

Metodología para el desarrollo de la preparación teórica en el judo categoría escolar 13-14 años del municipio Guantánamo

Methodology for the development of the theoretical preparation in the Judo school category 13-14 years of Guantánamo municipality

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RESUMEN

En la investigación se propone una metodología para la preparación teórica del profesor de judo en la categoría escolar, contribuyendo a la formación de atletas más aptos físico y mentalmente. En un primer momento se realiza un análisis del comportamiento histórico del problema de investigación, la caracterización psicopedagógica y gnoseológica, y el diagnóstico. En el segundo momento se expresa la fundamentación de la propuesta metodológica para la preparación teórica del profesor de judo en la categoría escolar. Finalmente se ofrece una valoración de los resultados de la propuesta realizada por parte del criterio de especialistas.

Palabras clave: Preparación teórica; Preparación técnica; Preparación táctica; Habilidades técnico-tácticas; Proceso docente-educativo

ABSTRACT

The research proposes a methodology for the theoretical preparation of the judo teacher in the school category, contributing to the training of more physically and

mentally fit athletes. At first, an analysis of the historical behavior of the research problem, the psychopedagogical and gnoseological characterization, and the diagnosis are made. In the second moment the foundation of the methodological proposal for the theoretical preparation of the judo teacher in the school category is expressed. Finally, an evaluation of the results of the proposal made by the specialist's criterion is offered.

Key words: Theoretical preparation; Technical preparation; Tactical preparation; Technical-tactical skills; Teaching-educative process

INTRODUCTION

Over the years, the theoretical knowledge transmitted to the judokas has been limited only to elementary questions related to technique and tactics. If the sports tactic is analyzed, as a means of performing certain competitive actions, it is observed that the technique is directly linked to sports tactics, as a way of organizing competition activity in general (Copello Janjaque, M. 2001).

García Hernández, M.R. (2008), raises that it is not possible to conceive the teaching of judo disconnected from the formation of habits, skills and abilities, with the acquisition of knowledge as a basis for training.

In sports teams, the judoka knowledge system must be specially worked with the same importance that the teacher lends to the sports technical and tactical skills that would not imply a drastic reduction of the skills formation, on the contrary, the knowledge learning in this sense has to be a necessity so that the judokas can learn the skills, which in the future would turn him into a competitive judoka (Zamora Castro, R. 2002).

The coach should be concerned in finding solutions that contribute to improve the judokas teaching process, and to look for methods and pedagogical guidance styles in sports training. These should improve the effectiveness of the theoretical preparation, in terms of the technical and tactical skills of the school judokas, so that to develop in them the thinking and the search for the problems solution arised in the realization of a combat.

In addition, it should be borne in mind that the theoretical preparation is closely related to the preparation of the athlete, which is why it is of great importance and

a careful attention must be paid to the educational process of the school judoka. In this process he is allowed to develop thinking, as well as to acquire the technical and tactical skills in this sport easily.

The theoretical preparation allows the judoka to participate in the construction of their own knowledge, and helps to develop cognitive skills of this sport, such as analyzing, explaining, correcting, defining, characterizing, comparing, and describing, reasons why the coaches must pay special attention during the entire educational process.

The analysis of the technological demand of the sports areas, the visit reports made by the managers of this sport to the different forms of methodological work, the initial diagnosis from the applied instruments revealed the following difficulties:

- The actions planned by the collective of judo coaches in the school category are inadequate to output the components of the theoretical preparation.
- Lack of consolidation of the theoretical approach for the improvement of methodological work in sports areas.
- The methodological strategy drawn up by the technical and management bodies of this sport is not the most appropriate, because a system of coherent actions that respond to raising the general and comprehensive training of coaches is not planned.

Taking into account the main limitations in this order, our research aims to develop a methodology for the theoretical preparation of the judo teacher in the school category, in order to allow the technical and tactical elements to be made during the preparation of the athlete.

