

Psychosocial development in technical-tactical skills in judo athletes with auditory disability

El desarrollo psicosocial en las habilidades técnico-tácticas en los judocas con discapacidad auditiva

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ABSTRACT

The present investigation analyzes from a new perspective, as the psychosocial work in judo athletes with sensory disabilities is revealed, when dealing with technical-tactical skills in training; aspect that allows to elevate the teaching-learning process. In addition to observing the progress of praxis and student-student and student-teacher relationships, using a methodology that argues the sociological relationship trained-coach, for the development of the aforementioned skills. The bibliographies that support this research are related to the object of study announcing new actions that will contribute laudable development to the subject that identifies with controversial situations within the sports field.

Key words: Psycho-social; Technical-tactical skills; Communication; Auditory disability; Judo athletes

RESUMEN

La presente investigación analiza desde una nueva mirada, como se pone de manifiesto el trabajo psicosocial en los judocas con discapacidades sensoriales, al tratar las habilidades técnicas y tácticas en el entrenamiento; aspecto que permite elevar el proceso de enseñanza-aprendizaje. Además de observar progreso de la

praxis y relaciones alumno-alumno y alumno-profesor, utilizando una metodología que argumente la relación sociológica entrenados-entrenador, para el desarrollo de las habilidades antes mencionadas. Las bibliografías que sustentan esta investigación están relacionadas con el objeto de estudio dando a conocer nuevas acciones que contribuirán el desarrollo loable al sujeto que se identifica con situaciones polémicas dentro del campo deportivo.

Palabras clave: Psicosocial; Habilidades técnico-tácticas; Comunicación; Discapacidad auditiva; Judocas

INTRODUCCTION

Psychosocial studies in combat sports show that progress is being made progressively in the development of technical-tactical skills within the training process, in which communication between students and teacher plays a fundamental role, from the different interactions between them. In particular the training of judo athlete with hearing impairment social status is essential; nevertheless, it is known of the insufficiencies in this direction.

Therefore, the need for new contributions to the treatment of the aforementioned skills is urgent, as it constitutes a novel theme, where it is necessary to systematize, analyze and generalize by experts in this combat discipline for the improvement of sports results.

In this investigation some theoretical methodological considerations will be treated, which contribute to the scientific research training of professionals who teach sports discipline.

In this sense, it is healthy to consider the contributions of authors who dabble in the topic of sports training, among them are: Matveev (1983), Ozolin (1983), both from their research perspective refer to the development of tactical technical skills, from usually in sports training.

In the case of judo, the results of Janjake (1991), preparation program for the athlete Judo Boxing, Kano (1882), Kolichkinin (1985), Jiménez (1990) and others are known.

The analysis of these investigations allows us to understand the role of psychosocial manifestations in the tactic's development of judo athlete with hearing

impairment. This requires a systemic and differentiated work which, in turn, will allow the evaluation of the behavior of these psychological manifestations through praxis.

In this sense, from the model presented by the work, new criteria are offered that enable the development of psychosocial behavior in correspondence with sensory (auditory) disability, through attention to the psychosocial process within the training of judo sport tactics, where some specific peculiarities of these judo athletes will be taken into account.

However, the author of this work under the considerations of the different authors mentioned above in the investigation, states that the work to the psychosocial process must be taken into account throughout the training stage, since it is an aspect that is measured in the time to treat the tactical skills in disability, disability that must be treated from sports initiations for its improvement in sports training.

In this sense, having carried out the analysis of normative documents and different bibliographies, different dissatisfactions were observed in the treatment of psychosocial processes in judo athletes with hearing disabilities.

Main manifestations derived from the negative psychosocial aspects that influence the behavior of disabled athletes in training, increased level of hyperactivity, inadequate communication student-student, student-teacher, tendency to Distractibility, inadequate self-assessment

In turn, inadequacies were detected in teachers such as poor treatment of communicative elements, consistent for their orientation in tactical skills in combat, poor treatment of cognitive development to tactical elements within the competition, insufficient development of treatment of the skills and technical deformations in the competitive parameters, hence the research is aimed at contributing to the psychosocial process in the practice of the techniques and tactics of judokas with hearing impairment.

