




Discipline (and reversibility) in the training space of school football: a case study

Disciplina (y reversibilidad) en el espacio formativo del fútbol escolar: un estudio de caso

Disciplina (e reversibilidade) no espaço educacional do futebol escolar: um estudo de caso

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ORIGINAL ARTICLE

KEYWORDS

Sports discipline, sports initiation, competition, peer learning.

ABSTRACT. Sports initiation takes place at a crossroads of sports, pedagogical and psychological interests. The monitoring of school sports requires the construction of a training discipline that underlines the promoted values in which the school-age child is formed. This study is interested in understanding the coordinates in which discipline is established in football, because it is one of the most important school sports, and the implications it has for the young athlete. A participant observation research design is used, in which 10 under 8 football teams participate during two school courses. Five qualitative categories emerge from the results: respect for authority, commitment to an activity, preparatory routines, fissure in peer learning, and behavior modeling. In the categories, there are divergences between the coercive leadership of some coaches and the learning that schoolchildren build in their horizontal interaction. Families are an indispensable figure for the consolidation of the preparatory routines of the activity. The study concludes with the invitation to a reflection that converges in the educational interests of sports activity, whose purpose is to enhance its formative value and establish internal coherence.

PALABRAS CLAVE

Disciplina deportiva, iniciación deportiva, competición, aprendizaje por pares.

RESUMEN. La iniciación deportiva se desarrolla en una encrucijada de intereses deportivos, pedagógicos y psicológicos. La monitorización del deporte escolar requiere la construcción de una disciplina formativa que subraya los valores promovidos en los que se forma el escolar. Este estudio tiene por interés describir las coordenadas en las que se establece la disciplina en el fútbol, en tanto que uno de los deportes escolares por excelencia, y las implicaciones que tiene para el joven deportista. Se utiliza un diseño de investigación observacional participante, en el que participan 10 equipos de fútbol prebenjamín durante dos cursos escolares. Sobre los resultados emergen cinco categorías cualitativas: respeto a una autoridad, compromiso con una actividad, rutinas preparatorias, fisura en el aprendizaje por pares y modelado de conducta. En ellas se observan divergencias entre el sentido coercitivo del ejercicio del liderazgo de algunos entrenadores y el aprendizaje que los escolares construyen en su interacción. Las familias consolidan las rutinas

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preparatorias de la actividad. El estudio concluye con la reflexión que confluente intereses formativos de la actividad deportiva, su valor formativo y coherencia interna.

PALAVRAS-CHAVE

Disciplina esportiva, iniciação esportiva, competição, aprendizagem entre pares.

RESUMO. A iniciação esportiva ocorre em uma encruzilhada de interesses esportivos, pedagógicos e psicológicos. O acompanhamento do desporto escolar requer a construção de uma disciplina de formação que reforce os valores promovidos nos quais a escola é formada. O interesse deste estudo é descrever as coordenadas em que a disciplina se estabelece no futebol, como um dos esportes escolares por excelência, e as implicações que isso tem para o jovem atleta. Um projeto de pesquisa observacional participante é usado, no qual 10 times de futebol juniores participam durante dois anos letivos. Cinco categorias qualitativas emergem dos resultados: respeito por uma autoridade, compromisso com uma atividade, rotinas preparatórias, lacuna na aprendizagem entre pares e modelagem de comportamento. Neles, observam-se divergências entre o sentido coercitivo do exercício da liderança de alguns treinadores e o aprendizado que os alunos constroem em sua interação. As famílias consolidam as rotinas preparatórias da atividade. O estudo conclui com a reflexão que converge os interesses educacionais da atividade esportiva, seu valor educativo e coerência interna.

1. INTRODUCTION

Participation in sports complements the training of many schoolchildren. Football stands out for its volume of participation and its educational relevance as an activity that takes place after school hours in a Spanish context, especially among boys (Dorado, Paramio & Almagro, 2016; Pérez, Sánchez & Urchaga, 2015). The educational sense of the activity is inexorable, although the activity is initially sporting: the link between sport and school age implies a pedagogical reflection on the training and psychological implications that are generated (Merino, Arraiz & Sabirón, 2019; Pic, Lavega, Muñoz, March & Echevarri, 2019). The pedagogical analysis is revealed necessary for the adjustment of the formative value for the child who practices it (Arufe, Barcala & Mateos, 2017) and contributes to the adaptation of the sporting activity to the psychoeducational particularities of its evolutionary moment (Hours, 2018).

