



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 282019 **Name:** Football/Soccer

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: 11) Optional module

Subject Matter: Football **Type:** Elective

Field of knowledge: Sport Training

Department: Sports Training

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

OAC1 Florentino Huertas Olmedo (**Responsible Lecturer**) florentino.huertas@ucv.es



Module organization

11) Optional module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Athletics	6,00	Athletics	6,00	4/1
Football	6,00	Football/Soccer	6,00	4/1
Swimming	6,00	Swimming	6,00	This elective is not offered in the academic year 21/22
Tennis	6,00	Tennis	6,00	This elective is not offered in the academic year 21/22
Basketball	6,00	Basketball	6,00	4/1
New Tendencies of Practices in Sports Centers	6,00	New Trends of Practice in Sports Centres	6,00	This elective is not offered in the academic year 21/22
Paddel Tennis	6,00	Paddle	6,00	4/1
Direction and management of fitness and sports facilities	6,00	Direction and Management of Gymnasiums and Sports Centres	6,00	This elective is not offered in the academic year 21/22
Research Methods in Physical Activity	6,00	Research Methods and Techniques Applied to Behavioural Sciences. Physical Activity and Sport	6,00	4/1



Water recreation activities	6,00	Recreational Water Activities	6,00	This elective is not offered in the academic year 21/22
Sport in the Natural Environment: Specific Techniques	6,00	Sports in the Natural Environment: Specific Techniques	6,00	4/1

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To understand the physiological, biomechanical, behavioural and social modulators of training and teaching in Football.
- R2 To differentiate and be able to design development tasks of the various skills-skills (coordinative, conditional, and socio-cognitive) needed to optimize the performance level of football player.
- R3 To recognize, justify and use properly the analytical tasks, global and small sized games adapted according to the context of intervention in the teaching and training programs of football.
- R4 To diagnose, analyse, plan, implement and evaluate reasoned educational programs-training football players at different levels.
- R5 To develop and display values and attitudes of cooperation, respect, constructive criticism and professionalism own multidisciplinary working groups that characterize the "staff" or coaching of the football clubs and teams.
- R6 To acquire abilities of documental searching various literature sources and analyse it critically to find specific solutions to problems of intervention.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG4 Transmit any information regarding the contents of body expression both in writing and orally		X		
CG5 Plan and organize any activity efficiently			X	
CG7 Be capable of critical reasoning using the knowledge gained				X
CG11 Develop skills for creativity, initiative and entrepreneurship				X
CG13 Being able to apply theoretical knowledge in practice			X	

SPECIFIC	Weighting			
	1	2	3	4
CE10 Design, plan and evaluate content of body language to improve motor skills			X	
CE12 Plan, develop and control the theatrical process at different levels			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	30,00%	Written/oral and/or practical tests.
R2, R3, R4, R5	20,00%	Participation and self-assessment.
R2, R3, R4, R5, R6	50,00%	Oral exhibition of individual and / or group works.

Observations

Criteria for granting a grade of A with honours:

Summation of qualifications exceeding 9 pts. in order of number of UCV granting (no. Students)

To overcome the subject in the FIRST ENROLMENT will be essential:

- Overcome with at least 5 pts. the theoretical- practice exam
- Attend at least 70 % of the on campus classes. Non-attendance to this percentage will involve the performing of a theoretical and practical exam in the 2th enrolment. Approved qualifications from the first enrolment will be retained.
- Overcome with at least 5 pts. in its overall grade the individual works.
- Overcome 5 pts. between the various sections of the evaluation
- In the rest of competences, the student will be evaluated again in the extraordinary enrolment (repetition of the theoretical and practical exam and presentation of the team work).
- Students whose do not reach the minimum requirements in any assessment section but they reach the mean of 5 pts. they will be pointed with 4.5 pts.
- Also, it will be added (up 0.5 Pts. to the final note, and once approved the rest of topics of the evaluation) the collaboration- participation in research projects developed by professors at the Department of Physical Education & Sport Sciences. Furthermore, assistance to scientific events (workshops, conferences, symposia,) related to football.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exhibition of contents by the teacher.
- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M6 Practical lesson.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student</p> <p>M2, M3, M6</p>	R2, R3, R5	28,00	1,12
<p>TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works.</p> <p>M3</p>	R5, R6	2,00	0,08
<p>EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project.</p> <p>M2, M3</p>	R1, R2, R3, R4	2,00	0,08
<p>THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom.</p> <p>M1, M2</p>	R1, R2, R3	20,00	0,80
TOTAL		52,00	2,08

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<p>AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces.</p> <p>M3</p>	R1, R2, R3, R4, R6	98,00	3,92
TOTAL		98,00	3,92



