

# Training Methods and Types of Exercises

## **Slide 1**

In this session, we will address the fundamentals of training methodologies and the different types of exercises available. We will explore two main categories of training methodologies and examine three types of exercises within one of these methodologies.

## **Slide 2**

We can classify training tasks or exercises into two main groups: analytical methodologies and global methodologies. Within global methodologies, we will analyze the three types of exercises we see here: conservations, waves, and matches.

## **Slide 3**

When we talk about analytical methodologies, we refer to those that address individual game actions in isolation. The main objective is to improve specific aspects, generally of a technical nature, although they can also include other elements, such as our behavior in various situations. We work on the behavior to be carried out in different situations. In other words, we try to work on the response to a situation. This, if we think about it, in the complexity of football is very difficult. This "correct" response will be different depending on many aspects, as we will see later.

Analytical methodologies can be carried out with or without opposition, actively or passively, and may involve the use of the ball or not.

## **SLIDE 4**

To summarize analytical methodologies, we can point out the following:

They focus on quantitative aspects and do not address qualitative aspects. They excel in the isolated training of various game components. Players' decisions are limited or practically non-existent. However, by isolating game situations, we generate decontextualized training. This implies that we do not consider the real context of the game.

In the drawing, we see an exercise based on an analytical methodology where we work on passing. Although we focus on passing in isolation, in a real match, this situation rarely occurs.

### **Slide 5**

Passing wheels, technical circuits, and similar exercises are examples of analytical methodologies. We often find them in warm-ups.

Can you recognize some of the exercises presented here?

In the two exercises we see here, we mainly work on passing, as well as control. However, as we mentioned before, we also address tactical and behavioral aspects:

In the first exercise, we are practicing long passing and face return. In the second exercise, we focus on the third man, a variant of the previous exercise in which we pass the ball to the player coming from behind.

We can see that the logic behind is to create automatisms. The problem is that the exercise is so decontextualized, it is so far from reality, that for the player to recognize the situation on the field and perform it, many coincidences have to occur and the three players involved think of this worked solution at the same time for it to occur.

### **Slide 6**

Examples of analytical methodologies that do not involve rondos can be defensive exercises without a ball, where we use mannequins to simulate defenders and work on offensive off-the-ball movements.

In addition, physical exercises without a ball also align with analytical methodologies.

Note for the teacher: We can represent and draw various tasks of analytical methodologies on the board or discuss collectively.

### **Slide 7**

Global methodologies allow us to recreate game situations that encompass many or all of the structural components present during a match. In this way, global methodologies are more contextualized and more closely resemble real play.

Global methodologies always include collaboration, with players from the same team to whom I can pass the ball or with whom we collectively try to recover the ball; opposition, with players from the opposing team trying to take or retain the ball; and, obviously, always, a ball.

### **Slide 8**

We have mentioned that analytical tasks focus on the execution mechanism, whether technical or behavioral (such as our movements). In the learning process, there is room for methodology with an analytical focus. Analytical methodologies improve our relationship with the ball. However, we cannot rely exclusively on analytical tasks.

With global tasks, we also develop perception mechanisms, as the situation constantly changes and we have to perceive our environment (observe and visually analyze the situation). Similarly, we encourage decision-making by players, as they must choose at each instance what to do within rules that we will have set previously (and obviously the rules of football).

Global methodologies have a greater transfer to real play.

### **Slide 9**

In summary, about global methodologies we can affirm:

They integrate both qualitative and quantitative aspects in training.  
They address technical, tactical, and physical qualities jointly.  
They facilitate decision-making in open and changing situations.  
Their contextualized approach facilitates greater transfer to real play.

### **Slide 10**

Now, let's discuss in a group why it is advisable to prioritize the use of global methodologies and in which cases we could resort to analytical methodologies.

Note to the teacher: It is always important to understand the reason, the why of the answers. Let's not give an answer as bad. Let's ask why first.

