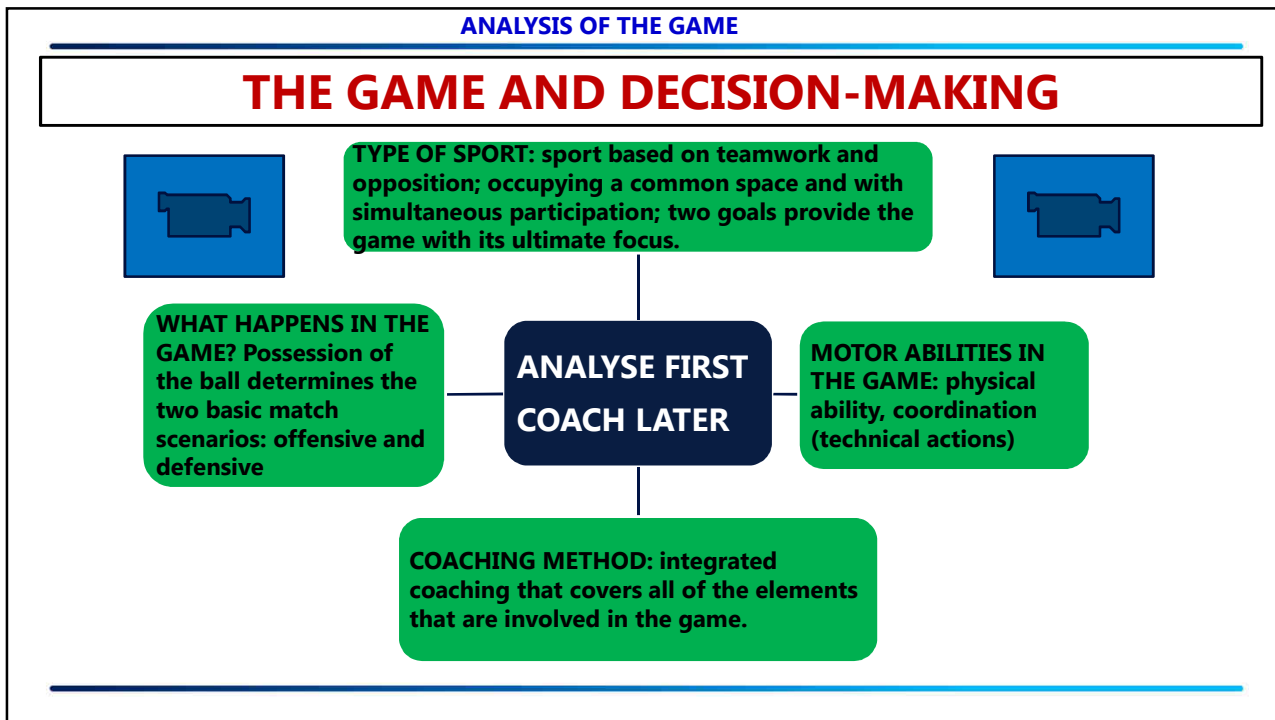
COACHING METHODOLOGY

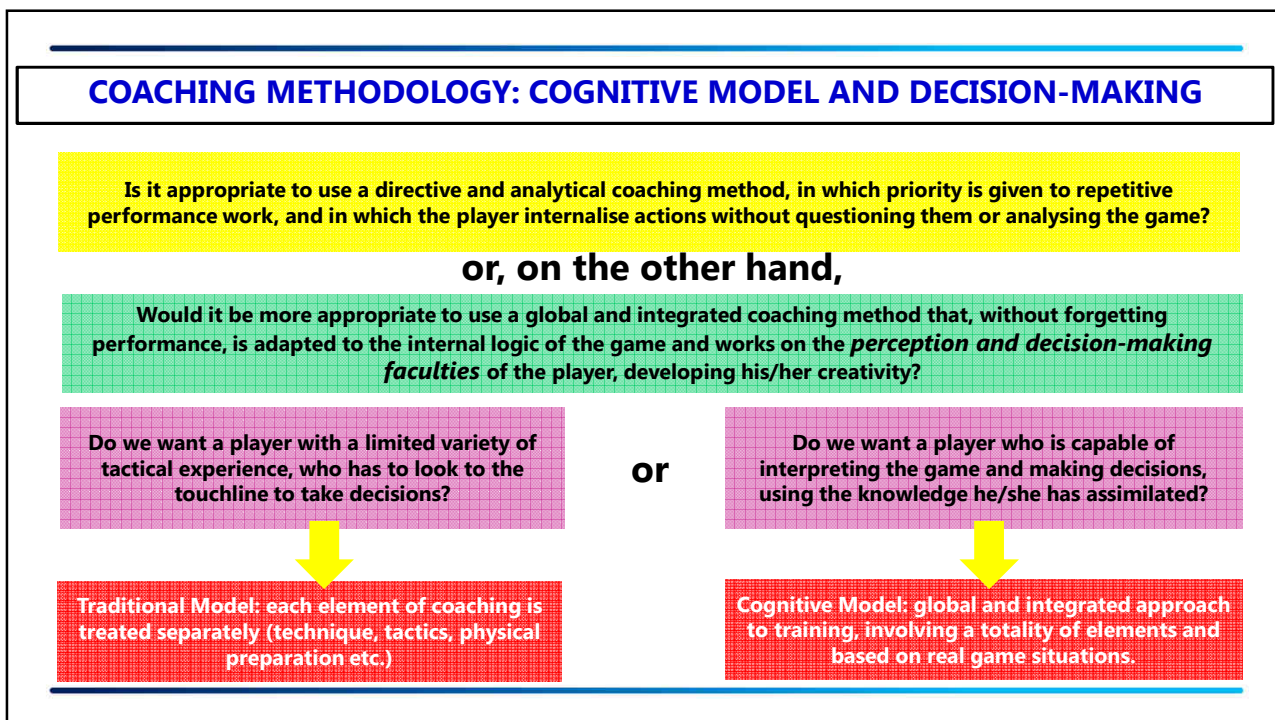
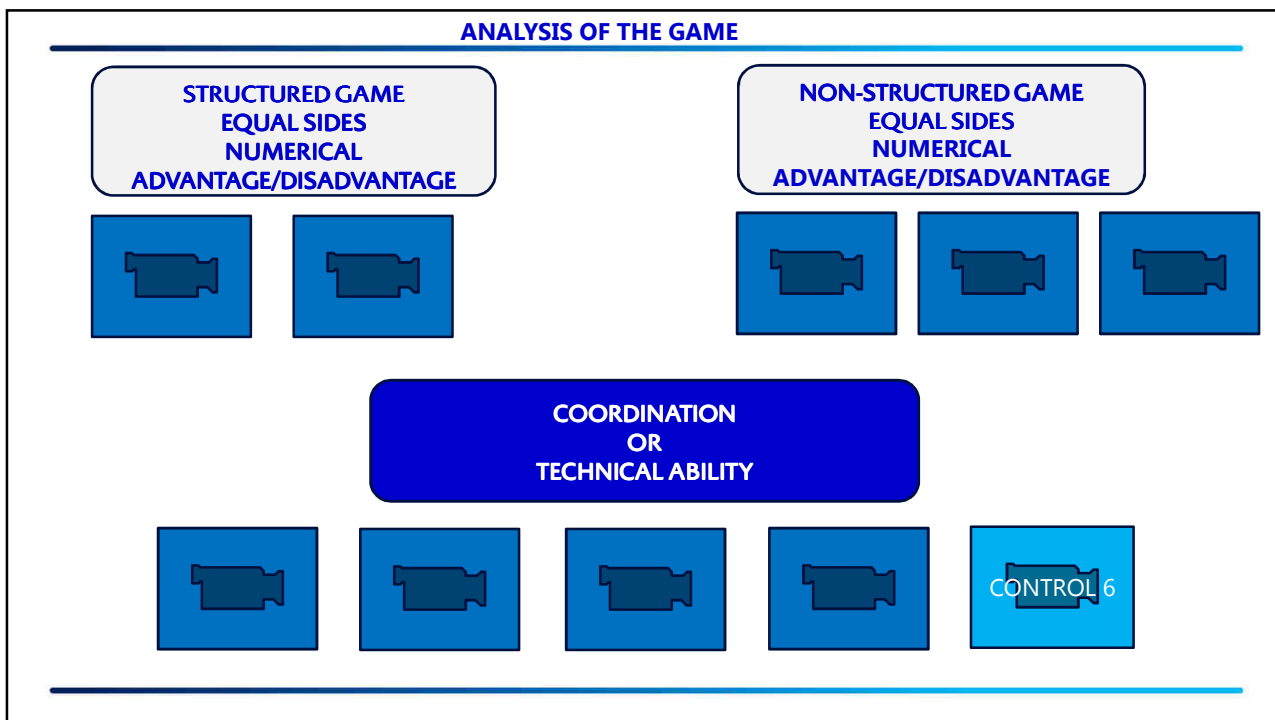
WHAT IS THE COACHING METHODOLOGY?

We can define the methodology, tailored in this specific case for use in futsal coaching, as the study of the most appropriate method for preparing players for competition and enabling them to improve their abilities in the sport.

The method defines the route that we take for our players to develop in the best possible manner for the sport of futsal.

