

Sistema de procedimientos metodológicos para potenciar la preparación teórica en el boxeo

System of methodological procedures for potentiate the theoretical preparation in the boxing

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RESUMEN

En la investigación se ofrece un sistema de procedimientos metodológicos para potenciar el componente teórico en el deporte boxeo en los combinados deportivos de Guantánamo. Con este objetivo se realizó un diagnóstico a los entrenadores para comprobar el desarrollo del proceso de enseñanza- aprendizaje del componente teórico en el que se utilizaron diferentes métodos científicos, tales como: la observación directa a las sesiones de entrenamientos, encuestas a los entrenadores, entrevista y criterio de expertos que permitieron evaluar el funcionamiento de los entrenadores durante las clases, y como le dan salida al componente teórico en el boxeo escolar.

Palabras clave: Boxeador escolar; Componente teórico; Habilidades técnico-tácticas

ABSTRACT

The research offers a system of methodological procedures to enhance the theoretical component in boxing sport in Guantánamo sports teams. With this objective a diagnosis was made to the trainers to check the development of the teaching-learning process of the theoretical component in which different scientific methods were used, such as: direct observation to training sessions, surveys to trainers, interview and criteria of experts that allowed to evaluate the operation of the trainers during the classes, and how they give output to the theoretical component in school boxing manifested in the expressive and sound media from the rhythmic sporting activity.

Key words: School boxer; Theoretical component; Technical-tactical abilities

INTRODUCTION

Sports planning in Cuba has undergone significant modifications in the last years, these changes have originated due to the creation of various planning models and the level that has reached the international boxing sport.

Nowadays the planning of the theoretical preparation in the sport boxing constitutes a priority that reveals the need to improve the preparation of the coach for the training and development of the new generations of boxers, however, it is the component of the preparation of the athlete without a big work.

Planning as a function of the management cycle is a premise or condition of development, and at the same time is a result of this. This has expression in the ideas, formulated by Kauffman, A. (1973), quoted by Forteza, A. (2001), that it constitutes a process to determine where to go and establish the requirements to reach that point in the manner More efficient and effective. "

The theoretical and methodological budgets of sports training planning have developed research for the development of conditional and coordinative capacities where the motor character of the activity predominates by a wide variety of authors: (Matveev, L. 1983); (Bompa, T. 1983); (Harre, D. 1988); (Ozolin, N. 1989) and (Verjoshannki, L. 1990) among others

In Cuba, the theme of the theoretical component with greater objectivity is developed by. José Luis Llanos and Jesús Domínguez García (1989) and Rolando Zamora Castro (2002).

Zamora Castro, R. (2002) says that "it is not possible to conceive the teaching of school boxing disconnected from the formation of habits and skills with the acquisition of theoretical knowledge as the basis of learning in training."

In sports combined, the knowledge system of the school boxer must be worked with the same importance that the teacher gives to the technical and tactical skills of the sport. That would not imply a drastic reduction in the training of skills, on the contrary, learning knowledge in this regard has to be a necessity for school boxers to learn the theories of their sport, which in the future would make Real competitive boxer.

The preparation of the theoretical component allows the boxer to participate in the construction of his own knowledge, and helps him develop cognitive skills characteristic

of this sport, such as: analyzing; explain; to correct; define, characterize; compare, and describe, reasons why coaches should pay special attention throughout the teaching-learning process in the country's sports teams.

The analysis of the problem situation of this sport in sports areas, reports of visits made by managers at the National and Provincial level, and the different forms of methodological work, and the initial diagnosis based on the instruments applied revealed the following shortcomings:

1. The preparation in the field of theoretical knowledge received by the boxing coaches in the undergraduate has not been enough, evidenced in the lack of clarity to design in the sports practice the planning of the theoretical component of the school boxers in the sports teams.
2. The projection of the methodological work system of the sports team, and the INDER, evidences inconsistencies to train and demonstrate the actions and operations in the realization of the theoretical preparation from the initial and continuous training of the trainers.
3. The program of preparation of the athlete of the school category does not reveal the precise methodological indications that guide how to direct the planning of the theoretical component in boxing sport. Therefore, objective was determined. Development of a system of methodological procedures to enhance the theoretical component in boxing sport in the Guantánamo sports teams.

DEVELOPMENT

To carry out the investigation, 21 coaches who work with the school category in the sports teams of the Province of Guantánamo were intentionally selected as a sample and have the best results in this category in the last 5 years, at 21 trainers representing the 100% of the selected sample, the following instruments were applied: class observation, document review and the review of the written and graphic representation of the category in question.

