
Continuing Education and its Contribution to the Integral Formation of Soccer Coaches



Capacitación Continua y su Contribución en la Formación Integral de los Entrenadores de Fútbol

Educação contínua e a sua contribuição para o desenvolvimento integral dos treinadores de futebol

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Abstract: The role of the soccer coach worldwide and the responsibility that this entails, is a structural part of all teaching-learning programs in the area, the present research aims to reflect on the importance of continuous training in the integral formation of soccer coaches, addressing a description of its current state and how gradually continuing education has generated them pedagogical skills , The study focuses on a qualitative analysis that implemented the application of interviews, surveys, classroom visits, which allowed to assess the contribution of training in soccer coaches, allowing them to work on the socio-affective, cognitive, educational structure and values of soccer players. Soccer coaches should be trained continuously, since these are conducive to the development of attitudes during their training sessions, which is reflected in the work plans.

Keywords: Integral education, coaches, continuous training, soccer.

Resumen: La función del entrenador de fútbol a nivel mundial y la responsabilidad que esta conlleva, forma parte estructural de todos los programas de enseñanza aprendizaje en el área, la presente investigación pretende reflexionar sobre la importancia de la capacitación continua en la formación integral de los entrenadores de futbol, abordando una descripción de su estado actual y como paulatinamente la educación continua les ha generado competencias pedagógicas , el estudio se concentra en una análisis cualitativo que implemento la aplicación de entrevistas, encuestas, visitas áulicas , lo cual permitió valorar la contribución de las capacitaciones en los entrenadores de fútbol, permitiendo que trabajen sobre la estructura socioafectiva, cognitiva, educativa y valores de los futbolistas. Los entrenadores de fútbol deben capacitarse continuamente, ya que estas son conducentes al desarrollo de actitudes durante sus sesiones de entrenamiento, lo cual se refleja en los planes de trabajo.

Palabras clave: Formación integral, entrenadores, capacitación continua, fútbol.

Resumo: : O papel do treinador de futebol a nível mundial e a responsabilidade que isto implica, é uma parte estrutural

de todos os programas de ensino e aprendizagem na área, esta investigação visa reflectir sobre a importância da formação contínua na formação integral dos treinadores de futebol, abordando uma descrição do seu estado actual e como a educação contínua os gerou gradualmente competências pedagógicas. O estudo centra-se numa análise qualitativa que implementou a aplicação de entrevistas, inquéritos, visitas de sala de aula, que permitiram avaliar a contribuição da formação em treinadores de futebol, permitindo-lhes trabalhar sobre a estrutura sócio-afectiva, cognitiva, educativa e os valores dos jogadores de futebol. Os treinadores de futebol devem ser continuamente treinados, uma vez que estes são conducentes ao desenvolvimento de atitudes durante as suas sessões de treino, o que se reflecte nos planos de trabalho.

Palavras-chave: treino integral, treinadores, treino contínuo, futebol.

INTRODUCTION

A coach whose objective is to stand out as a trainer and manager in professional soccer must acquire competencies that will allow him to develop his work from science, to have knowledge that will allow him to use an adequate pedagogy depending on the age, development, education and culture of the soccer players.

We cannot forget that the trainer-educator has a broader function in the integral formation of children and youngsters, he cannot dedicate himself only to direct a training, through technical or tactical exercises and actions, he must know that he is not working with machines, especially in infantile ages, the trainer must participate continuously in training programs that form them integrally, thus improving their performance and that of the soccer players.

The competencies they acquire through training for their integral formation are conducive to applying behavioral norms that generate in their work and in the soccer players a socio-affective, educational, cognitive and values formation, and at the same time, improve communication tools with the young people.

The continuous training for the integral formation, as a consequence will strengthen the knowledge about the stages of motor development of athletes, allowing coaches to know what teaching and training methods to use to strengthen the socio-affective structures, cognitive structure, coordination structure and values, this as a result will lead to a full formation of the personality of the player, creating a suitable learning area to develop creativity, intelligence through the experiences developed in the training sessions, both players and coaches.

In order for a coach to acquire the skills and apply contents that integrally form the soccer players, they must have a formation that derives in obtaining a pedagogical learning, and for such reason to be able to develop their work with great success, forming each player from their individual and collective needs. Every day more and more children and young people come to the sports fields of the different clubs and soccer schools, looking to fulfill their dream of playing professional soccer, from the social point of view is the right place to generate content to help in the comprehensive training of athletes, provided that trained coaches can develop sports and social skills to help them adapt in any culture or society in which they play, and if they do not reach the high performance or go abroad, they can be a productive person in their community.