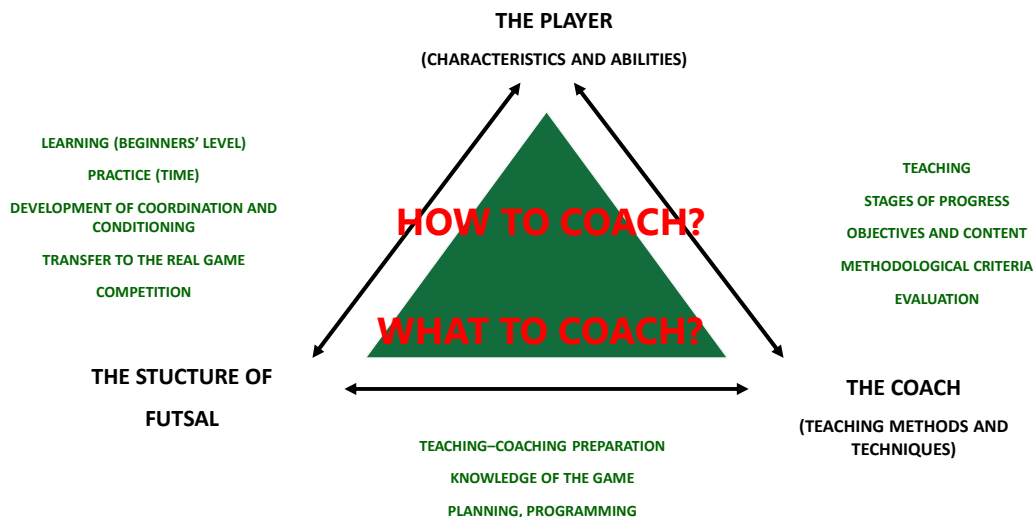
The ultimate objective of any coaching method must be that the players develop, both to the highest possible level and in a way that brings together the physical, technical, tactical and psychological abilities that the sport requires, enabling the team as a whole to respond in a rapid, organised and effective fashion to each situation that is encountered during the game.





