

INFLUENCE OF THE COACH'S SELF-DEFINED PROFILE AND MODE OF ACTION IN SCHOOL-AGE FOOTBALL TRAINING

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INTRODUCTION & AIM

School-age football represents a key tool for the comprehensive development of young people, as it combines physical, technical, tactical, and psychosocial aspects (Stølen et al., 2005). However, various studies show that coaches tend to use traditional methodologies that limit meaningful, contextualised, and player-centred learning (Gamonales et al., 2022). In this line, the communication style and a motivational climate that the staff generate are key point to achieve a high performance of the players (Moreno-Luque et al., 2019)

In this regard, it is emphasized that realistic tasks should be designed, with opposition and a playful approach, to foster decision-making, group cohesion, and participant motivation (Ibáñez et al., 2021). Likewise, it is important to delve deeper into research that analyses coaches from different categories within the same sports club, to understand the methodological and pedagogical coherence of the training process.

This study aimed to analyze the self-defined profile and mode of action of four school-age football coaches from the same sports club. A quantitative and descriptive approach was adopted to determine the coaches' self-defined profile.



METHOD

Coache's self-determined profile:

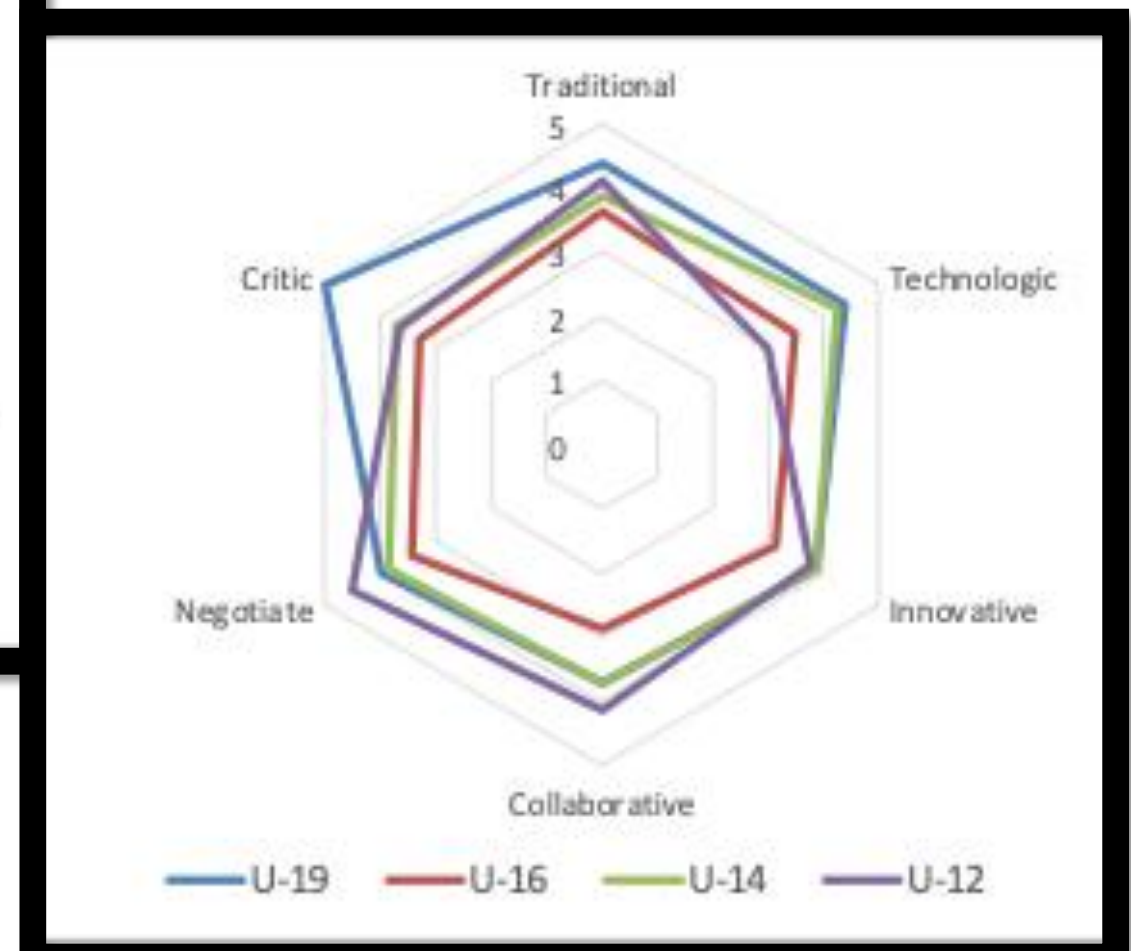
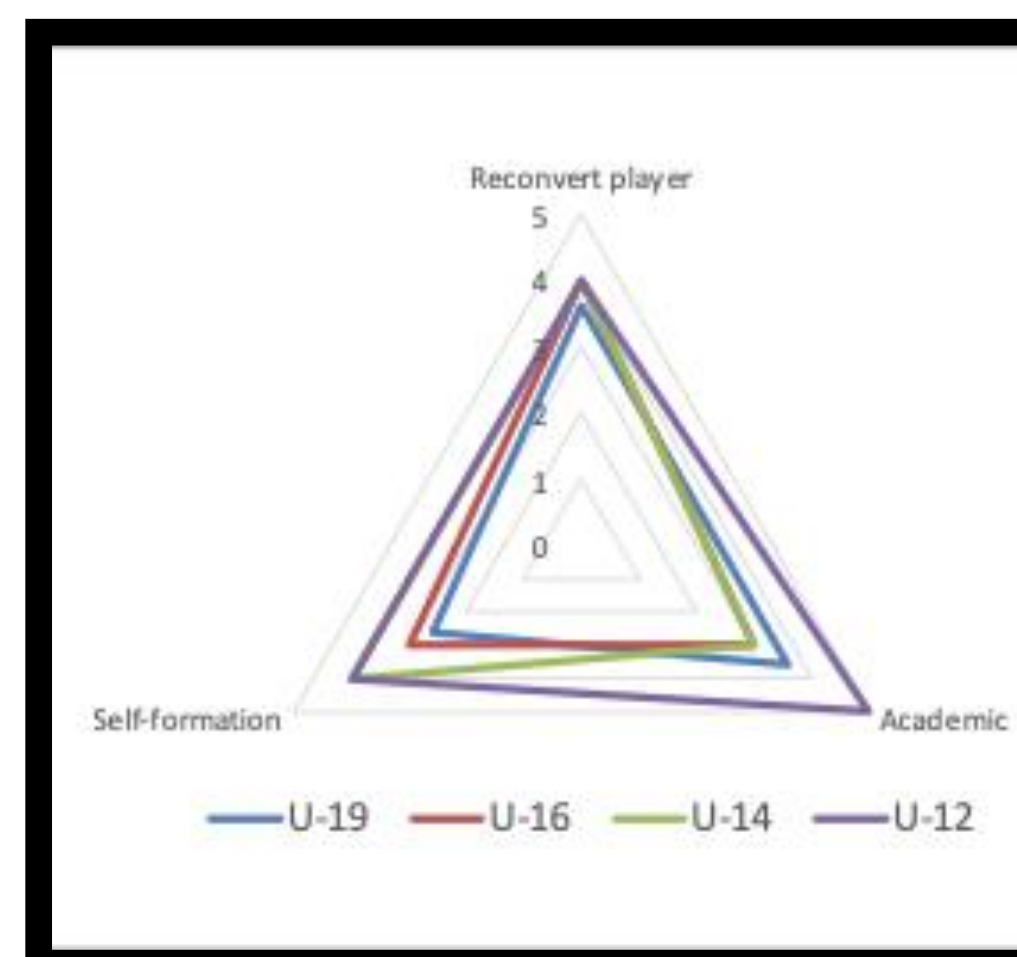
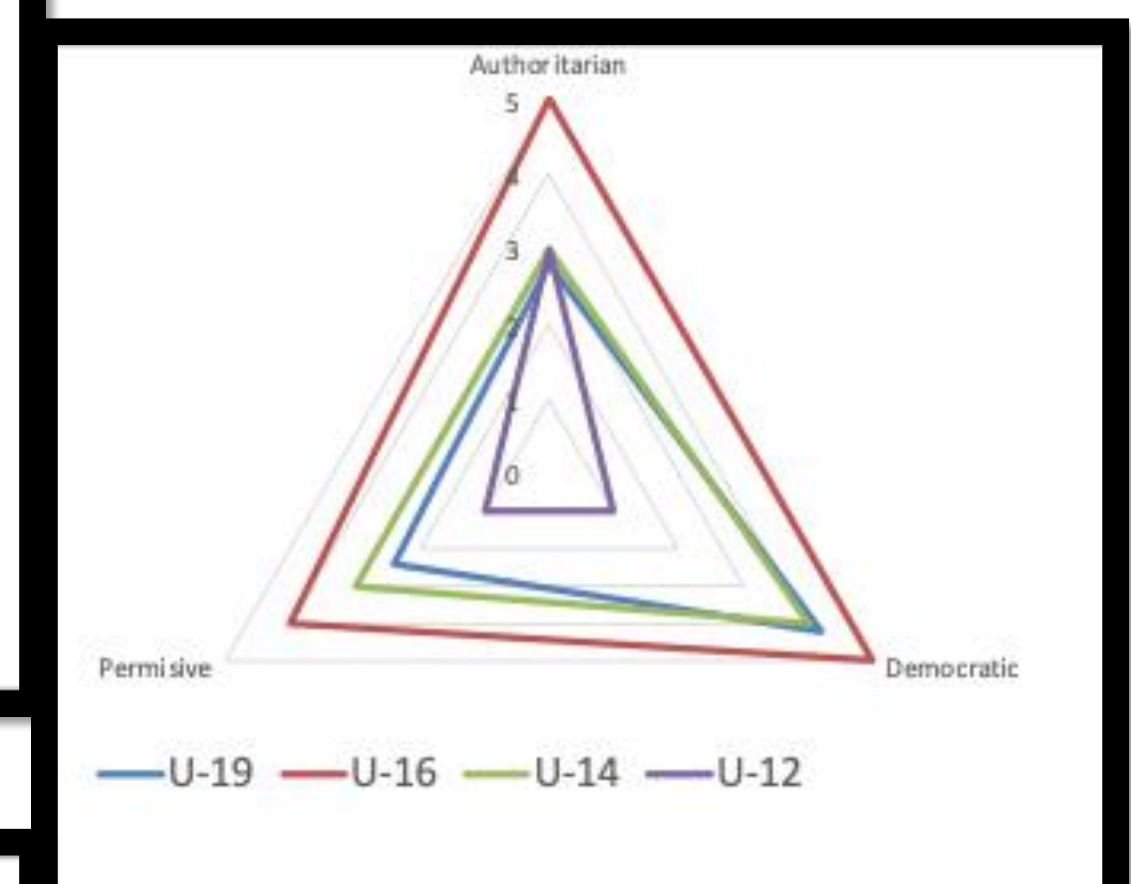
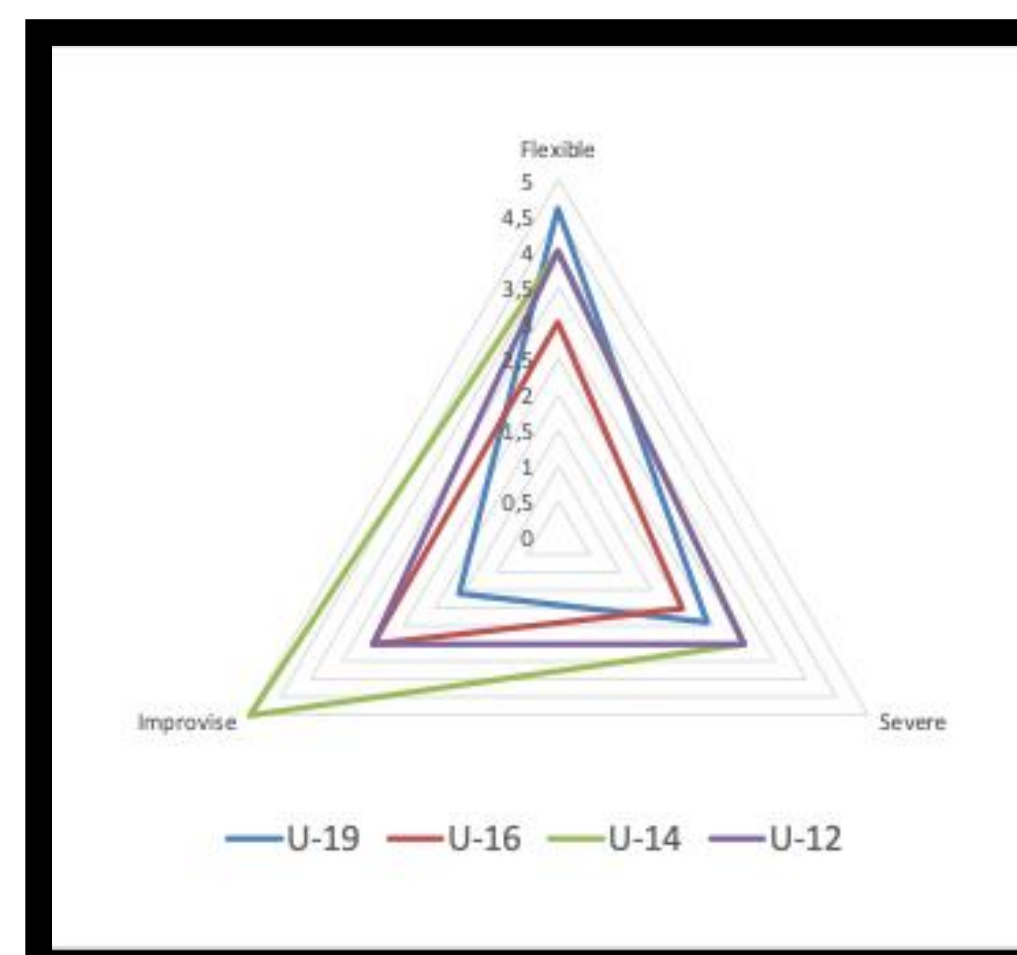
- ➔ (i) Coach Orientation Questionnaire;
- ➔ (ii) Coach Knowledge and Skills Questionnaire
- ➔ (iii) Coach Decision Questionnaire
- ➔ (iv) Coach Planning Style Questionnaire

On the other hand, the Integral System for Training Task Analysis (SIATE, acronym in Spanish) were used to analyze 169 tasks, and determined the mode of action of the coaches.



RESULTS & DISCUSSION

The results indicate that the coaches mainly identify with traditional and technological profiles, display predominantly democratic leadership styles, and use flexible planning. Likewise, the tasks designed are mainly based on real game situations, with numerical equality, high player participation, and an integration of technical-tactical components.



CONCLUSION

It is recommended to reinforce ongoing coach training, promoting a balance among practical experience, academic foundation, and pedagogical leadership to optimise the comprehensive development of school-age football.

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