

Estrategia de superación metodológica para los entrenadores de baloncesto en la enseñanza de la táctica

Methodological overcoming strategy for basketball coaches in teaching tactics

José Benigno Díaz-Campello¹, Hirbins Manuel Dopico-Pérez²

¹*M.Sc. Profesor Asistente. Escuela de Iniciación Deportiva Escolar “Rafael Freyre Torres”.
Guantánamo, Cuba. josedc@cug.co.cu*

²*Dr.C. Profesor Titular. Universidad de Guantánamo. Guantánamo, Cuba. hirbinsdp@cug.co.cu*

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RESUMEN

En la presente investigación se plantea como objetivo elaborar una estrategia de superación metodológica para los entrenadores de baloncesto en la enseñanza de la táctica. Temática de vital importancia y actualidad ante los retos del deporte moderno. Para la realización de la investigación se toma una muestra de 24 entrenadores con una media de 14 años en su labor como entrenadores de baloncesto. Se realiza una sistematización de los fundamentos teóricos que sustentan la preparación táctica en el baloncesto y se elabora la estrategia, lo que permitirá elevar la preparación de estos profesionales, contribuyendo a la adquisición de habilidades pedagógicas-profesionales.

Palabras clave: Estrategia metodológica; Superación; Enseñanza; Táctica; Entrenadores de baloncesto

ABSTRACT

The objective of the present research is to develop a methodological overcoming strategy for basketball coaches in the teaching of tactics. Theme of vital importance and relevance to the challenges of modern sport. For the realization of

the research a sample of 24 coaches with an average of 14 years in their work as basketball coaches is taken. A systematization of the theoretical foundations that sustain the tactical preparation in basketball is carried out and the strategy is elaborated, which will allow raising the preparation of these professionals, contributing to the acquisition of pedagogical-professional skills.

Key words: Methodological strategy; Overcoming; Teaching; Tactic; Basketball trainers

INTRODUCTION

At a national and international level, the accelerated advances of science and technology together with the high results of modern sport, classified as a complex and multifactorial system, require the organization and development of professional improvement, which is one of the elements that set up Postgraduate Education, which is related to initial undergraduate training and continuous updating of the teaching staff. The foregoing, guarantees the development of contents, methods and styles of advanced teaching in training athletes in terms of teaching to learn.

Authors such as Fuentes González, H.C., Matos Hernández, E., & Montoya Rivera, J. (2007) state that *"...postgraduate professional development is differentiated from undergraduate training because of the relevance acquired by the labor-research component; involving a multiprocess that guarantees the transition to the transformation of the teacher into a mediator, the active character of the student and the search for innovative solutions for learning based on the interaction among the students themselves; in terms of providing knowledge through flexible designs based on the interdisciplinary problems of the present and the future."*

The study of the overcoming of the teachers has been conceived from different aspects, standing out the works of Cuban authors like Añorga Morales, J. (1999); Valiente Sandó, P. (2001); Castillo Estrella, T. (2004); Castillo Estenoz, M. (2006), among others, who offer various strategies for improvement.

We agree with the definition provided by Añorga Morales, J. (1999), about overcoming, where it is conceived as *"...a set of teaching-learning processes, which enables university graduates to acquire and continuously improve*

knowledge and skills required for a better performance of their responsibilities and job functions."

In the case of Physical Culture, we highlight authors who have worked on the subject of postgraduate academic improvement, standing out González de la Torre, G. (1997); Cañizares Hernández, M. (2004); Sánchez Oms, A. (2003); Lara Caveda, D. (2011), among others.

However, it is necessary a system, or strategy of improvement in the teaching of basketball tactics, focused on the creativity of the athlete.

Basketball is a sport that is grouped within sports games or sports with balls, it is a collective game, where the combination of technical, tactical, psychological and physical preparation of its players acquires a determining role in the success of the team. In this discipline, the athlete is constantly subjected to new situations, so he needs a flexibility of thought that allows him to respond to the tactical actions of the opponent and the team, including instantaneous and unforeseen actions that take place in the game in the most rational way.