Pedagogical Scope of Continuing Education for Soccer Coaches

Coach-educators trained from the pedagogical point of view can undoubtedly plan the contents according to the stages of the soccer players' motor development, including all the aspects that allow them to provide them with an integral formation. Jimenez, Rodriguez, & Castillo (2001) state "the importance of knowing

the theoretical aspects of the preparation of trainers-educators so that they can apply a correct teaching of all aspects of sport" (p.1).

Table 1. *Scope*

TABLE 1
Scope

EDUCATIONAL SPHERE	PSYCHOLOGICAL LEVEL	TECHNICAL FIELD	OTHER FIELDS
Programming, Design of sessions and activities, Organization of the contents, Methodology, Evaluation	Motivation of players, group control and management, communication skills, teamwork, interpersonal skills, psycho-evolutionary knowledge of players, positive work environment, coach's behavior during training sessions, coach's behavior during competition.	Main characteristics of the sport, general and specific sport technique, general and specific sport tactics, general and specific sport strategy, general and specific physical preparation, rules of the game.	Anatomy and physiology, First aid, Training organization.

Vargas (2015) stated the following:

Pedagogical processes are a network of dynamic relationships between systems, manifested through what we call structures. And what we traditionally call capacities are forms of sectorial evaluation of part of the teaching-learning processes. We can interpret the person of the athlete as a hypercomplex Structure configured by interactions and retroactions between structures.

- CONDITIONAL
- COORDINATIVE
- COGNITIVE
- SOCIO-AFFECTIVE
- EMOTIONAL-VOLITIONAL
- CREATIVE-EXPRESSIVE
- MENTAL
- BIOENERGETICS. (p. 24)

In order to examine the pedagogical development of teaching and learning, soccer coaches should focus on the elements that predominate in the training of soccer players and what is the appropriate methodology to use at each stage of growth and instruction, from the early ages to high performance, this will give control of the evolution of the different components of the integral training and the activities that will be used to train these future athletes.

Tello (2014) agrees with a considerable number of soccer coaches regarding the different theoretical aspects dealt with in the training sessions, which should be focused on the social and sports context, and therefore states that "current models should be focused on sports initiation, with logical coherence of development, that provide satisfactory results and that are constantly updated, with their own teaching styles for the comprehensive training of athletes" (p.134).

Integral Training of Coaches and Athletes

Soccer coaches must obtain pedagogical competencies that allow them to instill in soccer players, values and meaningful learning during training sessions, including different aspects of the integral formation of children and young people respecting each stage of formation and development that they have, "a professional coach is a specialist in his activity, as an extractor of performance of a group and as a guide of the wills of a group of athletes" (Vales and Areces, 2000, p. 61). (Vales and Areces, 2000, p. 61).

It is important to analyze the considerations on the subject expressed by the entities that govern world soccer, from the grassroots to high performance:

The international federation of associated soccer supports the idea of assuming that the soccer educator is the person who knows, who knows? It is true that he does not know everything, even within his area, but he must know perfectly well what he wants to transmit. Victories and defeats mean nothing compared to what soccer can transmit in terms of human and social values, which will help the formation of the future citizen, as well as his insertion in society. (FIFA, 2021)

The continuous training of soccer coaches is directed towards their integral formation, so that they obtain competencies that generate a more productive environment in their performance.

Within teacher training, Ayala, Zuluaga and Loaiza, (2015), states that the active role of the coach in the training process of the athlete have synthesized the most important characteristics that in my opinion a coach-trainer of base soccer should have in the following decalogue:

