

La efectividad del pensamiento táctico en lanzadoras de softbol

The effectiveness of tactical thinking in softball pitchers

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RESUMEN

En la presente investigación se hace un análisis teórico de la evolución del pensamiento táctico en el softbol femenino con el objetivo de determinar la situación actual de la efectividad del pensamiento táctico en las lanzadoras de la categoría juvenil. Se emplearon métodos y técnicas de los diferentes niveles que permitieron procesar la información obtenida de las fuentes bibliográficas consultadas y revelar las insuficiencias que presentan estas atletas que limitan la adquisición de habilidades psicológicas que favorezcan la efectividad del pensamiento táctico para obtener mejores resultados deportivos.

Palabras clave: Pensamiento táctico; Lanzadoras juveniles; Softbol

ABSTRACT

In this research, a theoretical analysis is made of the evolution of tactical thinking in women's softball with the objective of determining the current situation of the effectiveness of tactical thinking in youth category pitchers. Methods and techniques of the different levels were used that allowed to process the information obtained from the consulted bibliographic sources and to reveal the insufficiencies that these athletes present that limit the acquisition of psychological skills that favor the effectiveness of tactical thinking to obtain better sports results.

Key words: Tactical thinking; Youth pitchers; Softball

INTRODUCTION

Nowadays, the practice of high performance sport demands the application of various sciences able to get the highest development in the sports mastery, which

is expressed in a higher technical-tactical level, which leads the athlete to reach new brands and scores, which demands the highest level of his sports performance.

However, in the specialized literature no methodological works have been found for the study of tactical thinking in softball players, which talks about a systemic and holistic approach to this problem, since what exists is created only at the laboratory level, they have focused specifically on aspects of tactical actions during the game in other sports such as basketball, fencing, baseball, soccer, etc.

Tactical thinking in softball is a process that needs to be developed, since the athlete must respond quickly and effectively to different actions, as well as respond to the strategy of the opponent, mainly the pitchers that are the ones of an/or else they carry the responsibility of the game.

The pitchers are influenced by external and internal factors of different importance and magnitude, according to Riera (2002), psychosocial agents constitute the external factors that interact in the athlete's life, be they parents, coaches or others, specifically in the case of this investigation they will be considered parents and coach; which will influence positively or negatively in the achievement of goals and objectives that allow it to maintain and / or excel in sporting activity.

The parents will represent the social agent that most influences during childhood, until the arrival of adolescence where the coaches and the group of partners will be the most prominent agents.

There are still numerous elements that from the psychological point of view must be clarified more precisely in order to carry out the accelerated and efficient teaching of tactical combinations with our athletes. In the Guantanamo EIDE, the results achieved in softball, in recent years, are very unfavorable, since the area of the pitchers is the one with the worst performance, which creates the need to evaluate those parameters that negatively affect the physical, technical-tactical and psychological preparation; for which a factual study was conducted during the period of preparation for national youth games included in the stages (general and special) from October 2018 to May 2019, as well as the analysis of different

documents that relate to the preparation of the pitchers, which allowed us to verify a group of inadequacies in the effectiveness of tactical thinking.

One of the fields of Sports Psychology in which coaches have few practical recommendations to solve the specific problems they face, is undoubtedly related to tactical thinking. There are still numerous elements that from the psychological point of view must be clarified more precisely in order to carry out the accelerated and efficient teaching of tactical combinations with our athletes.

Taking into account the above and the search made in the investigation, through: interviews, observations, psychological tests, among other methods, it was detected that the athletes of the pitching area of the softball team of the youth category of the EIDE of Guantanamo they have insufficient effectiveness of tactical thinking that limit them from acquiring psychological skills to obtain better sports results.

DEVELOPMENT

The psychological aspects of sports initiation are indicators that must be taken into account in the planning and organization of this important process. That is why the adolescent who starts in high performance must be valued as an active subject of its activity and as a developing personality taking into account its physical and psychological potentialities, as well as the manifestations inherent in the evolutionary stage in which it is, inherent in its social development situation and its near development zone coinciding with Vygotsky (1994).

In his research Petrovsky (1980) refers that thought is not only manifested in the solution of problems, but in the formulation of these, in the revelation and awareness of new problems, in the assimilation of knowledge, in understanding of orientations, while, the thought contributes to the orientation and the regulation of the subject in its theoretical and practical realization joined to the language that acts like superior regulator, like immediate reality of the same.

This author defines thought as the cognitive process that is aimed at the search for the essentially new, which constitutes the mediate and generalized reflection of reality. On the other hand, Vygotsky (1988) argues that language acquisition provides a paradigm for the problem of the relationship between learning and

development. Language emerges, initially, as a means of communication between the child and the people around him.

From the psychological point of view, Rubinstein (1981) in his theory, consider thought linked to acting and exists for it. This link is observed in the athlete's behavior, when he exposes quickly particularity and for their own benefit their decisions before the sporting event. The mentioned author refers that realizing a problem depends on knowledge.

One of the fields of Sports Psychology in which coaches have few practical recommendations to solve the specific problems they face, is undoubtedly what concerns tactical thinking.

Morales et al. (2010), define tactical thinking as the process of creating cognitive strategies and goals, for decision-making and problem solving in sports-competitive activity.

Mahlo (1974) expresses that the detection of the key defining functions of the tactical problem must be trained in a systematic way and with conceptual feedback to the athlete.

As the athletes are acquiring a greater development in their psychic functions they reach a greater development of the thought which favors the improvement of the tactical abilities characteristic of their sport coinciding with what was raised by Vigotsky (1987) in his study on the History of the development of higher psychic functions.