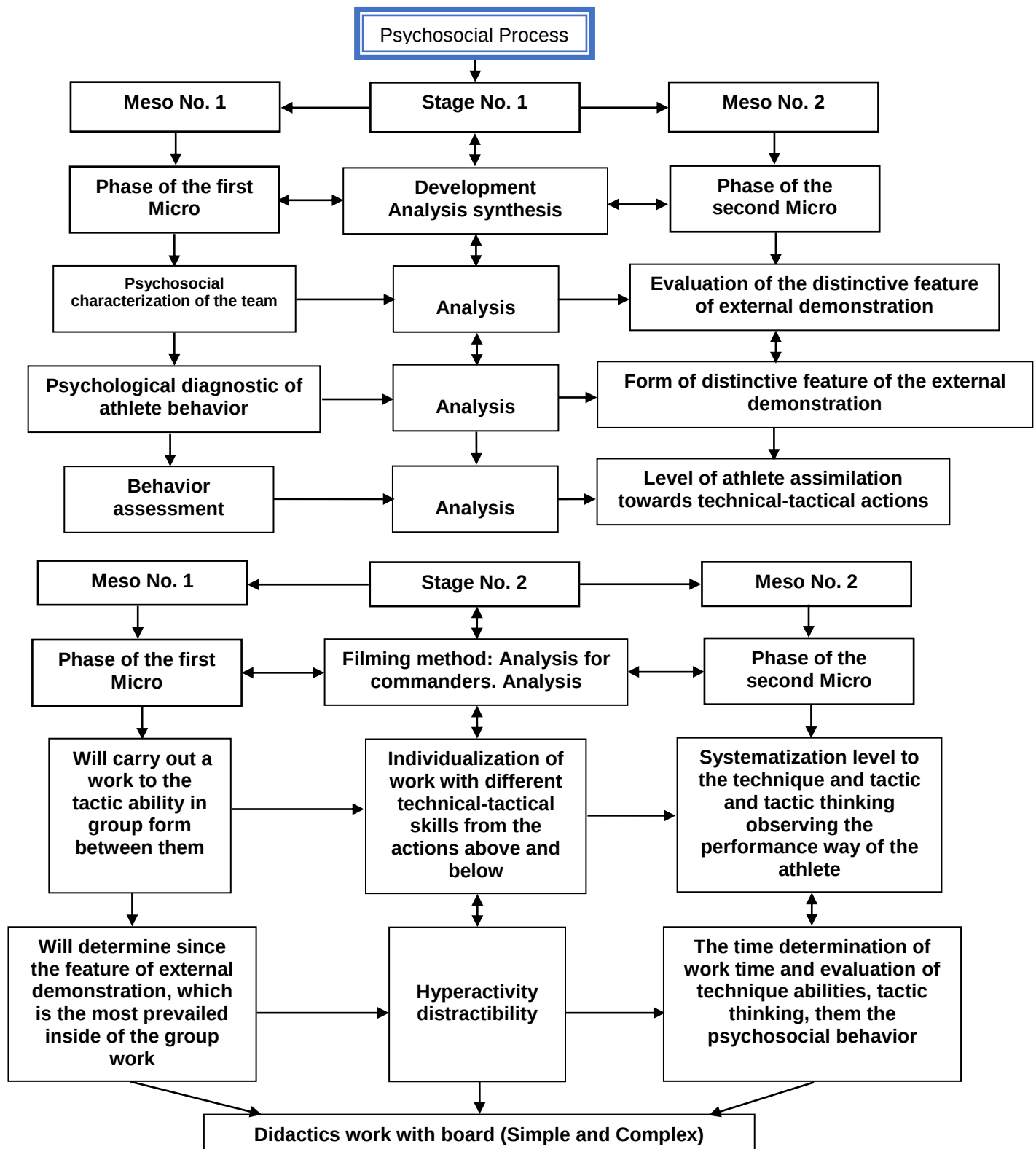
These aforementioned insufficiencies that gave rise to this research were detected by characterizing a population of 14 judo athletes and from them a sample of 8 athletes was selected, which means 57.14%, from the simple random selection method that allowed to detect the problem exposed above. From this vision, the

development of a methodological model that favors psychosocial progress in practice to judo tactics was taken into account.

