

The individualization in the consistency of the service in Tennis *La individualización en la consistencia del servicio en el Tenis*

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ABSTRACT

The present investigation is carried out by the Puerto Padre team. The population studied is 10 tennis players, of both sexes, in the 11 -12-year-old category, with the aim of developing a set of methodological actions from the psychological dimension aimed at individualizing service training as a way to raise their levels of consistency. In its content is an adaptation of the evaluation scale of the test to measure the consistency of the service proposed by the authors. For the analysis of the results, different statistical processes were applied. It is found that athletes experience significant changes.

RESUMEN

La presente investigación se realiza al equipo de Puerto Padre. La población estudiada son 10 tenistas, de ambos sexos de la categoría de 11-12 años, con el objetivo de elaborar un conjunto de acciones metodológicas desde la dimensión psicológica encaminadas a individualizar el entrenamiento del servicio como vía para elevar sus niveles de consistencia. En su contenido se encuentra una adaptación de la escala de evaluación de la prueba para medir la consistencia del servicio propuesto por los autores. Para el análisis de los resultados se aplicaron diferentes procesamiento estadísticos. Se constata que los atletas experimentan cambios significativos.

Keywords

Puerto Padre; Tennis players, Psychological dimension; Individualize; Training; Consistency.

Palabras clave

Puerto Padre; Tenistas; Dimensión psicológica; Individualizar; Entrenamiento; Consistencia.

INTRODUCTION

Tennis is considered a variable sport of adaptation and precise decision-making adjusted to the specific situation that is presented to the player; therefore, it is characterized by the use of open skills, in which the practitioner never repeats the same blow, because he never receives the same ball, in which resistance to speed with all its variants and coordination in search of a precision in sets based on a strategic approach in specific situations Balaguer, I. (1993).

González Crespo Fernando (2008). Within sport, the service is an extremely important action, with it the ball is put into play and the discussion of the point. It is often considered one of the most important shots in the game. The course of future actions will largely depend on it, from this action a certain strategic and tactical approach is conceived. As its most immediate function, it has to ensure that the opponent does not reach it or that if it does reach it, it hits it badly, resulting in the point or a comfortable return to materialize the advantage.

Assiev, V.G. (1980). The service has psycho-physical demands different from those of the rest of the actions of the match. It is carried out in closed and stable conditions, where the deviations come from the organism itself and not from the responses and situations raised, on the contrary. A constant approximation and stability of the most convenient movement model is pursued that allows the achievement of the highest consistency that is possible for him to achieve in correspondence with his motor potentialities, that he exhibits ease and ease, despite the great physical and mental efforts that are made. they require to achieve it with quality; all of which gives certain particularities to its development process, Bécquer, L. (1991).

From this perspective it is possible to observe within the training process the performance of numerous repetitions of special and competitive exercises, correction of the movement model and execution rhythms, through the varied use of work methods. The emphasis on concentration for the technically correct execution of their own movements, good representation and optimal emotional state. In addition to a continuous strengthening of the global development of the muscular planes that intervene in the action, in which the loads raised are taken care of, González, F. (1987).

It was possible to verify how in the methodological order and the conception of training some deficiencies persisted that could threaten the low results exhibited. The work of the service was located as a trend at the end of the main part, so the cumulative effect of the loads and the change of demands did not allow high rates of motivation and effectiveness. The way in which the activity was organized and the location of the teacher did not allow an exhaustive detection and correction of the insufficiencies shown by the practitioners. Differentiation in movement models. Limitations in the

conception of psychological influences within the service training process, in correspondence with the particularities of the personality of each practitioner. Career Y. (2009).

In this sense, by constituting the process of individualization of training and the use of the cognitive abilities of the practitioner, trends in modern training, we understand that the research takes the following direction and is going to provide a solution to the problem that we have posed: How to enhance consistency? of service in Puerto Padre tennis players in the 11-12-year-old category from an individualized psychological approach?

General Objective: Develop a set of methodological actions from the psychological dimension aimed at individualizing service training in Puerto Padre tennis players in the 11-12-year-old category as a way to raise their levels of consistency.

