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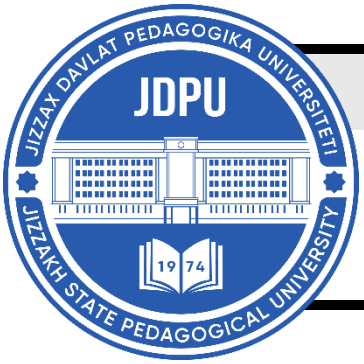

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TACTICAL TRAINING OF FOOTBALL PLAYERS

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ABOUT ARTICLE

Key words: competitive activity, technical-tactical actions, cheating the opponent, placement of players, a shot on goal.

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Abstract: The relevance of the article lies in the study, which is aimed at performing tactical actions of U -15 football players during the season. The tactics of football used by the leading football teams are becoming more and more complex today. Team tactics consists of the actions of the players coordinated with each other. The tactical component of the football game is of increasing interest to researchers. In some studies, an attempt has been made to study the influence of position on the tactical actions of players, since the literature suggests that the position occupied by a player on the playing field involves certain tasks and differentiated actions at each phase of the game, defensive or offensive. The purpose of the article: Taking into account the aspect of the tactics of the football training process, there is a need to develop systems that allow assessing this ability and, as a result, the ability to adjust the training process.

Relevance. Actions in football are highly unpredictable, random and changeable [1]. They require athletes to be able to read the game, are important for making the right decisions for problems that arise on the field [2]. Decision-making, in turn, is based exclusively on tactical knowledge that an athlete has [3], which is the basis for developing tactical skills of football players.

Tactical principles are defined as a set of rules of the game that provide players with the opportunity to achieve more with a quick tactical solution to problems that arise in situations that they face. Among them are tactical, operational and fundamental principles that make up the method of guiding the actions of players and teams in the offensive and defensive phases of the game [4].

Therefore, in the training process, coaches should strive to plan training based on the logic of the game. Thus, it is important to understand the impact of such training on the tactical abilities of football players in order to qualify the process of evaluation and player development.

The tactical component of the football game is of increasing interest to researchers. Some studies have attempted to examine the influence of position on the tactical actions of players, as literature shows that the position occupied by a player on the field of play implies specific tasks and differentiated actions in each phase of the game, defensive or offensive [5].

A team can be as talented and technically advanced as possible, but if they are not prepared at the proper level in the tactical part of the game, they are likely to lose the game. Game situations in football can be very complex - 11 opposing players who can move around the field in hundreds of different ways. Preparation for such tactical scenarios requires significant additional effort.

In modern football, the role of players, in addition to solving specific tasks on the field, affects the structure of the team's game in one way or another. Therefore, players are required to have high tactical skills in the execution of fairly specific tactical actions, allowing them to efficiently and effectively perform their functions during the game.

Football requires a constant strategic-tactical attitude from the player, which requires specific knowledge of the game and the functions that he must perform according to his position on the playing field in order to achieve the goal. Therefore, tactical knowledge is the player's ability to know what to do and how to do it (procedural tactical knowledge) and to choose the most appropriate motor response. Defenders, as well as players in other positions, have limited knowledge or difficulties in observing the tactical principles related to the defensive phase, since the high-quality application of the principles results in greater efficiency of the game.

Midfielders are expected to balance the tactical indicators between the phases of the game, since this position has a linking function in the transitions from defense to attack and attack to defense. Therefore, it is really interesting that a midfielder can effectively and efficiently perform the tactical principles of the defensive and offensive phases.

In the phase in which players find themselves, called specialization, they must already have specific and in-depth knowledge of the requirements of their positions (in this case, according to the principles of work):

- to nullify goal-scoring situations;
- control the ball;
– prevent the opponent from advancing to the defended goal;
– protect the goal and the defensive field;
– reduce the opponent's playing space, avoid numerical superiority 13-25 and reduce the chance of the opponent scoring a goal.

The analysis of tactical actions in relation to each position can provide important indications for planning the training of football players of all categories, especially group ones, since improving the performance of football players depends on the ability of coaches to plan the educational and training process accordingly. Each group tactic will require several individual tactics from players for effective application. For V. Satana (2019), individual tactics are a form of expressing the autonomy of players and represent an important resource in solving game problems [7]. The game is applied in any tactical scheme and thus helps to form a "creative" player.