DEVELOPMENT

The methodology proposed propitiates the improvement of the theoretical knowledge regarding the technical and tactical abilities of the school judoka. In it, the role of the coaches and the action of the judokas as subjects within the educational teaching process are considered as essential elements. It also offers the structure of the methodology that establishes the relationship of school judokas in the educational process for their comprehensive education, starting from the school, the judo area, the community, the coach and the family.

The need to train better prepared professionals, capable of addressing the problems of the profession from the training sessions, is obvious increasingly.

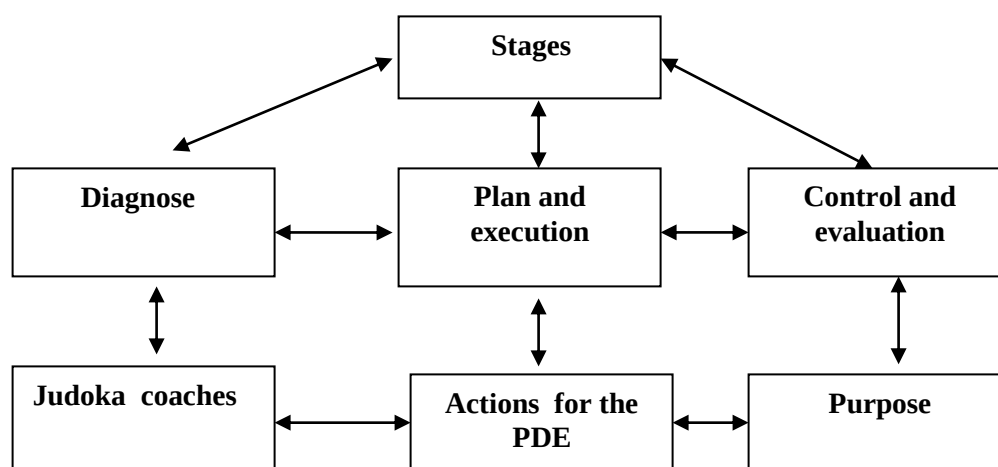
The methodology to develop the theoretical preparation in the coaches that work with the school category has as objective to theoretically prepare the judo coaches, and allow to leave out the technical and tactical elements during the preparation of the athlete, as well as to coordinate the didactic actions for the professional training that works with this category.

The methodology is structured starting from an input diagnosis that its results allow to relate another group of elements based on a systemic approach that enables the achievement of the research objective.

Conception of the methodology for the development of the theoretical preparation of technical and tactical skills in school judo.

In the proposal of the methodology, even when for its implementation stages are established, its structure has a systemic nature, integrated in order to fulfill its purposes, so that aspects that allow resizing the different actions developed are obtained.

Graph N°1. Stages for the development of the methodology.



First stage: Diagnosis.

The diagnosis constitutes the starting point of this methodology, since its realization allows knowing the current state of the phenomenon that is being investigated. In this way we can distinguish the elements that constitute strengths and opportunities, and identify the weaknesses and possibilities. This allows

establishing the actions of the methodology to improve the theoretical preparation of the technical and tactical skills of the judo teacher in the school category.

It is important to take into account that the diagnosis is made at the beginning of the macro cycle to identify the problems and establish the strategy with certain actions, as well as to foresee the solution measures.

When developing the diagnosis, we must take into account the system of cultural and personal historical variables such as:

- a) Know the teaching methods and style used by judo coaches that work with the school category.
- b) Know the state of theoretical knowledge of the technical and tactical skills of judo coaches in the school category.
- c) Know the factors that hinder the theoretical knowledge of judo coaches in the school category.

The purpose of this phase is to establish and distinguish those elements that tend to limit the theoretical knowledge of the technical and tactical skills of the judo coaches in the school category during the educational process. With a view of carrying this out several ways can be used, such as visits to training sessions, exchange with coaches and judokas, use of researching techniques, etc.

