

Playful activities system for strength development in cheerleaders girls of 7-8 years old

Sistema de actividades lúdicas para el desarrollo de la fuerza en niñas cheerleaders de 7-8 años

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ABSTRACT

The present investigation is directed to the playful activities or the games in the animation process by means of the physical exercise, they require of preparation of strength to be able to develop with quality them. Various research methods were used that supported the development and veracity of the work, resulting in a playful activities system for the development of strength in girls of 7-8 years old from the cheerleader team of the German School "Humboldt".

Keywords: Strength; Playful activities; Games; Capacity; Cheerleaders

RESUMEN

La presente investigación está dirigida a las actividades lúdicas o los juegos en el proceso de animación mediante el ejercicio físico, requieren de preparación de fuerza para poder desarrollar con calidad las mismas. Se utilizaron diversos métodos de investigación que apoyaron el desarrollo y la veracidad de la obra, teniendo como resultados un sistema de actividades lúdicas para el desarrollo de la fuerza en niñas de 7-8 años del equipo de cheerleaders del colegio alemán Humboldt.

Palabras clave: Fuerza; Actividades lúdicas; Juegos; Capacidad; Cheerleaders

INTRODUCCTION

Strength work in the different sports disciplines plays a leading role within the preparation programs. For (Matvéev, 1983), the high relative strength indexes have a decisive meaning in sports, which include moving the body through space without external recharges, as well as in those sports modalities in which it is necessary to limit weight within the frame of the established categories.

For the development of strength as a conditional capacity, it is very important to take in mind that physical preparation is the fundamental aspect of the athlete's preparation, which guarantees the mastery of skills and their effectiveness in play, combat or competition. It encourages the development of basic sports performance capabilities.

Strength must be trained in all athletes, and although general strength training can have many similarities for all athletes, special strength training, on the other hand, has to be differentiated, since the strength manifestations of each sport modality are different.

It is essential to acquire an exhaustive knowledge about the characteristics of the sport test or tests to which the athlete must submit and determine the levels of strength that are demanded in it, a circumstance that will allow the successful design of individualized and specific programs of strength training that can approximate the greatest efficiency of action.

For Frómeta, Camejo, & Licea (2013) the beginning of the preparation of the strength is located in children between 7 and 10 years old, they consider that earlier it begins, greater will be the improvements in their motor system and they will be more suitable for physical or sports activities in their future life and emphasize that an appropriately designed strength training program can provide health and fitness benefits for children and adolescents.

Cheerleading is a discipline that consists of executing the components of this sport in a maximum time of 2 minutes and 30 seconds, the execution of the exercises must be presented in a synchronized manner, correctly developed and with the greatest difficulty that level allows to which the team belongs.

This is a sports discipline that has spread, currently has great participation and acceptance in educational institutions in the country, whether private or state. Ecuador has already participated in Pan American and World events in this discipline, making good representations.

When referring to Cheerleaders, it is important to address the gymnastic components and the fundamental means in general physical development, as well as acrobatic and choreographic exercises, which are aimed at increasing physical capacities with a general character, at the same time in acrobatics and physical exercises for flexibility, marking pedagogical, functional and harmonic emphasis.

The diagnosis made on the process of development of strength in girls of 7-8 years old from the Cheerleaders team of the German School “Humboldt”, with the application of scientific research methods and techniques such as observation, survey and documentary review, contributed as the main insufficiencies the following:

- Limitations in training planning in relation to the exercises, methods and procedures foreseen for the development of strength in girls of 7-8 years old from the Cheerleaders team of the German School “Humboldt”.
- Insufficient theoretical and methodological preparation of the coaches for the development of strength in girls of 7-8 years of the Cheerleaders team.
- Insufficiencies in the selection and application of exercises to develop the strength in girls of 7-8 years of the Cheerleaders team.
- Insufficiencies in the methods and processes used for the development of strength in girls of 7-8 years of the Cheerleaders team.
- Poor level of strength development in girls of 7-8 years old from the Cheerleaders team.

