



COURSE DATA

DATA SUBJECT

Code: 33232
Name: Specific applications for football training
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	4	First quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	Applications for football training	ELECTIVES
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Aplicación específica al entrenamiento en Fútbol	ELECTIVES

COORDINATION

ARANDA MALAVES RAFAEL

SUMMARY

The aim of the subject "Application Specific training in football" is to provide future graduates in Physical Activity and Sport Sciences a skills training football teams seeking to improve performance specifically. This subject must respond to the features expected of an elective course located in fourth grade. He thus pretend to be explanatory concepts specific procedures i sport and pretend develop the skills necessary for individual training / footballer and football team.

The fact that the curriculum has an introductory compulsory subject football as a team sport is an advantage for the teaching of this subject, ensures that all students have a common baggage. However, we must recognize a great diversity of students in terms of skills acquired outside the university as well as the reduced workload of the course, which involve disadvantages that we must take into account when carrying out teaching .

We understand that the subject "Application Specific training in football," offers a complete training for the graduate / a in Science of Physical Activity and Sport who wants to deepen the knowledge and skills necessary to train and apply to professional football field. Needs a little more, the subject is justified by the need to provide students of Sciences of Physical Activity i Sport of knowledge and skills for planning, design, organization and evaluation of training activities to improve performance in football .



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

None.

COMPETENCES / LEARNING OUTCOMES

-

Apply information and communication technologies (ICT) to the field of sports training.

Apply physiological, biomechanical, behavioural and social principles to the different fields of physical activity and sport.

Apply the principles of training to football.

Conocer y comprender los fundamentos del entrenamiento deportivo en deportes colectivos.

Design, implement and evaluate the processes of collective sports taking into account individual, group and collective characteristics.

Planificar, desarrollar y evaluar el proceso de entrenamiento de habilidades motrices en sus distintos niveles y entornos de práctica.

DESCRIPTION OF CONTENTS

1. Fundamental characteristics of football training

- 1.1.- Structural and functional elements in football.
- 1.2.- Technical-tactical actions in football.

2. The basic and specific motor qualities involved in football

- 2.1.- Strength-speed in football.
- 2.2.- Endurance in football.
- 2.3.- Resistance to repeated efforts in football.



3. Tactics and strategy in football

- 3.1.-The organisation of offensive and defensive play in football.
- 3.2.- The organisation of transitions in football.
- 3.3.- The systems of play applied to football.
- 3.4.- The set pieces actions.
- 3.5.- The "scouting" of an opposing team.

4. The organisation and management of a football team

- 4.1.- Organisations and organisational structure of a football team.
- 4.2.- The football schools.
- 4.3.- Recruitment of staff in a football team.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	14,00
Preparation of lessons	25,00
Preparation for assessment activities	14,00
Resolution of case studies	15,00
Total hours	88,00

TEACHING METHODOLOGY

Teaching methodology:
Teaching methods that will be used during the course are:
Aprendizaje groups:

- Group dynamics.
- Cooperative learning.
- Study of cases.
- Apprenticeship oriented projects.



- Autonomous Learning.
- Lectures.
- Tutorials.

In the theoretical classes i practices carried out in the classroom will use the lectures, presentations by students, dynamic small group, case study, cooperative learning i autaremos autonomous learning, while in the field students will participate in practical activities football, as players experiencing those experiences practices proposed by the teacher or peers themselves. Loss students are encouraged at the beginning of practice to reflect on what they are doing, then, in the end, use the Socratic method by questions, answers i suggestions.

Practices that are performed at home strategies for processing information, such as concept mapping and autonomous learning will be used.

Work will be done by pairs of students or individual as well as class presentations. The works performed in the field are essentially individual, although in some cases could be by parjas.

The tutorials will serve to supervise the work i to resolve any questions or problems regarding any content or procedure of the subject.

EVALUATION

To carry out the summative evaluation of the students, the evaluation proposal is the following:

a) 25% of the grade will correspond to the exam (or to the average of the exams if more than one is taken). Attendance at conferences, seminars and/or workshops related to the subject, such as the Conference promoted by the Training and High Performance Teaching Unit, or by the Sports Fundamentals Teaching Unit, or the organized visit to football clubs outside the course hours will be taken into account in the exam grade, and may result in up to 1 point in the exam.

b) 25% the weighted average of the grades obtained in the theoretical work and tasks carried out during the course in the theoretical sessions or through the virtual classroom, which must be delivered within the deadline established by the teacher or during the theoretical session.

c) 20% the Training Programming task, which is prepared at home and will be uploaded to the virtual classroom within the period established in said task.

d) 30% the weighted average of the grades obtained in the practices carried out throughout the course.

Each of the previous sections (a. b. c. and d.) must be approved independently.

Situations that prevent summative evaluation:

Failure to take the exam (section a).

The lack of more than 20% of the theoretical works and tasks (section b).



Failure to deliver the Training Programming task in the virtual classroom within the established deadline (section c).

Failure to attend more than 20% of the practical classes (section d).

There is no type of exemption in practical classes (work, illness, injury, competitions, etc.). In practical classes, justified and unjustified absences are not distinguished for the purpose of absences. For personal needs, students must reserve 20% of the allowed absences.