• PEDAGOGICAL PRINCIPLES

ELEMENTS RELATED TO THE TEACHING–LEARNING PROCESS



METHODS OR STYLES OF INSTRUCTION

DIRECTIVE METHODS

- ANALYTICAL EXERCISES/DIRECT INSTRUCTION.
- DRILLS DESIGNED AND DIRECTED BY THE COACH WITH LITTLE PARTICIPATION BY PLAYERS.
- LIMITED COGNITIVE DEVELOPMENT DUE TO ABUSE OF ANALYTICAL SITUATIONS WITHOUT OPPOSITION.
- EVALUATION BY RESULTS.
- LITTLE TRANSFER OF KNOWLEDGE TO THE REAL GAME.
- LESS USE OF THE PLAYER'S MOTOR AND COGNITIVE CONCENTRATION

ACTIVE METHODS

- GREATER INVOLVEMENT OF THE PLAYER. ACTIVE LEARNING.
- SIMULTANEOUS COACHING OF TECHNICAL, TACTICAL AND SOCIOMOTOR SKILLS.
- BALANCE BETWEEN MOTOR LEARNING AND COGNITIVE DEVELOPMENT.
- CONTINUOUS EVALUATION BASED ON LEARNING.
- TRANSFER OF KNOWLEDGE TO THE REAL GAME, ALL-ROUND GAME.
- DEVELOPMENT OF CREATIVITY.
- OPTIMISATION OF USEFUL TIME.
- GOOD COMPETITIVE FOCUS.
- POSITIVE PSYCHOLOGICAL REINFORCEMENT.

METHODS OR STYLES OF INSTRUCTION

DIRECTIVE METHODS

DIRECT ORDER

- THE COACH GIVES DIRECT INFORMATION ABOUT THE SOLUTION TO THE PROBLEM, EXPLAINING HOW IT SHOULD BE PERFORMED. PASSIVE ROLE OF THE PLAYER.

ASSIGNMENT OF TASKS

- THE COACH ASSIGNS TASKS IN ACCORDANCE WITH DETERMINED ROLES, EXPLAINING HOW TO CARRY THEM OUT AND DIRECTING THE PERFORMANCE, REQUIRING THE PLAYER TO TAKE RESPONSIBILITY.

RECIPROCAL TEACHING

- TASKS DETERMINED AND EXPLAINED BY THE COACH, CARRIED OUT IN PAIRS WITH AN ACTIVE PLAYER AND AN OBSERVER WHO ALSO HELPS WITH CORRECTIVE ACTIONS.

REPRODUCTION OF MODELS

- THE PLAYER IMITATES A CONCRETE MODEL OF MOTOR ACTIVITY WITH ACTIONS OR EXERCISES DETERMINED BY THE COACH.

METHODS OR STYLES OF INSTRUCTION

DIRECTIVE METHODS

INDIVIDUALISED TEACHING PROGRAMME

- THE COACH TAKES INTO ACCOUNT THE INDIVIDUAL CHARACTER/NEEDS OF THE PLAYER AND HIS/HER LEARNING PROCESS. THE TEACHING PROCESS IS ADAPTED TO THE MOTOR, COGNITIVE AND TECHNICAL ABILITIES OF THE PLAYER.
- SUITABLE FOR BEGINNERS AND FOR CORRECTING PROBLEMS. ALSO USEFUL FOR DEVELOPING PLAYER'S ABILITIES.
- ENABLES GREATER CONTROL AND MONITORING OF THE PLAYER.
- USED TO BRING THE LEVEL OF A PLAYER UP TO THE GENERAL LEVEL OF THE GROUP.
- CAN SERVE AS AN INTRODUCTION TO SPECIALISATION IN CERTAIN ASPECTS OF THE GAME.