In this phase, good communication must be achieved, which will allow to ensure the correct organization, planning and execution of all the activities designed. In this way all the elements that participate in this process are motivated to build relationships that favor the environment, which allows the application of the methodology. It is necessary to determine and diagnose the needs of theoretical knowledge in coaches and school judokas.

This stage pursues fundamental objectives such as:

1. Diagnose the problems that exist in the judo coaches of the school category, related to the theoretical knowledge of the technical and tactical skills.
2. Encourage judo managers, coaches and judokas in relation to theoretical preparation, so that they favor a good environment for the approval of the methodology.

Fundamental tasks for its application:

- ✓ Diagnose the needs of the theoretical knowledge of judo technical and tactical skills in coaches and school judokas.
- ✓ Receive all kinds of information obtained by the diagnosis.
- ✓ Sensitize judo managers and coaches about the need for the development of theoretical preparation in coaches of the school category in order to eliminate the inadequacies presented in them.

To make the diagnosis it is necessary to take into account the following questions:

- 1- What am I going to diagnose?
- 2- What is the purpose of the diagnosis?
- 3- At what time is the diagnosis made?
- 4- What were the instruments and methods used in the diagnosis?
- 5- What was obtained as a result?

The diagnosis in this investigation is characterized by two fundamental aspects:

- I. Characterization of the reality presented by the coaches and judokas in terms of the theoretical knowledge of judo technical and tactical skills. For this it is necessary to take into account:
 - Level of knowledge possessed by coaches and judokas regarding the theoretical preparation of Judo technical and tactical skills.
 - Level of methodological preparation that coaches have.
 - Potentialities and possibilities offered by the subsystem for the use of theoretical knowledge in this sport.
- II. Confirmation of the attitudes possessed by coaches and judokas, based on a conceptual theoretical system of the theoretic knowledge of judo, clarifying that general and basic principles, methods, pathways must be mastered, as well as the broad concept of theoretical preparation.

The diagnosis must be made in a comprehensive manner, which covers the cognitive aspects of the theoretical knowledge of technical and tactical skills that must be transmitted by the teacher to the school judoka.

When making the integral diagnosis, the real state of the problem must be taken into account. It is important to determine how the object of the diagnosis behaves,

the real situation presented by the coaches working with the school category, in terms of the theoretical knowledge of Judo technical and tactical skills. This is a way for the methodology to be developed, so that the proposed objective is achieved.

At a given moment reference is made to the status of the diagnosis, to detect the possibilities that each of the athletes possesses, and to achieve the desired transformation in the solution of the theoretical knowledge problems in the coaches who work with the judo school category.

The evaluation of this stage is carried out through methods and techniques:

- Survey.
- Interview.
- Observations.

Second stage: Planning and execution.

In this stage the coach is the one who carries the fundamental role. It is focused on the urgent need to think about the close relationship that occurs among the coach, the family and the judoka during the educational process, where it must be keeping in mind the psychological peculiarities, interests and motivations of the athlete.

To comply with the above, it is necessary to take into account several aspects of the didactic categorical system that are of great importance at this stage, such as:

- a. Correct formulation of the objectives proposed.
- b. Accuracy and clarity of the skills aspired to develop, as well as the goals to be achieved and the changes expected to be obtained in the sphere of Judo knowledge by athletes.
- c. Determine the contents (technical and tactical skills) of the school judoka, so that it allows it to interact with its object, and at the same time provide theoretical treatment within the educational teaching process, which allows it to expand its horizon on judo.
- d. Specify the methods in correspondence with the content to be developed, so that it allows an active participation of the judoka during the theoretical classes, for the correct cognitive domain of the technical and tactical skills of the athlete.

- e. Correct selection of the appropriate organizational means for the proper development of theoretical classes in school judoka.
- f. Correct definition of the frequency and time for the development of the theoretical preparation of the school judoka.
- g. To conceive evaluations those favor the cognitive development of the judoka.