One example is at early ages, when players are familiarizing themselves with the ball. At this point, analytical methodologies can be useful to introduce concepts such as driving, passing, or controlling. However, as soon as possible, we must incorporate elements of the real game, such as the presence of opponents.

Exercises don't need to be complex, but it's key to gradually add more elements.

Note for the teacher: Ask the students the following: If we perform an analytical task with a focus on behavior, who is making the decision to the problem posed?  
Solution: It is the coach who decides which behavior to follow.

Example: In ball exit, when the goalkeeper passes to the side, the center-back offers a passing line and if the winger presses, I turn and pass back to the goalkeeper.

It is a valid answer but not the only one.

Question two: What dangers does this have?

Answer: That players don't learn to find solutions. That players only have one solution in their "bag of solutions". That players don't think. When they encounter a different problem they will have to decide.

Then, they will learn. But they will only learn during matches and real situations. What we have to try is somehow to play many matches or many real situations during training. This is what the global methodology aims for. Create real, open situations that

change constantly so that the player faces many decisions in a single training session. By making so many decisions during training, he will become an expert at making decisions and will do so faster, more efficiently, and with better results.

### **Slide 11**

Global methodologies encompass all the components present in a match: teammates, opponents, and ball. There are game associations, attempts to recover the ball, and of course, the ball itself.

Note: There may be exceptions, such as one-on-one or one-on-two exercises. In these cases, we don't have teammates to associate with.

### **Slide 12**

Another reason to prioritize global methodologies is their ability to boost players' intrinsic motivation.

Global tasks generally generate more enthusiasm than analytical tasks, especially at early ages. By engaging in exercises that resemble weekend matches, players' attitude and intensity level receive a positive impact.

The important thing here is that this intrinsic motivation allows the coach to focus more on providing relevant information about training objectives rather than having to spend extra energy keeping the team's morale high. In other words, intrinsic motivation eliminates the need for extrinsic motivation, which would have to be provided by the coach, thus allowing better concentration on learning content.

### **Slide 13**

Soccer is a dynamic and changing sport. Players constantly face various situations, influenced by multiple factors, such as:

- Spatial position
- Available time
- Positioning of opponents and teammates
- Physical state, such as fatigue
- Individual skills
- Game score
- Remaining time in the match

That's why preparation based on analytical exercises has its limitations. On the other hand, repeatedly facing open and changing problems in training will make you a better problem solver in real game situations.

On the other hand, as we mentioned earlier, the more times we face open problems that we have to solve taking into account all the factors we just mentioned, the better we will solve problems during matches.

Solving problems makes you a better problem solver.

### **Slide 14**

For example, if we train passing analytically, the player only practices certain types of passes, those presented in the exercise.

On the other hand, if we work on passing in a modified game scenario or in a conservation exercise, the player experiences multiple pass variants. This prepares him to make the right decisions in a real match based on the position of teammates and opponents, thanks to training experiences.

In a global task, everything is constantly moving, like in a match. The positions of teammates, opponents, and the player himself. You will make a pass while an opponent presses you from behind, right or left. You will have to protect the ball, make passes on the move, with one foot in the air...

The richness of the situation is much greater.

It is important to consider that soccer is played with the feet and execution is almost always different due to changes in context, even the irregularity of the grass.

Soccer, unlike other sports like basketball, does not allow practicing shots identical to match situations. In soccer, each situation is unique.

An exception is the practice of set plays, fouls, and penalties. Here the situation we can set in training can be very similar to the match situation and we can consider analytical tasks to prepare them.

### **Slide 15**

Another important reason to prioritize global methodologies is the high level of group activity. Generally, global exercises involve many players instead of having lines waiting their turn.

This is especially relevant at early ages. When players wait in line, it's easy for them to get distracted and start playing among themselves, affecting their concentration.