To develop this research, a system of methodological procedures was used that emerged from the need revealed in the theoretical framework and diagnosis, related to deepening from the theoretical level in the methodological orientation to boxing trainers for the implementation in practice of actions to improve the theoretical component in school boxers.

Therefore, the system of methodological procedures for the planning of the theoretical component in boxing sport is defined in this investigation as: the set of related actions and operations, which responds to the logic of the theoretical component planning, and which allows Coaches explain the appropriate steps to proceed during classes in boxing sport in the school category.

Consequently, it aims. To guide the actions that must be deployed to develop the planning of the theoretical component in correspondence with the particularities and demands of boxing of the school category.

Due to the essence expressed in each component of the system, the structuring of the methodological procedures system is embodied in the following.

1. Content organization.
2. Methodological projection of content.
3. Methodological treatment of the contents of the theoretical component.

In the content of these procedures the logic to develop the planning of the theoretical component in boxing sport is explained. On the other hand, the planning and control components are associated not with a specific procedure, but with all of them, since they constitute functions of the directive cycle that allow them to be readjusted and evaluated.

Each methodological procedure is structured by specific actions that are closely related to the basic fundamentals of boxing, as it allows it to be put into practice.

All of the above supports the determination of the following actions in each procedure.

Actions of the methodological procedure organization of the content of the theoretical component.

- Assess the results of the tests and technical tests carried out in the previous course.
- Determine the deficiencies and strengths shown in the development of theoretical knowledge.
- Specify the effects, causes and barriers presented in teachers during the development of the planning of the theoretical component.
- Make the initial diagnosis and the potential of the theoretical component.
- Specify the means and conditions available to develop the theoretical component.

Actions of the methodological procedure methodological projection of the content.

- Determine the contents of the theoretical component by stage.

- Determine the fundamental tasks to develop the content of the theoretical component according to the particularities of boxing sport.
- Prepare the content thematic plan to work.
- Specify the tasks that correspond to each stage of preparation.
- Select the problems that trainers present to face the theoretical component, methods and forms of evaluation to develop the content at each stage of preparation.

Foundation of the methodological procedure (1): content organization.

This procedure allows to express in the boxing context the previous analysis component of the theoretical component, consists in the development of actions that allow obtaining and processing information necessary to guide the theoretical preparation of the boxers of the school category. Therefore, it corresponds to the subcomponents prior preparation and theoretical mastery.

Actions.

- **Assess the results of the theoretical pedagogical tests and technical tests carried out in the previous course.**

It implies revealing the planning in value judgment regarding the place reached in the municipal theoretical festivals carried out by the municipal commission, and the technical tests carried out by the provincial commission to determine the sports reserve students. These students are the ones who are ready to enter the EIDE, since they meet all the requirements from a technical and theoretical point of view.

- **Determine the deficiencies and strengths shown in the development of theoretical knowledge.**

Promotes the identification by analyzing what are the theoretical knowledge to be acquired or which should be deepened to promote a change in the knowledge of the theoretical component, and requires the identification of those skills where they showed strength or in which progress was made, therefore, the development of this action also allows the determination of the objectives.

- **Specify the effects, causes and barriers presented in teachers during the development of the planning of the theoretical component.**

To guide the explanation of what were the interruptions, deficiencies, limitations and other aspects that affected the fulfillment of the theoretical objectives of the previous course, the reason for their manifestation and how they were compensated. Your need

is justified because it allows you to take the necessary measures so that the next course is not repeated.

• **Perform the initial diagnosis.**

This action is very necessary, since it aims to assess the current state of the theoretical component of the boxers and trainers, the diagnosis together with the analysis of the previous course, are starting points of the planning, since they allow to specify the needs of Coaches and boxers. A quality that the diagnosis has to present is that it is not intended to specify the situation in the present, but, fundamentally, in its potentialities, which allows the level of help required to be taken to a higher stage to be given in each case, it is say, for the change to occur.

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- **Specify the means and conditions available to develop the theoretical preparation.**

This action emerges from the need to know if the training means (literature, databases, scientific preparation of the coach and others) are sufficient and adequate to achieve the objectives, as well as the assessment of the conditions of the training area, which allows to project the planning of the theoretical component more effectively and with attainable goals.

