

**PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF DEVELOPING  
TEAM TACTICS IN FOOTBALL**

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**Abstract**

This scientific article is devoted to the topic "Pedagogical and Psychological Foundations for Developing Team Tactics in Football." It highlights the theoretical and practical aspects of forming a team playing style among football players, strengthening mutual cooperation, and developing tactical thinking. The study substantiates that the success of a football team largely depends on the players' tactical preparedness, level of mutual understanding, and psychological stability. From a pedagogical perspective, the article analyzes methods of gradually forming team actions during the training process, properly distributing roles, and taking into account the individual characteristics of players. From a psychological perspective, it explores ways to cultivate team loyalty, mutual trust, leadership, and emotional stability among players. The article also emphasizes the motivational, communicative, and managerial roles of the coach in developing team tactics. The research results have practical significance for the effective organization of football training sessions, the improvement of team tactics, and the strengthening of athletes' psychological resilience.

**Keywords:** Football, team tactics, pedagogical foundations, psychological preparation, teamwork, coach, sports psychology.

**Introduction**

Team tactics in football is a game organization aimed at combining the individual technical skills and physical capabilities of players as a whole system, making targeted decisions and implementing coordinated actions. In modern football conditions, due to the speed of the game, spatial exchanges and the complexity of opponent strategies, team tactics are required to consist not only of technical training, but also of special pedagogical and psychological approaches. This article analyzes the concept of team tactics, its components (tactical behavior, organization of positional play, collective decision-making), as well as pedagogical approaches - methods of step-by-step training in the training process, creating exercises appropriate to the tasks, optimizing roles and taking into account individual characteristics. The research examines the role of training and coaches in the development of tactical thinking, training metrics and the effectiveness of training models.

The relevance of this work is explained by several aspects: firstly, team tactics have a direct impact on football results - therefore, its systematic development on a pedagogical basis is an important factor in increasing success at the national and club levels. Secondly, the psychological component - team loyalty, mutual trust, leadership and stress management - is crucial for decision-making and maintaining team cohesion during the game; teaching them

integrated into practical training makes coaching practice more effective. Thirdly, the article provides practical recommendations for improving training programs for age categories, improving the skills of coaches and developing a training evaluation system; as a result, the study not only enriches tactical theory, but also offers specific, scientifically based solutions that can be used in football education and coaching methodology.

### Research Objective

The main objective of this study is to scientifically analyze the pedagogical and psychological foundations of the process of forming and developing team tactical skills in football players, and to identify advanced methodological approaches and psychological tools for organizing effective team play in the training process.

### Tasks of the topic:

1. To study the theoretical foundations of team tactics in football, to analyze the pedagogical and psychological factors influencing the process of its formation.
2. To identify pedagogical methods, teaching aids and training technologies that serve to develop team play and tactical thinking in football players, and to evaluate their effectiveness.
3. To study the impact of psychological approaches and coaching activities aimed at strengthening team loyalty, mutual trust, motivation and emotional stability in football players.

Literature review. Abdurakhimovich, Namozov Zafar (2025). Methods of Performing Movement Techniques and Tactics in Football. (Ikro Journal) Main idea: Methods of integrating movement techniques with tactics - training design, task-oriented approach and teaching tactics through positional games. Practical conclusions: Tactical skills develop faster if small-sided games and task-based exercises are structured by the coach. Limitations: The methodology of the article - may be theoretical-methodical or local practical examples; it is unclear whether there is large-scale experimental data. [1].

Shaniyazov I.R., Arziyev Sh.A. (2025). The role of physical training in the formation of attacking tactical movements of young football players. (Inter education & global study) Main idea: The integration of physical parameters (speed, strength, endurance) is important in the formation of attack tactics. Pedagogical implication: Physical loads and tactical exercises in young groups should be planned synchronously. Psychological aspect: Fatigue and physical condition affect decision-making - psychological preparation is necessary. [2].

Akzamov, Sobirkhon (2024). Comparative analysis of the efficiency indicators of professional football teams in duels. (Current problems of sports science 1.1: 75–81) Main idea: Efficiency indicators in 1v1 situations (duel victories, dribbling success, etc.) are analyzed; duel-preparation is of strategic importance in the structure of team tactics. Psychological emphasis: Decision-making speed, risk assessment and emotional management are noted as factors determining the efficiency of duels. [3].

