

## Guidelines for the basic preparation of novel coaches of sports adapted in Villa Clara

### Pautas para la preparación básica de entrenadores noveles del deporte adaptado en Villa Clara

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#### ABSTRACT

The present research aims to contribute to improving one of the most important aspects of the soccer game within offensive actions for which an experimental study is carried out to reveal the results of theoretical preparation in football players category 13-15 years of the EIDE of Guantánamo. In the development of this study, the different theories that revolve around this issue were taken as a basis. Research methods and techniques were used to facilitate the research process, as well as reaching conclusions.

**Key words:** Novice coaches; Adapted sports; Basic preparation; Professional skills; Basic knowledge

#### RESUMEN

El presente artículo tiene como objetivo definir los principales conocimientos básicos o contenidos, habilidades profesionales y rasgos, que deben poseer los entrenadores noveles, para el trabajo con atletas con discapacidad. Se utilizan métodos del nivel teórico y del nivel empírico para la recogida de la información como el análisis documental, la encuesta, la entrevista y la triangulación. En los resultados se resumen los principales contenidos o conocimientos básicos, las

habilidades profesionales y los rasgos distintivos del entrenador del deporte adaptado.

**Palabras clave:** Entrenadores noveles; Deporte adaptado; Preparación básica; Habilidades profesionales; Conocimientos básicos

## INTRODUCCTION

The Convention of the United Nations Organization on the Rights of Persons with Disabilities (ONU, 2006), is ratified by the Cuban Constitution in its "Foundations of the educational, scientific and cultural policy of the country", when it states in article 32 , that "The State guides, fosters and promotes education, science and culture in all its manifestations"; Thus it indicates measures, guides, encourages and promotes physical culture, recreation and sport in all its manifestations as a means of education and contribution. (Asamblea Nacional del Poder Popular, 2019, p. 4)

Sports Training as an eminently pedagogical process, which deals with the process of instruction and education of athletes based on the fact that they manifest the most outstanding results in the sport that is practiced at each moment of their preparation, it is only possible if there is a coach who have knowledge about this process, know how to do things well with vocation and responsibility, have the required competence. (Hechavarría, 2006, p. 26)

The sports coach is the technician, he is the teacher, he is the pedagogue who directs the entire process of preparation and competition of the athletes for which he structures his pedagogical activity of projection or construction, organizational and communication, in addition to being the one who makes the decisions. He is an educator who, through his training plan, organizes all sessions according to the time available to meet precise objectives, whether for the sports team or for individuals. (Hechavarría, 2006, p. 31)

The main professional pedagogical skills of the sports coach referred to (Hechavarría, 2006), range from skills to plan their own activity; and the training process; skills to organize their own activity and that of athletes; communication skills to transmit information and to establish affective relationships with the athlete. This author defines among the traits that the sports coach must have: possess sufficient and deep scientific knowledge of the sports modality they train;

demonstrate sufficient professional skills and abilities to lead the process; develop initiatives in order to improve the entire pedagogical process; inspire confidence, not only in its athletes, but also in the multidisciplinary team that accompanies it, in the institution and society or country it represents; having pedagogical tact, a very important aspect that tells us about the proper treatment of athletes according to the particularities of each one of them; possess emotional stability to face and resolve any problem situation that arises in training and / or competitions; be motivated and stimulate your athletes; know the characteristics or particularities of each of its athletes; have ethics and authority, be recognized by their athletes and their families.

For Pérez-Tejero (2014), sports training with people with disabilities included in the field of Adapted Physical Activities (AFA), a discipline considered "one of the areas of knowledge within the directory of Sports Sciences, according to the vademecum of the UNESCO International Committee for Physical Education and Sports Sciences "(p. 13).

Adapted sport includes all those sports modalities that are adapted to the group of people with some type of disability, either because a series of adaptations and / or modifications have been made to facilitate the practice of this group, or because the structure of the Sport allows its practice (Hernández, 2000; Pérez-Tejero, 2003; Reina, 2010).

