

Didactic model for the development of professional competence direction of the tactical preparation of the Volleyball coach
Modelo didáctico para el desarrollo de la competencia profesional dirección de la preparación táctica del entrenador de Voleibol
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ABSTRACT

The investigation is related to the development of the professional competition address of the tactical preparation in Volleyball's trainers. This happens for the need to achieve a competent development of these, fitting to the last few changes of sports. Offers to the problem declared for 11- 12 years' category a road of solution, it has like objective to elaborate a didactic model and the derivative strategy of the same that directions of the tactical preparation in Volleyball's trainers of category contribute to the development of the professional competition 11-12 years. They used methods of the theoretic level and empiricist that allowed corroborating the problems object of study. You offer besides a definition of professional competition the preparation's address as well as the profile of competition for the development of the same.

Keywords

Professional competition; The tactical preparation's address; Volleyball's trainer category 11-12 years; Profile of competition.

RESUMEN

La investigación se relaciona con el desarrollo de la competencia profesional dirección de la preparación táctica en los entrenadores de Voleibol. Surge por la necesidad de lograr un desarrollo competente de estos, ajustado a los últimos cambios del deporte. Ofrece una vía de solución al problema declarado para la categoría 11-12 años, tiene como objetivo elaborar un modelo didáctico y la estrategia derivada del mismo, que contribuya al desarrollo de la competencia profesional dirección de la preparación táctica en los entrenadores de voleibol de la categoría 11-12 años. Se emplearon métodos del nivel teórico y empírico que permitieron corroborar la problemática objeto de estudio. Se ofrece además una definición de competencia profesional dirección de la preparación, así como el perfil de competencia para el desarrollo de la misma.

Palabras clave

Competencia profesional; Dirección de la preparación táctica; Entrenador de voleibol categoría 11-12 años; Perfil de competencia.

INTRODUCTION

The training of competent professionals committed to social development constitutes the essential mission of Contemporary Higher Education. In Cuba, the current conception for the professional improvement of sports personnel, taking into account that this constitutes a process of multidimensional growth of teaching-learning based on contents where skills are perfected, trained or enabled and whose objective is to permanently train, updated and systemic to university graduates for a better performance of their professional and academic activities Añorga (2014).

Competence-based training is dealt with in the World Declaration on Higher Education, enunciated by the United Nations Educational, Scientific and Cultural Organization UNESCO (2015), and in the Cuban Standard (NC 3000: 2007). In addition, in the VI Congress of the Communist Party of Cuba (2011) it is specified as to "(...) give continuity to the improvement of education and update training programs" (p. 143).

The importance of the study of professional competences in an intentional and scientific way in recent times is highlighted by authors such as: Forgas (2005), Fuentes (2009 and 2011), Mateo (2012), Garcés (2013), Herrera (2013), Añorga (2014), Lara (2014), Bozu (2017), Font (2017), Robles (2017), Mateos (2018), and Bosque (2018), who design strategies, methodological alternatives, and systemic conceptions for their realization, without However, there are insufficiencies in the determination of the competence profile for the direction of tactical preparation, the recognition of the systemic link between the tactical demands of the 11-12 year-old category, and the psychofunctional characteristics of these ages.

In this sense, Volleyball researchers in Cuba such as: Thorsteinsson (2011), Herrera (2013), León (2016), Castillo (2015), Méndez (2017), Santos and Molina (2017), develop studies related to the importance of development of the different components of sports preparation from the psychological, physical, technical and tactical point of view within the framework of volleyball players, but not from the behavior of the coaches.

In this regard, there are limitations related to the theoretical order related to the insufficient recognition of the competence profile for the direction of tactical preparation, of its various requirements in the different stages of the annual plan and preparation contexts, as well as the systemic link of the tactical demands of the category 11-12 years and the psychofunctional characteristics of these ages.

From the factual analysis, on the development of professional skills in volleyball coaches category 11-12 years, the external manifestations were revealed: deficiencies in the direction of tactical preparation by volleyball coaches who work with category 11-12 years, limited comprehensive and specific vision adjusted to the current tactical demands of this sport at these ages, insufficient methodological tools aimed at treating the tactical direction of volleyball coaches category 11-12 years.

Taking into account the inadequacies detected, the following scientific problem arises: how to develop professional competence, direction of tactical preparation in Volleyball coaches, category 11-12 years? It is proposed as an objective: to develop a didactic model and the strategy derived from it, which contributes to the development of professional competence, direction of tactical preparation in Volleyball coaches of the 11-12 year-old category.

