

Juegos tradicionales para incrementar la participación en las actividades recreativo-deportivas en la Comunidad “Raposo”

Traditional games to increase participation in recreational-sports activities in “Raposo” Community

Tatiana Lobaina-Capdesuñer¹, Eusebia Isaac-Noa²

¹ *Lic. Profesor Asistente. Universidad de Guantánamo. Guantánamo, Cuba. tatianalc@cug.co.cu*

² *M.Sc. Profesor Auxiliar. Universidad de Guantánamo. Guantánamo, Cuba. eusabiain@cug.co.cu*

Fecha de recepción: 27 de septiembre de 2018.

Fecha de aceptación: 25 de noviembre de 2018.

RESUMEN

En la Comunidad “Raposo”, del Consejo Popular Centro Oeste del municipio Guantánamo, existe una insuficiente incorporación de sus pobladores en las actividades recreativo-deportivas que se ofrecen en este ámbito. Mediante un diagnóstico se pudo constatar que las dificultades radicaban en una insuficiente oferta recreativa. En esta investigación se propone un conjunto de juegos tradicionales, que permitirá incrementar la incorporación de la población a las actividades ofertadas. Se emplearon métodos del nivel teórico, empírico y matemático. La propuesta fue de mucha aceptación con lo que se cumple el objetivo propuesto al incorporar un mayor número de personas a las actividades.

Palabras clave: Actividades físico-deportivo-recreativas; Actividad recreativo-deportiva; Juegos tradicionales; Recreación

ABSTRACT

In “Raposo” Community, of the West Central Popular Council of Guantánamo municipality, there is an insufficient incorporation of its inhabitants in the recreational activities offered in this area. Through a diagnosis it was found that the difficulties were in an insufficient recreational offer. In this research is proposed a

set of traditional games, which will increase the incorporation of the population to the activities offered. Methods of the theoretical, empirical and mathematical level were used. The proposal was highly accepted, thus meeting the proposed objective by incorporating a greater number of people into the activities.

Keywords: Physical-sports-recreational activities; Recreational-sports activity; Recreation; Traditional games

INTRODUCTION

For Dumazedier, J. (1964), prominent French sociologist dedicated to leisure studies, recreation " ... is the set of occupations to which a man can indulge himself, to rest, to have fun or to develop his information or his disinterested training, after having been released from their professional, family and social obligations ... ".

Other authors such as Moreira, R. (1977), Pérez, A. (2003), Butler, G. (1963), consider its practice as a pleasant activity, which encourages to play, to amuse, and the positive use of free time, whether personal or group, through entertainment and enjoyment. These positions are part of the recreationist approach.

A well-known definition so that it encompasses the main aspects of the different authors is the one of Kotronitski, A. (1977), who states that "... recreation is the pleasant and spontaneous development of man in free time, with a tendency to satisfy psychospiritual desires to rest, entertainment, expression, adventure and socialization". The element of socialization imprints a particular stamp that distinguishes it, as it is one of the most resonant aspects in the functions of recreation. However, it does not be clearly stated the fact of the development that the individual propitiates.

Recreation activities are considered as alternatives and the complements of traditional sports perspectives. In recreation is the activity itself, its forms and spaces which must adapt to the interests, capabilities, possibilities and values of the individual, giving an offer as wide as possible.

DEVELOPMENT

The objectives and characteristics of the physical-sport-recreational activity are multiple, and can be summarized in the following points:

- It makes possible the occupation of free time mainly oriented to the advance and boom of "Sport for All" or "Popular Sports".
- It is a real way to meet the demands of the majority of the population and provides a possibility to access to the demands of the society.
- It is a constant promotion of all, nullifying the selection, where everyone can participate no matter the age, sex, or the level of training.
- It is an alternative to anchored in hierarchies and democracies traditional sports, instrumentalizing to a more popular, accessible and economical type of sport.
- Structure leisure as a training activity, and has a sufficient and capable pedagogical load to allow the free projection of personality. Due to its characteristics, this activity could be defined as compensating for the existential deficit of life.
- The different motor behaviors inherently imply an educational purpose, and it cannot be another whose imposition can subtract their nature from leisure to activity, where recreational practices do not rule out good skills learning.
- It revives a certain number of educational values, such as seeking social communication, having fun through games and sports, stimulating activity, looking for co-education and team spirit, sports solidarity, respect for teammates, opponents and the game.
- Must activate people, although its main objective is not the physical effort as such.

The conception of "people who play" is more important than that of "people who move". A physical activity is looking for, but first of all it must been playful. This allows a simplification concerning the rules of the game.

