TRAINING OF THE PASS TECHNIQUE IN YOUTH CATEGORY FOOTBALL PLAYERS

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Abstract
Players in the youth category have some shortcomings when passing the ball in short, medium and long distance, which prevents the team from taking effective technical and tactical actions in the game. Given the present needs, the following is formulated: How to improve the passing technique in youth category footballers? With the aim of providing an answer, the objective is to: Identify the main deficiencies in the passing technique of soccer players in the youth category of the Champion's Claw soccer school. Within the methodology, the qualitative-quantitative method has been considered. The application of a diagnostic test composed of 10 exercises subject to times and successes, allowed to know the current state of practice in the technique of passing the youth category. The techniques belong to the exploratory nature, in order to get to know directly from those involved. In an identical way the field research provided an insight into the soccer school students. The population involved for this study is made up of 35 men and 15 women who belong to the soccer school. From this population group, an intentional non-probabilistic sample was drawn, consisting of 10 men and 8 women. The results showed that the test participants qualitatively the majority border the fair and good. As a conclusion, it is proposed that the youth soccer team of the Champion's Claw School, through the practice of a structure, exercise and activities, would improve its current condition.
Keywords: Practice; soccer; techniques; test; youth.

Introduction

Currently at the national level, in our country the professional teams, associations and soccer schools, manage training plans based on technical and practical foundations, however, they go through a problem in the domain of the passing technique, which could change with the preparation of programs, guides that address the subject in better depth (Montaño, 2020).

In the school vacation period, soccer schools provide an alternative in the practice of this sport, in order to contribute to the use of free time, in addition to developing skills that can then be channeled professionally (Arévalo, 2017). Under the quantitative approach, a diagnosis of the current state of soccer practice was made from the passing technique, in the Garra de Campeón soccer school in the youth category (13 to 18 years).

According to Gutiérrez & Blanchad (2019, p. 34) in their research work on the development of the passing technique with internal and external border in mini football, they conclude that the

use of the game as a learning strategy in the practice of athletes Before each match and evaluating them after each training session, it allows them to constantly improve their passing technique. That is to say that consequently the practice of the passing technique contributes to soccer players, improving their performance and skill development.

Similarly, Calderón (2018, p. 45) indicates that the pass is the most important technique in soccer, since it contributes to the sliding of the ball on the playing field, allowing players to pass between them until they reach to the opposite goal, in search of an alternative goal. As a conclusion of his practical - theoretical research work for a better performance, he proposes a methodological guide for training the passing technique in soccer in 13-year-old children.

According to Ramos, (2018) the passing technique deserves a constant training process until achieving an appropriate performance, in a work of pairs, the forwards must have adequate coordination, which allows them to pass the ball, and how to intuit what the partner is going to perform. In this regard, Núñez, (2019, p. 61) in the training program that he developed to improve the passing technique in soccer, considers that the game in small spaces with dimensions between 15m. by 12m. benefits in the effectiveness of the pass. Because it contributes to the soccer player in quick decision-making, something that should characterize them, especially the junior players.

Among the shortcomings that youth soccer players present are: failures when passing the ball in short, medium and long distance, which prevents the team from taking off effective technical and tactical actions to achieve success in the match (Rivera, 2019). The demanding profile in football demands a high technical-tactical preparation since many gestures of mental and physical concentration are produced in the match. Given the present needs, the following question is formulated: How to improve the passing technique in youth category soccer players?

Actually, this type of failure is experienced daily by teams of different categories, however, the present study considers the youth category of greater importance, especially because at these ages they are the ones that serve as a test for training and move on to professional play (Vasquez, 2021). In order to find an alternative solution to the problem detected in the previously diagnosed soccer school, the objective was to identify the main deficiencies in the passing technique of soccer players in the youth category of the Garra de Campeón soccer school.

As indicated above, the passing technique in soccer is necessary to prevent the opponent from obtaining the ball, which is why the application of the exercise program represents a viable option in the youth category of the Garra de Campeón soccer school being an alternative for the development of skills and abilities in players.