Foundation of methodological procedure 2 (methodological projection of content)

This procedure is justified, since it corresponds to the methodological organization component of the content, therefore, it is intended to specify it in practice. It consists of a

series of interrelated actions that favor the didactic treatment of the contents in the training planning process in boxing sport. In the development of this aspect it is essential to consider requirements that will guide you from the developmental conception of the teaching-learning process.

- Accuracy of the content, or the part that will be worked on, in order to put it according to the objectives to be achieved.
- Select the theoretical objectives to work according to the preparation stage of the boxer.
- Determination of the tasks specified according to the stages, micro cycle and daily training unit.
- The selection of content should lead to interrelated compliance with its instructional, educational and developmental function.

Actions

- **Determine the content of the theoretical component.**

The development of this action allows to specify what to train to achieve the desired objective in the field of theoretical knowledge in boxing sport in the school category, to guide the theoretical contents taking into account the particularities and demands of boxing sport, the weaknesses and strengths Boxers present in theoretical knowledge, therefore, it is a current requirement that the components must be broken down into more specific preparation actions.

- **Determine the fundamental tasks for the development of each content according to the orientation of the cognitive activity.**

This action is justified because it is necessary to define how to efficiently stimulate the cognitive processes of boxers.

- **Prepare the theoretical preparation thematic plan.**

It indicates the selection of the theoretical contents to be carried out in the boxing school and directed combat school, in addition to the conditional and coordinative capacities and the interrelation with the entire theoretical arsenal, this thematic plan must be carried out by preparation stage and add it to the written foundation of the boxing teachers who work with school sports.

- **Specify the tasks that correspond to each stage of preparation.**

The action responds to the need to determine what are the priorities and accents in terms of content and tasks to develop the content of the theoretical component at each stage of preparation, for example they are not the same tasks to impart the combat position as the tasks when combinations and defenses are taught.

The tasks by theoretical contents that are proposed for each stage have a flexible character, since they can be executed according to the level or preparation of each boxer according to the characteristics of the preparation stage and the objective that is proposed.

- **Select training problems and methods to develop the theoretical component.**

It implies putting non-personal teaching components on the acquisition of theoretical content. This action is based on the development action of the PEA. Therefore, it is necessary to establish the requirements that will guide it.

Actions of the methodological treatment procedure system to the content of the theoretical preparation.

This procedure corresponds to the content distribution and dosage component and guides how to implement it in practice. It consists of the dispersion of actions that have a close relationship to efficiently develop the distribution and regulation of loads of character predominantly in the stage of preparation in boxing sport in the school category.

- **Estimate the volume and frequency of the content taking into account the objectives of the types of micro-cycles to which they correspond.**

This action responds to the need to have a starting point to distribute the load in the plan, based on the estimation of the volume in time and the frequency or number of sessions that must be worked by content in each type of micro-cycle, taking into account its characteristics and the type of preparation stage to which it corresponds, which would avoid improvisation.

This has the following advantages: it allows to know how the distribution of time by the contents will be on the days of the week, the number of sessions in which the theoretical component will be worked, as well as its percentage in each type of micro-cycle.

The allocation of volume in time and frequency by content will be developed based on the individual and collective strengths and weaknesses of the boxers, therefore, it has a

flexible character, which gives coaches freedom to adjust the time according to their needs.

- **Project how the treatment will be carried out to the individualization of the loads in the different stages of preparation, taking into account the level of performance of each boxer.**

The action is oriented to the necessary representation of the individualization of the charges in the graphic planning documents, since it satisfies a contemporary didactic demand, and allows a more real and scientific planning. To develop this action, the pattern provided by Morales, A. (2008, 2011) related to the projection of individualization in planning documents is contextualized, taking into account aspects such as: the level of individualization, the content to be individualized, the direction of individualization (weaknesses, strengths, or both), the moment of individualization, the components of the burden, the duration of individualization and the degree of independence.

- **Dose the theoretical component load in the micro weekly and training classes.**

It implies regulating the fundamental components of the load according to the demands of each type of micro-cycle and training unit, and the individual and collective needs of the school boxers, since it will guide the coach the concrete work to be developed.