1. A taste for transmitting, a taste for giving, a taste for helping others; this should be the main characteristic of the soccer coach-trainer; he/she should have a vocation.
2. To promote sports not as a manifestation of strength, but as a means for the intelligent and rational development of the organism.
3. To have an exemplary conduct with their fellow professionals, referees, parents and players, to possess great values and therefore be a role model for their athletes.
4. Understand that children are children and not small adults; therefore, you must adapt the sport and implement a work methodology according to their physical and psychological development.
5. To transmit to its athletes from the initiation stage a sports education based on respect for rules, respect for others and fair play.
6. To be more concerned with stimulating their students than with teaching, developing a process in favor of the development of creativity, respecting the psychological, intellectual and motor individualities of the children.
7. To generate in child athletes a mentality based on the pleasure of playing and the will to progress and not on winning titles at all costs.
8. To have a wide knowledge of the means, methods, principles and styles of training oriented to children's ages, for its adequate application.
9. To give the students during the class the possibility of feeling like "teachers", knowledgeable about their sport, applying active methods that allow for greater coach-player interaction, thus achieving the development of their creativity.
10. Knowing how to listen, being attentive not only to the successes, but also to the problems that may arise, maintaining constant communication with the athletes, giving them confidence and security. p373

Soccer Training and Teaching

The theoretical references of training in formative categories, provided by the authors, focus on describing the importance of the pedagogical training of coaches, so that they implement a comprehensive training in children and young people who practice soccer on a daily basis.

Ruiz, Ponce, Sanz and Valdemoro, (2015), state that "sport, in general, and team sports in a specific way, are attributed a wide potential in the field of education in values".

From the educational point of view and the training of future coaches, Ruiz et al (2015), describes "sport has traditionally been considered an appropriate means to achieve values of personal and social development;

eagerness to excel, integration, respect for the person, tolerance, abiding by rules, perseverance, teamwork, overcoming limits, self-discipline, responsibility, cooperation, honesty, loyalty".

Monjas, Ponce and Gea, (2015), state that "the relationship sport-education in values has many focuses that deserve to be considered. We cannot think that the simple practice of sport favors the development of appropriate values, it is necessary to work intentionally on this aspect so that the relationship is positive".

The different approaches insist on theorizing about the different pedagogical currents that teachers must deal with coaches, which talk about the process of teaching soccer and each of the stages of formation through which children, young people and professionals go through, ordering the methodological and pedagogical content to be carried out during training and competitions.

Mora, (2016), states that, "when talking about the methodology in the teaching process of children's soccer, it must be a proposal ordered by stages according to their evolutionary age, such proposal has as its fundamental purpose, the integral formation of the child".

In the theoretical and practical trainings, the teachers must guide the theoretical development, the contents based on articles, books, videos, lectures, so as to value the learning of the coaches in training. During the practical classes there will be visits from experts who will talk about their experience as coaches.

Theories Applied to the Integral Formation of Trainers-Trainers

The research work from the various theories that govern the training of soccer coaches focuses on identifying the various pedagogical aspects that coaches - trainers should develop to improve the teaching - learning of future professional soccer players. This work begins by analyzing the existing contribution in the trainings of the coaches to the integral formation that they obtain and the competences that will allow a better sports planning, focusing it on aspects that go beyond the sports, that look for the coaches - trainers to apply teaching strategies that derive in the integral formation of the soccer players.

The different theories show the pedagogical preparation that coaches must acquire in order to generate competencies that facilitate the application of methodological and didactic strategies for the integral formation of athletes.

The training of trainers-educators, Cortez, (1981), states that teaching is the direction given to learning. Didactics can be general and special. The former studies the problems of teaching as a whole, studying the general conditions. Special didactics refers to a well-defined field, it studies the application of the principles of general didactics in the teaching of various disciplines, in a specific way. Educational-physical activities require special didactics. Thus we speak of a special didactics of gymnastics, athletics, swimming, in our case of soccer.

Training soccer teachers to develop content in their classes for the integral formation of children and young people will allow future coaches to apply pedagogical strategies that work on the socio-affective, cognitive, educational and values structure of soccer players in training. This pedagogical work will improve the performance of coaches and athletes, contributing to the development of the club and society.

Behavioral Theory

Sports coaches traditionally applied behaviorist models to the training of soccer players, with a planning totally focused on the sporting aspects forgetting the formation as a human being and the development of behaviors that will form him integrally, Currently the application of this teaching model, evolved favorably coaches who are trained in the pedagogical field could favorably deepen in the behaviorist theory, implementing activities in the teaching-learning processes, which implement exercises that allow evaluating the observable behavior and direct it to obtain certain attitudes, in sports and human training.

