

Procedimientos organizativos más utilizados en las clases de deporte

Organizational procedures more used in the classes of sport

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RESUMEN

En la planificación de la clase de deporte juega un papel imprescindible los procedimientos organizativos. En el Combinado Deportivo “Príncipe”, provincia La Habana, se detectaron deficiencias en las visitas metodológicas realizadas a las clases: mala utilización de los procedimientos organizativos, no se encuentra variedad en la utilización de los mismos durante la clase. El objetivo es realizar un amplio estudio de los procedimientos organizativos que se deben recurrir para planificar una clase. Los métodos utilizados son los teóricos análisis y síntesis, histórico-lógico, inductivo-deductivo. De los métodos empíricos la observación y revisión documental.

Palabras clave: Procedimientos organizativos; Clase de deporte; Formas organizativas; Planificación

ABSTRACT

In the planning of the sport class plays an indispensable paper the organizational procedures. In the Sport Cocktail "Prince", county Havana deficiencies were detected in the methodological visits carried out to the classes: bad use of the organizational procedures, is not variety in the use of the same ones during the class. The objective is to carry out a wide study of the organizational procedures that you/they should be appealed to plan a class. The used methods are: the

theoretical analyses and synthesis, historical-logical, inductive-deductive and the empiric methods the observation and documental revision.

Key words: Organizational procedure; Sport class; Organization forms; Planning

INTRODUCTION

Organizational procedures play a vital role in the sport practices and physical education classes. Depending on the objectives, they can be employed within the preparatory and main part of the class, using the different organizational procedures for each part of the class.

The forms of organization of teaching are the different ways that the teacher - student relationship externally manifests, that is, the confrontation of the student with the teaching topic and under the teacher's direction (Hernandez Sampieri, R. 2003).

The present research is aimed at carrying out a comprehensive study of the organizational procedures used to plan the kind of sport.

In the methodological visits made to the sport teacher classes, of the Sporty Center Príncipe, of the Cerro municipality, deficiencies were detected in the use of the organizational procedures, in the planning of the classes. These deficiencies were: misuse of organizational procedures, not corresponding to the objectives of the class; they use a certain organizational procedure, but they do not translate it into the class; there is no variety in the use of organizational procedures, which makes the classes monotonous and repetitive.

Similarly, it was found that teachers do not have extensive knowledge about organizational procedures, which may be conditioned because of the little experience the staff has with the sport they work with.

The sports with most deficiencies were athletics, basketball, judo, volleyball and triathlon.

DEVELOPMENT

The forms of organization make up a system, this must be dynamic, flexible and inclusive. Among the components of the teacher-student-group pedagogical process, there is a dynamic, a relationship that conditions the type of organization form. This pedagogical process is interactive. Crespo Contreras, R. (2001)

proposes that the teacher plans, organizes, guides and directs, to elevate the development of the students.

The forms of organization have evolved depending on the functions of the school and the society that surrounds them. The diversity in the use of these forms will enrich the teaching process (Fleitas, I. 1983). In the organization of this process, various influences are given, afforded the characteristics of the teaching, educating activity and as a principle should be the unity between instruction and education.

We have, then, that the forms of organization make the creation of conditions for the development of the teaching-educational process possible, have the integration function, allow the rational use of resources (place, time, and schedule), in addition, they conform and coordinate action plans among teachers and students specified to achieve the objectives. The forms of organization are not separated from the other components of the process but are closely related (Ruiz Aguilera, A. & Col. 1981).

Organizational procedures.

1. Individual.

Own sports heating, when planning and organizing activities attending casuistically to the student. In the class, what is involved is to attend to individual differences according to their characteristics, but grouping them according to these differences.

2. Frontal.

It is used when all students perform the exercises simultaneously. It has multiple applications, especially during heating, recovery and provided that sufficient materials are available for everyone to work. The students are placed in rows, lines, scattered, in circles, semicircle, in stepped formations, alternated among others.

Advantage:

- ✓ It allows the simultaneous practice of all the students, which does not mean that they have to demand a joint execution from everyone.
- ✓ The teacher can have a direct influence on the students, either during the learning or during the control of the exercises.

Disadvantages:

- ✓ Limit the interventions among the students and the teacher.
- ✓ Reduces the possibility of student evaluation.
- ✓ Sufficient amount of materials is needed. The formations that are made can be varied (rows, circles, semicircles, and lines) or with the students scattered in the area.

3. *Groups:*

Couples, trios and quartets. In this form of organization the students are grouped by sex, age, height, weight and performance. It is also possible to group them by affinity when the objectives of the class allow it. The students in this organizational procedure have a working relationship among them, that is, one's work depends on the interaction with the other.

This form of organization is feasible both for the activities of warm-up, as for the basic and sports motor skills, physical capacities as well as for fulfilling educational aspects within the class.

4. *Ripple (waves).*

The principle of wave work is according to Hofmann, H., Grundman, G. & Paush, CH. (1974), based on continuous movement, which allows to perform exercises in series, with or without interception, alternating work with recovery.

This organizational procedure allows the game, the training, the reciprocal evaluation, the competence and the control of the physical performance, etc. It should be noted that in the rows should be placed the most advantaged students in front and of the same sex.

Way to organize the ripple (wave).

- ❖ A group of 24 students is divided into 4 groups, including in each of them 6 members.
- ❖ The departure base is on the left, and the arrival base on the right.
- ❖ The first group goes to the exercise zone in a first wave. The second one is in the base of exit and it will leave when indicated as it is developed in group.
- ❖ Return from the arrival base on both sides of the ground.

- ❖ The rhythm of exercises may be fast, medium or slow.
- ❖ In each group there may be a responsible.