Development

Soccer Training

Training in soccer represents an alternative in the improvement of abilities and skills, which are then reflected on the field. The basic structure of a workout is classified into three stages: the warm-up, which takes place over a period of time between 5 to 10 minutes. The main part, with a

duration of application ranging between 60 to 90 minutes, depending on factors such as exhaustion, effort, weather Vales, Gayo, & Fernández, (2017). This central part is usually divided into parts, which amount to 4 to 6 parts, each lasting 10 to 20 minutes. And in the end the return to calm, in which 5 to 10 minutes is allocated.

For some technicians, they consider that daily training develops assertiveness in controlling the ball, allowing the player to progressively ascend and be taken as a starter when playing. However, the absence from training with only one day generates a setback that is recoverable, as long as the athlete takes his side (Contreras, 2020).

For Prieto, Giraldo and Salas, (2019) in their proprioceptive training program and its importance in coordinating abilities in soccer, they describe that soccer players must be constant in their training, since that: "improvement and improvement of conditional physical capacities, as well as, enhance intra and intermuscular coordination, the graduation of muscle contraction, static and dynamic balance" (p.122). The constancy of training is also notably verified when they play a match.

Types of Workouts

Although there are different classifications among coaches, trainers and physical trainers, they all agree that there are three methods that encompass the different moments of training: continuous, interval and competition (FIFA, 2007).

• Continuous: it is the most used, since it is made up of training sessions that include the development of different aerobic techniques necessary to control the ball on the court, such as tactical preparation, development of power and strength, precision on goal, etc. Its duration exceeds 30 minutes (Valle, 2019).

• Interval: In the interval method, there are exercises that alternate phase of loading and recovery (Alulema, 2018). In these types of exercises, they are used regularly in the preseason where both the aerobic and anaerobic part is worked, which serves as preparation for the competition (championships, cups) and for the recovery of the individual's physical condition.

• Competition: These types of exercises are focused on improving the physical and mental conditions of the soccer player (Zamora, 2018). The physical and mental effort of him is greater, here the technical and tactical aspects are considered a lot to achieve excellence.

From the ISAF perspective, (2021) football training varies according to the purpose that the coach wishes to improve or develop, among them are:

• Resistance Training: through long-term exercises, the aim is to increase the ability to combat fatigue for as long as possible.

• Speed training: the exercises of this type of training are intended to increase the speed of the athlete to perform the physical activity that he needs to develop his sports discipline (Morán, 2018). In a strength training we can also find resistance exercises or exercises to improve movement technique.

• Power training: in a power training the exercises are aimed at allowing the athlete to exert the greatest possible force in the shortest time (Don Francesco, 2019). That is why you can combine resistance and speed exercises.

• Aerobic training: in aerobic sports training, all exercises will be aimed at improving aerobic physical capacity, which is why they tend to be long-duration, low-intensity exercises (Vélez, 2021).
• Anaerobic training: unlike in aerobic training, in this the exercises will be of short duration and very high intensity.

The Technique in football

The passing technique is composed of different elements that make up the tactical foundations of the game in football, facilitating all the strategic actions necessary for the harmony of the team. From another perspective, body movement, motor skills and coordination are essential for learning the technique. For FIFA, (2007) coordination is a psychomotor function, which develops in children between 13 and 15 years of age, unlike functional performance that develops up to 18 years. The increase of individual technical skills in today's football does not take place if the player has not previously optimized his coordination capacity. The basic technique consists, above all, in having a balanced relationship between the body and the ball. The ball is at the service of the player, and not the other way around.

The pass

When I refer to the pass, in football, you have to understand that the action needs a technique. The same that you can use from the head and obviously the feet. In other words, in order to pass the ball to another player, such action must not violate the rules of this sport, such as using the hands, with the exception of the goalkeeper. Soccer passes are intended to get out of the pressure applied by a rival player, advance in the match, keep the opposing team in control, and provide an opportunity to score.
According to Calderón (2018, p. 46) he establishes new techniques and methodologies for teaching the pass, from practices and studies of other soccer training plans. The proposed analysis is relevant since it demonstrates the importance of adjusting the types of exercises and training strategies to the age and local needs, taking into account the athlete's motor skills.
Now, when giving or receiving the pass, some observations that properly belong to this sporting discipline must be considered to qualify the quality and effectiveness of the action, such as the attention and attitude as the pass is made. In the same way, it is suggested not to make a pass in front of a player who is not moving, since he will surely lose the opportunity to score. Carrying a pass in soccer in a correct way, deserves to maintain a taste for the game, and always think about the team.