### **Slide 16**

Let's review teaching styles. The reproduction or traditional one, which is basically giving orders and giving solutions to players, and the production or guided discovery one, which is basically asking questions and guiding the player to find the solution themselves.

### **Slide 17**

Let's consider what an analytical exercise would look like under a reproduction approach and one under a production approach. We will do the same with a global exercise. Let's analyze how each style influences and if there could be an interesting combination.

That is, we have to think about the 4 possible options:

- Traditional approach with analytical methodology
- Traditional approach with global methodology
- Production approach with analytical methodology
- Production approach with global methodology

What would it be like in each case? What positive and negative aspects does each example offer?

**Note:** The goal is to reflect, identify positive and negative aspects of each situation. Use guided discovery in class, let students think and find solutions, whether good or bad.

### **Slide 18**

Analytical methodologies, like the traditional or reproduction approach in teaching, can offer quick results at first. However, these gains are temporary.

When we are novices in the sport, it makes sense to start with an isolated approach to improve the relationship with the ball. However, we should not rely too much on this. As soon as possible, we must incorporate all the elements of the game (teammates, rivals, and ball).

Methodologies are not simply black or white, there are nuances. We can have simple or very complex global tasks. We start with the simplest ones and gradually add more complexity.

If we rely too much on automatism, the team will look good in predictable situations. But when the team faces unexpected circumstances, players might not know how to react since they haven't practiced those situations before.

Furthermore, the goal is not just to win matches, but for players to learn to solve problems. Global methodologies promote autonomous problem-solving.

### **Slide 20**

Primarily, we will use global methodologies. Here are three variants of exercises to address training content:

These are conservation, surges, and matches. We will start with conservation.

### **Slide 21**

In the following slides, we will explore the key elements to design our own conservation games. Through conservation, we will practice our objectives in scenarios less complex than a full match, adapting the level to the players. With the help of rules, we will prioritize the specific content we want to work on in that session.

### **Slide 22**

The first thing is to establish what conservation is. It is an exercise in which there are two teams; it is also possible to include wildcards that can assist the attacking team or even add a third team. These two sets compete to maintain possession of the ball. In conservation, the play should not end with a goal.

### **Slide 23**

Why is it relevant to train ball conservation in soccer?

There are multiple reasons to practice ball conservation, here we propose three:

Overcome a defensive line with a pass to a player positioned behind the opposing defense.

Identify a player who, through receiving a pass, driving, or dribbling, can advance to a space behind the opposing defense.

Find a player with the ability to progress towards the opposing goal or who, due to their position and individual skills, can finish the play with a shot.

### **Slide 24**

There are basically two types of conservation: the rondo and possession. The main distinction is the number of participants. In the rondo, there are a maximum of about 8 players and it is usually a smaller space, with defenders in the center and attackers around.

Possessions are more complex and dynamic exercises, in which generally more than eight players participate.

### **Slide 25**

Elements of conservation:

The first element to consider is that there are no goals; the only objective is to maintain possession of the ball for as long as possible.

### **Slide 26**

We distinguish two types of games according to the polarization of space:

In the first type, there is no specific direction to attack or defend, so the space is not polarized.

In the second type, there is a specific direction to attack and defend, so the space is polarized.

### **Slide 27**

In conservation exercises, goalkeepers are not included, as there are no goals. However, it is vital for goalkeepers to participate to improve their footwork.

### **Slide 28**

The maximum number of players per team in conservations will correspond to the number competing over the weekend.

### **Slide 29**

The game is played continuously; that is, the ball passes from one team to another without pauses or reorganizations. This aspect is not 100% met in the rondo.

### **Slide 30**

When playing conservation, there are four different ways to score:

- Complete a specific number of passes.
- Maintain possession of the ball for a certain time.
- Reach an area of the field without losing possession.
- Move from one area to another on the field without losing the ball.

### **Slide 31**

Here we show an example of a non-polarized conservation. Can you think of any variant or additional rule for this example?

