

**Overcoming model for the formation of professional skills in Sports
Aerobic Gymnastics mentors
Modelo de superación para la formación de habilidades profesionales de
mentores de Gimnasia Aerobia Deportiva**

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ABSTRACT

In Cuban socialist society professional improvement contributes to permanent education. The objective of this article is to elaborate a self-improvement model containing a methodological manual for the training of professional skills for Aerobic Sports Gymnastics mentors. For the development of the research, research methods such as the interview, the survey and the observation were used, which made it possible to determine the insufficiencies that originated this research. In addition, the modeling and the systemic-structural functional that allowed to shape the proposal.

Keywords: Overcoming model; Professional skills; Sports aerobic gymnastics; Professional overcoming

RESUMEN

En la sociedad socialista cubana la superación profesional contribuye a la educación permanente. Este artículo tiene como objetivo elaborar un modelo de superación contenido de un manual metodológico para la formación de habilidades profesionales de los mentores de Gimnasia Aerobia Deportiva. Para el desarrollo de la investigación se utilizaron métodos de investigación como la entrevista, la encuesta y la observación que permitieron determinar las insuficiencias que originaron esta investigación. Además, la modelación y el sistémico-estructural funcional que permitieron conformar la propuesta.

Palabras clave: Modelo de superación; Habilidades profesionales; Gimnasia aerobia deportiva; Superación profesional

INTRODUCCION

The Ministry of Higher Education in Cuba, conceives the training of university professionals on a continuous basis and covers three stages: undergraduate training in broad-profile careers, preparation for employment and postgraduate completion. (Bernaza, 2018, p.1)

In Cuba, the Sport Aerobic Gymnastics mentor is the Physical Education professor himself who teaches this activity through the Sport for All Project. Precisely the investigation contributes to the process of improvement framed in the formation of professional skills.

The process of improvement is a set of teaching-learning processes that enables university graduates to acquire and continuously improve the knowledge and skills required for a better performance of their responsibilities and work functions (Lara, 2011, p.6)

For this reason, it is agreed that the professional improvement of professors is a function of contributing to solve the professional problems presented by graduates and constitutes a need for Cuban universities. In addition, the objective declared in resolution 140/19 for the overcoming of postgraduate studies is assumed: to contribute to the permanent education of professionals.

The main organizational forms of professional improvement are the course, training and diploma. Other forms of improvement are self-preparation, specialized conference, seminar, workshop, scientific debate, consultation and others that complement and enable the study and dissemination of advances in knowledge of science, technology and art. (MES, 2004, p.12)

So, the organizational forms of professional improvement are very varied depending on professional practice.

On the other hand, from Didactics it is assumed that “the ability is that component of the content that characterizes the actions that the student performs when interacting with the object of study.” (Montes de Oca and Machado, 2007, p.1)

The scientific community currently agrees in stating that “professional skills are identifying elements of work performance, they are an expression of: knowing, knowing how to do, knowing how to be and knowing how to live together.” (Duharte, 2016, p.9)

Precisely the research that is presented uses the course as an organizational form. In which a model of improvement is given to the formation of professional skills, aimed at achieving higher levels of specialization.

At the national level, authors such as: Álvarez (1987, 1999), Labarrere (1988), Silvestre (2000), Castellanos (2001), Parra (2002), Madrazo (2003), Nieto (2005), Machado (2006), Cortez (2014), Bertot (2017), García (2017), Bernaza (2018), Suarez (2019) address issues about the professional activity of professors, their improvement and training of professional skills. But it is considered that the deepening of some specific skills such as programming, selection and editing of the musical accompaniment of physical activities is still insufficient.

Various authors such as Lisitskaya, (1991) and Teixeira (2008) argue that music education is a necessary content within comprehensive education. Therefore, the use of music in physical activity within the school environment and in sports schools is very widespread, as inferred from the results of studies carried out by Blasco and Villalba (1994), Bermell (2000), Escobar and Pérez (2003), García, Ureña and Antúnez (2004). (Carro, 2017, p.6)

But, despite the investigations carried out, it is considered that they are not sufficient to achieve an edition of the musical accompaniment according to the current international sound standards established by the international punctuation code issued and approved by the International Gymnastics Federation.

Therefore, an initial diagnosis was applied that allowed to detect the following shortcomings in the training process of the Sports Aerobic Gymnastics mentors graduated in singing to the treatment of some skills required to achieve an adequate musical edition.

For these reasons, this research is generated to contribute to the training of professional skills of the Sports Aerobic Gymnastics mentors through an

improvement model containing a methodological manual for the programming, selection and musical edition according to the current competitive demands.

METHODS

The research takes place in the municipality of Guantánamo, with a population of 72 mentors from Gymnastics Aerobia Deportiva. Of those that are selected as an intentional sample, 45, representing 60%. For their selection it was specified that they must have more than two years of experience. Since to face the teaching-learning process that takes place during the application of the proposal, they had to master a group of contents and have other skills systematized that would allow an adequate assimilation of the contents.

The systematization of the object and field of the research was carried out through the analytical-synthetic method that made it possible to form the approximate idea to the possible solution of the process of training the skills of programming, selecting and editing the musical accompaniment of the aerobic routines. used the hypothetico-deductive.

An analysis of normative documents related to the actions, methods, procedures and methodological indications was carried out, oriented to the process of training professional skills of mentors of the aforementioned mentors, which allowed determining the existing shortcomings in the process of training professional skills of the mentors. mentors of Gymnastics Aerobia Deportiva and who gave rise to this research.

The observation made possible the analysis of the problem studied from the application of an observation guide to classes and methodological preparations. In addition, the survey applied to the mentors made it possible to determine the level of knowledge related to the topic covered and to assess their performance as music editors.

For the conformation of the proposal, the phenomenon under study was modeled, which allowed determining the structure and functionality between the parts of the elaborated model. For the structuring and hierarchization of the subsystems with synergistic relationships, which provide a way for the formation of the qualities of a

programmer and select that allow to reveal the superior quality of a musical editor mentor.

RESULTS

Overcoming model for the training of professional skills of Sports Aerobic Gymnastics mentors

The proposed model consists of two subsystems that maintain the same hierarchical level: musical projection and musical edition of the aerobic routines. The processes of analysis of the punctuation code and determination of the choreographic content maintain a systemic-structural relationship.

Therefore, the mentors read the current International Code, which allows them to analyze the content and determine the new particularities that arise about musical accompaniment.

In this way, the following essential aspects are revealed:

- There should be no spaces for silence in the edition.
- It must be between 165 and 175 bits X min.
- The sound should be the complement that highlights the performance to convey a message.

For later in the process of determining the choreographic content, define the message or story and create a graph of displacement through the established terrain according to the type of modality.

With the appropriate interaction between the processes, the quality of a programmer mentor is revealed. That is, learn to program all the musical and technical performance components that an aerobic routine must carry. Always in accordance with the minimum requirements established by the International Code of Points, approved by the International Gymnastics Federation.

Everything previously stated is taken up in the music editing subsystem of aerobic routines. Since in the process of familiarization, editions are heard and videos of competitions are observed. To familiarize yourself with the characteristics of sound for this type of activity. Where the contents treated in the previous subsystem are exemplified. They are visualized as the technical execution should be complemented with musical accompaniment.

It is when the mentor faces the process of determining the elements of difficulty and movement patterns with their previously established movements. During this process, the musical fragments are selected to accompany each of the minimum requirements established for an aerobic routine.

In order to achieve a correct selection of the musical fragments, the authors propose a methodological manual that lists examples of how the means of musical expression provide distinctive elements that allow music to be classified and, in turn, establish the most appropriate link between technical performance and sound.

The means of musical expression that are recommended to be used for classification are the following:

- Shape
- Tempo, air or movement
- Dynamic
- Character
- Registry
- Metrorhythmic

The edition of the musical accompaniment of the aerobic routines is recommended to be forte, allegro, presto, con allegrezza. If you take into account the aforementioned means. In this way the sound is obtained according to the characteristics of the activity in question.

In addition, the manual proposes several ways to organize a music library, which the mentor needs before starting the editing process. It provides very precise methodological indications to achieve the proposed objective. And finally, other complementary bibliographies that allow us to deepen in this regard.

In other words, it can be summarized that the mentor is responsible for properly selecting the musical fragments that complement the technical execution of the programmed elements of difficulty and the patterns of aerobic movements with their movements. In this way, the quality of the selector is revealed.

Once the programming and selection actions of the musical fragments have been executed, through the interdependence relationships between said subsystems.

The mentor supported by the methodological manual faces the music edition. For this it is recommended to use a computer with the Audacity program. The one that allows the cohesion of all the sounds at the same level, also allows to achieve that there are no spaces of silence in the edition and the rhythm is maintained between 165 and 175 bits X min.

In this way, the mentor achieves musical accompaniment, establishing an adequate link between the components that make up the aerobic routines. Thus, the quality of the musical editor of the aerobic routines is revealed.

DISCUSSION

The novelty of the proposal is materialized in the new relationships established by the overcoming model, which allows the formation of the skills of programming, selecting and editing the musical accompaniment in tune with the current competitive demands in Aerobic Sports Gymnastics. As well as the characterization of the treated categories.

In addition, an improvement program is highlighted for the training of professional skills of the mentors of Gymnastics Aerobia Deportiva. And a manual of methodological actions for the edition of the musical accompaniment of the aerobic routines. Which complements the proposed model.

Under the mentorship of Bernaza, Troitino and López in their book "Professional improvement: moving ideas and moving forward more", they describe with precision and brilliance their enormous work in pursuit of advancing professional improvement through postgraduate studies.

They present a summary on professional improvement and its characteristics in Cuba. Which justifies to some extent the need for the research that is presented. Their ideas contributed to enrich the systematization that the authors made of this process. Getting to describe the overcoming of the Aerobic Gymnastics mentors and demonstrating how imperative it is to include in this process the training of little-discussed skills before and after the Physical Culture professional graduates.

De Lara (2011) assumes the conceptualization of overcoming that he defines in his thesis presented as an option for the scientific degree of Doctor of Physical Culture Sciences. It agrees with the main form of improvement. However, the authors

considered it pertinent to specify how the specific overcoming of Aerobic Gymnastics mentors should be. Due to the irregularities detected during the applied diagnosis.

A materialist dialectical theoretical position is maintained in this research because philosophy as the mother of science is assumed as the methodological basis of scientific research. In addition, this is in tune with the Cuban constitution and its philosophical, Marxist, Martian and Fidelista bases. For this reason, what is proposed in resolution 140/19 is adjusted. The one that establishes the forms of improvement and the objectives.

The definition of skills is taken from Montes de Oca, N. and Machado. The study of her comprehensive work allowed the authors to conclude that it is of vital importance that, during the execution of the tasks by the mentors for the formation of the proposed skills, they are the ones who play the leading role.

Dr. C. Ramona Carro in her thesis presented for the degree in 2017, makes proposals that justify the use of music in physical activity within the school environment. It provides a methodology for the teaching-learning process of routines in Sports Aerobic Gymnastics. Which can be enriched with the research proposed by the authors.

Since, to begin the process of assembling the routines within the teaching-learning process, the mentor must have achieved a musical accompaniment in accordance with the minimum requirements established in the international punctuation code and the current international sound standards for this type of activity. That is only achieved with adequate training in the skills of programming, selecting and editing the musical accompaniment of aerobic routines.

It agrees with Carro (2017) when stating that Navarro (2006) offers a book entitled: Methodology for the teaching of School Aerobic Sports Gymnastics. Which at the time was of great significance and resolved bibliographic limitations on the subject. But the author limits herself to showing the basic movements of the arms and the basic steps of Aerobic Gymnastics, as well as the elements of difficulty that, according to the methodological guidelines issued by INDER, can be used in the Cuban modality of groups for the level primary.

In this way, no attention is paid to other components that require equal importance within the routine, as is the case of musical accompaniment. The one that must inevitably be interrelated with the technical execution. This is evaluated by the artistic judge to be averaged with that of other judges, to issue their final grade.

It is also agreed with Echavarría (2008) when stating the main professional skills of the Physical Education professor: organizer, planner, evaluator, possessor of knowledge of: pedagogy, physiology, biomechanics, psychology, physiotherapy, nutrition and computing. Must be physical trainer, choreographer and communicator.

But taking into account that the Sport Aerobic Gymnastics mentor is the Physical Education professor himself who teaches this activity through the Sport for All project. The skills of a music programmer, music coach, and music editor should also be included.

For these reasons... it can be stated that the results of the theoretical inquiries made allowed a systematization of the improvement process; as well as the process of training professional skills, detecting in turn deficiencies from the theory that negatively affects the process of overcoming those of the Sports Aerobic Gymnastics mentors.

The proposed model made it possible to contribute to the training of professional skills for programming, selection and editing of the musical accompaniment of the Sport Aerobic Gymnastics. Consequently, the theoretical evaluations carried out by the experts, as well as other instruments that were used to evaluate the practical implementation of the self-improvement model for the training of professional skills of Sports Aerobic Gymnastics mentors, show its relevance.

Similarly, it is recommended that the mentors chosen to make up the sample must have at least five years of experience in Aerobic Sports Gymnastics. Because they must have some elementary knowledge that allows them to face the process of training the skills proposed through said model.

Before facing the model, mentors must be trained with actions that allow them to develop rhythm to facilitate the direction of the process of familiarization of students with musical accompaniment.

Finally, it is recommended to carry out similar research, which takes other professional skills as a field of action, allowing the growing scientificity of the process of overcoming the mentors of Sports Aerobic Gymnastics.

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