In addition to the known benefits, both for the general population and those with disabilities, there is clear evidence that physical exercise allows previously unknown movement experiences, favors the discovery of skills, develops proper sports skills and motor skills, allows the functional development and improvement of comorbidities associated with the primary health condition; It also benefits at a psychosocial level self-care, teamwork ability, improvement of self-esteem and self-efficiency, and the development of motivation for a goal (SENADIS, 2013, p. 67).

According to Torralba et al. (2014), the main reasons that motivate the practice of physical activities of people with disabilities are: "practice sports, improve the level,

exercise, compete, be physically well, have fun, keep fit, win and improve skills ”. (p. 32)

The purpose of adapted sport is to insert and integrate the person with disabilities into society. Among its objectives are: promoting self-improvement, improving self-confidence, having healthy free time and leisure, promoting sport as a lifestyle, improving perceptual-motor qualities, acquiring and perfecting conditional and coordinative abilities, contributing to maintain and improve the bodily functions obtained in its individual physical treatment stage. (Zucchi, 2017).

For the full fulfillment of the purposes and benefits of adapted sport, it is necessary to prepare and train coaches in the basic contents related to the field. In this sense, authors such as (DePauw & Gavron, 2005; Doll-Tepper, 2001; Porretta & Sherrill, 2005), refer to the main theoretical knowledge that is handled in the context of adapted sport; in that sense they refer to fundamentals, pedagogical, physiological, biomechanical, legal, historical, in a general way; which individualize depending on the type of disability and sports discipline.

Guerra et al. (2018), offer a set of methodological guidelines for the training of the adapted sport coach, which include details for the components of the process, the relationship between them, taking into account the contexts of action of the athletes and their families, to the needs of the type of disability. These authors advocate support and experience as a way to motivate sports activity and life expectancy. (p.51)

The province of Villa Clara has been developing commendable work in the field of sports for people with disabilities, still empowered by traditionalism in this area, it has come to promote athletes to elite teams in different sports, these results have been achieved to a greater extent, thanks to the self-taught preparation, the transfer of knowledge from conventional sport and Physical Education, the initiative of the coaches involved; and to a lesser extent by a specialized improvement that delimits the main basic contents, professional skills in adapted sport that these professionals must master; especially those who start.

## METHODS

The population is made up of 15 novice sports teachers, who start in the work of training athletes with disabilities in Villa Clara.

To carry out the investigative process, methods and techniques were used that made it possible to identify the basic knowledge or content, professional skills and traits that novice coaches should possess, to work with athletes with disabilities.

The documentary analysis allowed the analysis of normative and methodological documents of the process, related to the subject under study, such as the comprehensive program for the athlete's preparation in conventional athletics, training plans, among others. Observation of training sessions, sessions or improvement actions organized by the Department of Attention to People with Disabilities at INDER made it easier to verify the application of knowledge. The survey of the coaches allowed to know the cognitive and practical needs they have regarding adapted sport. The interview with specialists in adapted sport was used to gather opinions and criteria on the content or basic knowledge that a coach should have in this area and the methodological triangulation facilitated the concurrent verification of the data obtained from the different methods.

## RESULTS AND DISCUSSION

**Contents or basic knowledge; professional skills and traits of the new coach for working with athletes with disabilities, in high competition.**



**Contents or basic knowledge to be taken into account by novice coaches, in the work with athletes with disabilities, in high competition.**

**Group 1.** Pedagogical Aspects of sport adapted for people with disabilities.

- Basic definitions: adapted sport, Paralympic sport, disability, etc.

- Selection of methods for the development of capacities and HMB and sports.
- Teaching of the different technical elements.
- Application of the principles of sports training.
- Curricular adaptations.
- The selection of content.
- Relationship between types of sport – disability.
- Types or classification of sports.

**Group 2.** Medical-biological or health aspects in sport.

- Effects of training and competition, changes in state of physical condition.
- Individual differences from the physiological, morphological, biomechanical.
- Biomechanical foundations of movement.
- Fundamentals about measurements, anthropometry, / Assessment /
- Classification: psychometric properties of the instruments, or topics about classification in adapted sport.
- Classification in adapted sport.
- Injuries in adapted sport (etiology, prevention and treatment.
- Main eye diseases. Contraindications related to sports practice in some cases.