There is a worldwide trend for children to train and compete intensely at a younger and younger age, before they are, in every way, ready; what underlies the confluence with a dominant culture (Sturza & Nedimović, 2016). Asociado al placer inmediato que produce el juego para el escolar, la formación promovida a través del fútbol tiene potencial para el desarrollo de habilidades como la abnegación, esfuerzo, competencia, máximo rendimiento o jerarquía (Torrebadella & Vicente, 2017). This is linked to the harmony of a capitalist political system that empowers these socializing values and requires the mediation of a team discipline to achieve and maintain them (Eusse, Almeida & Bracht, 2019; Pinto & De Oliveira, 2017; Villaroel, 2018) and it converges with the potential virtues that physical activity has in itself for the practitioner: personal well-being, internalization in motivation, support for autonomy... (Brustio et al., 2018; Fraguera, Varela, Carretero & Peralbo, 2020; Sevil, García, Abós, Generelo & Aibar, 2018).

The team establishes rules, some explicit and others implicit, for the internal functioning of the group, compliance with which is a requirement to achieve a shared result: discipline (Restrepo, Quintero & Barahona, 2020). Discipline is compatible with a democratic leadership style, but the transgression of the norm tends to be perceived as a dissent that disorganizes the group cohesion of the team. However, Täuber and Sassenberg (2012) allude to the symbiotic need of the more self-sacrificing participants in a football

team and the dissidents of the rules to ensure the well-being of the group. Violators of the norm can be as uncomfortable as they are necessary. The normative conflict is common among the members: those who have a greater identification with the team tend to sacrifice their own interest in front of that of the team when the norm indicates conformity (Prapavessis & Carron, 1997), while dissent may entail a noble motivation that must be considered from the coordination of the team for group improvement. Obviously, it is recommended to generate spaces for dialogue between the different perspectives on the discipline, in a way that is especially sensitive to the motivations of the difference (Taüeber and Sassenberg, 2012). Despite this, the prevention of conflicts causes that it is frequent that in some school football clubs an internal regulation is established in which a discipline and the consequences in case of its violation are typified (Merino, Sabirón & Arraiz, 2016). The social and emotional adjustment of each young person contributes to the prevention of the appearance of unsportsmanlike or violent behaviors (Pelegrín, Serpa & Rosado, 2013).

In team sports, discipline stands as a backbone on which the identity of a team is constituted: the common good is over the players. There are numerous youth football training manuals that require group discipline to be carried out (Arda & Casal, 2007; Sans & Frattarola, 1999). They focus on the need to establish sports planning and group routines, which imply respect for group rules. The discipline imposes exercises, it can even generate type progressions in which tasks have to be successfully overcome to access learning that is considered more complicated: "The provision in series of the successive activities allows a whole control of the duration by the power: possibility of a detailed control and a punctual intervention". These tasks may include body-object articulation through the direct command technique (Foucault, 2003: 148).

Frailé (2004: 18) warns that the concern to promote a type of sports practice in which discipline and obedience prevail implies "the loss of autonomy and capacity for decision-making among schoolchildren". This goes beyond the child's participation in the game, where rules and a strategy must be followed. Team discipline extends to the families that accompany them, who must take care of the preparation of materials, travel, punctuality and other unspoken rules (Garrido, González & Romero, 2010). On the other hand, the coaches acquire responsibility for the management of the group, the times and compliance with a code of behavior, which is consolidated with a leadership style linked to the way in which discipline is exercised (Maestre, Garcés, Ortín & Hidalgo, 2019). There is a perception of the leadership of the formative coaches that is more autocratic than democratic and dominant behaviors towards training and instruction, which usually contradicts what the coach narrates: a more democratic style (Alonso, 2015; Teoldo, Martín y Teoldo, 2009).

Here is a trend towards the description of a coach who uses methods of instructive eminence, with little knowledge about pedagogy and the habitual use of punishment and verbal reprimand (Abad, Giménez, Robles & Rodríguez, 2011). On the one hand, coercive behaviors of coaches are related to a sense of control of the players, which implies a frustration of basic psychological needs and non-motivation (Aguirre, Tristán, López, Tomás & Zamarripa, 2016; Cantú, Castillo, López, Tristán & Balaguer, 2016; Merino, Arraiz & Sabirón, 2017). On the other hand, the issuance of positive comments from the adult environment that accompanies the young athlete is associated with greater fun and a greater desire to continue in the activity (Sousa, Cruz, Torregrosa, Vilches & Viladrich, 2006). The role and responsibility of the trainer is heightened