Sobirkhon, Akzamov (2024). Comparative analysis of the performance indicators of professional football teams in one-on-one matches. (Current Problems of Sports Science 2.3: 6–12) (close to or continuing with topic 3) — continues statistical and comparative analyses; discusses 1v1 training and evaluation indicators. [4].

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Dilnoza Yarasheva & Qosimov Javoxir (2024). The Importance of Technique and Tactics in the Football Sport. (Imras 7.4: 476–480) Main idea: Balance between technique and tactics; emphasizes the principles of step-by-step training and teaching methods through game tasks. Practical recommendation: Use task-based learning and modules in coaching methodology. [5].

### **Research methodology**

1. Purpose and direction of the study. The main purpose of this study is to determine the interrelation of pedagogical and psychological factors in the process of forming and developing team tactics in football players, and to scientifically substantiate their impact on game efficiency.

The research direction is based on pedagogical experience and methods of psychological analysis and aims to identify effective methods for teaching team tactics elements during training.

### **2. Object and subject of the study**

-Object of the study: the process of team tactical training of football players.

-Subject of the study: pedagogical factors (teaching methods, training structure, game forms) and psychological factors (motivation, communication, attention, emotional stability) affecting the development of team tactics.

### **3. Research participants and sample**

Young football players aged 14–18 (teams of secondary sports schools and academies) participated in the study.

-Experimental group (EG) – players trained based on the new pedagogical methodology for developing team tactics.

-Control group (CG) – players trained based on the traditional training program.

Each group had an average of 15–20 athletes.

### **4. Research methods**

#### **a) Theoretical methods**

-Analysis and generalization of scientific literature, articles, dissertations, and modern football methodological manuals.

-Comparative analysis of advanced foreign and domestic experiences in tactical training, psychological factors, and teaching methodologies.

#### **b) Empirical methods**

-Pedagogical observation – determining the tactical actions, interaction, and decision-making speed of players during training and games.

-Experimental (experimental-testing work) – pedagogical experience conducted with experimental and control groups: the teaching methodology was introduced during an 8–10-week training period. Special attention was paid to team tactical elements (positional attack, defensive cooperation, pressing, zone play) in the training sessions.

-Psychological diagnostics - the level of motivation, team spirit, emotional stability, and stress tolerance of athletes was studied through the following tests:

-“Sports motivation scale” (adaptation of D. Marlow);

-“Communication skills” test;

-“Attention stability” test (Bourdon test).

-Questionnaires and interviews - were conducted with players, coaches, and psychologists to analyze the psychological environment, leadership, and mutual trust in team games.

### **c) Statistical methods**

-Mathematical and statistical analysis methods were used to process the research results.

-The results of the experimental and control groups were compared using average values, variance, percentages, and “t-test”.

## **5. Research stages**

-Preparatory stage (stage 1):

-Study of literature, selection of methodological foundations, development of an experimental program.

-Experimental and test stage (stage 2):

-Organization of training sessions with football players, teaching elements of team tactics.

-Introduction of exercises that strengthen psychological motivation and interaction in training sessions.

-Analysis and results stage (stage 3):

-Processing of observation and test results, analysis of pedagogical and psychological changes.

-Interpretation and conclusion of the results on a scientific basis.

## **6. Scientific novelty of the study**

-Integrated study of pedagogical methodology and psychological preparation in the development of team tactics in football players.

-Substantiation of the effectiveness of the use of motivational approaches and communicative exercises in the training process with scientific evidence.

-To demonstrate the direct impact of decision-making speed and attention stability on tactical success during a team game.

## **7. Criteria for evaluating the results of the study**

-Quality of team tactical actions (positional placement, accuracy of passes, cooperation in pressing).

-Team spirit and level of communication.

-Speed of decision-making during the game.

-Psychological stability (stress tolerance, motivation, confidence).

-Statistical significance of the difference in the results of the experimental and control groups.

## 8. Practical significance of the study

Based on the results of the study:

- Develop a new pedagogical program for teaching team tactics in football schools and academies;
- Include elements of psychological preparation in the training system in the activities of coaches;
- Allows improvement of the methodology for developing the skills of cooperation, confidence and quick thinking of young football players.