Specific Objectives: Apply a methodological alternative for the planning and role of teachers within the training unit.

Determine the theoretical methodological foundations related to the practice of individualized training within the technical component.

Diagnose the main particularities related to the practice of individualization in service training for Puerto Padre tennis players in the 11-12-year-old category; as well as their levels of development.

Elaborate a set of methodological actions aimed at establishing individualized technical training for Puerto Padre tennis players service in the 11-12-year-old category, based on their psychological characteristics.

To objectively evaluate the effectiveness of the set of methodological actions in the development of service consistency in Puerto Padre tennis players in the 11-12-year-old category.

DEVELOPMENT

Valdes Casal, H. (1996). The serve is the most important and offensive shot in Tennis, it is the only shot that is not conditioned by the action of the opponent, it is only influenced by weather conditions, by the degree of concentration of attention that each player has during the match and by the characteristics of the nervous system; This is because in many situations the tennis player reflects his emotional state on his serve. The player who performs the service has a great advantage of winning the point.

With a good serve it will be easier for the player to win the point and it would also avoid prolonging the match and wasting energy, an effective serve represents 60 or 70% of the points won in a match, hence the great importance of this element Tennis coach. Young J. (2003).

Other authors such as Barajas and Lozano, (2020) in their research on tennis technique, used 6 field tennis athletes in which they analyzed through Biomechanics technical elements such as the serve, in which they evaluated its effectiveness, These proved to be ineffective in most athletes, since the execution and its total linear movements of the racket athlete system before impact were very low, which requires greater individualization and greater speed of the racket at the instant of impact with the ball, which showed greater similarity with international elite athletes.

Nieblas and Molina, 2016, in a systematic review of studies related to tennis teaching, they identified five themes about the execution of specific tennis skills and the progression in the difficulty of their learning, the feedback of the coaches, methodological guidelines in teaching tennis technique, the use of technological resources in teaching technical skills, psychological training to improve execution and systematization and perceptive anticipation, decision making and the context of game, all this allowed them to detect orientations that contributed to the improvement of the teaching of tennis.

In other investigations, authors such as Genevois, Rogowski, and Le Sollic, (2020) quantified the training load, using relatively simple tools, to inform coaches about the calculation and optimization of the training load, paying special attention to the method from the rate of perceived exertion (RPE), to the calculation of the monotony index and to the calculation of the ratio between acute and chronic load.

The results revealed an average weekly training load of 2105 AU, and an average ACWR of 0.97 with 35% of the total training weeks outside the target zone. They also revealed that the RPE values and the average load of the technical-tactical and physical sessions were significantly lower than those of the matches.

In her article about the power of attention, the author Jiménez, (2020) defines the concept of attention and its main characteristics, in order to know its impact during the learning process, as well as on the tennis player's own performance and its impact. in the individualization of their workouts. All this accompanied by examples of exercises and guidelines through which to improve this crucial psychological skill, on and off the track.

The author Fernández, (2020) in his article, deals with a very specific topic within tennis technique: the position of the head during the impact phase of the blows. The work will also consider the biomechanical fundamentals that intervene in the blows and other relevant aspects such as fixation of the gaze during the blow and the stretch-shortening cycle, in addition, the tennis technique is one of the aspects that has a most relevant influence on the performance of the player and the importance of individualization in its execution.

(Micó, Martínez and Rams, 2020) in his article on the development of perception in tennis, offers coaches a contextualization of the concept of perception, defining it and relating it to the different components of motor tasks, in addition, some theories that offer a framework through which to develop this aspect, therefore, the importance of perception in tennis is revealed and, on the other, provide coaches and physical trainers with basic initial information, which serves as a basis to be able to work this mechanism with your players.

Characteristics of the schoolchild age.

In the ages of 11-12 years it is considered that it is the culminating stage of motor development. There is conscious action of directing the movements expressed in domain, security, precision and greater speed, there is marked economy and functionality. Increases motor rhythm, although it does not reach the optimal level Oler, J. E. (2003).