in framework of social vulnerability of the schoolchild, where education for life skills is prioritized over their sporting role (Marque, Jaume & Koller, 2016). In addition, the learning that is generated among the schoolchildren themselves in sports practice has as much or more value than the vertical relationship with the adult, since it implies the complicity and significance of the relationship of an equal (Farias, Mesquita, Hastie & O'Donovan, 2018). This affective and friendly relationship with peers is key to the school's sports adherence (Pietro, Domenico & Mazzeo, 2016) and it must be taken care of, since their motivation tends to decrease as they grow if there is no relevant accompaniment towards the internalization of the activity (Buceta, 2015; Iso-Ahola & St.Clair, 2008; Ortín, Moya & Garcés, 2013). and it must be taken care of, since their motivation tends to decrease as they grow if there is no relevant accompaniment towards the internalization of the activity (Buceta, 2015; Iso-Ahola & St.Clair, 2008; Ortín, Moya & Garcés, 2013). The democratic training style has been described as more relevant for the construction of a team identity and group cohesion (Moreno, 2012): a framework in which the discipline and its norms are negotiated with the participants in the sports framework that, by age and context, must maintain the educational reference (Buceta, 2015).

This study aims to understand the style of sports training that is promoted in football for sports initiation in football and is structured from two objectives: (1) analyze the planning and development of the discipline that involves the management of a group of schoolchildren who practice football as a training activity and, inherently, (2) attend to the attitude and behavior of the child in response to the established norms.

2. METHOD

A case study is developed through participant observation, where the researcher plays a dual role as a direct observer of the behaviors that take place on stage and a participant in the observed situation (Ato, López & Benavente, 2013), for its potential to study the behavior of a team in a natural context (Rabadán & Ato, 2003). Complementarily, the image is used in the research - photos and videos - as a complement of contrast to the interpretation of the participant observation mediated by the field diary since "images are omnipresent in society and (...) data collection could perhaps reveal some sociological understanding that was not accessible by other means" (Banks, 2010: 22).

The observational case study is nomothetic, since the sample spectrum is made up of 10 school football teams, it is a follow-up observation because it lasts for two school years, and it is multidimensional, since several nuclei of interest are defined: adult authority, role of the family, peer learning, and behavior modification methods (Anguera, Blanco, Hernández & Losada, 2011). To control reactivity and expectation biases, the study lasts for two school years in which the researcher plays a role as participant-as-observer (Angrosino, 2012), because a tacit commitment is signed for the good exercise of the teams in which they participate and an active membership is developed (Adler & Adler, 1994). The observer is involved in the essential activities of the 10 under seven school teams on a regular basis, having received the informed consent of the competition organization, the teams, and families.

Participants

101 schoolchildren (96 boys and 5 girls) from 10 teams participated in the study and the 10 coaches (males) and the regular attendees were incorporated into the training-sports framework: family members, relatives, organizers, and teachers. The players are enrolled in Spanish schools of 1st and 2nd grade of primary education: 56 belong to the 6-year-old category and 45 to the 7-year-old category.

It is a gradual selection of the theoretical sampling that tries to cover the spectrum of the different natures of pre-baby football teams under criteria of relevance, not representativeness (Flick, 2007; Sabirón, 2006).

Instruments

During the field work, the researcher used essentially two instruments: a field diary for the participant observation field work and a photographic camera that graphically complements the diary. In the field diary, each one of the intended dialogues and triangulations with the study participants was manually collected, which gave rise to data of two natures: one of phenomenological eminence, such as literal quotes or describable situations, and another of an interpretive, linked to the interest cores in the observation session.

For the analysis of the data, the text processor Microsoft Word 2016 and the specific qualitative software program NVivo 11 are used. The first, using tables, facilitates an incipient pre-categorization, and allows adding notes or details prior to the treatment of the data with the specific software. The second simplifies the research process since it is useful for categorizing and establishing categorical relationships.

Procedure and data analysis

The classic phases of participant observation guide field work: entering, staying, and leaving the field (Taylor & Bogdan, 1986). The previous ethical considerations of access to qualitative research are followed, informing the competent administration and the participants of the research interests and their sense of improving prospective educational practice. The field work of the participant observation is specified in a total of 207 observation sessions, 72 training sessions and 139 games.

The data analysis process attended the phases of the constant comparative method (Glaser & Strauss, 1967), through constant cyclical processes of data collection, analysis, reorientation, and new triangulations for the new data collection. Data analysis follows a non-linear, interactive process, where reflexivity, contrast and reorientation of field work prevail. An organized and rigorous data analysis organization is presented through four phases: initial participant observation, contrasts in the field work with the image and, finally, consolidation of results and restitution to the field. After an in vivo writing in the field diary, the observation sessions are digitally transcribed and seasoned with a reflection on the nuclei of interest. This reflexivity redirects the following observation sessions, in search of triangulations with the participants. Subsequently, the stories are analyzed in the NVivo 11 program.

Data analysis guarantees attention to the criteria of scientificity for social science research: credibility, transfer, dependence, confirmation, and utility, as well as attention to biases in qualitative research, through a prolonged stay in the field as a member, and the consideration of the heterogeneity of participants in a complex socio-constructed framework (Sabirón, 2006).