METHODS OR STYLES OF INSTRUCTION

ACTIVE METHODS

GUIDED DISCOVERY

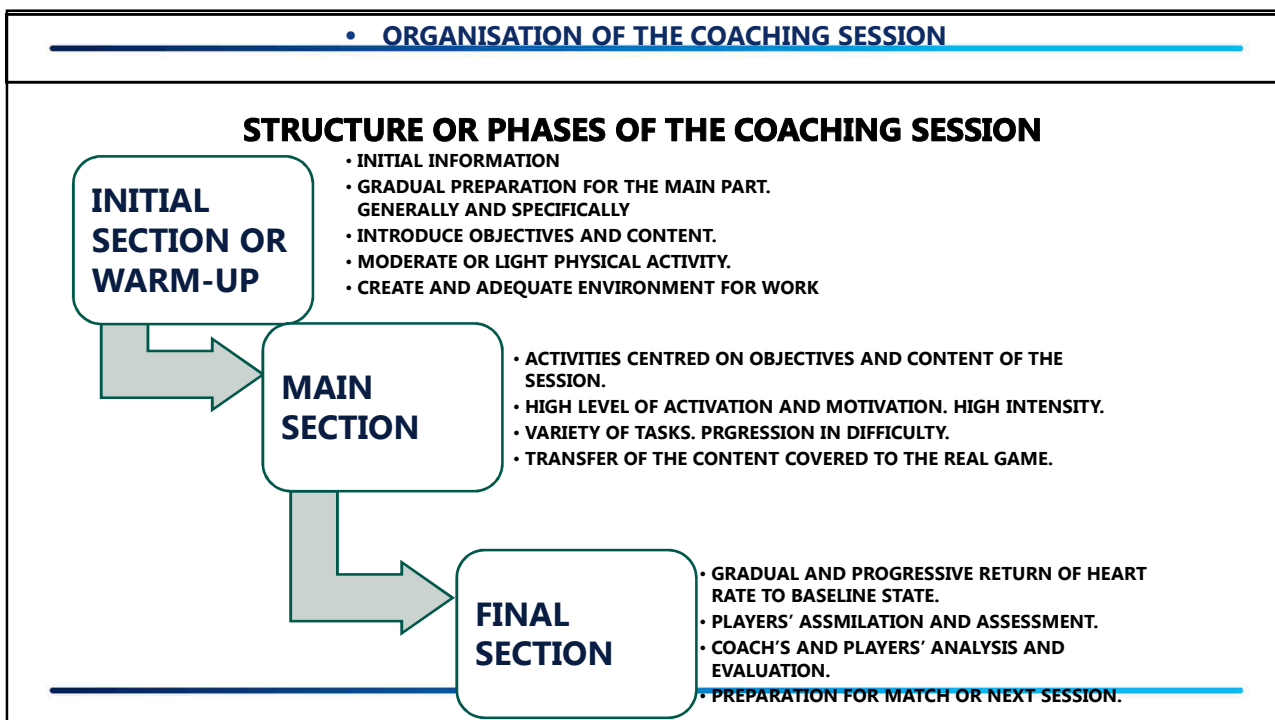
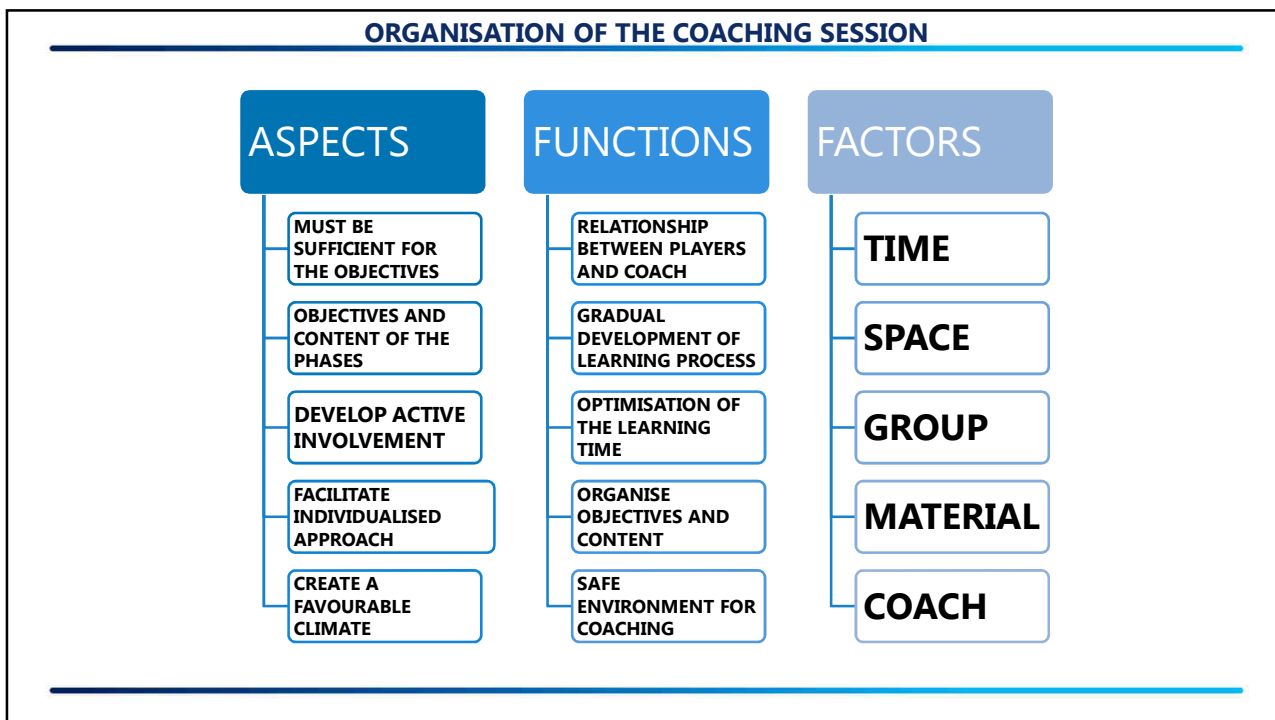
- THE COACH GUIDES THE PLAYER IN HIS/HER LEARNING, STARTING FROM THE BASIS OF HIS/HER OWN CREATIVITY AND CAPACITY FOR EXPLORATION, WITHOUT GIVING HIM/HER ANSWERS OR SOLUTIONS, BUT GIVING INFORMATION TO GUIDE HIM/HER IN THE SEARCH PROCESS IF NECESSARY.
- THIS INVOLVES THE PLAYER COGNITIVELY IN THE LEARNING PROCESS.
- THE PLAYER LOOKS FOR SOLUTION IN A TRIAL-AND-ERROR PROCESS, WHICH IS PRIORITISED IN THE EVALUATION.
- IT FEEDS THE PLAYER'S DESIRE FOR DISCOVERY AND POSITIVELY REINFORCES CREATIVITY.
- TASKS MUST BE PLANNED WHOSE SOLUTION IS WITHIN THE REACH OF THE PLAYERS, FOLLOWING THE PRINCIPLE OF PROGRESSIVITY, SO THAT THERE IS A CONSTANT SEARCH FOR SOLUTIONS AND AN ENRICHMENT OF PLAYING SITUATIONS.