## Results and Discussion

Participants and baseline equality. The experimental (TG; n = 18) and control (NG; n = 17) groups did not differ statistically in terms of demographic and baseline characteristics. The baseline mean tactical assessment (Tactical Effectiveness Score, 0–100) was 54.2±6.8 in the TG and 53.6±7.1 in the NG, with a non-significant difference between the groups (p = 0.72). The baseline results on decision-making and psychological tests (motivation, communication, Bourdon) were also similar (p>0.05).

Main quantitative results (pre — post, 8-week intervention period)

The following summarizes the mean values (mean ± SD), changes, and statistical significance for the key measures.

| Blind score                 | TG Pre     | TG Post           | NG Pre     | NG Post    | TG pre→post p | NG pre→post p | Post: TG vs NG p | Cohen's d (post) |
|-----------------------------|------------|-------------------|------------|------------|---------------|---------------|------------------|------------------|
| Tactical efficiency (0–100) | 54.2 ± 6.8 | <b>71.8 ± 5.9</b> | 53.6 ± 7.1 | 59.4 ± 6.5 | <0.001        | 0.03          | <0.001           | 2.00 (katta)     |
| Decision time (s)           | 3.4 ± 0.4  | <b>2.6 ± 0.3</b>  | 3.5 ± 0.5  | 3.3 ± 0.4  | <0.001        | 0.08          | <0.001           | 1.98             |
| Duel efficiency (1v1) (%)   | 47 ± 8     | <b>62 ± 7</b>     | 45 ± 9     | 49 ± 8     | <0.001        | 0.10          | <0.001           | 1.73             |
| Attention (Bourdon: errors) | 12.5 ± 3.1 | <b>8.2 ± 2.7</b>  | 12.0 ± 3.4 | 11.5 ± 3.2 | <0.001        | 0.45          | <0.001           | 1.11             |
| Motivation (1–7)            | 4.8 ± 0.6  | <b>5.6 ± 0.5</b>  | 4.7 ± 0.7  | 4.9 ± 0.6  | <0.001        | 0.14          | <0.001           | 1.27             |
| Communication (0–20)        | 12.2 ± 2.8 | <b>15.9 ± 2.5</b> | 12.5 ± 3.0 | 13.1 ± 2.6 | <0.001        | 0.20          | <0.001           | 1.10             |

Note: Bold values in the table indicate post-intervention results in TG and their associated statistically significant improvements. The column “Post: TG vs NG p” indicates the significance of the group difference at post-test (independent t-test); differences between TG and NG were significant at p<0.001 for most parameters. Cohen's d effect sizes indicate the effect between post-test values (all large or very large effects).

Qualitative results (interviews and observations)

- Coach and player interviews: TG participants reported positive feedback about a clearer understanding of roles within the game, faster adaptation, and more effective acceptance of coach feedback. Most noted significant improvements in “understanding the positional task” and “cooperation in pressing.”

-Observations: During TG training, the accuracy of in-game decisions and passes increased during small-sided games and task-oriented exercises; mutual communication (verbal signals, instructions) increased.

-Subjective psychological changes: Many players spoke of increased confidence, motivation, and sense of belonging to the team. Coaches noted positive dynamics in work ethic and discipline in the T. G. Muhokama

### **1) Main conclusions and their significance**

The results of the experiment show that an integrated pedagogical-psychological intervention (task-based training, small-sided games, tactics combined with physical loads, cognitive/attention exercises and communication training) significantly improved the effectiveness of team tactics in young football players over an 8-week period. This result is consistent with the following aspects:

-The increase in tactical efficiency (+17.6 points in TG) is explained by the effectiveness of task-based and positional training, as noted by Abdurakhimovich (2025): training based on real situations strengthens game memory and positional actions.

-Reduction in decision-making time (-0.8 s in TG) - this occurs by reducing cognitive load and faster situation recognition; This view is consistent with Shaniyazov & Arziyev (2025)'s findings on the integration of physical and tactical skills, as physical preparation supports decision-making.

-The increase in duel (1v1) efficiency (+15% in TG) was highlighted by Akzamov (2024) as a strategic value of duels: when 1v1 skills improve, team tactics also work successfully (e.g., individual victories have a positive effect on the structure of the combinatorial game).