3. RESULTS

From the level of concretion of the interest cores on the formative discipline promoted in sports initiation: adult authority, family role, peer learning and behavior modification methods, five categories are consolidated: respect for an authority, commitment to an activity, preparatory routines, fissure and behavior modeling, which have their respective subcategories that help to define them (figure 1).

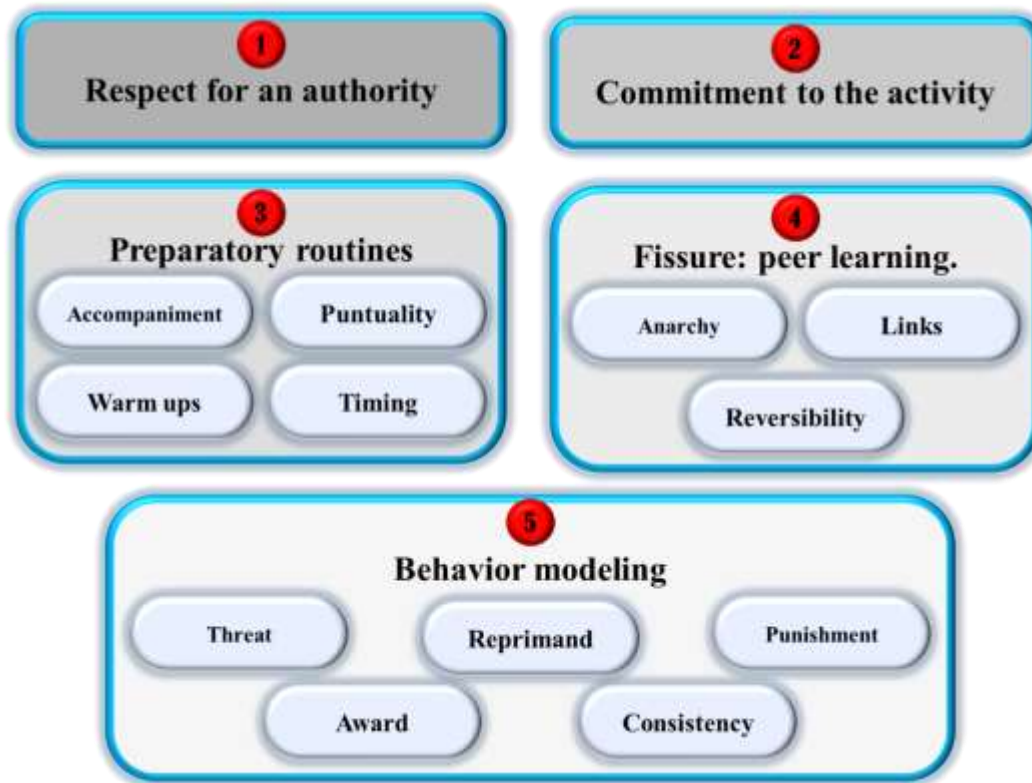


Figure 1. Emerging categories.

To develop institutionalized play requires tacit attitudinal and behavioral norms on which the child's formation is founded. Compulsory behaviors are consolidated, which are controlled using behavior modeling techniques and authority figures.

1. Respect for an authority -104 references-

The coach is shown as an authority figure to whom to obey and respect, since he is the person most responsible for coordinating the team. He can base his communication on direct instructions and prescriptions to be fulfilled by asserting his authority, especially if his state is one of dissatisfaction with the team for not attending to him.

Coaches yell at a player "Let the ball pass!" The boy guessed right by his instinct, hit the ball and avoided a play of competitive danger. Instinctively, when the player is one meter from me, I say "Very good!" The second coach asks me not to tell him

that when he doesn't do what he's been told to do. He believes that his role is to control the behavior of his players. (Field Diary: 430, February 16).

The coach orders the players to run around the field for poor technical execution of the drill. A child asks without stopping the march:

- "Can I tie my boot?"
- "No, keep running" (Field Diary: 167, November 4).

His desire is order, to be able to focus attention on sports issues, and not only for children, but he stands as a social mediator with parents and organizers. In fact, parents must respect and understand the figure of the coach as an element of authority, who must exercise control on stage, both children and adults in their different roles: as parents, referees, or their own son and second coach. It contributes to a good atmosphere on stage when the speech of the players and their families is homogeneous to that of the coach. The coach achieves the rank of implicit authority on stage; although, he must assert his leadership. He has the power to establish a system of privileges and punishments with children.

The coach tells the children that the decisions are made between the coaches that they tell their parents, since they usually instruct them from the stands. He adds that we are training during the week, not the parents. Parents verbally accept their children to obey the coach (Field Diary: 1782, February 28).