Pass types

Once the importance of the contact surface is understood, the five types or ways of making a pass in football must be differentiated, which according to Uscachi Huillcahuaman (2018) points out

that they can be: short pass, mid-distance pass, long pass, head pass and wall pass. The main characteristics are detailed below:

• Short pass: It is known for being a pass executed with the inside of the foot. Thus, greater and better precision is achieved, as well as allowing the ball to travel at ground level, which allows the receiving player to receive it more easily.

• Mid-distance pass: Like the short pass, the mid-distance pass is one of the footballs passes that player use regularly. Its correct execution is with the inside instep of the foot. It is characterized by being the most accurate of all passes.

• Long pass: Of the different football passes, it is known to be the one with the greatest displacement of the ball, since it is more than 30 meters. head pass. It is not the pass that is made with a lot of recurrence, although if it is done correctly, the advantage that is achieved is great since it serves different beneficial purposes.

• Head pass: It consists of the technical action carried out individually. Just as the ball travels through the air, the player takes advantage and hits it with his head relatively hard. The head pass may well be defensive as well as offensive.

• Wall pass: This is a very particular pass because its performance involves the combination of two players, the purpose of which is to get free space for the player who starts the wall. In this sense, the receiver of the ball throws it with a touch into space in front of the first attacker. The wall pass serves as an effective solution for opening gaps when defenses are very tight, that is, they are excellent at causing slow defenses to lose their balance.

Passing technique

For Rivera and Chávez (2017) in their research work on pre-sport games, they highlighted the importance and contribution in the improvement of the techniques of the players who participated in the study of driving the ball, passing with foot and head. It is important to note that in the execution of a good pass it is essential to consider the contact surface, that is, when hitting the ball, the contact surface to be used must be taken into consideration, which can be:

• Instep: Normally used in short distance passes. For its execution it is suggested that the player, place the supporting foot, should be placed at the height of the ball and should accompany the hit, always trying to avoid executing a dry blow, which causes an injury.

• Inside edge: It is preferably used to pass medium and long distance on the court. The idea is based on making a blow with the inside of the foot, so that the ball hits at the height of the big toe, which makes the ball rotate inwards. It is ideal for more effectively controlling the area to which the ball is directed, so that the goal is reached.

• Outer edge: Generally used in short, medium and long-distance passes. It allows multiple uses. The pass with the outer edge is perfect when the player is running with the ball and wants to pass it to a teammate and at the same time continue to run.

Soccer in youth categories

The federations, academies, clubs, soccer schools and other training centers are constantly working on the development of technical programs especially for the youth category, which includes the ages between 13 to 15 years as a junior and 16 to 18 years as a youth category. These ages are uttered by football coaches, since it is precisely where the first chances of great players in the future usually appear. For Carchipulla (2021) in the youth category, the technical-mental work, starts from the formation of elementary notions of plays, strategies and simulations that are then expressed on the court. That is to say, that the theoretical part allows to create bases in the players, developing a continuous learning, which in the future is better visualized within the game. In addition, it creates a link between plays, strategies and tactics for the time of play.

Going through the school age between high school and high school, young people who practice soccer are motivated by their coaches through the participation of sports matches, championships, interclubs, among others, which allows measuring the development of psychomotor skills and abilities. The training of the player can, in many aspects, also be inspired by school education up to a life project in a university career.