So that it allows him to create effective personal strategies to solve the motor problems, to facilitate the solution of the difficulties, and to prepare the confrontation and to obtain feelings of satisfaction in relation to the effort made in situations of success or failure in said direction in order to establish the most important factors or indicators in the solution of individual tactical tasks of group or team and the psychological peculiarities of the tactical thinking of athletes coinciding with Vygotsky (1979).

Ruiz (2014) refers that the systematic practice of a sport influences each of the practitioners differently. This will be done taking into account the characteristics of the sport, the group, the particularities of the period of development of its athletes,

the conditions of life and education in which they are develop, the age characteristics of their biological, physical, sexual maturity and others that complicate their pedagogical work.

An experienced trainer, or one who takes these conditions into account, will be able to successfully conduct this activity and will have a greater chance of success in their work. For its part, sports specialization will be conceived as that stage where there is a systematic training directed towards a specific sport, in order to develop physical and technical-tactical capabilities, implying in them the harmonic intentionality of cognitive, affective and social processes, in order to seek a high and possible sports performance, which is achieved in regular competitions, always taking into consideration the requirements of the categories established in sports and the corresponding regulations (Sánchez and González, 2004).

Based on this reality, Sainz (2001) performs a characterization of tactical thinking and the most assertive ways of training him in sport based on both own criteria and those of other authors such as: Reina and Moreno (1982), Ruiz (1994), Rodionov (1990) and Roca (1998), of prestige in the study of it. Here are some of his neural ideas:

Thought as a psychic process constitutes an indissoluble component of sports activity. The study of sports tactics is, from the psychological point of view, the study of tactical thinking and the factors that influence it so that this action can be efficiently executed.

In his research Vigotsky (1987) refers that “any function in the child's cultural development appears twice on stage, on two levels: first as something social, then as something psychological; first among people, like an interpsychic category, then, within the child, as an intrapsychic category.”

Vygotsky (1988) considers “... that the guiding role in the child's psychic development corresponds to teaching, that this is its source that precedes and leads it, and that teaching is developmental only when it takes that development into account. Therefore, the teaching does not need to wait for the student to have reached a certain level of development so that he learns something, the important thing is to specify whether the possibilities for this learning exist in the subject.

If it wants to make a performance forecast in the process of teaching any type of physical activity, should not leave aside the analysis of the area of near development and the particularities of the stage of development in which the student is.

As noted by Buceta (1998) "The school institution should deal less with the finished, the learned, automated, and more in those processes that are instead, in evolution. The school must work on the Near Development Zone according to Vygotsky (1994) to promote progress and constant changes ... to promote the potential, to the developer learning.

The adolescent like the school is immersed in the teaching activity. However, at this stage the character of the study activity changes essentially, both for its content and its form.

In the athletes of the youth category, psychological characteristics can be observed, such as the life project, the formation of the conception of the world, reflexive thinking, linked to special abilities; critical valuations are made and judgments are issued according to their own criteria, the active manifestation of theoretical-conceptual thinking increases, expressed in the analyzes, generalizations, causal explanations, as well as in the foundation of demonstrations and conclusions. The conscious elaboration of the main motivation content appears.

Several authors have written on the subject: González, A. (2003) agree that the new psychological formations are related to: The conception of the world, self-determination.

Regarding the studies carried out in Cuba on the problem of tactical thinking, there are several investigations in different sports and by different authors, Rudik (1990) provides research on tactical thinking and tactical response, in ball sports. At the same time, López (2002 and 2003) provides researches on the Near Development Zone (NDZ) in teaching about school sports learning and teaching learning and sports initiation.

According to Cañizares (2004) the situations in the game are so fast, complex and changing, that only the athlete can stop with completeness to assess the actions of

the opponent and must perform the response action that best corresponds to the situation.

That is why during the process of tactical thinking the solution of tactical tasks depends largely on tactical habits and fundamentally the athlete operates with the objects that he perceives directly and not with the imagined ones and with those links that are given directly in perception

According to Dosil (2008) in the current reality of the Psychology of Physical Activity and Sports, there is an increase in studies that show the relationship between personality and cognitive processing. This author continues by following Sternberg (1997) that cognitive styles are mediators between the athlete and the environment, organize reality in a particular way and respond accordingly.

When the player is in a sports situation, it must have the ability to understand, what is happening, make a wise decision in response to the situation it is in and execute it. According to Alvaredo (2011) to achieve a good fixation of the solutions, it is necessary to train tactical thinking by gradually reducing the time that the athlete has for its choice and implementation of it. At another time in the training, this process will favor the total identification of the athlete with the objective that it pursues in each situation to which to give solution, that is, the why and for what of each action, as well as his direct benefit in the training.

Some techniques or actions for its training are:

Simplified game situations, specific tasks, completion of theoretical classes, distribution of partial tasks, gradual education of the mental solution, use of personal diary, ideo-motor training, use of skills as a means of training, modeling training.

Psychophysiological techniques from the combination of breathing and relaxation techniques that together with self-control training exercises and the use of self-mandates, visualization, they favor the improvement of the effectiveness of tactical thinking in pitchers.

Psychological tests applied: tactical thinking test for pitchers, test of three, "landol ring" attention test; concentration of attention "grid numerical table" and Raven intelligence test.

CONCLUSIONS

The main theoretical references that support the psychological training process of tactical thinking in the softball pitchers of the youth category were determined, as well as the necessary elements to elaborate a psycho-pedagogical intervention that allows to achieve the expected results from its future implementation.

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