However, the referee emerges as a figure who, implicitly, can be challenged and disallowed. Despite the fact that he has the rank to judge gambling actions, these are subject to doubt from the adult environment, which ends up being replicated by the child in contexts in which arbitration is detrimental to them.

A father takes advantage of the break from a highly contested match to enter the football field, talk to the referee and demand that he whistles for fouls (in a calm tone). The referee defends himself against criticism by arguing his decisions (Field Diary: 1510, January 31).

The football team was invited to watch a senior match in Las Gaunas where they attended with their coach. The children tell me that the result was not what they expected because the problem was the referee, who was "a scammer". They tell me how the children were yelling at the referee many criticisms such as: "Put on glasses!" (Field Diary: 1750, February 24).

Although children can respect the referee, his decisions and possible mistakes if they are explained calmly and naturally.

The referee whistled a controversial goal, as he apparently had not crossed the goal line. The goalkeeper goes to the coach and asks him: "What did he whistle?"

Coach: "Goal".

Goalkeeper: "But I did catch it on the line!"

Coach: "Referees sometimes make mistakes."

Goalkeeper: "Ah, okay!" And he runs back (Field Diary: 1637, February 16).

The instruction, in many moments has an inherent interest to produce a limitation or repression of the player's behavior at a time of the activity, in order to optimize the general performance of the team. That is, the message can focus on the player developing a task, without the need for him to understand the meaning of his action at all. Even arbitration rules that children are unaware of are coercive.

The rival coach, somewhat unhinged, in a goal kick asks his players: "When I tell you 'get ahead'; make it strong. When I tell you - referring to another player - he runs forward" (Field Diary: 797, December 20).

2. Commitment to the activity -27 references-

The team works with a whole in its planning. The commitment transcends to attending training: it implies a responsibility to try to offer maximum performance for the team, which implies an effort on the part of the child to assume the role that corresponds to him for a period as a requirement to enjoy the activity.

A mother gives her daughter an ultimatum just before training begins in the light of her lack of predisposition that listless afternoon: "Either you come to train today or never again." The mother explains to me that "one day she wants it, the next she doesn't... like this every day" (Field Diary: 1643, February 16).

During the coach's talk, a player raises his hand to comment that his father has told him that, if he plays goalkeeper, it must be all the time. His father wants him to commit to a function (Field Diary: 1781, February 28).

The coaches also acquire a commitment, in this case seasoned with the bond that the children establish with the training-sports figure of reference.

A young man demands to be able to enter the training of children in football. It is facilitated that he accompanies the team as assistant coach, with the requirement to attend training sessions and games when he can. The effort to attend led to an abandonment of the collaboration. In a joint activity of the school where the players and the assistant coach belong, many children call him to say hello. He is quite short, because he has not been with them for a long time, but then he cheers up and allows him to receive the love of the children. The commitment is not acquired with the team, nor with the school, but with the children who offer him their affection (Field Diary: 1295, January 16).

3. Preparatory routines -298 references-

All routine activities that have to be carried out to face the competition in the best conditions are included. It requires spaces for concentration on the task being carried out to enter physical activity at an appropriate level of emotional and physical activation.

I. Accompaniment

Adults have to carry out facilitating actions so that the child can develop the activity of football properly: they have to prepare the material for them, take them to training sessions and games, facilitate their hygiene and health habits, encourage them in the most delicate moments, etc. It requires a strong investment of time and illusions.

The students leave the school one by one. Parents are waiting for you. They wear the school uniform. They have 15 minutes to take them to the locker room, give them a snack, get dressed for training and leave on time. (Field Diary: 719, December 16).



Figure 2. At the end of the game, family members lovingly pick up their children and help them change (Image taken on November 17).

On many occasions, families modify their own dynamics to attend and attend to the sports activity of their children, implying an organization or postponement of instrumental tasks.

One of the boys who are in training goes on vacation at the end of the training (seven in the afternoon). The family decision is that the child go to training and then start the trip, even though they consider that it can be heavy. The sister plays during the training with a doll in the stands and the parents observe the training. The father to the little daughter: "How well you are going to sleep the trip, your aunt will wait for you and you will be asleep!" (Field Diary: 673, December 5).

Mother: "I've been getting up at 5 in the morning all week. Yesterday, no nap due to training and today holding out all afternoon for the tournament and tomorrow am I going to wake up at 9 in the morning to go to the club party? Haaaa, no way" Finally, the family organized for the child to attend the party (Diary Field: 2771, May 16).

II. Punctuality

Schedules are established that must be respected so that the coach can carry out the activity as planned. The matches have a call for the players half an hour prior to the match. In training, punctuality is also required to prepare the material. The last responsible are the relatives, since the children do not have autonomy for the displacement, but the negative consequences can be assumed by the players.