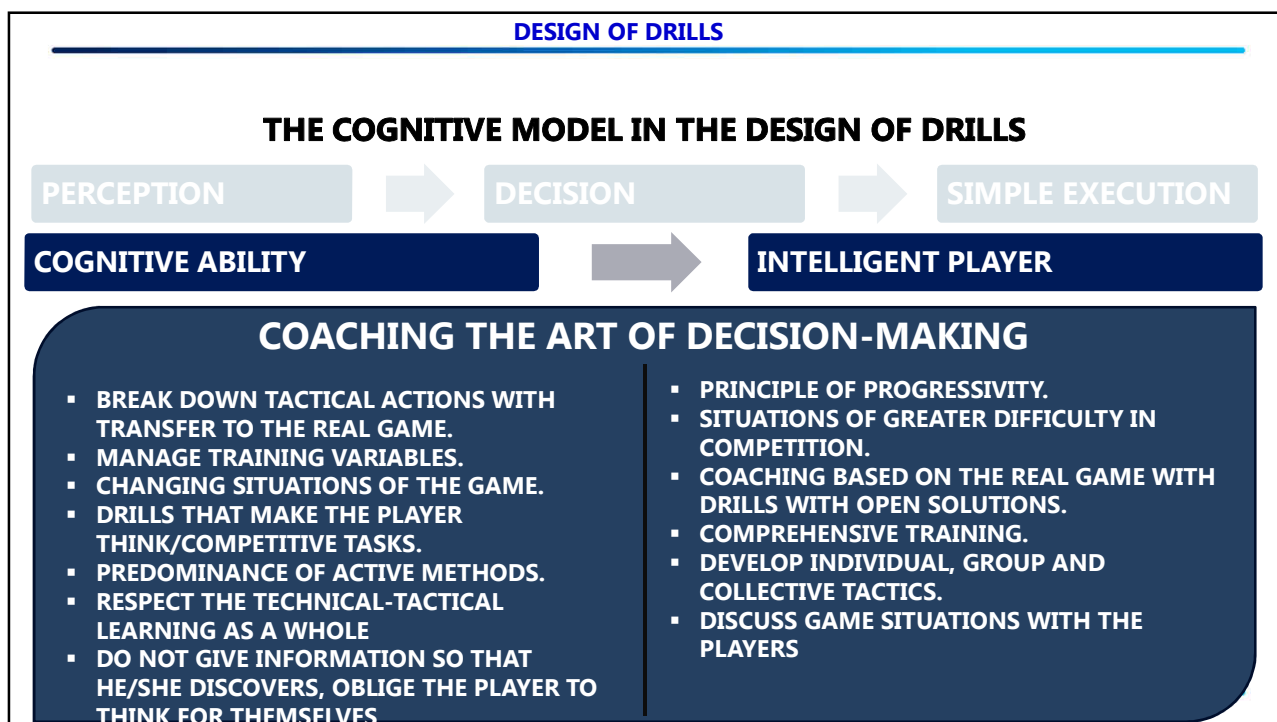
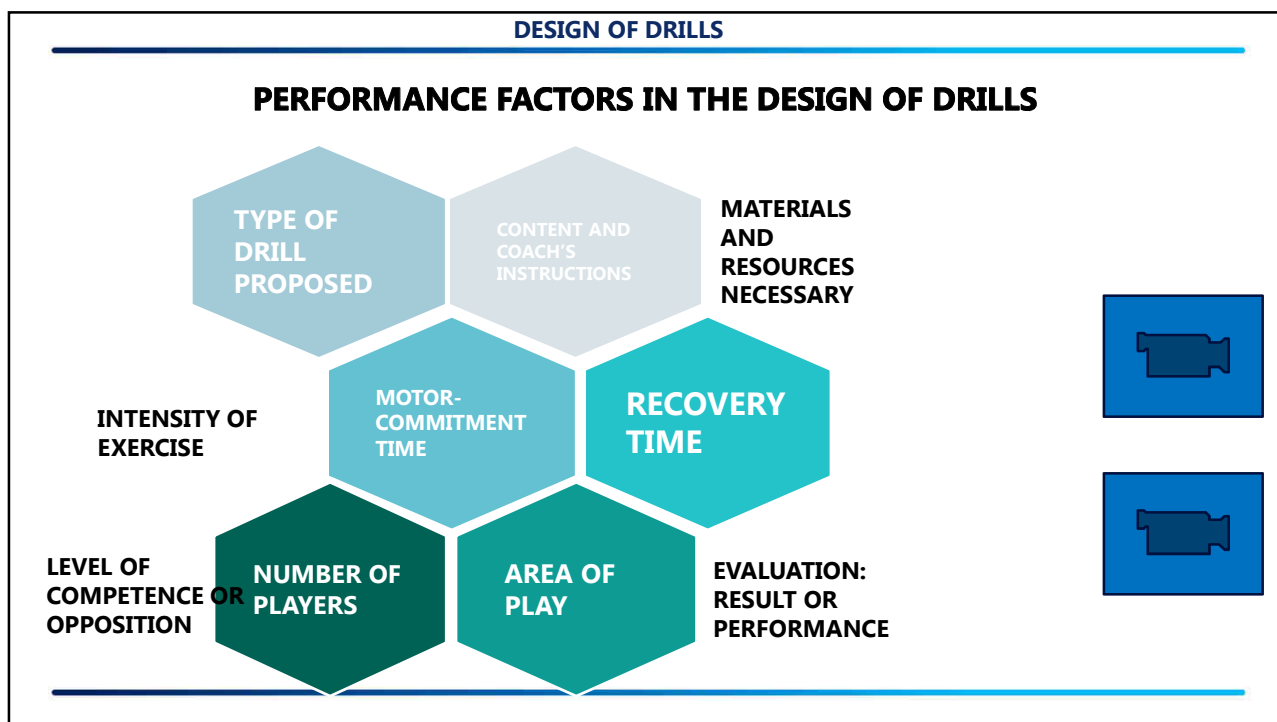
METHODS OR STYLES OF INSTRUCTION