Those students who cannot take the continuous summative evaluation will have to take a theoretical-practical exam of all the content of the subject, which may be in person or remotely through the virtual classroom at the discretion of the teacher. The final score will be the grade obtained in the final exam. The grade in the case of the second call will be the one obtained in the theoretical-practical exam of the entire content of the subject.

Students are reminded that literally copying, in whole or in part, other people's works, presenting them as their own, will be considered unacceptable conduct in the academic field. On the other hand, and by the Intellectual Property Law, total or partial reproductions of other people's works are usually prohibited, and non-compliance may lead to the corresponding misdemeanors or criminal offenses.

REFERENCES

- Aranda R, González-Ródenas J, López-Bondía I, Aranda-Malavés R, Tudela-Desantes A and Anguera MT (2019) REOFUT as an Observation Tool for Tactical Analysis on Offensive Performance in Soccer: Mixed Method Perspective. *Frontiers in Psychology*. 10:1476. doi: 10.3389/fpsyg.2019.01476 - Bayer, C. (1986). *La enseñanza de los juegos deportivos* col.lectius, Barcelona: Hispano Europea. - Blázquez Sánchez, D. (1986). *La Iniciación a los deportes de equipo*. Ed. Martínez. Roca. Barcelona. - d;Ottavio, S. (2001). *El rendimiento del joven futbolista*. Barcelona: Paidotribo - Devís, J. i Peiró, C. (1992) (comps.) *Nuevas perspectivas curriculares en la educación física: la salud i los juegos modificados*. Barcelona. INDE. - González Badillo, J. J. and J. Ribas (2002). *Bases de la programación del entrenamiento de fuerza*. Barcelona, INDE. - González Badillo, J. J. et al. (2017). *La velocidad de ejecución como referencia para la programación, control y evaluación del entrenamiento de fuerza*. Ergotech consulting SL. - González-Rodenas J, Aranda-Malavés R, Tudela-Desantes A, Nacher F, Usó F, and Aranda R (2020) Playing tactics, contextual variables and offensive effectiveness in English Premier League soccer matches. A multilevel analysis. *PlosOne* 15(2): e0226978. doi: 10.1371/journal.pone.0226978
- Ardá, A. i Casal, C. (2005). *Metodología de la enseñanza del fútbol*. Barcelona. Paidotribo. - Casamichana et al. (2016) *Los juegos reducidos en el entrenamiento del fútbol*. Ed: Fútbol de libro. - Castellano, J. & Casamichana, D. (2017). *El arte de planificar en fútbol*. Ed: Fútbol de libro. - Castelo, J. (1999). *Fútbol. Estructura i dinámica del juego*. Inde. Barcelona. - Gréhaigine, J. F. (2001). *La organización del juego en el fútbol*. Barcelona, INDE. - Mombaerts, É. (2000). *Fútbol. Del análisis del juego a la formación del jugador*. Ed. Inde. Barcelona. - Bompa, T. O. (2003). *Periodización. Teoría y metodología del entrenamiento*. Barcelona. Hispano- Europea. - Cometti,



G. (1999). Fútbol y musculación. Barcelona, INDE - Lago Peñas, C. (2002). La Preparación Física en el Fútbol. Madrid, Biblioteca Nueva. - Gómez Piqueras, P. (2012) La preparación física del fútbol contextualizada en el fútbol. Pontevedra. MC Sports - Bangsbo, J. (1997). Entrenamiento de la condición física en el futbol. Barcelona: Paidotribo. - Godik, M.A. i Popov A.V. (1993). La preparación del futbolista. Barcelona: Paidotribo - Cometti, G. (1999). Fútbol y musculación. Barcelona, INDE - Mercé, J. (2000). Los sistemas de juego. El sistema 1 4 4 2. Sevilla. Ed. Wanceulen. - Mercé, J. y Aranda, R. (2001). Fútbol. El sistema 1 4 2-3 1. Sevilla. Ed. Wanceulen.

- González-Rodenas J, Aranda-Malavés R, and Aranda R (2020) The effect of contextual variables on the attacking style of play in professional soccer. *Journal of Human Sport and Exercise*, in press. doi:10.14198/jhse.2021.162.14 - Hernández Moreno, J. (2001). La iniciación a los deportes desde su estructura i dinámica. Aplicación a la E. F. escolar i al entrenamiento deportivo. Barcelona, INDE. - López Chicharro, JL y Vicente Campos, D. (2018). HIIT: Entrenamiento Interválico de Alta Intensidad. Bases Fisiológicas y Aplicaciones Prácticas. López Chicharro Editores - Martin, D.; Carl, K. Lehnertz, K. (2001). Manual de metodología del entrenaiento deportivo. Barcelona, Paidotribo - Mitrotasios, M., Gonzalez-Rodenas, J., Armatas, V and Aranda, R. (2019). The creation of goal scoring opportunities in professional soccer. Tactical differences between Spanish La Liga, English Premier League, German Bundesliga and Italian Serie A, *International Journal of Performance Analysis in Sport*, 19:3, 452-465, DOI: 10.1080/24748668.2019.1618568 - Wein, H. (1995). Futbol a la medida del niño. RFEF. Madrid. - Wein, H. (1999). Futbol a la medida del adolescente. CEDIFA. Sevilla