The coach takes the opportunity to scold the two families who bring their children late at the end of the game. Yearning for total control of the coach, like a conductor (Field Diary: 456, February 16).

Three players have been quite late for family matters. The coach reprimands them: "You were going to play all three, but not anymore" (Field Diary: 392, November 15).

III. Warm ups

Coaches assume this ritual before games and training sessions as a routine that enables the child to become active and enter active dynamics as a necessity for the child. It is used to promote awareness and entry into the competitive moment. It is usually based on classic practices of a reproductive style: joint mobility, pre-programmed passes, etc.

The relatives joke with the parents who are practicing as coaches in the absence of the official coach: "There, there, warm-up of the '80s", between jokes (Diary Field: 2785, May 23).

It is encouraged that the players, led by colleagues with more physical and social skills, are able to develop a warm-up autonomously, as a good habit useful for their future.



Figure 3. Players warm up autonomously and mechanically under the watchful eye of their coach (Image taken on January 8).

Between the captain and the second captain they are able to organize the team for the warm-up (Field Diary: 461, November 18).

IV. Timing

A key in team discipline, which becomes one of the purposes on which more energy is invested, is that children can distinguish the different moments that are established in football as a recreational activity. The player must adapt the opportune moment for each attitude and behavior. Seriousness is required when developing football drills that require it, so relaxed attitudes can be punishable.

The coach who is covering the loss of the starter tells that he started with his group in under 6 football (it has been 4 years). But now he would not change it for anything, because it costs a lot to make a group and automate the routines and exercises (Field Diary: 1175, January 8).

It is considered a cornerstone in institutionalized learning and one of the greatest changes between the infantile and primary stages, with parallels between free play and regulated football.

A player insists and insists on going to the bathroom in the middle of an exercise. Now he cannot and the coach reprimands him: "This is not Early Childhood Education!" (Field Diary: 2156, March 27).

4. Fissure: peer learning. -167 references-

There is a gap in the actions that are undertaken in the adult world: the learning that is built derived from the relationships that children establish with their peers. In a socio-constructed framework for the child, the most genuine relationship emerges when spaces appear without the adult's mediation.

I. Anarchy

The impression of a chaotic child's game appears in moments of impasse between regulated tasks, where there is no adult supervision. The child is able to enjoy without making formal learning explicit. Disconnection is observed between the activities that children develop in the same setting, where a predilection for sliding on the ground emerges, when the facilities allow it, and a motor game of physical contact.

A coach repeatedly regrets "This looks like the schoolyard" when he is overwhelmed by the chaos of play that children develop when they do not follow adult rules to play (Field Diary: 34, October 16).



Figure 4. Players engage in spontaneous motor game waiting for the head coach before training (Image taken on January 27).

II. Links

The lack of tactical rigor on the part of some team favors the appearance of erratic actions that are replicated among the players throughout the game. The player or the group can be impregnated with certain environmental emotions, which lead them to carry out behaviors that in another context they would not do: bad technical actions, erroneous motor decisions, lack of attention, inappropriate attitude ...

Fairly balanced match on the scoreboard: 0-1, 3-1, 3-3. The opposing team is a very chaotic team tactically. The coach insists that simply by playing orderly you would win; However, the players are impregnated with these inaccuracies and seem to ignore the training, to the despair of the coach and families: the game heats up due to what they understand as indiscipline (Field Diary: 2386-2391, April 18).

On the other hand, the fans' stands contribute to an escalation of a bustling environment when environmentally the competitive intensity accelerates. The expression of emotions is facilitated, and the heart quickens its rhythm.

Match with a balanced result. Rival fans cheer on their team with corporatist shouts, to which relatives of the other team respond by shouting louder at their children (Field Diary: 1728, February 21).

Simultaneously, there is a parallel game characteristic of a more immature or less adaptive game, it is observed that, during free, unregulated play, children spontaneously organize a disjointed activity between the participants. It can progressively converge towards a game in which meanings are shared, but it is frequent that not all members of a team share the same sense of play, despite sharing space.

Before the training begins, the children have free time. Each child proposes rules of the game, independently of those of their classmates.

- "Diego goes with us"
- "Let's all play against everyone!"
- "He wanted to play tag to come here"

Another player remains only with a solitary activity (Field Diary: 1379, January 24).

III. Reversibility

Without the purpose of promoting it, reversibility stands as one of the most developed competencies on stage, understood as the art of knowing how to keep one's composure when adult spotlights observe the child's behavior and the possibility of transgressing the rules when there is no one. explicit adult surveillance.

Physical education teacher: "I really suffer a lot because I can't have the sports center as I would like, because of course, in the afternoon it is a pack. They erase the

blackboards, I scold the children a lot, because in the end they are the ones who come to the activities themselves. They don't touch me, but when they come in the afternoon, hey, it's incredible, I find myself painted, I find myself ...