The coaches, influenced by the behaviorist and mechanistic motor learning theories that have prevailed in sports training, proposed analytical and partial training. Thus, exercises were presented for the development of individual technique (control, driving, striking, dribbling, entry, clearance,...), a lot of physical preparation based on methods and systems of training.), a lot of physical preparation based on training methods and systems of proven performance in individual sports (running, jumping, throwing); tactics, through a few

small games in training and pre-match talks, which would also serve as psychological preparation, should be sufficient for the players to have a good performance capacity and to be able to find adaptive responses to the problems that could arise in the development of the game derived from the opposition (against opponents) and cooperation (with teammates). Likewise, the post-match talks were useful for tactical corrections as well as for individual and collective behavioral adjustments (motivation, cohesion, etc.). (Romero, 2005, P. 1)

Cognitivist Theory

Piaget's cognitivist theory greatly influences current sports training, where different training methods are implemented that are aimed at improving the decision making of soccer players, applying tasks that allow them to obtain quick solutions to each problem posed by the social environment and sports competition, these methodologies seek to replicate situations in training through exercises that serve to contextualize the problems to be solved in competition and life.

In our work, therefore, it seems appropriate to refer to the techniques, methods or strategies that Sport Psychology provides, as cognitive strategies, since athletes can use them to improve their psychological skills or abilities, in order to solve the problems that arise in training and competitions. Even more so, taking into account that the learning by the competitors of these skills and their subsequent practice and application, involves a process in which they have to be actively involved and, therefore, analyze and process correctly the information coming from the environment. If to this we add that in our work we position ourselves from a basically cognitive perspective, it seems reasonable that we make use of the term cognitive strategy to refer to those strategies that, through their learning and practice, can favor the development of some psychological skills for the benefit of sports performance. (Díaz, 2010, p. 46).

Socioconstructivist Theory

Modern coaches who are pedagogically trained with current theories within their integral formation, know that the athlete in whatever formative stage he/she is in is the center of the learning process and protagonist in his/her development, conditional, coordinative, cognitive, socio-affective, emotional-volitional, creative-expressive, mental, bioenergetic, this constructivist learning allows him/her to interact with his/her environment, teammates and the coach who guides him/her in his/her formation.

Coaches should set subjective tasks, involving the development of creativity and decision making, which will shape the psychomotor learning experience of the players with dynamic, interactive, socio-motor, emotional exercises where they can try, make mistakes and experiment.

Physical education as a pedagogical discipline contributes to the harmonious development of the individual, through the continuous practice of physical education, a concept of physical education is managed as a pedagogical process aimed at improving the individual integrally using movement as the main medium. (Jiménez, Molina, & Tovar, 2012, P. 19).ç

Meaningful Learning Theory

The current training of soccer players requires from coaches, competencies that allow them to develop a training planning according to the demands of high performance and society in general, this organization of the training contents must be linked to the previous stages of the athletes' training. The teaching-learning processes must start from the knowledge of which are the phases of growth and training that the athletes went through, what were their objectives and based on this information to generate the contents that will be pursued in the current training stage, this will allow a systematic evolution of the capabilities, skills and sports values to be developed, this will generate a significant learning.

The theoretical model of Meaningful Learning seeks to highlight the knowledge of soccer technique, which implies the use of strategies and procedures that address both the types of learning that occur on the field or in the real game, as well as the characteristics and psychological traits of the players that they bring into play when they learn; the purpose is to clarify the ways of carrying out the learning of the technical elements of this sport, determining the forms of learning that players use when performing activities specific to soccer

that are proposed to them in real game situations and to establish their conditions in the development of their cognitive abilities. (Flores, 2019, P. 522).

MATERIALS AND METHODS

The study focuses on a qualitative analysis that implemented the application of interviews, surveys, classroom visits, which consented to assess the contribution of training to soccer coaches, allowing them to work on the socio-affective, cognitive, educational structure and values of soccer players, the various educational theories that lead to generate pedagogical skills in coaches-trainers who are trained and the practical application in the educational processes that occur during daily training were reviewed. Surveys were applied to the coaches being trained and interviews to experts, aiming to find the most important elements that should be included in the regular trainings that lead to the knowledge of the pedagogical process that should be carried out in each of the stages of formation and growth of the soccer players.

From the Conmebol license trainings of the Ecuadorian soccer federation, 60 coaches-trainers and 9 facilitators were selected, the inclusion criteria with the coaches-trainers, that they were graduates in the technological of soccer of the city of Guayaquil, and had at least four years of experience in the training of players and that the facilitators were professionals with master's degrees and with 5 years of experience in higher education or as professional soccer coaches.