Advantages:

It allows to alternate work with recovery and differentiated attention to students.
Rational use of media, control the students evaluation and compete.
Precisely delimit the distance to travel and apply the reciprocal evaluation.

5. Sections.

The group is divided according to size, weight or sex. These types of sections are called simple. The complex sections are called those to which students are grouped by performance, either by physical ability or skills.

The selection of these two types of sections will depend on the objectives or tasks planned. There is no rotation among the work subgroups, and the same activities can be executed. This form of work organization of the students, allows the attention to individual differences, since the conformed subgroups present some homogeneity, according to the criterion that the professor has had for the definition of the group.

They can be used for the basic motor and sports skills work, as well as for physical abilities.

It also allows the use of space and teaching aids, and as an educational aspect, the formation of values such as honesty, mutual help, perseverance, self-control, etc. The teacher must assist monitors or advantaged students, to better control the activities of each section.

Indications for the sections work:

- Division of the group into subgroups formed by students with similar characteristics, which optimizes and regulates the loads.
- Each section will be attended by a monitor.
- When a teaching element, a difficult execution exercise or a control is carried out, the teacher must directly attend a section. The monitors will be in the other sections; however, the teacher must maintain a total domain of the group, to intervene in the necessary occasions.

- When the student knows the activity, the maximum number of repetitions must be done at the scheduled time.

6. *Work stations.*

The group is divided into subgroups, there should not be many (between 2 and 4) so as not to lose control of the students' work. These small groups of students will be distributed in the area where the class is held. In each subgroup different basic or sporting motor skills will be exercised.

The rotation will be carried out for each of the areas so that all students have the opportunity to perform all the planned skills.

It is important that in the use of this organizational procedure the working time in each station is the same, and the number of students is equitable to guarantee equal opportunity for everyone to practice.

This type of organization in the class, allows a greater use of space, the means of teaching and increasing the real work time of students. It also contributes to the greater motivation of the students, to a certain independence and also to the achievement of educational objectives within the class: collaboration, compliance with responsibility, rules, respect between peers and others. The teacher must assist monitors, or advantaged students, to work on motor sports skills in the classroom.

7. *Circuit.*

The circuit has the same structure as the stations. The group is divided into subgroups (3 to 12 according to physical capacity) according to the number of students, space and available means. They can be dosed by time or by repetitions. The rotation between the subgroups for all planned activities is established. This allows the control of the work-rest relationship, since it controls the time of the rotation and the rest time among series of the circuit.

We recommend making the circuit by time, since this dosage form allows all students to work according to their possibilities, since the one with the highest performance will do more repetitions in the foreseen time, and the one with less possibility will be able to complete the task, besides, he will try to developed the most of his possibilities without having to respond to a count he cannot fulfill. In

the case of the advantages, their possibilities would be restrained, that is, the execution becomes accessible while the differentiation is fulfilled.

In the circuit, any type of dosage used should take into account the equality of time or repetitions in each sub-group of work, as well as the time of rotation from one activity to another.

As the stations are broken, but the difference is that there is a pause to repeat each series of the circuit. The same will be in correspondence with the work-rest time planned, proper for the development of physical capacities, fundamentally fast force, resistance to the force, agility, and flexibility.

Recommendations.

- 1- The exercises must be possible for all students.
- 2- For the planning of the exercises, the alternate work of the large muscle groups should be taken into account.
- 3- Have an average level of intensity.
- 4- When using teaching aids, take into account the number of students in each sub-group of work, so there should not be students waiting for the exercise.

8. *Travel.*

This organizational procedure is very useful for the development physical capacities in general, since through its realization it can contribute to increase different conditional and coordinative physical capacities: strength, resistance, speed and its derivatives, balance, coordination and orientation.

This organizational procedure is organized as follows. The available teaching aids are distributed throughout the field. They take into account others that can support the work of students (concrete stairs, walls, trees, elevations of land), that is, everything that can become a teaching mean for the exercise and not present danger to students, besides allowing fluidity in the displacement and the possibility of fulfilling the activities of all students.

Recommendations.

- When determining the route, the students will be trained in rows, and the teacher's voice will come out one after the other, with a prudential interval to avoid unnecessary shocks.

- A balance must be sought among the activities to be developed.

9. Area.

Students are distributed by sports, or by devices such as Artistic Gymnastics, or by elements such as Athletism. It must be taken into account the available means, and the space and sports facilities for the realization of participatory sport in schools.

For its use the teacher should be assisted by monitors and advantaged students to provide a greater offer to all students. In this other part of the work, some aspects of the class are performed, which are classified according to different criteria. According to their didactic functions they can be specialized and combined.

In the first group are those where essentially a didactic function is fulfilled, such as orienting towards the objective, controlling, treating the new content, exercising or consolidating. In the second group these functions are combined, some authors such as Deler Sarmiento, P. (2003), consider that these are the most frequent in teaching.

A characteristic that a class must present is to be developed in a certain time. In it the process of instruction and education must be given. Its parts are articulated and structured, and must be developed in specific places. The teacher is the planner, organizer and who directs it, while their students should be preferably fixed, since they have different characteristics such as age, intellectuality and knowledge.

CONCLUSIONS

The kind of sport as a fundamental form of the educational process in training, in turn requires a varied internal organization, which will respond to its dynamics, since it is all student-teacher movement in its development.

It is necessary that the professors of sport of the Sporty Center "Príncipe", of the Cerro municipality in Havana, master the whole range of organizational procedures inherent to the sport, to be able to develop varied classes, that respond to the proposed objectives, to a better use of the teaching means, space and working time of the students, besides contributing to the increase of the educational influence of the physical activities they can promote.

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