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD1	Soccer. History and historical development. Nature of soccer. Structural analysis. Capacities and structures of team sports: Technical, conditional, cognitive and socio-affective. Phases of the game. Basic terminology.
UD2	Developmental stages and objectives in the training process. Training and teaching models: Traditional model vs. Global models. Session planning: General tasks, directed, specific and competitive. Symbolology.
UD3	Conditional structure in soccer. Conditional profile of the match. Movement control during the game Energy production and utilization of substrates. Fatigue in soccer. Evaluation of the conditional capacity in soccer. Laboratory and field tests. Main injuries, prevention and conservative treatment.
UD4	Technical structure in soccer. Relevance of main soccer technical actions. Determinants of technical execution. Criteria for building technical-coordinative tasks. Technical training of the player. Scouting and assessment of individual technique.
UD5	Cognitive structure in soccer I. Relevance of the individual tactics in soccer. The perception-action process. Relevance of technical-tactical actions. Training individual player tactics. Scouting and evaluation of individual tactics.



UD6

Cognitive structure in soccer II. Relevance of collective tactics in soccer. Tactical and strategic analysis. Offensive systems: combined attack, direct attack and counterattack. Defensive systems: zonal, individual and mixed mark. Transitions. Characteristics of the main game systems. Principles of design, development and execution of offensive-defensive game systems. Criteria for prioritizing tasks to build tactical concepts. Strategy and Set pieces. Building elements of the game subject to strategic manipulation. Scouting and evaluation of tactical situations, game systems and Set pieces. DAFO-CAME Analysis

UD7

Goalkeeper training. Perceptual and motor skills, conditional and tactical goalkeeper profile. Goalkeeper performance context. Methodological aspects for the design and execution of training tasks for goalkeepers. Scouting and evaluation of specific skills and qualities of the goalkeeper.

UD8

Preparation of the player. Planning and periodization of training in soccer. Planning stages. Diagnosis and DAFO-CAME. Structures of periodization: Multiannual cycles. Season. Periods. Mesocycles. Microcycles. Sessions. Tasks. Main models of training periodization in soccer. Scouting and detection of gifted players in soccer.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UD1	1,00	2,00
UD2	3,00	6,00
UD3	5,00	10,00
UD4	5,00	10,00
UD5	4,00	8,00
UD6	4,00	8,00
UD7	2,00	4,00
UD8	2,00	4,00



References

BASIC BIBLIOGRAPHY:

Ardá, T., & Casal, C. (2003). *Metodología de la enseñanza del fútbol*. Barcelona: Paidotribo.

Bayer, C. (1992). *La enseñanza de los juegos deportivos colectivos*. Barcelona: Hispano Europea.

Benítez, R., & Aiestarán, P. (2000). *Fútbol, método integral de entrenamiento: concepto y planificación*. Madrid: Gymnos.

Bosco, C. (1994). *Aspectos fisiológicos de la preparación física del futbolista*. Barcelona: Paidotribo.

Campos, M.A. (2019). *Reflexiones Sobre la Teoría y Práctica del Entrenamiento para el Fútbol Actual*. Vigo: MCSports

Cano, O. (2001). *Entrenamiento global basado en la interpretación del juego*. Sevilla: Wanceulen.

Castelo, J. F. (1998). *Fútbol. Estructura y dinámica de juego*. Barcelona: INDE

Castellano, J y Casamichana, D. (2016). *El arte de Planificar en Fútbol*. Barcelona: FDL.

Casamichana, D, San Román, J., Calleja, J. y Castellano, J. (2015) *Los juegos reducidos en el entrenamiento del Fútbol*. Barcelona: FDL.

Guindos, D. (2015). *Construcción Metodológica del modelo de juego*. Barcelona: FDL.

Pino, J. (2002). *Análisis funcional del fútbol como deporte de equipo*. Sevilla: Wanceulen.

Lago, C. (2015). *Fútbol es Fútbol. Una explicación científica sobre creencias del juego*. Vigo: MCSports.

Lago, C. (2018). *Cortita y al pie*. Independent Publisher.

Pol. R. (2015). *La Preparación ¿Física? en el fútbol*. Vigo: MCSports.

Riera, J. (1990) *Fundamentos del aprendizaje de la técnica y la táctica deportivas*. Barcelona: INDE.



Wein, H. (1995). *Fútbol a la medida del niño. (Vol. I y II)* . Madrid: RFEF.

COMPLEMENTARY BIBLIOGRAPHY:

Bauer, G., & Ueberle, H. (1988): *Fútbol: Factores de Rendimiento y Dirección de Equipo*. Barcelona: Martínez Roca.

Beltrán, F. (1991). *Iniciación al Fútbol-Sala. Técnica y Planificación*. Zaragoza: CEPID.

Benedeck, E. (1996). *Fútbol infantil*. Barcelona: Paidotribo.

