The aim of this paper is to explain how it is necessary to use constructivist theory to understand the mechanisms that occur in the learning of team sports. These have distinct characteristics that give rise to many skills, which also require a motor domain, the capacity of each player to know when and where to use them, i.e. it needs a process of understanding the logic of the game to play. Most of the teaching models that are currently used in sports training is still based on theories of associative learning in which the player must acquire a skill set so decontextualized, this teaching being insufficient for understanding the team sports.

**Abstract**

The aim of this paper is to explain how it is necessary to use constructivist theory to understand the mechanisms that occur in the learning of team sports. These have distinct characteristics that give rise to many skills, which also require a motor domain, the capacity of each player to know when and where to use them, i.e. it needs a process of understanding the logic of the game to play. Most of the teaching models that are currently used in sports training is still based on theories of associative learning in which the player must acquire a skill set so decontextualized, this teaching being insufficient for understanding the team sports.

**Keywords**

Constructivism, learning, team sports, Developmental Psychology, Educational Psychology, Learning Processes, Psychophysiology, Motor Development, Physical Education.