Figure 1. Classification by categories according to age

Source: (FIFA, 2007)

The figure shows four groups that start from the first stage, that is, infantile, then there is the second and third that correspond to the pre and juvenile and then the fourth stage that includes the professional. In this regard, Abdullah, Maliki, Musa, Kosni, Juahir, & Mohamed (2017) point out that in the youth stage, coordination in soccer develops the determining capacity which is closely related to the technical-tactical component. Playing soccer requires the athlete to develop psychomotor skills and abilities in addition to a great variety of actions or game movements, which implies that, the greater the number of sports gestures, the greater the required coordination development will be; Consequently, the better your chances of quickly learning new skills and thus solving situations that the game requires, including speed and efficiency Jukic, Prnjak, Zoellner, Tufano, Sekulic, & Salaj, (2019).

Soccer player qualities

Taking into account the previous definitions, the authors may indicate that, in the youth category, different coordinative capacities can be developed, allowing the soccer player to make different plays that involve movements with precision, in addition to learning to save energy and with great efficiency. Identically, there are innate qualities in soccer players, as well as some that can be developed. In this regard, Ayala-Obando, Coque-Martinez, Arias-Moreno, Estrella-Patarón, & Caguana-Caguana (2021) in their research work on isometric exercises as physical preparation in the sports performance of young soccer players, points out that there are certain qualities that players must develop, including:

Figure 2. Classification by categories according to age
Source: (Ayala and others, 2021)

Methodology

To carry out this research work, the qualitative-quantitative method has been considered, which allows not only to delimit the population, but also directly interferes in the work with the variables. Thanks to the application of a diagnostic test composed of 10 exercises subject to times and successes, the current state of practice in the passing technique was known in the students of the youth category at the Garras de Campeón football school.

The quantitative method combined with some techniques allowed the absorption and achievement of the proposed goals, so that the successes and mistakes in the practice of the passing technique are counted. With the qualitative method, the numerical responses were weighted on a rating scale. The techniques belong to the exploratory nature, in order to be able to know directly from those involved. In an identical way the field research provided an insight into the soccer school students.

The population involved for this study is made up of 35 men and 15 women who belong to the "Garra de Campeón" football school, which carries out its sports activities in the Ciudad Norte neighborhood of Sucre canton. From this population group, an intentional non-probabilistic sample was extracted, composed of 10 men and 8 women belonging to the youth category, in which techniques such as observation and experimental method contributed to the development and design of an exercise program for the development and practice of the passing technique in the selected sample.

The diagnostic test for the improvement and practice of the passing technique (Annex 1) was initially tested by Rivera and Chávez (2017), who propose ten playful interactions, which must be carried out in 3 minutes per activity, with a maximum number of attempts. of 10 passes. The objective of the test is to evaluate the mastery of the passing technique, which the selected population sample possesses. As a first step, those involved are brought together on a soccer field, forming teams of pairs. Among the materials to be used you will need cones, division tapes, number 5 balls, whistles. Each exercise consists of a purpose, execution time and the number of passes by attempts, successful and unsuccessful are counted.

Work couples are assigned a code according to gender that starts from "v1" for men and "m1" for women. The qualification receives a weighting, under the rule that stipulates values greater than or equal to 80%, they will be qualitatively scored as "very good" (MB), those who obtain a value equal to or greater than 70% will enter the scale of "good" (B); For those who achieve a number of hits equal to or greater than 60%, they will be considered within the weighting of "regular", otherwise they do not exceed the value, their rating will be "insufficient"

Results

The information was collected from five samples, which allowed evaluating each type of pass under the performance of an activity on the playing field. Here are the results:

Table 1.

Results of the activity drive your train.

Activity	Drive your train.	Pass Type	Short pass	Time	3 min
Objetive	To ensure that the athletes perform correctly the technique of driving the ball with the inside of the foot.				
Code	# Attempts	# Hits	# Mistakes	Quantitative weighting	Qualitative weighting
v1	10	7	3	70%	B
v2	8	4	4	50%	I
v3	9	6	3	67%	R
v4	10	4	6	40%	I
v5	9	6	3	67%	R

m1	7	3	4	43%	I
m2	9	5	4	56%	I
m3	10	4	6	40%	I
m4	9	3	6	33%	I

Source: Test applied to athletes.
Author: Own elaboration.