Materials and methods

From the theoretical level:

The analytical-synthetic was used in the processing and assessment of the theoretical and methodological references of professional improvement for the development of professional skills in the volleyball coach, and throughout the investigation.

The modeling was used to represent each one of the components of the model of the development of professional competence, direction of the tactical preparation of the volleyball coach of the 11-12 year-old category; the systemic-structural-functional in function of specifying the structural and functional aspects of the model and the strategy derived from it that allowed the determination of the subsystems and components that make it up and the relationships between them, their structure and internal dynamics; and the inductive-deductive used to make inferences and generalizations in relation to the development of professional skills.

From the empirical level:

The analysis of documents used in the diagnosis of the current state when studying official documents of the Comprehensive Preparation of the Athlete programs, the Postgraduate Regulation 140/2019 of the Republic of Cuba and study plans "D" and "E". Statistical reports of the provincial and national games; training programs and professional improvement for volleyball coaches, category 11-12 years, topics related to overcoming tactical preparation in scientific events from 2015 to 2017 at the national and provincial level; as well as the inspection visit reports of the national and provincial sports commission.

The criteria of experts used to obtain arguments on the relevance of the didactic model, and the feasibility of the didactic strategy for improvement, in favor of the development of professional competence, direction of the tactical preparation of the volleyball coach of category 11- 12 years. Due to the result of the evaluated indicators, it is considered Very relevant for the intended purpose. (Table 1)

Table 1. Results of the expert criteria:

Aspects to assess p	Values N-P	Categories	Values N-P	Values N-P
The premises and principles that support the Model.	-0.29 d) -	Very Relevant	0.52	Very Relevant
The components, phases and actions of the Model	-0.12 e) -	Very Relevant	0.33	Very Relevant
The stages and actions of the Strategy	-0.46 f) -	Very Relevant	0.30	Very Relevant

Very Relevant: 0.56 Fairly Relevant: 1.03 Relevant: 1.64 Little Relevant: 3.49 Not Relevant

Average criteria: (N-P) 0.56 = Very Relevant.

The survey is used with the objective of obtaining assessments of the coaches in the initial and final diagnosis in relation to the competence of the tactical preparation of the volleyball coach of the 11-12-year-old category and its development process; and the critical opinion and collective reflection workshops facilitated the identification of the criteria offered by the experts to improve the thesis proposals.

With the application of the survey before and after implementing the didactic model through the didactic strategy for improvement for the development of professional competence in the direction of tactical preparation, it is stated that the results in the second test the measurement was 0.028 next levels Less than the alpha value of 0.05, therefore, significant differences can be seen in favor of the second measurement: they report conformity with the content for improvement on professional competence direction of tactical preparation in the 11-12 year-old category, use of forms of improvement in accordance with their improvement needs, specifically in relation to the practical training courses used in the different moments and contexts of the preparation.

Test Statistics(b). Table 2. Results of the application before and after the didactic strategy.

	mucho dos encuestas mucho una encuesta
Z	-2,201(a)
Asymp. Sig. (2-tailed)	,028

a Based on negative ranks.

b Wilcoxon Signed Ranks Test.

The field observation was applied in the training sessions and provincial and national games to corroborate the diagnosis of the current state of the professional competition direction of the tactical preparation of the volleyball coach in the category 11-12 years.

From the mathematical-statistical level: from descriptive statistics, the arithmetic mean and the empirical distribution of frequencies. From the inferential perspective, the Wilcoxon rank test (level of sig. Less than 0.05) was used to compare the average ranges of the numerical values belonging to the tests carried out and the existence of significant changes between the results obtained before and after the implementation. the didactic strategy for improvement. The data susceptible to verification were processed by the SPSS 22 software for Windows.

The population used was 125 volleyball coaches in the 11-12-year category belonging to the Guantánamo sports teams, made up of 85 coaches, two methodologists, and five professors from the Faculty of Physical Culture.

The results achieved from the application of the experimental method pre-experiment modality (pretest-posttest with a single group); the statistical package SPSS 22 for Windows was used

DEVELOPMENT

The didactic model of the development of the professional competence, direction of the tactical preparation of the volleyball coach, category 11-12 years, represents the development process of this competence. It fulfills a heuristic function, allows to discover and study new relationships and qualities of its development. Its main objective is to produce a change in the behavior and modes of action of the volleyball coach category 11-12 years, as learning subjects. This process will be implemented through a strategy, of the same nature, that guarantees the conduct of professional improvement actions in the form of a system, progressive, gradual and integral of its content, which ensures professional and human improvement.