Tutor: "They know perfectly when one person is there, they cannot do it and when another person is there, they do it" (Field Diary: 260, June 26).

5. Behavior modeling -250 references-

Group discipline is controlled by eminently proprietary techniques that seek to extinguish conduct that is considered to violate the group's norm. Consistency contributes significantly to the norm, while honesty contributes to the respect and leadership of the responsible person.

I. Threat

This is a warning and / or preventive that a behavior will not be tolerated. It involves the knowledge that there are unintended consequences. Sometimes it is omitted, the punishment for a given behavior being reactive and, in many other cases, it is so far from what can be accomplished that it is only verbalized.

The children of the rival bench are playing with the board while you play their companions. The coaches, when they realize it, they abron to them: "What are you doing the fool? Then will you want to play?" (Field Diary: 1206, January 10).

A father says to his son during a tournament: "Let none of them pass! Or you don't eat! "The father laughs as an accomplice, knowing that his threat may not be very realistic (Filed Diary: 2868, May 31).

II. Verbal reprimand

The adult can use his rank of superiority to make see verbally, with a high and aggressive whole, that his behaviors are not adequate, especially at times when hysteria over malpractice overwhelms them. The child takes on a role of submission.

A child tells the coach after a game in which the expected level has not been played that he does not want to train for the team any more due to lack of camaraderie. The extremely pissed-off coach shoves all the players into a room and starts yelling at them and scolding them for their actions one by one and appealing to the spirit of a united team. He stopped writing about how tense the atmosphere is (Filed Diary: 2530, April 25).

During a game in which the coach claims to be burning a lot, I ask a child: "If you had to put the most important thing about what is happening, what would it be?" Player: "That he is scolding us all" (Field Diary: 2846, May 31).

III. Punishment

Withdrawal from the enjoyment of an activity is the coercive measure par excellence due to its recurrence and relief for the adult. The time-out technique is shown as the most used. Group punishment may occur if the activity in general does not work, as a consequence: running around the field or sitting.

Two children are being punished sitting watching the training of their classmates. I ask them: "Why are you there?" "For being silly when he explained" (Field Diary: 587, November 24).

Punishment can go one step further when maladaptive behavior is exposed in public. The player is shown in public that he has done something wrong. Public exposure can pretend the student's positive reaction, although it can cause the opposite, inhibition.

On two occasions the coach removes a player from the field (one of the brightest), publicly abhorring him: "What's wrong with you today?", "Your thing is not normal!", and "Where are you?" Later, the child told me: "I prefer not to play because of the quarrel" (Field Diary: 859, December 26).

A coach has a medicine ball that makes players who lose the game or perform it poorly transported as a "prisoner ball" around the field, before the gaze of the spectators. They can hardly beat him. They are always the same people who carry the medicine ball (Field Diary: 1659, February 17).

IV. Award

Desirable behaviors can also be reinforced. In this case, the evocation of media football is an attractive prize to reward good work and a resource in preparing for training sessions. Families can reward the child based on the competitive result: wins, goals, etc.

A player scores his second goal: the coach turns around and says to the father: "2 euros are already" (Field Diary: 1730, February 21).

The coach's mood, his own expectations and his predisposition towards optimism have a decisive influence on the evaluation of behaviors that carry reward or punishment. coach's previous mood: his expectations.

The coach has been in a very good mood from the beginning of training, and he has not prepared as much for training as usual. After the important training tasks, he values that it has been a good training, for which there is a prize: he puts a mat and they begin to hit head and head -figure 5-, something very unusual (Field Diary: 737, December 16).



Figure 5. Award for a playful activity in which to make watermarks for a good training (Image taken on December 16).

V. Consistency

Stability between the established disciplinary criteria and their consequences is a requirement to contribute meaning to the agreements and homogeneity in educational criteria. However, it is not always possible to achieve what is proposed in such a dynamic environment, which facilitates the reversibility of children.

The coach threatens during a task: "The first one who does not go back the way they have to go back goes home." Later, he does not comply with the threat and laments: "Here I lose credibility because I cannot carry out the punishment ... but what do I do to make them listen to me?" (Field Diary: 2287-2298, April 13).

Some relatives demand that discipline be applied continuously so that the child acquires appropriate and useful behavior guidelines for life.

The father of a child asks me: "You have to firmly instruct my son. That he gets lost a lot and does what he wants" (Diary Field: 676, December 5).