For tactical preparation of a player, training should be full of various situations that will allow the player to be open to many possibilities, put him in front of circumstances in which the possible tactics of the opponent are realized and he must counteract it.

It is also necessary that the training situations coincide with the situations that arise during matches, so that a cognitive process similar to that required in competitions is required.

Other aspects that should be taken into account when determining the training sequence are cognitive effort and task complexity. Cognitive effort is understood as the mental load that a football player must perform to solve a given tactical problem. As in the development of the game of football, tactical situations are so variable and unrepeatable that the use of an unpredictable situation is an indispensable means of training.

The approach of task situations that provoke and activate the cognitive processes of a football player is also correct. In order to develop this decision-making training in football players, it is first necessary to create a context in which the cognitive skills necessary for decision-making are the central axis.

There are several elements that must be taken into account when developing actions in this context, because each decision requires a cognitive process specific to the football

environment, such as attention to signals, anticipation, rapid change of focus, an appropriate solution procedure, problem solving under time constraints [8].

The set of tactical games with decision making consists of simplified football games using tactical variables, as well as taking into account their implementation in unregulated sports spaces.

The set of games allows to enrich the training program of an athlete, as it sufficiently clarifies the content system for the development of decision making. At the same time, it facilitates the process of teaching technical and tactical directions to players, which are developed during the educational and training process.

Methods and organization of the study. Given the aspect of tactics in the football training process, there is a need to develop systems to assess this ability and, as a consequence, the ability to adjust the training process. The VAEP (Action Assessment of Estimated Probability) index was developed, which evaluates each action of a player with the ball on the field, calculating the percentage of goals scored and conceded, changes as a result of the actions taken.

T. Decroos et al. (2019) presented a rating known as VAEP (Action Assessment by Estimating Probability). It assigns a value to any situation that may arise on the field depending on the data event and calculates a rating for each player based on how the player changes the situation, performs an action [9].

This form of control is the spatial coordinates of all players and balls in a given period of time. Based on this data, it is possible to build fairly accurate models for assessing various football actions.

Today, tracking is used for a qualitative analysis of the team's tactical scheme and its progress in the game, the placement and actions of players in certain positions, the actions of players without the ball, etc. In addition to a quantitative assessment of the defensive actions of specific players, the authors offer a visual assessment of the effectiveness of the defense of the entire team using a special heat map.

And yet, each team chooses its own assessment methodology. In this work, preference was given to the FUT-SAT system. It is worth noting that this methodology is widely used in foreign clubs, which cannot be said about Uzbek clubs. The system of tactical assessment in football (FUT-SAT) was developed in partnership between Portugal and Brazil (I. Teoldo et al., 2011) [10]. FUT-SAT (System of tactical assessment in Soccer) was created to provide coaches and researchers with the means to access information that reflects the tactical behavior of

players in game situations in a concrete and objective manner. Its conceptual structure is based on the main tactical principles of football:

– for the attack phase: penetration, interruption of the attack, player movements in depth and width with and without the ball (player movement to expand and use the effective playing space), attacking unity, space, movement of the player with the ball towards the goal line, attacking support of the player in possession of the ball;

– for the defensive phase: defensive cover, recovery balance, defensive balance, concentration and defensive unity, space.

These principles have been chosen to represent the main aspects of the process of teaching and training tactical skills. In addition, this set of principles contains objective measures of the players' movements in accordance with their management of the playing space. The Football Tactical Assessment System – FUT-SAT assesses tactical skills based on the Fundamental Tactical Principles, which are a set of guidelines for players' actions during the game, providing a quick search for tactical solutions to emerging problems [11]. The presence of these principles in the basic structure of FUT-SAT helps to understand the tactical organization of the game, since the dynamics of its interactions and applications are related to the model and level of the team's play. In addition, the use of modified spaces for the assessment of tactical behavior corresponds to the needs of teaching and training, since many coaches use changes in the structure of their game exercises either to facilitate the process or to encourage the occurrence of actions related to tactical opportunities. Another advantage of the system concerns the flexibility of the use of its categories and variables, since they can be used in accordance with the goals of the coach. This system also addresses the need to assess specific tactical aspects of football performance that have not been addressed in existing tools in the literature so far and allows for the assessment of the dynamics established by players with and without the ball during the game, taking into account the presence and quality of interactions with opponents [12]. At this stage, tactical abilities are based on knowledge structures that are potentially developed through the learning process. It is assumed that tactical skills and, therefore, the tactical behavior of football players change during the sports season. However, studies have recorded the tactical behavior of U14-15 athletes only at a certain point in the sports season, which does not fill this gap. Given new methodological approaches to the learning and training process, studies of possible variations in tactical skills during the season will allow coaches to better adjust the content in the football training process.