The coach, to be able to develop cognitive skills and good command of the theoretical knowledge of the technical and tactical skills of school judoka, must take into account some aspects of great importance in the educational process, such as:

- Ask judokas questions whose approach is problematic to encourage debate, exchange, reflection and argumentation, where the judoka is needed to express their ideas and criteria through different verbal and non-verbal channels.
- Find alternative that serve to stimulate the theoretical knowledge of technical and tactical skills of judo, as one of the pedagogical resources that contribute to stimulate the educational process in school judo.
- Determine the exercises that the judokas must develop, which should be aimed at responding to the difficulties presented by them, in relation to the theoretical knowledge of the technical and tactical skills of school judoka.

In this stage theoretical knowledge is developed regarding the technical and tactical skills of the teacher and the athlete. It includes the exchange, purposes and needs, knowledge, motivations and development of judoka's own skills such as explaining, demonstrating, correcting, analyzing, describing, characterizing, defining, asking, etc.

All this is put into practice from the applied diagnosis, where we must take into account the systematization of the theoretical contents of the technical and tactical skills of this sport, being associated all these to the performance of the coaches and judokas within the educational process.

In this stage, actions that broaden knowledge in a general way using the non-directive tendencies of the educational teaching process are proposed, as well as

the constant self-regulation of the judokas on the development of the theoretical preparation. For this reason, the coherent and integral idea of the theoretical preparation in the educational process of school judoka is highlighted below:

- ✓ The contents taught in terms of the technical and tactical skills of the school judoka must be set to the category.
- ✓ To specify the contents, methods and procedures to be used in the development of the theoretical preparation, in relation to the technical and tactical abilities of the school judoka.
- ✓ Coaches must provide the necessary answers to all questions arising among the needs (content, skills and development of theoretical preparation) of the judokas, and their psychomotor response.
- ✓ Elaborate specific theoretical classes of technical and tactical skills for the school judoka.
- ✓ Didactically analyze the oral, written, graphic and practical interactions developed during the theoretical classes.
- ✓ Consider the specific skills achieved by the judoka (analyze, explain, correct, characterize, substantiate, observe, describe, define) among others that are necessary for them to interact with their object.

The coach must achieve in his judokas the analysis and solution of the problems that arise in the Judo educational process, as well as what they can present in combat. The above can be achieved with the systematic consolidation of theoretical knowledge in its performance. For this reason, the development of theoretical classes in school judoka is essential, which starts at the base of high performance. This allows to develop cognitive skills that make it easier to analyze, correct mistakes and find ways to solve problems that can be presented in combat. In this context, the coach must use the theoretical classes in the group, and perform differentiated work whenever necessary, using techniques that enable the judoka to obtain as much information as possible from Judo technical and tactical skills, and take it to its action.

To deal with the theoretical preparation during the educational process of judo, it is necessary that the coach has a solid preparation of technical and tactical skills in

terms of knowledge, master concepts and definitions of each element of judo, so that he can explain clearly and precise to his athletes.

This is achieved when the coach is able to operate with a scientific thought that allows him to integrate or implement a set of applications for the development of theoretical preparation, such as:

- 1) Determine objective, object and means to communicate with their athletes.
- 2) To be able to understand what others try to mean, trying to understand as an individual and creative act.
- 3) Analyze the internal language.
- 4) Externalize the message accurately.
- 5) Know how to observe, listen, ask and express with clarity, integrity and speed the meaning of the message.
- 6) Ability to consciously transform the object, by mastering and applying a system of communicative operations.

In correspondence with the above, the methodology for the development of the theoretical preparation of the technical and tactical skills of the teacher who works with school judoka is considered necessary. It is opportune by means of the educational teaching process to systematize it in the judokas, to solve the problems that are manifested.

Third stage: Control and evaluation.

This stage goes through the whole methodology and it is reflected in the other phases. Evaluation is a process closely linked to the achievement of objectives.