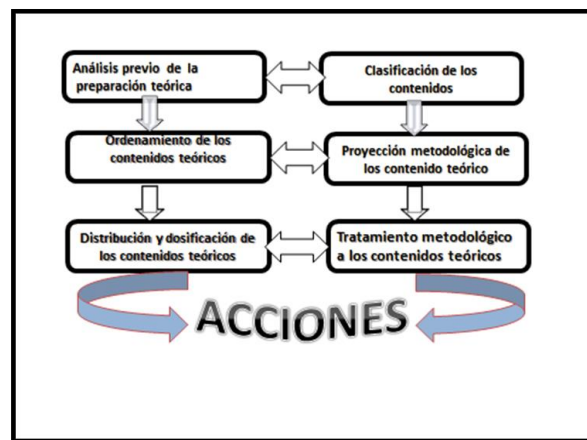


Fig 1. System structure of methodological procedures. Source: Author's own elaboration.

The procedures: content classification; Methodological projection and content dosing is closely related to the subsystems (prior analysis, ordering of content and dosage and distribution of content).

Aspects to take into account the coach to fulfill the objectives in the theoretical classes according to the system of methodological procedures developed.

- Have full knowledge of the technical or tactical ability to develop in the corresponding theoretical class.
- Take into account what, how and what for in the planned objective.
- That the objective has only one intention.
- That the objective leads the teacher to carry out the activity consciously and productively.
- Project the objective according to the technical or tactical ability to impart.
- Use terms in the objectives that school boxers can understand.
- Provide clear and precise orientation towards the objective pursued with the boxers.
- That the coach knows when the boxer is oriented towards the goal.
- Know when the coach's job goal becomes the boxer's job goal.

Analysis and discussion of the results obtained through the method of the Experts Criteria method

Since the theoretical arguments, recommendations and points made in the socialization spaces allowed to make pertinent changes to the scientific contributions, it was propitiated that the selected experts arrive at an optimal and perfected version, as a consequence of the scientific path traveled. Hence, when conducting the consultation with the experts, positive results were obtained and, therefore, justification of only one round of consultation was justified. To develop the description of how the Expert Criteria method was developed, it is necessary to highlight who is called an expert and what are its functions.

According to Crespo, T. (2007), "An expert, group of people or organizations capable of offering conclusive assessments of a given problem, making real and objective forecasts of effect, applicability, feasibility, is understood as an expert and relevance that the proposed solution may have in practice and provide recommendations to improve it."

The four fundamental aspects or qualities that are predicted from a scientific proposal by the experts are described below. Effects: are the results or consequences that can be obtained after the implementation of the scientific proposals submitted for consideration. Applicability: indicates whether scientific proposals are applicable as proposed, if they can be partially applied or making modifications.

Viability: it is related to the applicability but it is needed more, because a scientific proposal may be applicable and with it obtain very satisfactory results, but in the current

conditions of development of the trainers or for economic reasons its application may not be viable.

Relevance: quality or condition of relevance, importance, significance in the area where it is investigated, theoretical and practical novelty that represents the future application of the result that is valued.

For the development of the Expert Criteria method after being selected, a questionnaire was applied to determine their competence coefficient. A survey was applied to the selected experts to evaluate the relevance of the system of methodological procedures in boxing sport of the school category whose results were processed by the Delphy method.

The criteria of the experts on the methodological procedures system focused on six (6) aspects: the theoretical and methodological foundation of the planning model, the representation of the subsystems and structural processes of the model and the explanation of its operation, the effects, the applicability, feasibility and relevance.

In the results, it was appreciated that the assessments made by the experts in each aspect are positive, since they were among the categories of Very Adequate, Fairly Adequate and Adequate, predominantly the one of Very adequate in percentage frequencies that oscillated between 80 and 100 percent.

The verification and processing of the results of the answers given to the questions showed that of the selected experts, 31 experts (100%) reveal that they are completely satisfied, 23 (74.19%) are satisfied, 8 for 25.80%; that is, that the proposed methodological procedure system to measure the level of feasibility is 100% accepted; 100% believe that this new perspective is new.

The assessment by criteria of experts made it possible to verify a high degree of significance in the concordance of the responses in relation to the importance of the aspects assessed regarding: practical utility, correspondence and implication of the proposal in the theoretical component in boxing sport for boxers from the 13-14 years school category, based on the goals and objectives of the boxer's preparation program.

CONCLUSIONS

The determination of the current state of the problem allowed to identify the deficiencies existing in the planning of the theoretical component in boxing sport in the scholar category and that the root cause was the incorrect planning of this training direction. As

a practical instrument for the implementation of the model, a system of methodological procedures was developed, which among its actions displays the tasks and objectives to be developed in stages. The proposed methodology contributes to the improvement of the teaching-learning process of school boxing, specifically the theoretical component, in the development of technical-tactical skills for the school category.

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