### **Slide 32**

In this slide, we see an example similar to the previous one, but now we incorporate two scoring zones at both ends of the field.

### **Slide 33**

Here we have an example of what would be a positional game, with the 4-3-3 formation and the different roles on the team.



### **Slide 34**

On this occasion, we show a simple rondo, with four players on the outside, one on the inside, two defenders, and a midfielder.

### **Slide 35**

In this slide, we see a rondo quite similar to the previous one, where there are three defenders in the middle to facilitate ball theft. This is done with the aim of stealing many balls, as we have placed four goals in the corners that represent red players to whom we will try to pass the ball after recovery. As you can see in the contents, we are working on transitions and looking for the pass outside the recovery area.

But, what about point 1 of the elements of conservation (no goals)? In this case, they are not goals with goalkeepers. The goals symbolize a player to whom we must make a safe pass outside the ball recovery area. It is relevant not to feel restricted by rules or regulations. In this case, we follow the rule, but we could invent a rondo where, after recovering the ball, the players who recover must connect with an external player, assist in the help, and attack a goal. This would be a combination between Conservation and Surge in theory. However, we should focus more on practice than theory. Feel free to experiment with things, even if they don't strictly follow what theory tells us.

### **Slide 36**

In groups, we will create at least one exercise of each type that we have addressed and share them with others. We will store them because later we will apply them in the practical session.

Essential: It's a great idea if we select a specific technical or tactical action to work on and create conservation to train it. Later in the class, we will do the same with surges and games.

In this way, we will have a practice with an exercise of each type working on the same action.

An example that is usually simple is to train the technical skills of passing or control and the tactic of width. Although you can prepare what you consider most relevant.

### **Slide 37**

We move on to explore and study the surges, which are exercises where we try to highlight, correct, and improve a specific game situation. Usually, this situation is technical-tactical. Surges can be contextualized or decontextualized, and their development is discontinuous, that is, the game stops and resumes again every certain period. The duration of the surge is linked to the team that has the ball and when it loses or recovers it.

### **Slide 38**

Components of the surges:

The first element tells us that there must be a goal located at one end of the field, and at the other end there must not be a goal, although there can be a scoring zone or mini-goals that symbolize a pass, for example. Attack and defense will be clearly defined, just like in a match.

The second element is that there must be a goalkeeper in the goal. Playing without a goalkeeper makes the game very different and, therefore, we will lose specificity in the game.

### **Slide 39**

The third component of the surges is the maximum number of players. This will depend on the category and the number of players participating in the competition over the weekend, always considering the goalkeeper. For example, if we perform a ball exit surge, which we will address later, we can play with the full team, including the goalkeeper.

### **Slide 40**

Here, the element is the two types of wave duration:

The minimum duration of a game phase. This means that the wave ends when the offensive team loses the ball. That is, the team that starts with the ball, as soon as they lose it, the wave concludes. How can the team lose the ball? They cannot lose it because the other team recovers it; they can lose it because the ball goes out of bounds, or they can lose it because they score a goal or reach a finishing zone. In the latter case, they obviously don't lose it, but the game ends.

The maximum duration is a competition unit. A competition unit is the time that elapses between one team having possession of the ball, losing it, and recovering it again. In a wave where a team starts attacking, and as we have seen previously, the game phase concludes, that is, the team scores a goal or loses the ball, or the ball goes out. In this case, the defending team obtains possession of the ball, and the moment this team loses the ball, either by scoring or because the ball goes out of bounds, this is the moment when the wave concludes. In other words, there are two game phases.

### **Slide 41**

Two different methods of scoring in waves:

The first is that the team that starts attacking manages to score a goal in the goal or in the area where they must arrive (we will see an example of a ball exit shortly).

The second way to score is that the team that starts defending recovers the ball and reaches a space located at the other end or makes a pass between two goals that symbolize a teammate, or scores a goal in the goal if they started defending a ball exit situation.