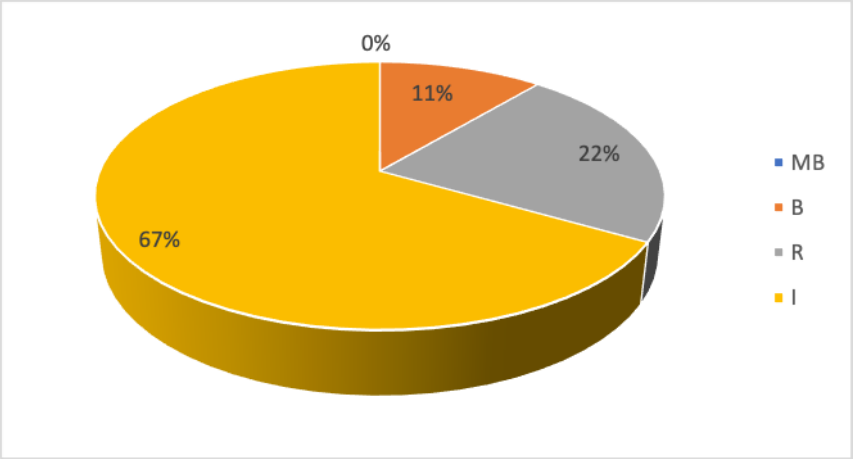

Figure 3. Qualitative-quantitative weighting results

It is important to indicate that the activity took place in a time of 3 minutes per couple, in which they traveled in parallel one in front of the other, as if they were on train rails. Table 1 shows the results of the activity called "drive your train", in which the field work of 5 male couples and 4 female couples was compiled. The highest number of attempts reached 10 and the lowest 7; of the number of correct answers, 7 were the highest value and 3 as the least significant.

The quantitative weighting was obtained by calculating the number of attempts in relation to the number of hits. For a better interpretation, figure 3 called "Results qualitative-quantitative weighting table 1" graphically shows that 67% reached a minimum number of hits from the activity carried out, similarly 22% did not exceed what was interpreted qualitatively as regular. The remaining 11% of the population obtained a weighting on the scale as a good number of correct answers. In general, a considerable part of the athletes who participated in the proposed activity must improve the technique of the short pass.

Table 2.
Results of the Drive and Win activity.

Activity	Drive your train.	Pass Type	Short pass	Time	3 min
Objetive	To drive the ball to open spaces when defenses are very tight.				
Code	# Attempts	# Hits	# Mistakes	Quantitative weighting	Qualitative weighting

v1	10	6	4	60%	R
v2	10	5	5	50%	I
v3	9	7	2	78%	B
v4	9	5	4	56%	I
v5	10	6	4	60%	R
m1	10	6	4	60%	R
m2	9	5	4	56%	I
m3	8	6	2	75%	B
m4	10	3	7	30%	I

Source: Test applied to athletes.
Author: Own elaboration.

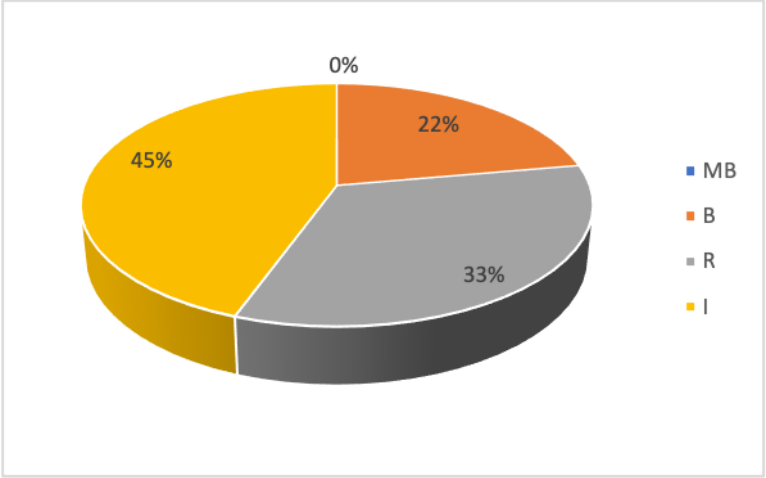

Figure 4. Qualitative-quantitative weighting results.
Table 2. Author: Own elaboration

In the second proposed activity called "lead and win", it was developed in a time of 3 minutes per couple, which was actively fulfilled in order to open a space on the playing field when the defense of the opposing team is very closed. Table 2 shows the results of the activity, in which what was executed by the participants was compiled. The highest number of attempts reached 10 and the lowest 8; of the number of correct answers, 7 were the highest value and 3 as the least significant.