The aim of this study was to analyze the tactical actions and tactical indicators in terms of the percentage of positive tactical actions of U14-15 football players during the season. It is assumed that the tactical indicators will change during the season. Initially, 30 U14-15 football players participated in the study. During the year, there were changes in the team composition due to attrition and injuries, which prevented 30 athletes from participating in all training camps. At the end, the data of the athletes who participated in all studies were taken into account, leaving 22 participants. The study consisted of 150 analyzed training sessions. During the season, 65% of the training time was devoted to technical-tactical activities (with the ball), 18% to specific strength and speed training and 17% to preparatory and recovery activities. The athletes took part in 5 competitions. Data collection lasted 8 months. All training camps took place in the afternoon before the afternoon training in order to reduce the influence of fatigue on the observed behavior of the players. The studies were conducted on all training sessions held at the training centre. Each session, lasting 10 minutes, began with a warm-up activity according to the routine established by the club. The athletes completed the Football Tactical Assessment System (FUT-SAT) test. The test involved playing in a structure (goalkeeper plus three line players per team) on a 36 x 27 m football pitch for 4 minutes. Each session lasted approximately 30 minutes, including warm-up activities and field tests. In all sessions, the team consisted of a defender, a midfielder and a striker in order to reduce the influence of positional status on the observed behavior [13]. Within this macro category, the location of the action on the pitch was assessed, which included the actions of the forwards in the attacking and defensive midfield, as well as those performed in the attacking and defensive midfield. The percentage of positive attacking and defensive tactical principles was established and adopted as a measure of tactical effectiveness. The data regarding the frequency of tactical principles and the location of action on the playing field were analyzed using the Friedman test. To compare the percentage of positive tactical principles, the data were tested for normality of distribution. One-way repeated measures analysis was used to compare values. The coefficient and errors for the Tactical Principles method were calculated.

Results: Table 1 presents the median frequencies of tactical actions during the sporting season. A higher frequency of defensive actions in the defensive midfield was recorded in April compared to December ($F = 18.5$, $p = 0.017$).

Table 1. Comparison of the frequency of tactical actions on the playing field during the season.

Months	Defense in the attacking zone	Defense in the support zone	Attack in the attacking zone	Attack in the support zone
March	20	15.5	22	17
April	17	17.25	23.5	17.5
May	16.5	14.5	23.5	14
June	20.5	15.5	25,25	15
July	20	12	20.5	20
August	19.5	15.5	21	17
September	20.5	15	20	18
October	16.5	11	25.5	14.5
F	14.25	18.5	12.3	7,094
P-value	0.075	0,017	0.135	0.526

Table 2 presents a comparison of the percentage of positive tactical principles. The results show an improvement in positive offensive ($F = 15.367$, $p = 0.001$) and defensive ($F = 6.642$, $p = 0.001$) actions.

Table 2. Comparison of percentages of positive attacking and defensive tactical principles during the season

Months	positive attackers principles %	positive defensive principles %
March	0.58	0.50
April	0.78	0.69
May	0.79	0.66
June	0.79	0.56
July	0.78	0.60
August	0.79	0.59
September	0.71	0.53
October	0.85	0.73
F	15.36	6.64
P-value	0,001	0,001
effect	0.484	0.289

This study aimed to compare the tactical actions of young football players during the sports season. The results showed differences during the season only in the frequency of actions of attacking units. Improvement of tactical defensive and offensive actions was observed during the analyzed period.