Pardo Hernández, R. (2007), refers that the core of basketball is tactical action, or also called game action. This is understood as the motor response or solution mode that the player provides to a game situation.

Mahlo, F. (1985), states that a tactical action involves complex psychological processes, so it identifies three main phases in tactical action:

- 1- The perception and analysis of the situation (the result is the knowledge of the situation).
- 2- The mental solution of the problem (its result is the representation of a management).
- 3- The motor solution of the problem (its result is the practical solution).

This same author, refers that the teaching of the game tactics is based, first, on the application of the methodological principles of tactical formation, as well as on the logical sequence of the content of the tactics, which are the gestural and the methodological procedures, to study a determined mode of action.

Therefore, the teaching of tactics takes on a fundamental role in the sporting initiation stage of basketball, since it forms the basis of subsequent sports results.

This implies the selection of the appropriate methods and the most advanced teaching styles based on this activity. Therefore, an alternative to the classical way of teaching is required, which prioritizes the characteristics of the sport and the needs of the players to whom it is addressed.

The objective of this research is to develop a methodological improvement strategy for basketball coaches in the teaching of tactics, which guarantees a more efficient professional performance.

DEVELOPMENT

With regard to the evolution of the continuous professional development process, there are several criteria, such as Bernaza, G. (2004), who considers the existence of two levels of training: basic and specialized. These constitute the organizational architecture in which the development of the process of improvement is framed. However, the authors of this research consider that this limits the possibility of movement of professionals to other areas of knowledge.

In the same way, it is specified by other authors, among which Santos Baranda, J. (2005) highlights, that for the training and improvement of professors it is appropriate to recognize the two main modalities in which the improvement can be developed:

- a) Directed: it is carried out by means of graduates, courses, workshops, trainings or other variants that are planned, directed and evaluated through a program that is taught with an established number of hours.
- b) Self-improvement: it is determined, by the teacher's own self-assessment of his deficiencies, which determine his needs for improvement in a specific sphere.

Both modalities have advantages and disadvantages, which the teacher must take into account in order to be able to maximize the situation of improvement in which he finds himself. The most important of these ways of overcoming is that there is a harmonious combination between them, and that the teacher is given the required autonomy to be involved in the best suited to his needs modality, in order to achieve his professional growth.

In sport there is a close relationship between the terms strategy and tactics, although there are clear differences in the concepts of each of them.

Antón García, J.L. (1995), considers that it is an activity that allows the athlete to fully express all his possibilities: physical, technical and psychological, to achieve the best result in competitive conditions.

Almaguer López, R. (2000), states that *"...tactics is a chapter in the theory of sport, which investigates the means, modes and forms of execution of the sporting struggle, as well as its use against a specific adversary, in concrete conditions of the sports fight, to obtain the victory."*

The definitions analyzed are appropriate in the sports field, but we consider it necessary to conceptualize it based on the characteristics of sports games, the reason for studying this research.

For Matveev, L.P. (1980), the tactic is the art of conducting the sporting struggle and encompassing all rational modes of competition management by the athlete and the team, subject to a project and plan of reaching the objective of competition.

Pensado, J. (2010), declares the tactic as *"...the activity that allows the athlete to combine theoretical knowledge with physical, technical and psychological possibilities in order to determine the means, manners and ways of carrying the game against opposites from different competitive levels, select the best solution and reach the maximum result."*

We agree with what the author proposes, since it incorporates the importance of the theoretical knowledge that athletes possess for the appropriate tactical action to the concept.

Taking into account the characteristics of basketball, we assume for our research the contribution made by Kirkov, D. (1975), where *"...the tactic is the rational adoption of individual actions, in group during the sport fight against the opponent, in order to achieve the maximum result. The main task of the tactics, is to determine the means, the manners and the way to take the game in front of a determined adversary."*

Sports initiation is the stage through which the athlete transits to appropriate the basic technical-tactical foundations of a sport. Until the athlete who starts does not develop the skills that allow them to function normally in the actions that are carried out in the sport, it can not be considered that he has surpassed the initiation stage.

