

EFFECTS OF LEARNING GAME THROUGH UNDERSTANDING APPROACH ON THE LEARNING OF TACTICAL SKILLS AND THE IMPROVEMENT OF PERFORMANCE IN TEAM SPORTS

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ASCERTAINMENT

- **Most activities or exercises proposed by coaches to the athletes are not coherent with the description of tactical concept in team sports...**
 - **Coaches used mainly flow drills or technical exercises (without decision making) despite the fact that team sports are tactical sports**
 - **Tactical skills must be learned against real opponents and in collaboration with teammates (Gagnon, 1982, 1989; Gréhaigne & Nadeau, 2014). However coaches seem to use more controlled game situation, often without opponents**
 - **Very few exercises let the players choose the proper action in regard of the game situation (Gréhaigne, Billard & Laroche, 1999; Nadeau et al., 2014)**
 - **Few tactical exercises during practice sessions proposed a game like situation (offensive and defensive problem at the same time) (Coty & Gréhaigne, 2008; Smith, 1981)**
 - **Intensity of those tactical exercises doesn't reflect the stake of a real game situation**
 - **Very few coaches let players discuss of the solutions to play better or give them more responsibility over the team game plan**

ASCERTAINMENT

- **Results of those findings:**
 - Less motivated athletes, mostly at the initiative level
 - Athletes ending up their career sooner than expected
 - Coach dependant athletes
 - Performance clapping of some athletes or teams

- **More appropriate methods exist**
 - **Effective student centered approaches in physical education** (Allison & Thorpe, 1997; Griffin & Butler, 2005; Gréhaigne, Caty & Godbout, 2010)
 - **Same type of approaches used in Europe at competitive levels**
 - **Willingness of some coaches and specialists to question current methods used in Canada**

PHASE 1: METHOD

■ Soccer

- 8 teams
 - AAA
 - U14 to Senior
 - Men and Women
- 34 training sessions
- 2 cameras
 - GoPro worn by the coach
 - Audio and video
 - Ipad or digital camera from outside of the field
- Categorisation by two research assistants with a validated procedure

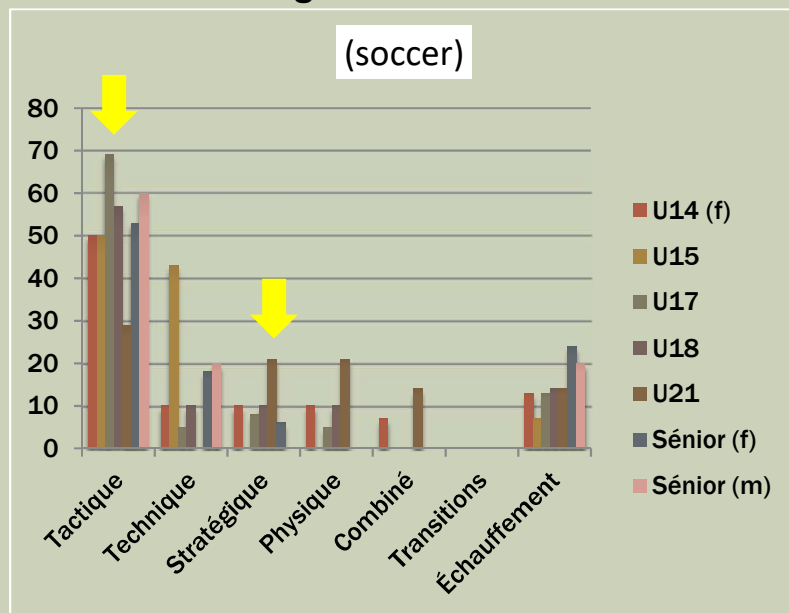
■ Hockey

- 7 teams
 - CC to AA
 - Pee-Wee to Midget
 - Club and school teams
- 29 training sessions
- 2 cameras
 - GoPro worn by the coach
 - Audio and video
 - Ipad or digital camera from the stand
- Categorisation by two research assistants with a validated procedure