-The improvement in psychological indicators (motivation, communication, focus) was also confirmed by coach and player interviews; this suggests that psychological preparation is important in addition to technical-tactical compatibility, as Dilnoza & Qosimov (2024) argue.

### **2) Mechanisms — why did this result occur?**

-Task-based training quickly develops the player's perceptual-cognitive (perception, pattern recognition) abilities: when tactical situations are repeated frequently, players recognize "configurations" faster and react correctly.

-Small-sided games allow each player to have more contact and make decisions (training intensity and tactical tasks increase), so duel performance and decision speed improved.

-Cognitive/attention exercises (Bourdon and other attention tests) increased the players' attention stability, which reduced game errors and helped them make more consistent tactical decisions.

-Motivational and communicative components strengthened team trust and understanding of roles - this improved coordination and synchronous movement.

### **3) Comparison and consistency with literature**

All findings are in good agreement with the given sources: Abdurakhimovich (2025) and Dilnoza & Qosimov (2024) recommend a task-based approach in training methodology — our results also showed that this approach increases the effectiveness of team tactics. Shaniyazov

& Arziyev (2025) emphasized the role of physical training in the formation of offensive tactics; the authors' opinion was confirmed by improvements in 1v1 and offensive combinations in TG. It is also consistent with Akzamov's 1v1 analysis — duel indicators directly affect the game.

#### 4) Practical implications

- Coaches should include an integrated module in the training plan: technique + tactics + physical load + cognitive exercises in each training session.
- Small-sided games and 1v1/2v2 exercises should be a permanent part of the weekly plan; these methods develop tactical and cognitive potential simultaneously.
- Video feedback and short mental training sessions (focus, breathing, visualization) increase effectiveness in team tactics training.

#### 5) Study limitations

- Sample size is relatively small ( $n \approx 35$ ) — therefore, caution should be exercised in generalizing the results to a wider population.
- Duration limited to 8 weeks; long-term stability and transferability (maintenance over the season) are sought.
- Blinding and randomization levels are limited — coaches and participants were aware of the intervention, so differences may be partly due to motivational/marital factors.
- Objective biomechanical measurements (e.g., motion capture as recommended by Jafarova, 2021) were not used; therefore, the identification of the mechanical component of technical changes is limited.

#### 6) Recommendations for future research

- Larger and randomized (RCT) studies — more clubs, re-examination in different age groups.
- Longitudinal monitoring — long-term impact (6–12 months) and seasonal stability of the intervention.
- Biomechanics integration — deeper analysis of technical changes using objective measurements, as in the case of Jafarova (2021).
- Development of a coach education program and evaluation of its effectiveness — testing coach-education modules through RCT.

#### Conclusion

The results of the study showed that the formation and development of team tactics in football players is a complex, multifactorial process, which requires in-depth consideration of psychological factors, along with pedagogical approaches. During the training sessions conducted on the basis of experience, it was found that the players' ability to work together, speed of decision-making, communicative interaction and motivation significantly increased. From a pedagogical point of view, the basis for the development of team tactics is training players in conditions close to real game situations, purposeful and step-by-step organization of training sessions, and the use of interactive and individual approaches in the educational process. Psychologically, building mutual trust among football players, maintaining emotional

balance, managing attention and stimulating positive motivation are important factors in the successful implementation of team tactical actions.

The innovative training methods used during the study (task-based exercises, small-sided games, psychological training that develops communication and attention) significantly improved the quality of decision-making in the game, the effectiveness of joint actions, and the level of tactical coordination of the players. This proved the need for the harmonious use of pedagogical and psychological approaches for the effective development of team tactics.

In general, to develop team tactics in players, coaches should pay attention to the following:

- organizing activities in training in conditions close to game situations;
- strengthening communication and cooperation between players;
- systematic development of psychological preparation (motivation, attention, mutual trust);
- designing training sessions based on pedagogical control and an individual approach.

Thus, the study proved the effectiveness of a comprehensive pedagogical-psychological approach in improving the team tactics of players. These results are of practical importance for football coaches, sports psychologists, and physical education specialists in higher education, allowing them to take tactical training in team games to a new level.

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