The coach must take into account that evaluation, apart from being a group and individualized process, is interactive, so that in the educational process of the school judoka, the theoretical preparation plays an important role in the Judo coach relationship, contributing to the stimulation of the achievements, which will serve as sources of motives for proposing other purposes.

The evaluation cannot be reduced to obtain data with qualifications, it is something broader, it is to know the level of development achieved in the personality from the behavior formation, convictions, qualities, values that promote the development of the personality of the school judoka point of view, is the search for its essence in

modification of a real state to one desired, to predict pedagogical alternatives with new perspectives of development.

The development of this stage requires a group of necessary actions on the part of the teacher, such as:

- ✓ Encourage the participation of judokas.
- ✓ Evacuate the main difficulties that are evident in the manifestation of the theoretical preparation and its causes.
- ✓ Do the relevant analyzes.
- ✓ Make the judoka understand the difficulties he presents.
- ✓ Observe the behavior of the judokas, that is, the assimilation of the contents of the technical and tactical skills.
- ✓ Pay attention to the correspondence between the objectives that are evaluated and the needs detected.
- ✓ Check the results.
- ✓ Stimulate achievements and efficiencies.

Structure of the methodology for the development of the theoretical preparation of the coaches.

The application of the methodology for the transmission of the theoretical knowledge of the technical and tactical skills of the school judoka must follow a sequence of action on the part of the trainer, so that it generates a certain style of action on the part of the judokas.

In the performance of the judokas, effective learning should be considered when the final result was not what was expected, when the coach does not recognize a path he already imagined. From here, his search leads him to find something that is new.

Learning has a social value. The teacher can make the judoka get involved in what he is learning, and find some degree of significance.

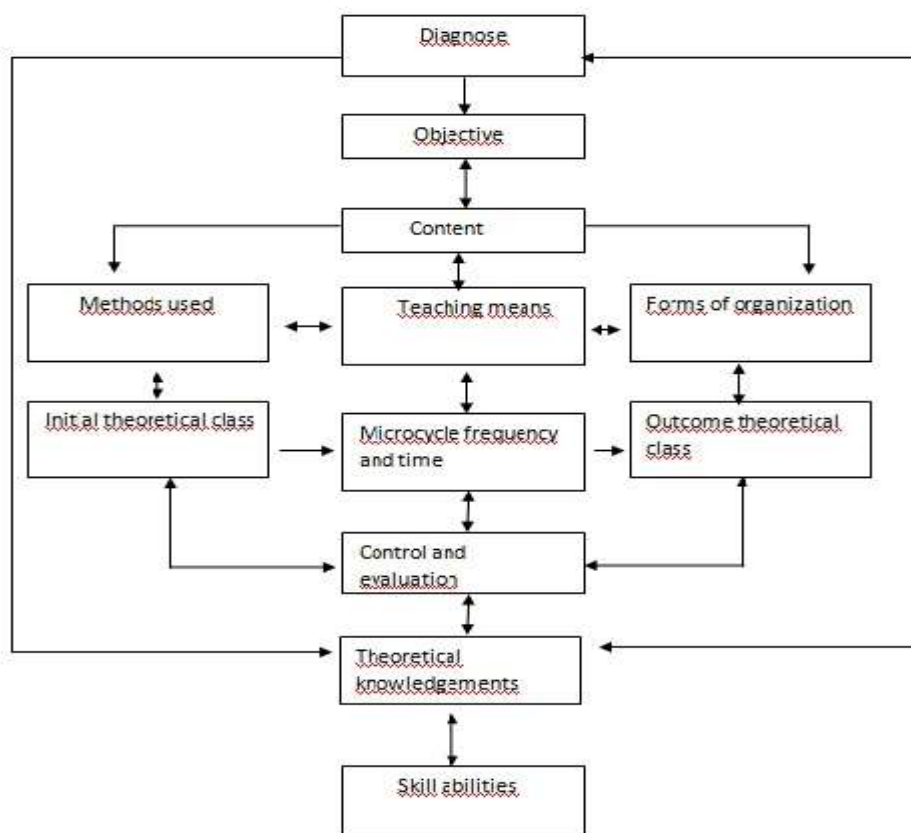
In the first case, the way the judoka must travel leads him to the concept and definition structuring of the technical and tactical skills, which reflects a harmonious, simple and aesthetic model, totally new for him.