The quantitative weighting was obtained by calculating the number of attempts in relation to the number of hits. For a better interpretation, figure 4 called "Results qualitative-quantitative weighting table 2" graphically shows that 45% reached a minimum number of hits from the activity carried out, similarly 33% did not exceed what was interpreted qualitatively as regular. 22% of the remaining population obtained a weighting on the scale with a good number of correct answers. So it can be conjectured that a considerable value the athletes who participated in the proposed activity, must improve the technique of the wall pass.

Table 3.
Results of the activity Driving the ball.

Activity	Drive your train.	Pass Type	Short pass	Time	3 min
Objetive	To drive the ball to open spaces when defenses are very tight.				
Code	# Attempts	# Hits	# Mistakes	Quantitative weighting	Qualitative weighting
v1	8	5	3	63%	R
v2	9	5	4	56%	I
v3	10	3	7	30%	I
v4	9	7	2	78%	B
v5	10	3	7	30%	I
m1	9	3	6	33%	I
m2	9	5	4	56%	I
m3	10	5	5	50%	I
m4	10	4	6	40%	I

Source: Test applied to athletes.
Author: Own elaboration.

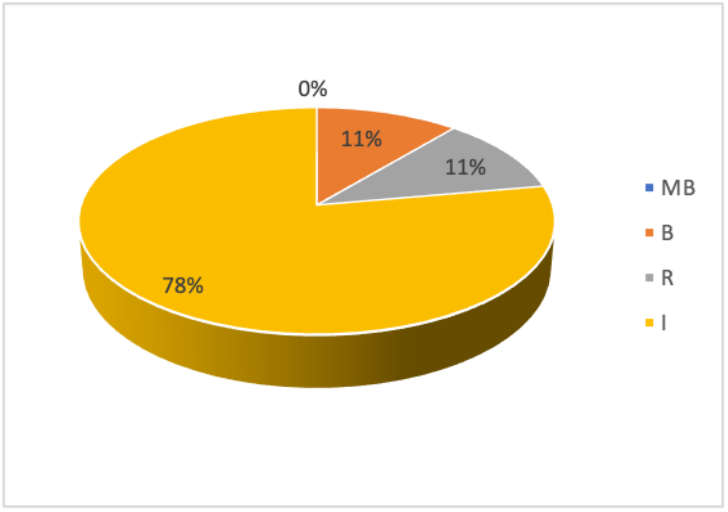

Figure 5. Quali-quantitative weighting results
Table 3. Author: Own elaboration

Table 3 shows the results of the activity, in which it refers to what is performed by the athletes. In the third proposed activity called “Mid-distance pass”, it was executed in the same time stipulated for the previous activities, which was fulfilled with the purpose of developing basic motor skills and physical capacities in correspondence with the demands of the game. The highest number of attempts reached 10 and the lowest 8; of the number of correct answers, 7 were the highest value and 3 as the least significant.

The quantitative weighting was obtained by calculating the number of attempts in relation to the number of hits. For a better interpretation, figure 5 called "Results qualitative-quantitative weighting table 3" graphically shows that 78% reached a minimum number of hits from the activity carried out, similarly 11% did not exceed what was interpreted qualitatively as regular. The remaining 11% of the population obtained a weighting on the scale with a good number of correct answers. So it can be conjectured that a considerable value the athletes who participated in the proposed activity, should improve the technique of the mid-distance pass.

Table 4.

Resultados de la actividad Balón al medio.