Blazquez, D. (1995). *La iniciación deportiva y el deporte escolar*. Barcelona: INDE.

Bompa, T. O. (2003). *Periodización. Teoría y Metodología del entrenamiento*. Barcelona: Hispano-Europea.

Casais, L., Domínguez, E., & Lago, C. *Futbol base: el entrenamiento en categorías de formación vol. I y II*. Vigo: MCSports.

Cerverá, A. (2010). *Modelo Organizacional-Estratégico de entrenamiento en fútbol*. Vigo: MCSports.

Chicharro, F., & Area, A. (2005) *Manual para el entrenamiento de porteros de fútbol base*. Barcelona: Paidotribo.

Coles, D. (2003) *Goalkeeping. The specialist*. Marlborough: The Crowood press.

Conde, M. (1994-1997). *El entrenamiento del portero de fútbol, vol. I , II, III*. Madrid: Gymnos.

Domínguez, D. (2015). *Ejercicios y tareas globalizadas de fútbol base*. Vigo: MCSports.

E.N.E.F. (1999). *Táctica, estrategia y sistema de juego*. Madrid: Real Federación Española de Fútbol.

Espar, X. (1998). *El concepto de táctica individual en los deportes colectivos*. Apunts: Educación Física y Deportes, 51, 16-22.

Fernández, J. (1996). *Entrenamiento físico basado en la táctica y la estrategia*. Madrid: Gymnos.



- Fradua, L. (1997). *La visión de juego en el futbolista*. Barcelona: Paidotribo.
- García Manso, J. M., Navarro, F., & Ruíz, J. A. (1996). *Bases teóricas del entrenamiento deportivo. Principios y aplicaciones*. Madrid: Gymnos.
- Grehaighe, J. (2002). *La organización del juego en fútbol*. Barcelona: INDE.
- Hernández Moreno, J. (1994). *Fundamentos del deporte. Análisis de las estructuras de los juegos deportivos*. Barcelona: INDE.
- Konzag, I., Döbler, H., & Herzog, H. D. (1997). *Entrenarse jugando*. Barcelona: Paidotribo.
- Lacuesta, F. (1997). *Tratado de Fútbol*. Madrid: Gymnos. • Madrid, J. (2014). *Scouting en fútbol: Del fútbol base al alto rendimiento*. Vigo: MCSports.
- Mombaerts, E. (1998). *Fútbol. Entrenamiento y rendimiento colectivo*. Barcelona: Hispano Europea.
- Oliveira, B., Resende, N., Amieiro, N., & Barreto, R. (2007). *Mourinho ¿Por qué tantas victorias?* Pontevedra: MC Sports.
- Pablos, C., & Huertas, F. (2000). *Entrenamiento Integrado: Justificación de las Nuevas propuestas de entrenamiento y evaluación del rendimiento aero-anaeróbico en fútbol*. Revista de Entrenamiento Deportivo -RED, 15, 5-15.
- Pino, J. & Moreno, M.J. (1996). *Entrenamiento integrado en deportes de colaboración-oposición*. Revista de Entrenamiento Deportivo- RED, 10, 13- 16.
- Pirnay, F., Geurde, P., & Marechal, R. (1993). *Necesidades fisiológicas de un partido de fútbol*. Revista de Entrenamiento Deportivo RED, 7, 44-52.
- Pol, R. (2011). *La Preparación ¿Física? en el fútbol: El proceso de entrenamiento desde las ciencias de la complejidad*. Vigo: MCSports.
- Roca, A. (2008). *El proceso de entrenamiento en Fútbol*. [Versión Electrónica] recuperado el 15 de julio de 2009 de <http://www.albertroca.com/wpcontent/uploads/2008/12/procesoentrenamientofutbol-albert-roca.pdf>.
- Sánchez Bañuelos, F (1984). *Bases para una didáctica de la educación física y el deporte*. Madrid: Gymnos.



Seirul.lo, F. (1986). *Entrenamiento coadyuvante*. Apuntes de medicina deportiva, 23, 38-41.

Seirul.lo, F. (1987). *Opción de planificación en los deportes de largo periodo competitivo*. Revista de Entrenamiento Deportivo RED, 1, 53-62.

Seirul.lo, F. (1999). *Criterios modernos de entrenamiento en el fútbol*. Training Futbol, 45, 8-18.

Taelman, R. (1988) *El entrenamiento del portero*. Lérida: Aconos.

Vieitez, S. (2015). *Cuaderno agenda de ejercicios para el análisis y el entrenamiento de fútbol*. Vigo: MCSports.

Weineck, E.J. (1994). *El entrenamiento físico del futbolista: Fútbol Total, vol. I y II*. Barcelona: Paidotribo.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: