

The development of the tactical component in infielders in Base Baseball

El desarrollo del componente táctico en los jugadores de cuadro en el Béisbol de Base

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ABSTRACT

The objective of this article is to propose a system of methodological actions for the development of the tactical component in infielders aged 11-12 years in Base Baseball in "Pastorita" community of the Guantánamo municipality. For the development of the research, research methods and techniques were used, such as historical-logical, analysis-synthesis, inductive-deductive, systemic-structural-functional approach, observation, interview, survey, documentary analysis and consultation with specialists that allowed to base the antecedents and the insufficiencies that originated this investigation and the elaboration of the proposal as a solution to the problem under study.

Keywords: Tactical component; Base baseball; Infielders; Stock system; Category 11-12 years

RESUMEN

El presente artículo tiene como objetivo proponer un sistema de acciones metodológicas para el desarrollo del componente táctico en los jugadores de cuadro de 11-12 años en el Béisbol de Base de la comunidad "Pastorita" del municipio Guantánamo. Para el desarrollo de la investigación se utilizaron métodos y técnicas de investigación tales como, histórico-lógico, análisis-síntesis, inductivo-deductivo, enfoque sistémico-estructural-funcional, observación, entrevista, encuesta, análisis documental y la consulta a especialistas que permitieron fundamentar los antecedentes y las

insuficiencias que originaron esta investigación y la elaboración de la propuesta como solución al problema objeto de estudio.

Palabras clave: Componente táctico; Béisbol de base; Jugadores de cuadro; Sistema de acciones; Categoría 11-12 años

INTRODUCTION

Baseball is one of the most attractive and enjoyable activities for the Cuban population. It is called, in its own right, the national sport since it constitutes the sports representation most linked to traditions and popular roots, rights defended since colonial times, in which the metropolis, Spain, introduced the JAI-ALAI, as a way to subtract popularity and essentially combat independence intentions, which found social and economic support in Baseball.

Due to the characteristics of its actions, Baseball is considered a sport of variability in its efforts and rapid execution as they have to be performed unexpectedly and dynamically in a short period of time; therefore, tactical actions, reaction, coordination, mutual cooperation and communication, predominate in all the actions of the game.

There are various situations that arise in a baseball game in which the fundamentals of the game must be followed to the letter. On countless occasions, each game leaves its practitioners disconcerted for the simple reason of ignoring and believing that, as a game, there is not much to learn from its essence.

In this sense, the tactical skills in baseball players make it possible to carry out the execution effectively in correspondence with the objectives and conditions in which they must act. A predominant condition in baseball players is to have a high volume of tactical knowledge, that many called "profession", and it is precisely here where the difference between the class player and the applicant with natural aptitudes or possible talents.

To achieve the aforementioned, the preparation of the Physical Culture professional plays an important role, which becomes a necessity in the achievement that Baseball practitioners manage to harmonize a tactical game during practices and competitions. That is why the development of a system of methodological actions is proposed as a tool that helps to enhance the tactical

component in the practitioners of this sport in the 11-12 years old category belonging to “Pastorita” community of Guantánamo municipality.

According to the Philosophical Dictionary published in 1981, a system is a *“set of elements, related to each other, that constitute a certain integral formation, not implicit in the components that form it.”* (Rosental and Ludin, 1981, p. 421) The system as a whole has superior properties to each of its parts separately. Regarding the system of actions, Addine (2004) defines it as *“a set of elements that are integrated and dialectically related to achieve an end”*.

The General Systems Theory (GST) is also assumed, which defines the system as *“... a set of elements that meet three conditions: the elements are interrelated, the behavior of each element or the way in which it does so affects the behavior After all, the way in which the behavior of each element affects the behavior of the whole depends on at least one of the other elements”*. (Lara, 1990)

In addition, it should be noted that the proposed system of actions is based on the laws of Didactics proposed by Álvarez (1996), as well as on the relationship between thought and language and Vygotsky's Zone of Proximal Development.

METHODS

To carry out the research, the 18 participative baseball practitioners of the 11-12 years old category belonging to “Pastorita” community of the Guantánamo municipality and the 3 baseball teachers who work in that community were selected as a population. The sample matches 100 percent of the population.

Acritical analysis of different bibliographic sources that allowed synthesizing the theoretical foundations of the problem under study, as well as the results of the instruments applied to establish the insufficiencies that limit the correct development of the tactical component in infielders in participative baseball of category 11-12 years in “Pastorita” community of the Guantánamo municipality.

Supported by an observation guide, training sessions and competitions between communities were observed to check the development of the tactical component in infielders in participative baseball in the 11-12 years old category in “Pastorita” community of the Guantánamo municipality.

Teachers who attend the category under study were interviewed in order to collect their criteria related to the methodological actions that are put into practice to enhance the tactical component in infielders, the systematicity and importance that they attribute to the development of this component, as well as the main deficiencies that these players present for the development of the treated component.

Participative baseball infielders in the 11-12 years old category in “Pastorita” community of the Guantánamo municipality were surveyed to learn about the main elements that limit their development of the tactical component.

From the interpretation of the empirical data obtained from the application of the different instruments, the relationships between the components that make up the system of actions developed to enhance the tactical component in infielders of 11-12 years of Participative Baseball in the community were established. “Pastorita” from the Guantánamo municipality.

Several specialists were consulted with the aim of collecting criteria that would allow enriching and improving the system of methodological actions to enhance the tactical component in the 11-12 years old infielders of Participative Baseball in “Pastorita” community of the Guantánamo municipality.

RESULTS

Stages for the application of the system of actions for the treatment of the tactical component in the practitioners of 11-12 years belonging to “Pastorita” community of the Guantánamo municipality.

It is important to highlight that the system of actions goes through three fundamental stages which have a dialectical and interdependent relationship, comply with the principles of systematicity and system. The stages are explained below.

Diagnosis and characterization: it is carried out to determine the real state of the human and material resources that will intervene in this process.

Training and execution: teachers who will develop the teaching of the tactical elements in the infielders in “Pastorita” community of the Guantánamo municipality and the elaboration of the action system are trained.

Control and evaluation: it is very important for the implementation of the proposal, through it, it is possible to determine whether or not it influences the transformation of the initial problem, if progress is made in achieving the objectives to reach the desired state, it allows the feedback from each of the stages assumed for the implementation of the system of methodological actions, this allows regulating and enhancing the tactical actions undertaken by each infielder.

System of actions for the treatment of the tactical component in practitioners aged 11-12 belonging to “Pastorita” community of the Guantánamo municipality

Next, the system of actions elaborated for the treatment of the tactical component in the practitioners of 11-12 years belonging to “Pastorita” community of the Guantánamo municipality is exemplified.

Game action #1: Bunt with runner on first base.

Objective: to develop tactical skills and knowledge to Baseball infielders between 11-12 years old that allows them to develop the tactical game during practices and competitions.

Situations that may occur:

Before the bunt attempt, the shooter, the third, the first and the receiver go out in search of the ball, this will be for any bunt situation.

- If the bunt is for the first the catcher, the pitcher and the first baseman must look for the ball, if one of them catches the ball he must determine if he has a chance to throw out on first or second. What do the rest of the infielders do?
- Second baseman covers first base to make assists, the shortstop assists second base in case the throw is made to second base, and the outfielders move in the direction of the bases where the throw is made.
- Third baseman moves forward to look for the tag, but since it did not happen due to his position, he returns to cover 3rd base.
- Outfielders move toward the bases based on their position.

Method: theoretical-practical.

Media: models, blackboards, sports equipment, the baseball field.

Evaluation and control: participant observation, interviews with teachers and tests with practitioners.

Methodology for teaching this action: The teacher and the athletes must make the bunt play for first base so that the infielders, the pitcher and the fielders carry out the tactical actions, this will be practiced several times a week to create elemental tactical models in the novice practitioners. Before the attempt to bunt all the box players occupy the corresponding positions. In the same way, the teacher must help the players to develop the ability to perceive and analyze the intentions of the opponent.

Game action #2: Bunt with runner on first base.

Situations that may occur:

- If the bunt is for the third: the catcher, the pitcher and the third baseman must look for the ball, if one of them catches the ball he must determine if he has a chance to throw out on first or second. The rest of the box players will be located as follows.
- First baseman moves forward to look for the tag, but since it did not happen due to his position, he returns to cover 1st base.
- Second baseman makes the assist behind the first baseman, the shortstop assists the second base in case the throw is made to second base.
- The fielders move in the direction of the bases where the throw can be produced in correspondence with the position they occupy in the field.

Method: theoretical-practical.

Media: models, blackboards, sports equipment, the playing field.

Evaluation and control: participant observation, interviews with teachers and tests with practitioners.

Methodology for teaching this action: players, under the guidance of the teacher, must make the bunt play by third base, the action is represented on the model, not directly; but through questions that guide the players until they reach the objective of the activity, after having evacuated all the doubts about the action to be carried out, it is carried out on the field of play, under problematic game situations. This will be practiced several times a week to create basic tactical models for new players. Before the attempt to bunt all the box players occupy the corresponding positions.

Game Action #3: Surprise the runner who goes to second base, in a bunt play with a runner on first base.

Objective: to prepare the infielders to surprise the runner who goes from first to second base and goes over the bag.

Situations that may occur:

- If the bunt is by third base: the catcher goes out to field the bunt if it is short, if it is long, he will indicate to the pitcher (who is responsible for fielding the bunt by third base) where to throw and returns to cover the plate.
- Shortstop assists at second base.
- Third baseman stays on base.
- First baseman, when the bunt does not occur in his area, returns to cover his base to receive the throw from the catcher or the pitcher and after making the out, observe if the runner from second is ahead, if so, he immediately throws the shortstop to surprise East.
- Outfielders move toward the bases based on their position.

Method: theoretical-practical.

Media: models, blackboards, sports equipment, the baseball field.

Evaluation and control: participant observation, interviews with teachers and tests with practitioners.

Methodology for teaching this action: the players, under the guidance of the teacher, must make the move to surprise the runner who goes to second and exceeds the base, the representation of the action is made on the model, not directly but through questions that guide the players to the solution of the problem raised, until reaching its solution, being a set play that has its risks, it is necessary to take into account the opinions of the players and especially those who have the responsibility of taking the shot and putting out to the corridor. The teacher must insist on the precision of the throw and the distance that separates the runner from the base so as not to make unnecessary throws.

Game Action #4: Put out the runner who continues for third, on a bunt play with a runner on first base.

Objective: to prepare the infielders to put out the runner going from first to third base with a bunt.

Situations that may occur:

- If the bunt is by third base: the catcher goes out to field the bunt if it is short, if it is long, he will indicate to the pitcher (who is responsible for fielding the bunt by third base) where to throw and returns to cover the plate.
- Third baseman stays on base.
- First baseman, when the bunt does not occur in his area, returns to cover his base to receive the throw from the catcher or the pitcher and after making the out, observe if the runner from second continues to third, if so, he immediately throws to third base.
- Shortstop assists at second base and should be watching the action of the runner going to third to intervene if he tries to return.
- Outfielders move toward the bases based on their position.

Method: theoretical-practical.

Media: models, blackboards, sports equipment, the baseball field.

Evaluation and control: participant observation, interviews with teachers and tests with practitioners.

Methodology for teaching this action: The players, under the guidance of the teacher, must make the play to surprise the runner who was on first and with the bunt tries to reach third base, the action is represented in the model. The teacher in this action must insist on the precision of the throw and on the work that he must do at third base together with the shortstop if the runner tries to return to second base.

Game action #5: Bunt with runner on second base.

Objective: to improve the defense of the infielders against the attempted bunt with a runner on second.

Situations that may occur:

- If the bunt is short the receiver is responsible for fielding, if it is long, he will indicate to the pitcher, the third baseman or the first baseman (depending on the direction of the bunt) where to throw and return to cover home plate.

- First base, if he fields close to the line and the runner is next to him, he can bunt him, he will see if there is time to throw out the runner on 3rd base or if not, he throws to 1st base that will be covered by the second baseman.
- Shortstop, covers third base if the bunt is made in this direction, the center fielder assists second base, the right fielder and the left fielder move in the direction of first and third in case the throw is made to one of these positions.

Method: theoretical-practical.

Media: models, blackboards, sports equipment, the baseball field.

Evaluation and control: participant observation, interviews with teachers and tests with practitioners.

Methodology for teaching this action: teacher and players should bunt first base with a runner on second for the infielders, pitcher and outfielders to tag, this will be practiced several times a week to create elementary tactical patterns in novice athletes. The teacher must insist that before the bunt attempt all the infielders occupy the positions that correspond to them.

DISCUSSION

This research provides a system of methodological actions to enhance the tactical component in the infielders of 11-12 years of participative baseball in “Pastorita” community of the Guantanamo municipality, which is introduced for the first time in the teaching of this sport in the category under study.

In the works consulted by Alvarado and Pedreira as well as Pérez and Pérez, valuable contributions were found in relation to technical-tactical thinking in competitive results, however, they do not address this problem in community baseball and in particular the lower categories.

In general, the definitions of the analyzed system have coincident points in terms of its purpose, but the one proposed by Fátima Addine is assumed because it corresponds more to the object of study of this research.

Regarding the General Systems Theory, it is assumed that since its origins and even today, it is used as an analysis tool, that is, it arose from the need to break down a “Whole” to understand the structure of each of its components. parts and studying the relationship that, in the development of its functions, it had with others,

and closely linked to it, the systems approach emerged, whose development began in 1954.

From the laws of Didactics, the link between the instructive and the educational was taken into account, as well as the relationship between the didactic components, fundamentally the objective-content-method triad as dynamizers of the teaching process in base Baseball. the ZPD materializes in the improvement of the tactical elements that the infield players possess and then introduces the new elements that they must develop.

By way of conclusion, it can be pointed out that the study of the historical background of the baseball teaching process in Cuba allowed us to determine the epistemological deficiencies related to the teaching of tactics in infielders from an early age. As a result of the diagnosis, the insufficiencies presented by the tactical component in the infielders of 11-12 years of the participative baseball in "Pastorita" community were evidenced, for which it is necessary to propose the system of methodological actions for the development of this component in the players under study. The criteria issued by the specialists consulted contributed to perfecting the proposal.

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