Activity	Drive your train.	Pass Type	Short pass	Time	3 min
Objetive	Exercise the technical elements, Driving, Reception, Passing the ball, improve coordination				
Code	# Attempts	# Hits	# Mistakes	Quantitative weighting	Qualitative weighting
v1	10	6	4	60%	R
v2	9	5	4	56%	I
v3	10	3	7	30%	I
v4	8	5	3	63%	R
v5	10	6	4	60%	R
m1	9	3	6	33%	I
m2	10	5	5	50%	I
m3	8	6	2	75%	B
m4	10	2	8	20%	I

Fuente: Test aplicado a los deportistas.

Autor: Elaboración propia.

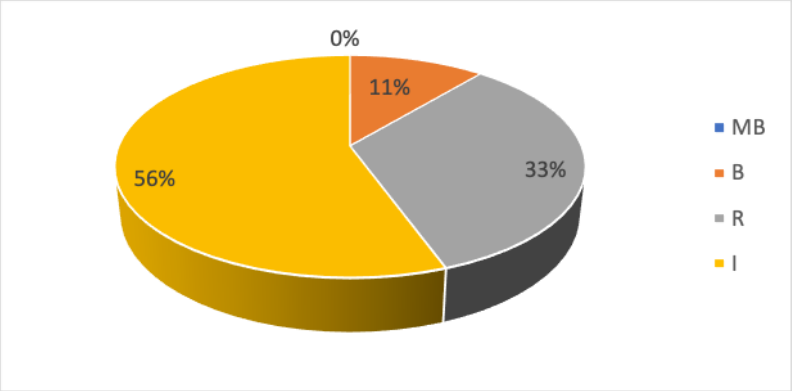

Figure 6. Qualitative-quantitative weighting results
Table 4. Author: Own elaboration

After the application of the test, from activity 4 called "Ball in the middle", which aimed to exercise the technical elements, driving, receiving, passing the ball, improving coordination, Table 4 describes the results of the work on the court of 5 male couples and 4 female couples. The highest number of attempts reached 10 and the lowest 8; Of the number of correct answers, 6 were shown as the highest value and 2 as the least significant. The quantitative weighting was obtained by calculating the number of attempts in relation to the number of hits. For a better interpretation, figure 3 called "Results qualitative-quantitative weighting table 1" graphically shows that 56% reached a minimum number of hits from the activity carried out, similarly 33% did not exceed what was interpreted qualitatively as regular. The remaining 11% of the population obtained a weighting on the scale as a good number of correct answers. In general, a considerable part of the athletes who participated in the proposed activity must improve their long pass technique.

Table 5.
Results of the "El Dominador" activity.

Activity	Drive your train.	Pass Type	Short pass	Time	3 min
Objetive	Exercise the technical element reception, heading and ball driving, improve coordination.				
Code	# Attempts	# Hits	# Mistakes	Quantitative weighting	Qualitative weighting
v1	10	6	4	60%	R
v2	10	5	5	50%	I
v3	9	3	6	33%	I
v4	9	5	4	56%	I
v5	10	2	8	20%	I

m1	10	6	4	60%	R
m2	9	5	4	56%	I
m3	8	3	5	38%	I
m4	10	2	8	20%	I

Source: Test applied to athletes.
Author: Own elaboration.

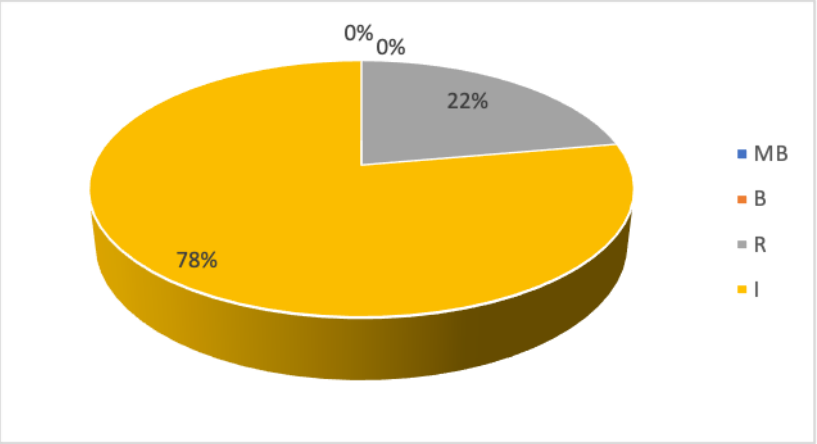

Figure 7. Qualitative-quantitative weighting results,
Table 5. Author: Own elaboration

