

## O38. Pitch-Size constraint in Futsal Learning

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### INTRODUCTION

Small-sided games (SSG) have been used as a reliable method to improve learning in team sports, since it allows the simultaneous development of technical, tactical and physical capacities of players through the manipulation of tasks constraints (Davids, Araújo, Correia, & Vilar, 2013; Hill-Haas, Dawson, Impellizzeri, & Coutts, 2011). However, it is important to design appropriate learning environments according to different ages or levels of practice (Travassos, Coutinho, Gonçalves, Pedroso, & Sampaio, 2018). Thus, this study evaluated the effects of a training program sustained in the manipulation of the pitch size in the learning of the futsal game by young players.

### METHODS

The sample was composed by 17 players from the U13 age group ( $11.5 \pm 0.52$  years) and 16 from the U15 ( $13.8 \pm 0.45$  years). Each team was divided into two groups, that simultaneously performed the same exercise (3vs3+Gk) during twelve training sessions in which the pitch size was manipulated. That is, while one of the groups performed the exercise in a small space (20 x 10m), the other group performed it in a large space (30x15m). The participants were tested using a randomised pretest to posttest design, using a Gk+4vs4+Gk. The technical actions of players during the pretest and posttest were recorded using a notational analysis. Statistical treatment was performed using inferences based on magnitude of effects.

### RESULTS/DISCUSSION

In the U13, there was a decrease in the number of dribbles (very large effects) and in changes of direction (moderate effects) after the intervention in the group who trained in small pitch sizes. In contrast, there was an increase in the number of dribbles (very large effect) after the intervention of the U15 group who trained in shorter spaces. Finally, it was also found an increase in the number of passes (very large effects) after the intervention for the U15 group that trained in large pitch sizes.

### CONCLUSIONS

The lower number of dribbles following the intervention in the U13 group who practiced in shorter pitches suggest that this age group may not possess sufficient technical-tactical and perceptual skills that allows them to use the dribble. In turn, in the U15, decreasing the pitch size seems to emphasise information related to the dribble, while increased spaces seem to highlight information related to the pass. The results found in this study revealed that the pitch size seems to be a key constraint to be considered by the coaches.

### References.

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