DEVELOPMENT

The structure of the methodology is supported on the basis of a model that shows the variety of pedagogical information that is applied to the treatment to the tactic from the study of the external manifestations that are reflected in the judo athletes with hearing impairment from the analysis to the psychosocial process.

Methodological model for the development of the psychosocial process in the tactics of judokas with hearing impairment.



The didactic work with board to respond to the analysis of the psychosocial process to the treatment of technical-tactical skills in judo athletes with hearing impairment consists of:

Indicators for didactic work with board.

The board must obtain different colors that define the defensive and offensive actions

The technical actions of Judo Attack and Counter attack will be played

Each player must know the modes of attack and attack

Game time that should not last (20mn) must be determined

5- Through the game there can be no rest and if (20 minutes) the game is not over; the winner is selected as the one with the most chips

The chips will be named with each technical action of the sport in this case that the game is done at work at tachi- waza

Movement rest

The rest will take place in a time of 1min until the level of hyperactivity falls, where your way of measuring it will be done through questions that must be answered in a time of 10 to 15sec of not having responded in that time will be given another rest time equal to the previous one to be able to move on to the second time of the game, where it will be done through the technical actions in the ne-waza.

Indicators for work at ne-waza

The board must obtain different colors that define the defensive and offensive actions

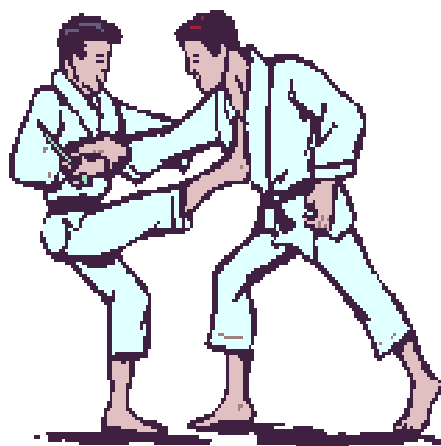
The technical actions of Judo Attack and Counter attack will be played

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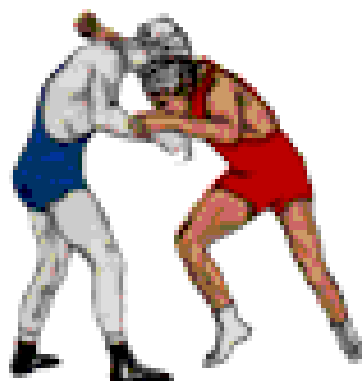
You must determine the playing time that should not last (20min)

Through the game there can be no rest and if (20min) the game is not over, the winner is selected as the one with the most chips

The chips will be named with each technical action of the sport in this case that the game takes place at work at Ne-waza



Knowing this game, it will be understood that not only does it improve psychosocial behavior in those with hearing impairment but it also improves the development of technical - tactical thinking through training, which also allows a new way of assessing behavior irrational to skills before treated, therefore systematization should be treated frequently that allows the player to land in the directions given by the coach.



Way to evaluate tactical thinking from psychosocial development in judo athletes with hearing impairment from competition in practice. Several models of statistical tables will be carried out to start the evaluation

The first table should have as indicators: enrollment, age, weight division and disability.

The second table must have as indicators: amount of combat, working time which ranges from 10-15-20-30-25-30s then amount of tactical technical actions, evaluation, and look for the average at the end.

In the third table, the determination of efficiency and effectiveness should be taken into account, where the methodology is given in: 1- the efficiency will be determined from having searched for the mean obtained in the second table and the effectiveness from the second table, applying the rule of three: example

If 4 actions of 10 - 15s perform three, a considerable estimated evaluation will be given in the range of 20 points, these evaluations will be carried out by three moderators and in this way, the authors will determine the effectiveness.

Results obtained through competition from the application of the methodology

Quantity of athletes	%	National results	The athlete's participation in competence
(14) athletes	100	3 - Gold 2- Silver 3- Bronze	(7) for a 50%

CONCLUSIONS

Through the application of the methodology it was determined that it is of inevitable need to continue emphasizing systematizing as to the development of the tool that is provided to teachers and athletes based on the increase of theoretical and practical knowledge, to advance in obtaining sports results in the hearing impairment of judo sport. Therefore, creating and applying are terms that must be carried out through the development of who directs the educational process, resulting in contributing to the formation of values for people with disabilities.

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