In order to carry out the research, permission was requested from the Rector and Academic Vice Rector of the Instituto Tecnológico Superior de Fútbol of the city of Guayaquil, regarding the purposes of the study, and permission was obtained to carry out the surveys of the coaches being trained and the interview with the facilitators.

Observation was used to analyze the classroom visits through the virtual classes that were given through the Google meet application, which was used to extract data from the trainings to the trainers. The interview applied to the facilitators was exploratory, allowing us to deeply analyze the responses of the trainers and obtain information on the topics that were developed and the participants, allowing us to evaluate the training from different angles. A survey was also applied to the trainers participating in the trainings, which allowed us to reflect on the different aspects that should be considered in the trainings, in order to form trainers integrally.

RESULTS

A satisfaction survey was applied to the students who took the Course on Knowledge Updating in Soccer Theory, Technique, Tactics and Strategy in accordance with the CONMEBOL Convention.

In reference to the integral formation of the soccer coach, 27.8% responded that it is associated to the holistic formation of the human being, 25% to the process that harmoniously develops each one of the dimensions of the human being and 47.2% in learning, executing and creating new aspects of the interpretation of the game. 83.3% of the respondents valued the importance of continuing education in the integral formation of the soccer coach, 13.9% considered it important and 2.8% partially important.

74.3 % strongly agreed that the contents taught in the training will contribute to their professional development, while 22.9 % agreed and 2.8 % partially agreed. The students' perception of the competencies to which the training contributed was distributed 60% in educational competencies, 28.6% in cognitive competencies and 11.4% in socio-affective competencies.

77.1 % strongly agreed that the trainers' explanation was clear, precise and didactic, 17.1 % agreed and 5.8 % partially agreed.

Among the weaknesses pointed out by the teachers on the part of the students are low interest in the training, little participation or opinion and lack of knowledge in some of the topics addressed.

In reference to the content that should be reinforced, they pointed out that field work is indispensable due to the nature of the profession; they also mentioned psychomotor development, teaching methods and models, and regulation with an educational approach (formative divisions).

In the question that made reference to the contents of the curriculum and the contribution to the integral formation of the participants, there were answers that highlighted that it did contribute to the integral formation of the participants because they are topics and pedagogical tools that the coaches need for their professional performance; another teacher said no because the analysis of each topic was superficial due to time constraints and another answer was yes because it allows orienting the processes according to the ages, observing an improvement at a soccer level and in life.

The teachers agreed that the concerns of the participants were covered satisfactorily. Regarding the importance of continuing education in the integral formation of the soccer coach, the following answers were obtained: it is fundamental, pertinent, relevant and of great importance.

According to the data obtained, it can be considered that the continuous training of coaches is a fundamental factor in their integral formation, and above all, being able to put into practice all the theoretical aspects that were analyzed in the training sessions facilitates their understanding and apprehension. These training sessions created an environment of exchange of ideas that could be chained to a common goal, which is to improve the competencies that coaches have, in order to have a more complete application of the different pedagogical aspects that are applied in the formation and management of players.

CONCLUSIONS

Continuous training should be applied as a means to strengthen the competencies that are not yet developed in coaches and that do not allow them to effectively apply their teaching-learning programs in soccer, deepening in the strengthening of behavioral competencies will allow better results in the pedagogical program, which they carry out in training.

We cannot forget that the trainer-educator has a broader function in the integral formation of children and youngsters, he cannot dedicate himself only to direct a training, through exercises and technical or tactical training, he must know that he is not training with machines, and more so in infantile ages, he must develop theoretical training programs of soccer training and thus improve the performance of the soccer players.

Modern teaching methods in soccer are focused on improving decision making, due to the high demands that this sport has in the current context, where players are subjected to very high pressures on and off the field, coaches who can develop these methodologies in the training of players are the most required in institutions and soccer clubs.

Coaches should set subjective tasks, involving the development of creativity and decision making, which will shape the psychomotor learning experience of the players with dynamic, interactive, socio-motor, emotional exercises where they can try, make mistakes and experiment.

The different approaches in the training of coaches - educators, insist on theorizing about the different pedagogical currents that the trainings must deal with coaches, which talk about the process of teaching soccer and each of the stages of formation through which children, young people and professionals go through, ordering the methodological and pedagogical content to be carried out during the trainings.

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