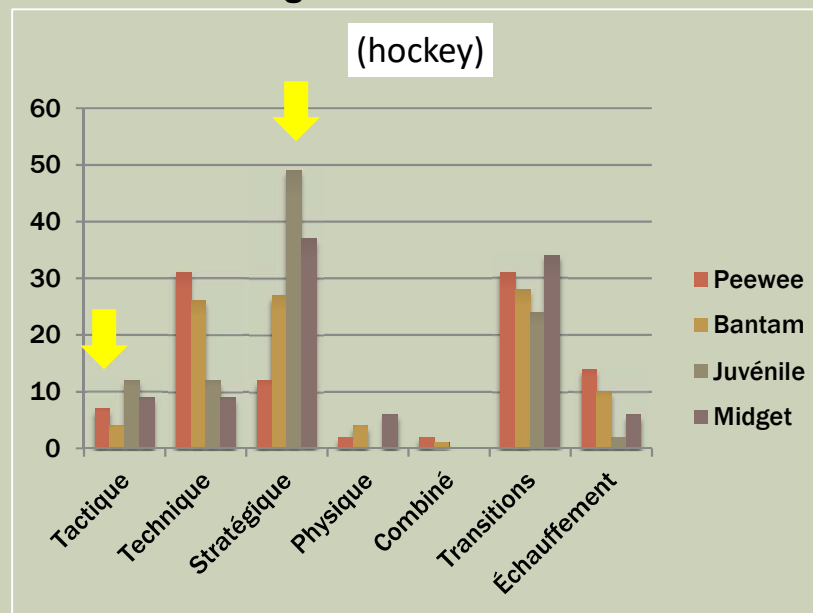
TYPE OF EXERCISES USED BY COACHES

(PHASE 1 OF THE PROJECT)

N=34 training sessions = 166 exercises



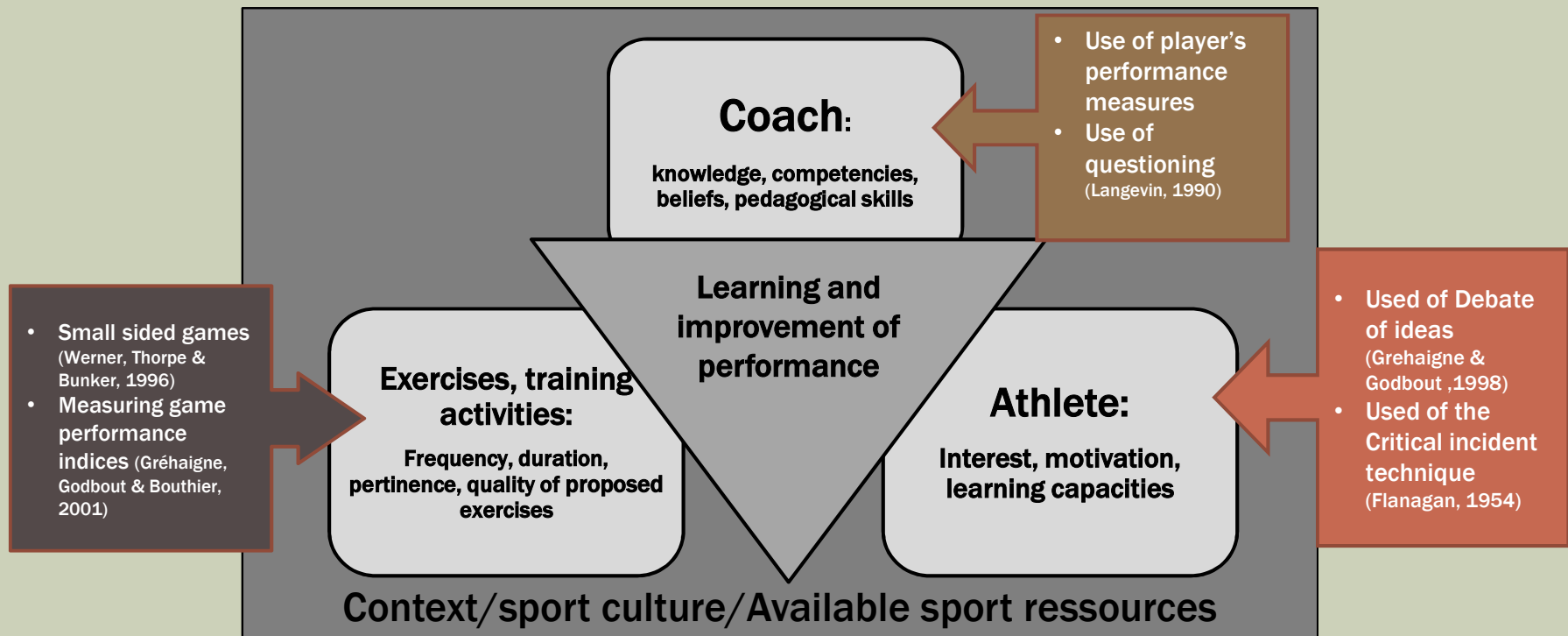
N=29 training sessions = 255 exercises



PHASE 2:METHOD

- One Ice hockey coach and two soccer coach were teach to the use a LGtU approach throughout the 2015-2016 season
- Five trainings /supervisions of coaches were made every 3-4 weeks. Practice sessions were filmed and analyzed every second week
- Coaches were asked to use specific tools to enhance the reflexive thinking of their athletes
- Cases analysis of each coach experience are still in progress

PHASE 2: KEY ELEMENTS OF LEARNING OR DEVELOPING SPORT SKILLS AND PERFORMANCE AND TOOLS USED IN A LGtU APPROACH



MERCI BEAUCOUP

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