"Playing with others" is more important than "playing against others". The agonistic element of the practice win or lose goes from being an objective to being a means used to have fun.

The recreation activity is carried out freely and spontaneously, with absolute freedom for their election, and there must be no obligation to participate. The evaluation of the activities must allow participation to be active or positive.

It is proven that the environmental surroundings where physical-sports-recreational practices, and consequently the spaces, equipment and facilities, are carried out have a fundamental influence on the use thereof, and on the physical, psychological, etc., benefits of the users.

In such a way, in hostile environments, sports practice is not favored. If this activity occurs in these environments, then the benefits previously avoided are not achieved to the desired degree, or even becomes detrimental to the user.

Even being aware of the needs of space, to perform physical practices that develop the neediness of society, this is not sufficiently exploited.

The reasons are, fundamentally, deficit of social consensus and initiatives that pursue a continuity over time, that is, lack of planning. It is also necessary that these resources be efficiently used for this purpose.

One of the ways to take better advantage of the available resources in our environment (personnel, facilities, materials, financial, etc.) is to reach to bilateral agreements useful for both parties.

The scarcity of resources, or the insufficient availability of these in proportion to the number of participants for recreational activities, seems to be a widespread problem. It would be convenient to reflect on the community, about the idea of the suitable kind of material or space, and what its origin or characteristic should be.

The recreation technical community, must continue to demand those resources that correspond by law, to achieve a worthy professional work.

On the other hand, the complaints that respond more to the few desires to work, than to a problem of scarcity of resources calls the attention. We must also recognize that there are multiple possibilities to generate resources, as a result of our own work. For recreational work in the community, there are certain work objectives that cannot be forgotten, such as:

1. Achieve qualitative and quantitative increase in the provision of mass recreation services to all sectors of the population (schools, community work centers, etc.).
2. Education, training, and human resources specialization (technicians, specialists, recreation activists).

3. Achieve the development of passivity in recreation activities.
4. To obtain the necessary material means for the development of the recreational activity.
5. Rescue and develop traditional games.
6. Education and protection of the environment.
7. Dissemination and information of recreational activities.
8. Carry out systematically short and long-term recreational competitions, from the level of circumscription to inter-neighborhoods.
9. Consolidate the culture of multiple use of the material resources created in an artisanal way, or by local industries, as well as the rescue of the development of traditional games.
10. Carry out recreational sports festivals, sports participation games, street games, inter-circumscription games.
11. Achieve the integration and cohesion of the commission in each circumscription for a better development of recreational activities.

To fulfill this task, the recreation teachers must take into account the contributions made by Camerino Foguet, O. & Carteñer Balcelis, M. (1991):

- Promote recreational activities for users.
- Promote interpersonal relationships (internal and external) enabling the development of people as members of the group.
- Present in a positive and enthusiastic way various recreational options for different individuals, groups and large groups, adapting them to different scenarios.
- To cover the needs of the citizens, promoting the participation and development of freely chosen programs.
- Create cooperation activities, cultural exchanges, communication and availability to act jointly with others.
- Facilitate the media, knowing the reality with its conditional limitations, possibilities and resources so that the contribution provides the answers, or actions, that help to solve the existing problems, motivating to carry out their own projects and self-stimulating the group.

- Coordinate and temporalize the necessary actions to carry out the activities, establishing the supervision strategy and its evaluation.
- Offer the necessary technical resources (adequate to the space and the population), as well as taking care of the psychological climate of the group in accordance with the existing reality.

Addressing these aspects will lead to a higher quality of the activities carried out, together with the preparation to assume them, from the material, professional and social point of view.

The proposal is that all the weekends, in the morning session, arrange a street plan. All the factors of the community will be summoned to participate in it. There will be sports games, pre-sports, table games, games with balls, racing games, animation games, cultural activities and we suggest the insertion, at least three times a month, of the horse races.

Proposal of traditional games.

Activity N°1. One-way race on horseback, and return on stilts and sacks.

Materials: stilts in quantities according to the number of riders.

Organization: two teams will be formed according to the number of riders agreed.

The team will be divided into two groups, which will be located at both ends of the track.

Development: from the starting line the riders will gallop, up to a distance of 30 meters, they will get off the horse and will return mounted on stilts until the middle of the journey, where they will change to sacks. Then, they will be ready to reach the goal based on jumps with both legs. Immediately afterwards and at the signal of the second referee, the riders at the other end will follow the same route in reverse.

Rules:

- ✓ The departure will be at the request of an arbitrator.
- ✓ The rider cannot leave the horse without reaching the required distance.
- ✓ Each time he falls off the stilts, he will return from the same point of fall.
- ✓ The two feet will enter the bag.
- ✓ The one who arrives at the goal with all the participants will win first.