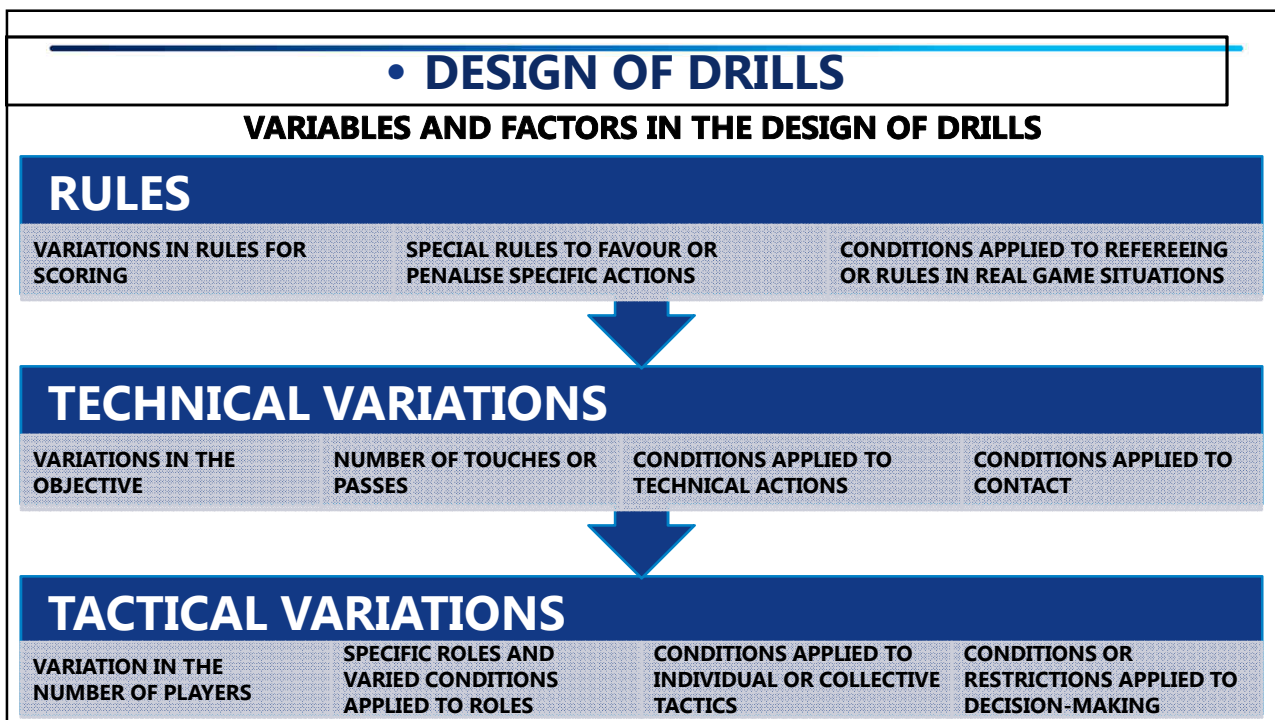
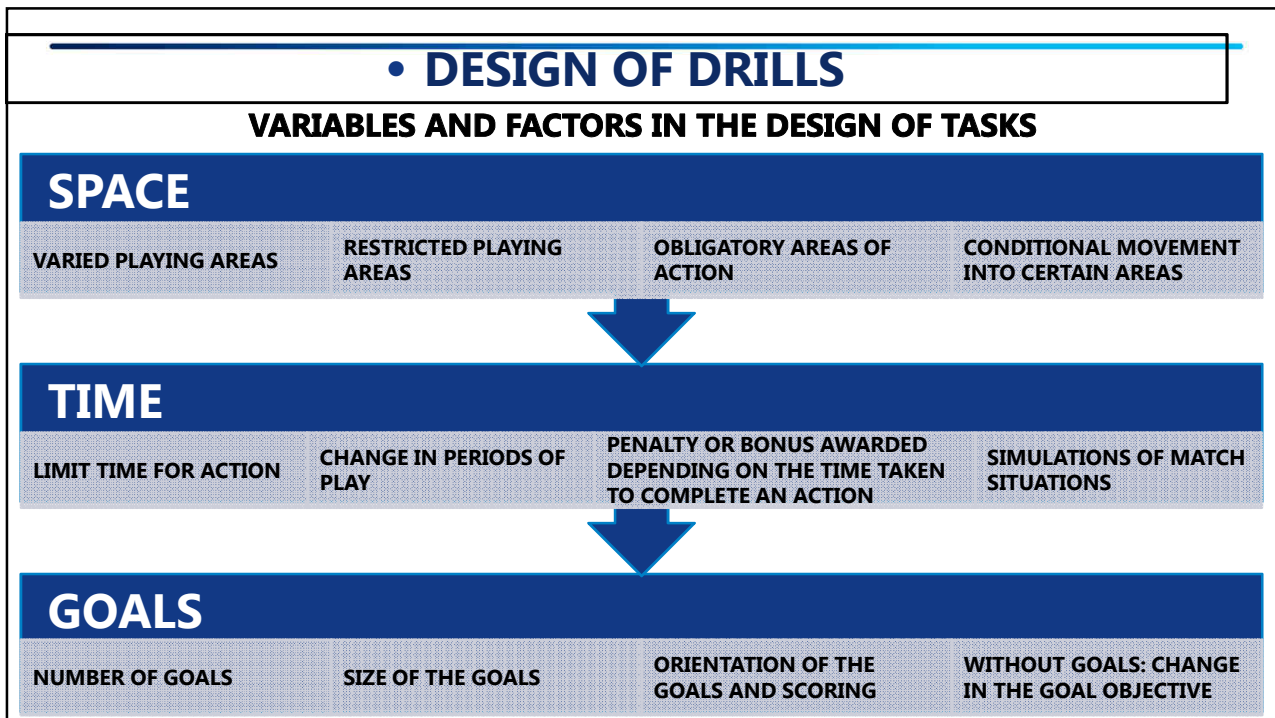
ACTIVE METHODS