The insufficiencies detected permits to elaborate a playful activities system for the development of strength in girls of 7-8 years old from the Cheerleaders team of the German School “Humboldt”.

DEVELOPMENT

Playful activities and their importance in the teaching and learning of Cheerleaders girls

In the teaching-learning process in early ages, playful activities are not only necessary but also essential, they become relevant for these ages. When the boy or girl plays, is nourished by experiences that prepare it for life, improves its interactivity, its fulfillment in society, with its peers, its creativity and integration into the group, the community, the environment, society through spontaneous and motivating form of expression. It provides the boy and/or girl with powerful tools that prepare him or her to solve the various problems of everyday life.

Early childhood education requires the use of playful activities as a learning tool. Dávila (2003), expresses that "Every child has the right to master those knowledge and skills that it will probably use in life; it has the right to live naturally happily and fully; human progress depends on the development of each one to their full capacity; the well-being of human society requires the development of a strong social conscience in each individual." (p.18)

Wallon (2000), defines children's playful activity as an occupation that has no other purpose than itself, because it promotes moments of happiness and allows them to have fun, even if this is not what they are looking for, motivated by the fact that the child must have time and enough space for it according to their age and needs. (p. 5).

Brown (2000), highlights how boys and girls have a large part of their lives dedicated to playful activities whose attitudes at the same time allow them to discharge their energies, in the same way the neuromuscular conditions, as well as educate the hands and sight. So, in addition to being an occupation for children, these authors emphasize the importance of initial development, from different angles, biological, intellectual and social, as an essential part of children's lives.

Cheerleading in Ecuador

In this country, according to the aforementioned author, she was introduced in 1995 approximately in extracurricular activities of some high-level educational institutions in the city of Guayaquil, such as Balandra Cruz del Sur, María

Auxiliadora, Nuestra Madre de la Merced, Santo Domingo de Guzmán among others; The first competitions were held in the kermesse of Santo Domingo de Guzmán College, due to its attractiveness this discipline was practiced in other institutions of the city.

It is in 1997 when the first open Cheerleading championship dominated Cheerleaders open, it facilitated the diffusion of the sport, which was known and practiced nationally. In 2000 the first national championship of this sport takes place. This is a sports discipline that has spread and currently has great participation and acceptance in educational institutions in the country, whether private or state. Ecuador has already participated in Pan American and World events in this discipline, making good representations.

All this makes it pay great attention at different educational levels, even though in the opinion of the authors of this research to be considered as a fact that its practice begins at an early age and its training may have a greater incentive for girls of 7- 8 years old.

Strength training through playful activities with Cheerleaders girls of 7-8 years old

Playful activities or games in the animation process through physical exercise require strength training for being able to develop them with quality. That is why, when referring to Cheerleaders, it addresses the gymnastic components and the fundamental means in general physical development, as well as acrobatic and choreographic exercises, which are aimed at increasing physical capacities with a general character, at the same time marking specificity in acrobatics and physical exercises for flexibility, marking pedagogical, functional and harmonic emphasis.

For the development of strength as a conditional capacity, it is very important to take in mind that physical preparation is the fundamental aspect of the athlete's preparation, which guarantees the mastery of skills and their effectiveness in play, combat or competition. It encourages the development of basic sports performance capabilities. (Matveev, 1990) He expressed that physical preparation can be in two forms: general and special physical preparation.

Playful activities system for strength development in girls of 7-8 years old from the cheerleader team of the German School “Humboldt”

The evaluation of the initial level of strength development in girls of 7-8 years old by the Cheerleaders team of the German School “Humboldt” was made from the determined dimensions and indicators. For this, four tests were applied, the results of the application of these instruments help to elaborate the proposed playful activities system.