In the internal logic of the model, a relationship of coordination and interdependence between the subsystems and their components is manifested. This functional dynamic makes it possible for professional improvement to facilitate the development of professional competence, direction

of the tactical preparation of Volleyball coaches, category 11-12 years, as a system, and interact as a whole. The subsystems that make it up have components with their own identities, functions and relationships; although they are expressed in an integrated way within the larger system (didactic model), which gives rise to recursion.

It is structured in three subsystems, a theoretical one which is called: determination of the content of the professional competence direction of the tactical preparation of the volleyball coach category 11-12 years; that contains the force of energy that allows its movement, is hierarchical with respect to the others, and is not complete if the second methodological subsystem does not interact, subordinated to the first called: Projection of professional competence and the practical subsystem, subordinated to the two previous ones called: Development of the competition direction of the tactical preparation of the volleyball coach in the 11-12 year old category, which work in full dialectical interrelation, forming a structural and functional unit as a whole.

The theoretical subsystem. Determination of the content of professional competence.

Objective: to determine the profile of competences for the direction of the tactical preparation of the Volleyball coaches' category 11-12 years, in correspondence with the current demands of the sport and the particularities of the age for the determination of the content of the specialized improvement.

Components: tactical requirements of Volleyball in the category 11-12 years and psychofunctional characteristics of age.

The second subsystem is methodological. Projection of professional competence direction of the tactical preparation of the volleyball coach category 11-12 years.

Objective: to plan and organize improvement actions for the development of professional competence, direction of the tactical preparation of the volleyball coach, category 11-12 years.

Components: Diagnosis of improvement needs and Design of the didactic strategy for improvement.

The third practical subsystem. Development of professional competence direction of the tactical preparation of the volleyball coach category 11-12 years, which closes the modeling process of the development of competition. It has a coordination and interdependence relationship with respect to the other two subsystems of the model.

Objective: implement actions for specialized improvement, and the control and evaluation of the same that enables the adoption of decisions aimed at improving the process.

Components: application of improvement actions for the development of professional competence, direction of tactical preparation, control and evaluation.

Resulting quality: successful display of professional competence direction of the tactical preparation of the volleyball coach.

As a practical output of the model, a didactic of improvement is designed for the development of professional competence, direction of the tactical preparation of the volleyball coach category 11-12 years, which operates as the didactic and methodological component that energizes the model and its respective subsystems. which allows a harmonious-systemic functioning, since it provides coaches with the necessary and essential tools for the development of said competence, through their actions and recommendations. Structured from a general objective, and four stages that are established. The diagnosis and organization stages are closely linked to subsystem two of the didactic model, since they allow and make its implementation viable. Stages three and four designed for the control and evaluation of the actions correspond to subsystem three of the model, development of professional competence aimed at the application of improvement actions and their control and evaluation.

General objective: contribute to the development of professional competence, direction of the tactical preparation of the volleyball coach in the 11-12-year-old category in the municipality of Guantánamo, through different improvement actions that allow the development of knowledge, skills, abilities and values necessary for competent professional performance.

CONCLUSIONS

1. During the investigative process, he manages to elaborate the didactic model of development of professional competence, direction of the tactical preparation of the volleyball coach in the 11-12 year-old category, whose analysis provides new links and relationships of coordination, interaction and subordination from a didactic perspective, from which a new definition of professional competence emerged, the profile of competences for it, forming part of a system of indicators for its evaluation.
2. The application of expert criteria to professionals who are knowledgeable about the subject under investigation enabled the enrichment of the main theoretical and methodological factors of the proposal. The implementation of the pre-experiment allowed the verification of favorable empirical evidence in the direction of the tactical preparation of the volleyball coach in the 11-12-year-old category.

RECOMMENDATIONS

1. Continue deepening the systemic link of the content of tactical preparation, with the psychofunctional potentialities of age, in particular, in those elements of the essential psychological aspects of age for tactical development in the game of volleyball in the category.
2. Deepen the study and consideration of the physiological aspects and the guiding activity of volleyball players in the 11-12-year-old category for feedback on the competency profile, and determine the actions of tactical preparation in the didactic strategy during improvement.

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