In a time of 3 minutes per couple, the activity was developed by traveling the court using the head pass properly. Table 5 shows the results of the activity called "The Dominator", in which the field work of 5 male couples and 4 female couples was compiled. The highest number of attempts reached 10 and the lowest 8; Of the number of correct answers, 6 were shown as the highest value and 2 as the least significant.

The quantitative weighting was obtained by calculating the number of attempts in relation to the number of hits. For a better interpretation, figure 7 called "Results qualitative-quantitative weighting table 5" graphically shows that 78% reached a minimum number of hits from the activity carried out, similarly 22% did not exceed what was interpreted qualitatively as regular. In general, a considerable part of the athletes who participated in the proposed activity must improve their head pass technique.

Discussion

After applying the test proposed by Rivera and Chávez (2017), to evaluate the passing technique in a selected sample, it was possible to verify the information collected from five samples, that in the first proposed activity called “Conduce tu tren” The team in pairs of men obtained the maximum value of 70% qualitatively equivalent to good, as a minimum value of the same team of men they reached 40% which corresponds to insufficient. In the same way, in the same

activity, the team of female athletes obtained a maximum value of 56% and a minimum of 33%, both cases equivalent to insufficient.

In the second proposed activity called "Drive and win" the team in pairs of men obtained the maximum value of 78% qualitatively equivalent to good, as a minimum value of the same team of men they reached 50% that corresponds to insufficient. In the same way, in the same activity, the team of female athletes obtained a maximum value of 75% equivalent to good and a minimum of 30% equivalent to insufficient.

For the third proposed activity called "Driving the ball" the team in pairs of men obtained the maximum value of 78% qualitatively equivalent to good, as a minimum value of the same team of men they reached 30% which corresponds to insufficient. In the same way, in the same activity, the team of female athletes obtained a maximum value of 56% equivalent to good and a minimum of 33% equivalent to insufficient.

In the fourth proposed activity called "Ball in the middle" the team in pairs of men obtained the maximum value of 63% qualitatively equivalent to regular, as a minimum value of the same team of men they reached 30% which corresponds to insufficient. In the same way, in the same activity, the team of female athletes obtained a maximum value of 75% equivalent to good and a minimum of 20% equivalent to insufficient.

For the fifth proposed activity called "the Dominator" the team in pairs of men obtained the maximum value of 60% qualitatively equivalent to regular, as a minimum value of the same team of men they reached 33% which corresponds to insufficient. Similarly, in the same activity, the team of female athletes obtained a maximum value of 60% equivalent to good and a minimum of 20% equivalent to insufficient.

As a common denominator, it was possible to show that, from the group of male athletes, the values fluctuated between good - fair - insufficient, of which Rivera and Chávez (2017), point out that they are much lower results, having to implement an exercise plan that contributes in the development of skills regarding the mastery of the pass. In the women's team, the reality is very similar, so it is necessary to follow the suggestions of the author of the test.

Conclusions

• The contemporary state of training structures for soccer teams in the youth category, reports insufficiencies regarding the management of the passing technique according to the recommendations for the organization of current sports training, which limits the development of the players on their way to high-level training.

• Enhancement models for the practice of a series of exercises to improve passing technique should be applied whenever a certain level of development has been reached in the youth categories. These will allow adaptation from a more selective orientation of the preparation content and its successive modification in short training periods.

• The organization of training for the youth soccer teams of the Garras de Campeón School, through an exercise and activity's structure, corresponding to the accentuated load models, in which the succession and interconnection of the specific capacities are taken into account. Before the performance in Football.

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