Based on the results of the initial evaluation and with the aim of contributing to the performance of teachers for the development of strength in girls of 7-8 years from the Cheerleaders team of the German School “Humboldt” using the playful activities the following actions were carried out:

- Selection of the sample of athletes and teachers to participate in the pre-experiment. (The entire population was selected: 15 girls, 2 Physical Education teachers who also work as coaches and a manager who attends sports activities at the College)
- Carrying out the diagnosis. Among the main tasks carried out in this regard are: Definition of the objectives of the diagnosis. Determination of the dimensions and indicators to evaluate the preparation and performance of the coaches. Determination of dimensions and indicators to assess the level of speed and kicking technique of athletes. Determination of the methods and techniques to be used to obtain the information.
- Elaboration and/or adaptation of the instruments for the compilation of the information (guide for the documentary review, observation guides, survey and test). Prepare the subjects who participated in the diagnostic application process. Coordination with the directors of the German School “Humboldt”. Ensuring the material resources necessary to carry out the diagnosis. Application of the instruments developed to assess preparedness and performance.
- Application of the adapted instruments to evaluate the development level of the strength of the Cheerleaders girls of 7-8 years old. Collection, processing and interpretation of the information. Characterization of the current state of the preparation and performance of the teachers. Characterization of the current state

of the performance level of teachers to implement the playful activities system for the development of strength in girls of 7- 8 years from the Cheerleaders team of the German School “Humboldt”.

- Socialization of the results of the diagnosis and the playful activities system with teachers and soccer players. Drawing up the guidelines, agreements and commitments with the teachers and footballers for the application of the playful activities system.
- Preparation of the teachers in relation to the playful activities system for the development of strength in girls of 7-8 years from the Cheerleaders team of the German School “Humboldt”.

Results of the final evaluation of the preparation and performance of teachers for the development of strength in girls of 7-8 years old from the Cheerleaders team of the German School “Humboldt”.

With the aim of determining the functionality of the playful activities system for the development of strength in Cheerleaders girls of 7-8 years old, the stages proposed in the system and their actions, as well as the activities developed to contribute to the teachers’ performance. A specialized conference was prepared, six workshops and a demonstrative methodological class led by the authors as head of the evaluation team, but developed by specialists, in addition to the participation of other invited coaches who in turn contributed to the evaluation. Once the activities were carried out biweekly, discussions and socialization of ideas about:

- The importance and meaning of the development of strength for the animation of the sports spectacle. The components of the athlete's training. Strength training in school-age children. The selection, planning and application of procedures and methods for organizational forms and means for the development of strength. Organizational forms and means for the development of strength in school-age girls.

The designed instruments were applied again, at the end of the partial application in practice of the preparation system, which includes a review of documents,

observation of training sessions, a survey of teachers and interview of managers, the following results:

The evaluation of the final level of strength development in girls of 7-8 years old from the Cheerleaders team of the German School “Humboldt” was made from the determined dimensions and indicators. For this, the four initial tests were reapplied. The manager values as pertinent and effective the preparation activities of Physical Education teachers who work as coaches and the playful activities system for the development of strength in girls of 7-8 years old of the Cheerleaders team implemented at the German School “Humboldt”.

It considers that after design and applied the activities, there has been a substantial increase in the performance of the coaches from the Cheerleaders team of the German School “Humboldt”, which is evidenced in their theoretical and methodological preparation, the methods and procedures they use, creativity in training, the motivation aroused in their athletes towards the sports training of that sport, with requests to increase enrollment.

The motivation towards this type of activity has been superior, the commitment of the parents to support the good development of the activities, the existing affective climate, the socialization and integration of the girl members of the team to the different activities of the school. All this is manifested in the results achieved in the pre-competitive phase.

CONCLUSIONS

The systematization of the theoretical and methodological references consulted, as well as the main assumptions about the development of strength in Cheerleaders girls of 7-8 years old; the diversity of concepts, methods and procedures appropriate for the development of strength at school age, allowed guiding the preparation of teachers and the elaboration of a playful activities system for the strength development. The partial application in practice of the activities to contribute to the performance of the coaches and the results of the pre-experiment by comparing before and after the implementation of the playful activities system demonstrates its effectiveness.

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