Activity N°2. The dance of the saddle on horseback (with or without music).

Materials: amount of chairs according to the number of competitors. Stereo.

Organization: the number of riders will be placed in a circle around the chairs. A chair less than the number of riders will be placed.

Development: the riders, to the beat of the music or the trotting clapping, will surround the chairs. At the referee's signal, they will get off the horse and try to sit on a chair. To begin again, they will wait for the referee's signal.

Rules:

- ✓ The agreed number of chairs will be placed.
- ✓ There will always be one less chair than the number of riders.
- ✓ The rider who manages to sit on the last chair will win.

Activity N°3. The rescue of the shoe (mounted on horseback).

Materials: shoes

Organization: two teams of riders.

Development: the riders will place their shoes at a distance of 30 meters. At the signal, they will go out at full gallop, get off the horse to put on their shoes, then they will ride again and return to the finish line.

Rules:

- ✓ All shoes that are worn will be laced.
- ✓ The rider who does not have shoes correctly will not accumulate points.
- ✓ The rider who comes forward will take half of the points from his team.
- ✓ The winner team will be the one that all its members are among the first places.

Activity N°4. Bowling game on horseback.

Materials: From 9 to 12 bowls of any kind of material, 1 soccer ball or any other with the same size.

Organization: up to 10 participants can ride on horseback.

Development: a soccer ball is used, or any other with that size, which will be responsible for knocking down numbered from 1 to 12 bowls. The balls will be

thrown by the rider from a distance up to 10 meters. They will be able to play women and men together. Each of them will represent a card with 2 or 3 questions of different topics. Each player who manages to knock down a bolus will reserve the number of points of it and if he answers the question correctly, he will get 5 more points.

Rules:

- ✓ The throws will be made under the arm.
- ✓ The horse will always be facing bowling.
- ✓ The reins of the horse should never be released.
- ✓ The player who collapses more than one bolus, will add the numbers that have the bowls knocked down to his score, and the last bolus taken down will be taken to favor the number of the card.
- ✓ The rounds of shooting that are considered convenient will be made,
- ✓ There will only be one question on each card and the player will be asked which question he prefers from 1 to 3.

Activity N°5. Traction of rope to stroller with horse.

Materials: Lime powder to trace.

Organization: place the horses with their strollers 10 meters from the center, one from each team. They are hooked with a rope and put in a pulling position.

Development: at the signal of the whistle, each horse with its stroller will try to pull the opposite stroller towards its side. The team that pulls the most horses with their strollers will win.

Rules:

- ✓ Horses with their strollers outside will be considered when they put their rear wheels on the limiting lines.
- ✓ It will only start to pull at the sound of the whistle.

The horse with its stroller that does it before will be called attention for the first time, the second time it will be disqualified.

Once the traditional games were applied, it was observed that to the extent that these were carried out, the participation of the inhabitants was increasing, since these activities were in accordance with their tastes and preferences, contributing

to their motivation and interest. These activities were expanded to different areas of the community, something that was very important, since the incorporation of mass organizations was achieved.

A period of three months for the application of traditional games was tested. These were carried out in the period from February to April, and the level of participation of the inhabitants was controlled, which allowed an increase in participation in the activities that were carried out.

CONCLUSIONS

The set of traditional games developed to increase the participation of the inhabitants in recreational activities from the Raposo community, offers a proposal in correspondence with the current needs and demands of the educational work, in order to achieve higher levels of incorporation. The specialists, in this case, teachers and leaders of the municipal sports directorate, satisfactorily evaluated the traditional games proposed, which confirms the feasibility of the same.

BIBLIOGRAPHIC REFERENCES

- Butler, G. (1963). *Principios y métodos de Recreación para la comunidad*. Buenos Aires: Gráfica Omeba.
- Camerino Foguet, O. & Carteñer Balcelis, M. (1991). *1001 ejercicios y juegos de recreación*. Barcelona: Paidotribo.
- Dumazedier, J. (1964). *Hacia una civilización del ocio*. Barcelona: Estela.
- Kotronitski, A. (1977). *Enfoque sistémico de los estudios de la recreación*. Moscú: Progreso.
- Moreira, R. (1977). *La recreación un fenómeno socio-cultural*. La Habana: José A. Huelga.
- Pérez, A. (2003). *Recreación. Fundamentos teóricos metodológicos*. (Material no publicado) Instituto Superior de Cultura Física "Manuel Fajardo". La Habana. Cuba.