Sports educators know that sports initiation must begin at ages that correspond to a key period in the development of children. It is at this age when the subjects are in full growth, both in size and weight, as well as in the development of their sexual characteristics, or their personality, and that there is a great relationship among the different maturation indices, revealed in research (Bayer, C. 1986; González, M. 1995; García Herrero, J.A. 2000; Hernández, J. 2001).

The conceptualization of the sport initiation has been treated by different authors, although until now there are differences in relation to delimit when it begins and when it ends, which is an aspect to be considered for the later development of the athlete.

Blázquez Sánchez, D. (1999), assumes that *"...from the educational point of view, this process should not be understood as the moment in which the practice of sports begins, but as a pedagogical action, taking into account the characteristics of the child and the goals to achieve, evolves progressively until reaching the domain of each specialty."*

For Hernández, J. (1998), *"...sports initiation is the process that comprises the initial learning of a sport, or several sports, in a specific way."*

This same author considers that an individual is initiating a sport when he is able to have a basic operation, on a global set of sports activity, in the situation of game or competition. In addition, it understands that it is the teaching-learning process, followed by an individual, for the acquisition of knowledge and the ability to practice a sport, since he or she makes contact with it until is able to play it or practice it with adaptation to its functional structure.

On the other hand, Antón García, J.L. (1994), conceives sport initiation as a pedagogical process, which is related to education and body improvement, with individual sports performance goals.

It agrees with the aforementioned author that sports initiation is a pedagogical process. However, we do not share the criterion that the purpose is to obtain sports performance. We believe that it is more important to see the process from an educational, instructive and recreational perspective, in order to achieve the learning of the technical and tactical elements of sport.

Theoretical-methodological foundations of the improvement strategy.

The proposed strategy recognizes the contradictory, complex and procedural nature of knowledge, for this reason it is organized from the diagnosis of the real situation and is projected towards a desired state.

The strategy is fundamentally oriented by the historical cultural approach, taking into account the concept of the Near Development Zone (Vigotsky, L.S. 1989). This conception is manifested through the step-by-step progress towards cooperative work based on tasks, in which each participant enjoys autonomy to contribute, according to their own rhythm and potentialities, with the ultimate goal of favoring individual growth and development processes, through the interpersonal relations of interdependence.

The stages of the strategy are:

- 1) Diagnosis and design.
- 2) Accomplishment.
- 3) Evaluation.

Diagnosis and design stage.

Objective: design the improvement strategy, which facilitates doing the necessary adjustments to the methodological preparation plans, based on the diagnosis made to the basketball coaches, as well as establishing the preconditions for the implementation of the strategy.

Actions:

- 1- Design the methodological actions program to implement it through the strategy, attending to the needs to be met.
- 2- Coordinate the needs to be met, derived from the diagnosis, through methodological actions of the strategy.
- 3- Present the strategy aimed at overcoming to the principals of the Provincial Basketball Commission.
- 4- Select collaborators to implement the strategy.
- 5- Prepare the collaborators.

Accomplishment stage.

Objective: to apply the different actions of the strategy, to prepare the basketball coaches with knowledge, skills and the necessary attitudes, to implement the teaching tactics contributing to the improvement of the methodological work.

Actions:

- 1- Develop the course and the workshop program prepared, and incorporate it as actions of the methodological preparation plan of the group of basketball coaches.

Evaluation stage.

Objective: to evaluate the achievements and insufficiencies in the application of the strategy to reach the proposed goal.

This evaluation of progress will be made according to the self-evaluation of the coaches and the members of the Provincial Commission, as collaborators in the implementation of the actions.

CONCLUSIONS

The contextual and theoretical framework established provides the conception of the improvement actions that satisfy the training needs of basketball coaches. The projection of the strategy allows the coach to discover, reflect and elaborate his points of view, contributing to the improvement of his professional function and preparation for the teaching of tactics.

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