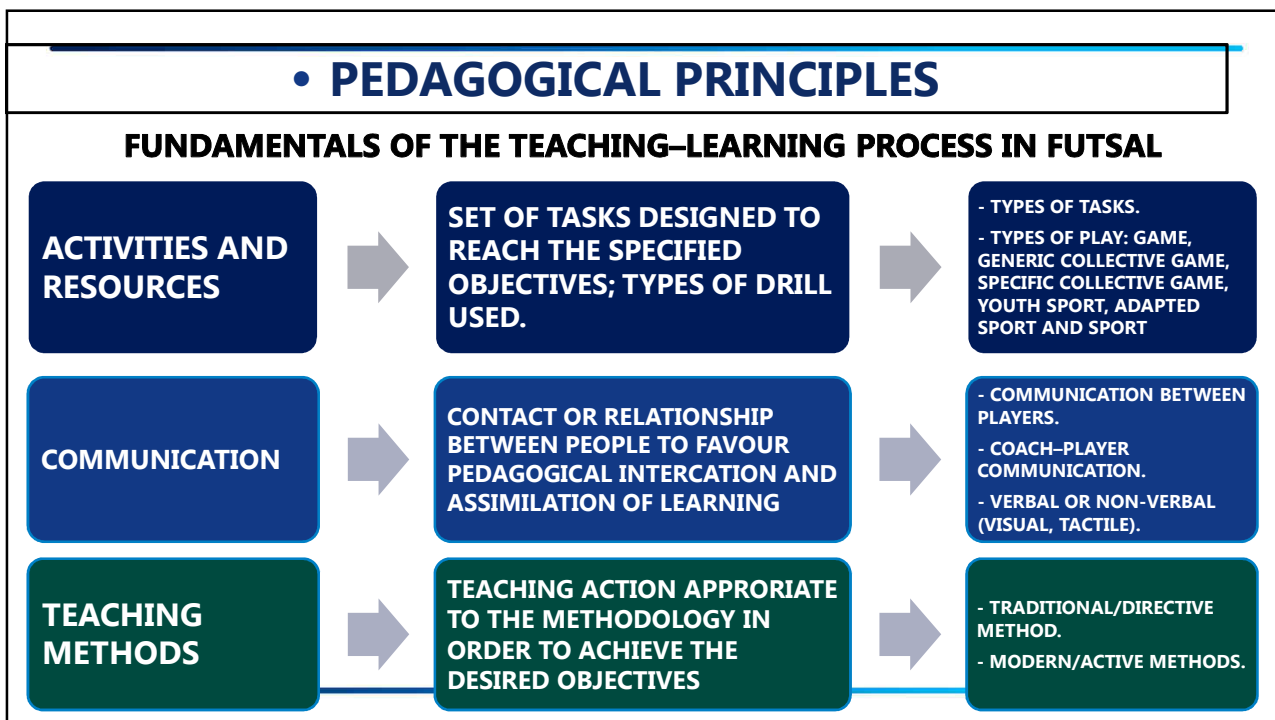
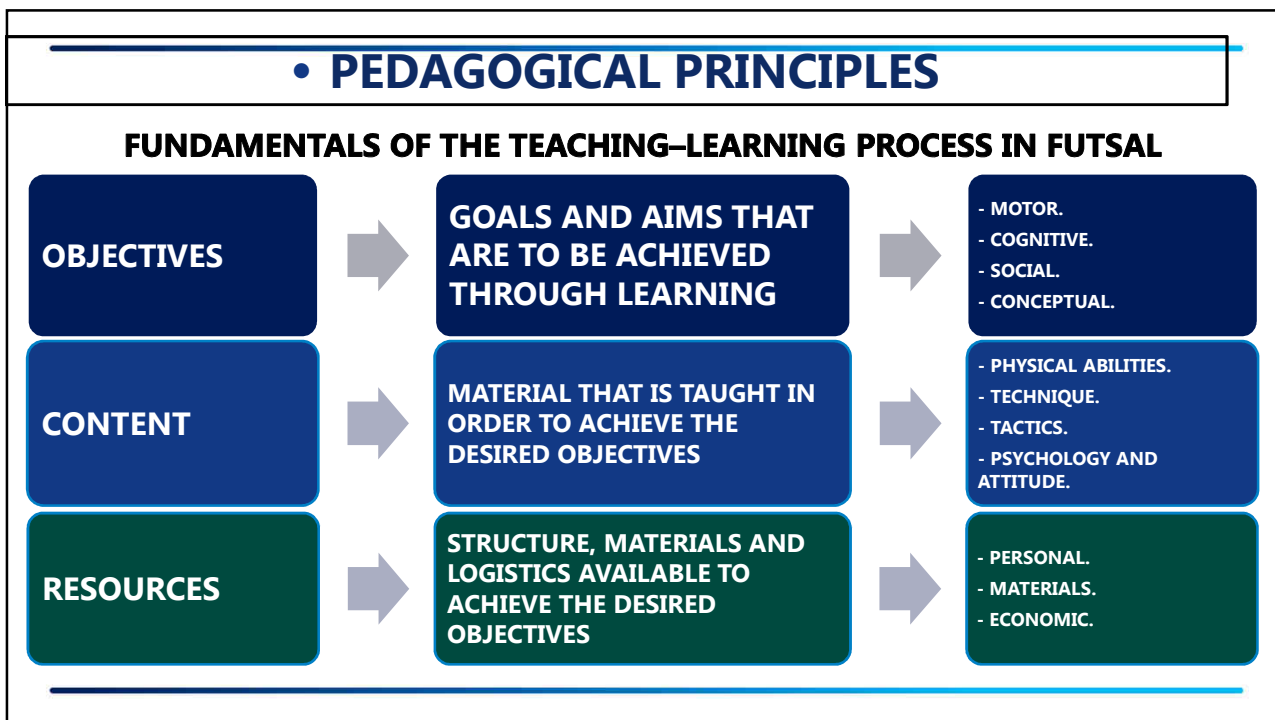
PROBLEM SOLVING