In the second case if the teacher makes the judokas work as a team, they can find an element of high importance, because it allows them to share the result, ideas, correct their mistakes as they exchange their criteria related to technical and tactical skills of judo.

On the other hand, this methodology allows involving the coaches in an active and personal process, in the measures that establish relationships between the cognitive abilities and the Judo technical and tactical skills. This allows that the domain of the theoretical knowledge of these has a great significance for them.

The structure of the methodology is reflected below, where the teacher's performance at the time of organizing, planning and executing the theoretical knowledge of Judo technical and tactical skills within the educational process is specified.

Graph N°2. Graphic structure of the methodology for the theoretical preparation of the Judo teacher of the school category.



The methodology for teaching the theoretical knowledge of the technical and tactical skills of the school judoka begins with a diagnosis as a starting point, where it has already been addressed in the first phase of the methodology, taking into account that the results obtained support the basis of the preparation of it.

From there, each of the actions that are related is organized, planned and executed, in order to achieve the purpose sought, where the person responsible for guiding and orienting the process are the coach, and the judokas who interact with the object.

The second aspect to take into account in the methodology is the objective, which occupies a prominent place in the direction of the educational process. This fulfills the important function of determining the content, methods and organizational forms of teaching, by expressing the planned transformation that is desired to achieve in judokas.

The objectives fulfill the important function of guiding the coaches and judokas work in the educational process. The objectives project the coach's work towards the future, by expressing the transformations that must really be achieved in the judokas. They constitute the starting point of most the general pedagogical premise of the whole process.

To solve this situation, the coach must formulate general and specific objectives for the development of cognitive skills through theoretical classes. For this, it must be outlined:

- 1) General objectives: to develop knowledge, habits, abilities, feelings, convictions, attitudes, peculiarities, motives and interests in the school judokas that allow them to interact with a socio cultural standards at the level of the society they live in.
- 2) Specific objectives:
 - Observe technical and tactical actions, in training and combat, of their peers and opponents.
 - Analyze technical and tactical actions developed in sports training, as well as combats of his, his opponent and his own teammates.

- Explain technical and tactical skills, as well as actions that occurred in combats of his and his teammates.
- Correct technical and tactical mistakes that may be made by the judoka himself and his teammates, in training and fighting.
- Characterize the qualities of their teammates and their opposite.
- Define concepts of technical and tactical skills typical of their category.
- Describe technical and tactical actions.

Aspects to take into account by the coach to know the objectives in the theoretical classes:

- Have full knowledge of the technical or tactical ability to develop in the corresponding theoretical class.
- Take into account what, how and why for the planned objective.
- That the objective has only one intention.
- That the objective leads the teacher to carry out the activity in a conscious and productive way.
- Project the objective according to the technical or tactical ability to impart.
- Use terms in the objectives that school judokas can understand.
- Provide clear and precise guidance towards the objective pursued by the judokas.
- That the coach knows when the judoka is oriented towards the goal.
- Know when the objective of the coach's work becomes the objective of the judoka's work.

CONCLUSIONS

Through the diagnosis, it is corroborated that the pathways used for the theoretical-methodological preparation of the judo teacher in the development of technical and tactical skills in the school category are inadequate, so it needs to be improved through the proposed methodology.

The proposed methodology contributes to the improvement of the educational process of school judoka, specifically to the theoretical - methodological preparation of the judo teacher, in the development of technical and tactical skills for the school category.

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