Conclusions. For example, R. Aquino et al published their study on the improvement of tactical performance in attack and defense in 10- and 11-year-olds after 37 soccer training sessions based on the FUT-SAT tactical learning model. Coaches also actively implement the FUT-SAT system to optimize the teaching and training process. The acquisition of tactical skills is justified by the constant exposure of athletes to learning situations that allow them to better use knowledge structures, which leads to a greater ability to perceive and act in problematic game situations [15]. In addition, consistent changes in the fundamental tactical principle were

observed during the season. This result is consistent with the findings of E. Müller et al. [16], who report differences in the use of only one tactical principle after 20 soccer training sessions.

At this stage, previous studies have also shown differences in some tactical principles between U-14 and U-15 athletes, although U-15 athletes have more tactical knowledge compared to U-14 athletes and a higher percentage of positive tactical principles in athletes at a higher level of training (U-17) [17]. It is assumed that the football training process allows athletes not only to acquire knowledge about "what to do", but at the same time leads to the development of knowledge structures related to "how", "where" and "when" to do, that is, the ability to manage the decision-making process to solve problems and to link tactical knowledge in the game.

Thus, during the sports season, despite performing similar actions, athletes can perform them with higher quality (higher percentage of positive principles), which represents an improvement in tactical skills. The present results support the model of tactical knowledge, i.e. the transition from declarative knowledge - what to do - to procedural knowledge - how to do. This study is an attempt to characterize the tactical skills of young players aged 14-15 during the sports season. Conclusion. This study reports an improvement in the percentage of positive attacking and defensive tactics during the sports season, accompanied by a change in the frequency of actions of the attacking units. The results indicate changes in the tactical skills of U14-15 athletes at the end of the sports season. Tactical skills of players are crucial for a successful football career at a high level. Although recent studies offer and apply the analysis of tactical skills of young players, through understanding their knowledge of tactical principles. No study has compared the development of these specific tactical skills during a specific football season in different youth academies. The evolution of tactical assessment has increased significantly over the last two decades, given its importance for the performance of the game. One of the key tasks of sports assessment is the continuous development of players, so the emphasis should be on the development of creative players. A creative player is one who is able to control as many technical and tactical variables as possible in a short time and choose the best possible option at any moment of the game, since this creativity entails a variety of rare and flexible solutions in complex game situations. Some of the variables that need to be controlled to be a creative player include, among others, spatio-temporal management, different rhythms of the game, match time, the strengths and weaknesses of the opponent, one's own limitations and the potential of the team during each game. These features are part of the player's ability to adapt to the context of the game, known as tactical knowledge. Tactical

knowledge is not inherent in players, it is developed and learned. Therefore, it must be assessed gradually throughout the training. Excellent knowledge and specific experience are the basis for making quick, correct decisions and the ability to successfully resolve situations of varying levels of uncertainty. The analysis of decision-making and specific technical and tactical skills is necessary for the development of optimal and comprehensive training processes for athletes, especially at a young age. Therefore, we need to move away from the traditional educational and assessment approach in sports, focusing only on sports technique. Currently, technique and tactics are considered two inseparable ideas about a player's actions. The aim of the work was to present a method for assessing the tactical knowledge of players. The purpose of the FUT-SAT system is to provide coaches, teachers and researchers with a method for specific and objective access to information reflecting the tactical behavior of players in the real context of a match. The rationale for choosing these principles is confirmed by the fact that they reflect the main aspects of the process of teaching and training tactical skills. In addition, this set of principles provides objective measurements of players' movements in relation to their management of the playing space. FUT-SAT provides information on the tactical behavior, tactical characteristics and decision-making of each player in the game. The author suggests using the test with 15 year old players, as children should have developed cognitive processes so that they can think abstractly in order to play according to the basic tactical principles. The FUT-SAT field test can include one goalkeeper and three field players (GK + 3 vs. 3 + GK), up to one goalkeeper and ten field players for both teams (GK + 10 vs. 10 + GK). Tactical assessment of performance should be firmly tied to the educational process. That is, new youth training processes should be based on the strategy of cognitive-motor involvement of players, solving problems of tactical game principles. The assessment should follow the same line, assessing the degree of adaptation of players to tactical tasks of all phases of the game: attack, defense, counterattack or defensive retreat.

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