### **Slide 42**

We see here a typical wave of a three against two in which, if we do not finish quickly, it becomes a three against three in case the reds recover and the blues score or the ball goes out. The goalkeeper will start with the ball so that the reds try to score in the two small goals (which symbolize a pass to a teammate).

### **Slide 43**

Here we see a somewhat special wave, where we work on the ball exit and where cases of exceptions are presented in which the team that starts attacking should not shoot at goal, but must reach an area, in this case, the orange zone. The team that defends, if they recover the ball, will try to score a goal in the goal with a goalkeeper.

### **Slide 44**

In groups or among all, create waves. Draw them and look for different rules that modify the wave; think of an aspect to improve first and then try to create a wave that works on that aspect.

Reminder: We have already created a conservation focusing on a technical or tactical aspect. Do the same here to have the training session prepared for later.

### **Slide 45**

Finally, we come to the matches. In this last section, we will examine the essential components that form the basis of "match" games. Although these are perhaps the most obvious elements for everyone: two goals, two teams, the game does not stop...

However, before all, it is essential to consider certain aspects when working on conditioned matches, that is, matches where we establish some special condition or rule so that what we are practicing occurs more often.

One of the things we should consider is trying to make the training match as close as possible to what would be a real match. Therefore, if we add a rule that modifies the

game and thanks to which the learning we seek will manifest more frequently, such as placing two wildcards on the sides to generate more centers to the area, we should not include many more rules. The more rules we add, the further we will distance ourselves from reality, and the less the players will have to reflect.

Teacher's note: Let's talk about this last point: "players will have to think less," is this true? When we have many rules, players will have to think a lot because they will have to understand all the rules. This is true at first; once they have assimilated all the rules, they will have to think much less because, by following the rules, they will not have to make as many decisions.

### **Slide 46**

When preparing conditioned matches, there are several aspects to consider. First, we must train with less complex situations than those of a real match, always adapted to the players' level. The main objective is to make the specific content we want to work on appear. We can modify certain parameters, but without excessively altering the internal logic of the game. Let's avoid, for example, adding four goals. It is not advisable to play only real matches without conditions, as they do not guarantee that the desired content will be worked on preferentially. Therefore, let's look for a rule that makes this content appear more frequently. However, let's try to deviate as little as possible from the reality of the game, just enough to guarantee learning. Finally, it is valid to play an unconditioned match; players love it, and it can be an excellent way to end training.

### **Slide 47**

Now, let's talk about the basic elements of matches. The first element is space, which must be polarized with a goal at each end. We attack one and defend the other. The second element is that each goal must have a goalkeeper.

### **Slide 48**

The third element is the maximum number of players, which will be the same as the league matches we usually play. The fourth element is the continuity of the game: if one team loses possession, the other wins it, and the game does not stop except in case of fouls, throw-ins, or goals. The fifth and last element is that scoring is only possible through goals, although we can add conditions to give more points, such as meeting certain requirements.

### **Slide 49**

For example, if we play with two wildcards, the goal could be worth double. Another option would be to force playing with the two wildcards before shooting at goal. This last condition significantly alters the game, especially for the defending team, who will know that the attacking team will necessarily play with the other wildcard. We must be careful with this type of rule. It is better to incentivize behaviors with more points than to force them, especially when they are not necessary.

### **Slide 50**

In this match, we defend man-to-man in our field; this is the condition we establish. We seek to work on a tactical aspect, which is one-on-one defense, and on a technical aspect, which is dribbling in attack and unmarking. Often, we focus only on defensive aspects, but we can also focus on the offensive aspects that counteract these. However, it is advisable to focus on a single aspect per training session. For example, one week we could focus on one-on-one defense and the next on offensive aspects, such as unmarking and dribbling.

### **Slide 51**

To conclude, let's think of a specific aspect that we want to improve. Together, let's create some rules that make this aspect appear more frequently during matches.