4. DISCUSSION

Discipline is undertaken from the accompaniment of adults and respect for a reference figure, the coach (Garrido et al., 2010) and is specified through a code of conduct where the protagonist is the player who develops motor activities (Arda & Casal, 2007). The coach's authority is manifested through direct instruction and is accepted by the native. In this sense, the coach orders the child the behaviors that he has to perform on stage, without the need for understanding, in solidarity with the tactical instruction model (Sánchez & Viciana, 2002). Authority is carried out through an eminently autocratic leadership style focused on training and instruction, as described in higher formative ages (Alonso, 2015; Teoldo, Martin & Teoldo, 2009).

The exercise of authority is eminently instructive, with little room for creativity and spontaneity on the field. The adult has an illusion of control over the child's behavior, which is coercive in the development of his psychological functions, since they lead him towards a unique response (Aguirre, Tristán, López, Tomás & Zamarripa, 2016; Cantú, Castillo, López, Tristán & Balaguer, 2016). In this sense, it is evident that instruction can cause the child to overflow before generating an effective response to the game (Lapresa, Arana, Garzón, Egüén & Amatria, 2008).

The player is the executor of the will not only of the coach, but of the parents who assume an indispensable role as agents who accompany and facilitate the development of the preparatory routines of the activity, which

represents a risk for sports adherence, since that it does not promote motivational internalization (Iso-Ahola & St.Clair, 2008; Ortín, Moya & Garcés, 2013); the opposite, it rather assumes that the externalization of the child's will is maintained. Buceta (2015) describes as the ideal accompaniment in school sport that which favors the comfort of the child and their cohesion to the group, which would be materialized through a more democratic leadership (Moreno, 2012). However, it is evident that there is an interest in maintaining a discipline that is oriented to the result in an autocratic way. This distorts the sense of usefulness of the discipline to achieve a shared goal (Restrepo, Quintero and Barahona, 2020), trivializes it to an eminently autocratic discipline and linked -and solidary- to the values of its political macrosystem, especially: competence, maximum performance or hierarchy (Torrebadella & Vicente, 2017) and undermines their educational potential to satisfy the psychological needs of the schoolchild (Brustio et al., 2018; Fraguela et al., 2020; Sevil et al., 2018).

The transgression of adult instructions is reactively punished through reprimands, punishments or deprivation of participation, which stands as a normalizing discipline. It is judged whether the behavior of the child is approved in the microsystem or is, metaphorically, micro-offenders (Foucault, 2003). In a certain way, discipline can work to the detriment of promoting the player's creativity and autonomy (Fraile, 2004), which restricts their space for enjoyment with their teammates to moments of competitive relaxation, highlighting the reversibility of behavior childish. Despite this, there is empirical evidence that values the usefulness of considering peer learning as a training tool of great interest, especially when there is an age difference. Schoolchildren act as leaders who convey the sports discipline that the coach wants to transmit and guarantees to reach those spaces where their tasks prevent them from attending (Farias et al., 2018). Although this strategy may violate the aphorism of the importance of free play in school age (Fuenzalida, Gallardo & Torres, 2017). The emergence of reversibility shows how the child develops his creative capacity in an indirect way (Carpio, Pacheco, Morales, Arroyo & Pacheco, 2015) to behave in one way or another according to the context in which he finds himself: in vigilance and adult control or in moments of relaxation.

5. CONCLUSIONS

The discipline organized by the school football team is eminently coercive and, hardly, reserves a space for learning among peers. In fact, it is considered a fissure in team discipline that enhances the consolidation of the development of reversibility as a key competence in the child, who learns to behave differently in the presence of different educational and authority figures. The management of this learning niche is of great pedagogical value and has an impact on the growth of personal identity and crystallization of self-esteem. If the activity is monitored and a safe environment is organized, the creation of spaces for free play can be favored, in which the child displays his social skills among peers. This should not harm the generation of team routines that facilitate sports training. Authority is usually used in a vertical and undemocratic sense, which converges with competitive intensity. This matter should be considered with special attention, especially by the coaches, who emerge as the formative mediators of the stage. It is evident in the results how a calm and retrospective feedback can be effective for the analysis of sports phenomena. The scholar can understand that even the referee is capable of making mistakes, but there must be an exemplification concurrent with this lesson.

The family is shown as the cornerstone involved in the activity. This point is differential and unique with respect to other training proposals at age, so it is worthwhile to carry out pedagogical awareness processes about the values that you want to project to your children: a mere replica of competitive sport or a training possibility for an education that complements regulated education. In these terms, it must be valued that football offers training possibilities to optimize the development of self-efficacy, collaboration, creativity and, above all, the construction of self-esteem linked to personal growth and not to competitive results; However, it is required that the discipline is not confluent to the competitive evolution of football, but rather that an analysis with perspective is facilitated and the importance of the result is relativized, since it has been shown that the sporting discipline has more socializing relevance than competitive.

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