- THE COACH POSES PROBLEMS BASED ON GAME SITUATIONS THAT LEAD TO COGNITIVE DISSONANCE (VARIOUS SOLUTIONS POSSIBLE TO RESOLVE THE PROBLEM).
- THE COACH LETS THE PLAYERS SOLVE THE PROBLEMS THEMSELVES, ALWAYS REINFORCING THE EFFECTIVE SOLUTIONS.
- THE PLAYER'S CREATIVITY IS INDUCED, WHICH LEADS TO COGNITIVE DEVELOPMENT.
- THE COGNITIVE DISSONANCE HEIGHTENS THE TACTICAL EXPERIENCES AND THE PLAYER'S MOTOR RESOURCES AND RESPONSES.
- THIS METHOD OBLIGES THE PLAYER TO THINK EVEN MORE THAN GUIDED DISCOVERY.
- HEIGHTENED MOTIVATION AND STIMULUS FOR THE PLAYERS IN THEIR LEARNING.
- THE LEARNING OBTAINED BY THIS METHOD HAS A GREAT DEAL OF TRANSFER TO THE REAL GAME.
- TOTAL IMPLICATION OF THE PLAYER IN THE TEACHING-LEARNING PROCESS.
- HELP FOR THE PLAYER TO UNDERSTAND THE INTERNAL LOGIC OF THE GAME.









• PEDAGOGICAL PRINCIPLES

FUNDAMENTALS OF THE TEACHING–LEARNING PROCESS IN FUTSAL

EVALUATION



**METHODS AND WAYS OF
ANALYSING, MEASURING AND
INTERPRETING THOSE ASPECTS
OF THE GAME AND PLAYERS
THAT ARE THE SUBJECT OF
LEARNING**



- SYSTEMATIC OBSERVATION.
- EVALUATION TESTS.

**PROFESSIONAL
DEVELOPMENT
AND SPORTING
MANAGEMENT**



**TRAINING OF COACHES AND
MANAGEMENT OF PLAYERS'
LEARNING**



- TECHNICAL COACHING.
- DIDACTIC COACHING.
- PERSONAL AND VALUE-
BASED COACHING.

THE END



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