**Group 3.** Psychosocial aspects of adapted sport.

- Ethical foundations related to the coach's behavior in the face of disability.
- Psychological or sociological perspectives (eg motivational orientations).
- Content of a historical nature: analysis of the changes that have occurred over time, trends in the DA.
- On Inclusion / environments curricular or material adaptations.
- Barriers to participation in adapted sport.
- Technological advances in adapted sport.
- Analysis dissemination of national, regional and international Olympic results.

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**Professional skills of the new coach, in working with athletes with disabilities, in high competition.**

*Regarding the professional skills of the adapted sport coach related to planning, he must:*

- Use the documents that guide the development of the methodological preparation the normative documents related to the care of people with disabilities, such as the Code of Ethics.
- Relate the instructive and educational aspects of the teaching process with compensatory corrective aspects.
- Predict the real results according to the possibilities of your athletes.
- Carry out planning in stages, taking into account the periodic peculiarities of disability, periods sensitive to climatic and geographical changes.
- Apply normative documents to control and evaluate work, such as those related to sports classification.
- Conceive support as a pedagogical tool in both training and competition.
- Analyze the conditions in which the teaching work will be developed architectural barriers, which may limit access and participation.
- Deeply analyze the sporting results achieved in the same macrocycle by other athletes with similar disabilities.
- Apply the principles of sports training in conjunction with the principles of special pedagogy.

*In relation to the professional skills of the adapted sport coach related to the organization, she must:*

- Select and adapt the appropriate means according to the particularities of the athletes and the training stage.
- Use the general and specialized bibliography on disability in correspondence with the content to be developed.
- Have the necessary resources according to the objectives to be achieved by the athletes. Have medical first aid therapeutic accessories.
- Properly distribute the athletes according to the proposed objectives.
- Redistribute athletes when unforeseen situations arise.

- Arrange how to address individual differences.

*Regarding the professional skills of the adapted sport coach related to communication, he must:*

- Use the terminology of adapted sport training and disability.
- Determine the most general errors committed by the athletes or team and separate them from the natural structure of the movement that generates the disability.
- Maintain the athletes' attention, interest, and motivation throughout the class or training session.
- Explain clearly and patiently the different activities that are oriented.
- Establish affective relationships with the athlete and her family.

**Traits, feelings and attitudes that novice coaches should identify when working with athletes with disabilities, in high competition.**

In the opinion of the authors of the article and in correspondence with the results obtained with the application of the methods, it is considered that the traits that the adapted sport coach must meet are: possessing sufficient and deep scientific knowledge about disability, curricular adaptations and the regulations of the sport that she trains; demonstrate broad professional ability to lead the process; develop creative initiatives that make up for the lack of didactic tools in the process; inspire confidence, not only in their athletes, but also in their family environment, show a willingness to cooperate and exchange with the rest of the specialists involved in the process; apply appropriate treatment to athletes according to the particularities of each of them; possess emotional stability to face with patience and perseverance possible situations that arise and resolve them. Not only be motivated but also achieve it in your athletes; know the particularities of each one; act ethically and be recognized by your athletes and their families.

**CONCLUSIONS**

The main basic knowledge that novice coaches must master in training with athletes with disabilities, stand out the pedagogical aspects, medical-biological or health aspects and those of the psychosocial nature of adapted sport. The professional skills of adaptive sport coaches must demonstrate, involve effective

planning and organization in the training process; in accordance with adequate communication on the diversity of attitudes and skills that disability implies. The most distinctive traits that novice coaches should possess when working with athletes with disabilities are related to the mastery of scientific and ethical aspects of disability; the broad professional capacity to direct the process; the creativity; inspire confidence and security; the athlete and her environment, cooperation, motivation and involvement in the process; the emotional stability to face situations that generate disability in the competition and solve it.

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