Sandoval Torres, Y. (2003) the ability to anticipate movements is well developed. The speed in learning new actions is manifested, as well as the kinetic adaptation to various conditions. It considerably increases strength, speed, mobility and coordination capabilities. You must show a development of basic motor skills and sports, in the physical, sports and recreational activities carried out by children between the ages of 11-12, in addition to being aware of the need to exercise yourself to keep your body in good shape. physical and mental health status.

González Fernández, R. (1990). This period of great potential for mental development must be taken advantage of by all the factors involved in the child's education, preparing the transition to adolescence, with her new social situation.

Belous, V.V. and J.V. Belacitova (1989), refers to the importance and necessity of individualization work. It is an aspect of mandatory utility to access the maximum results. Since the beginning of theory and methodology as a scientific discipline, the subject of personalization of the preparation is discussed and the principles of individualization and affordability appear, which are its main theoretical bases. As time has passed, the issue has become more important. The personalization work arises precisely from the recognition of the particularities and potentialities, which are presented differently in each human being, no two organisms are the same.

The Theoretical Methods used in this research were:

Analytical-Synthetic Method: I enable the study of the investigations for purposes with the proposed objectives, as well as to identify the main particularities that typify the problem, using for it the different applied instruments, which allowed to discover the relations and general and specific characteristics of the results obtained.

Inductive-deductive method: It was used for the empirical verification of the problem, the elements that constituted regularities were analyzed in each of the instruments applied.

The Empirical Methods that were used were non-participant and systematized observation so as not to provoke the phenomenon and achieve a greater vision of the events that occur in the group under study and to be able to notice with greater objectivity the changes that are developing in it. It was used throughout the investigative process in order to reach conclusions.

Specifically, the observation was aimed at determining the main measures and ways to implement the individualization work of the physical-technical preparation of the service; as well as the main indicators of the manifestation of self-assessment such as self-sufficiency.

Sample: For the present study, we worked with 10 athletes of both sexes, which represents all the practitioners aged 11-12. Of them 6 are male and 4 females. The heterogeneity of the sample enriches the analyzes that can be carried out in the individualization study. It is considered that the differentiation of the sexes does not alter the information and the results that the emanate gives, considering that they respond in a similar way to both the psychological processes evaluated and the methodological influences.

It is important to note that they are athletes who have more than 3 years of service-related motor experience. The research is carried out with the involvement of two teachers in charge of directing the training. One is a graduate with an experience of 4 years as a teacher and the other does not have a university degree, but with vast work experience that exceeds 25 years.

Statistical Techniques

Description: 10 services are performed:

1-Five for the right box of the service. (targets)

2-Five for the left box of the service. (targets)

Assessment	Points
Very good	18-20
Good	15-17
Regular	11-14
Bad	-10

A series of conditions are raised where points are awarded according to the precision that they achieve in each service. They accumulate points for the first and second services and for the final sum of the 10 executions. The rating above 18 points is considered effectiveness in the service.

The Consensus Technique was used through the preparation of groups of specialists with the objective of treating the different problems that appeared in the research process and jointly seeking solutions to them, essentially for the elaboration of the set of methodological and its inconsistencies and functional inaccuracies.

In the Statistical order, we worked with descriptive mathematics, specifically with the percentage calculation and the mean in determining the precision of the services. From inferential mathematics, the test of difference of proportions was used to perceive the changes in the precision of the services, fundamentally after the application of the set of methodological actions. Also the tenth difference of means to note the changes occurred in the general score of the technical evaluation in the Post-test.

Methodology applied in the technical part: First, an exhaustive analysis of the organizational deficiencies was carried out and the new proposal for planning was oriented, where the following requirements would be taken into account:

Location of the service within the training unit.

Overall volume assigned to service work.

Work-rest relationship in the service.

Combination of service work with other technical elements.

Location of the teacher according to the proposed objective.

In a second moment, the exercises were distributed and the way in which each group would work according to their characterization, for example:

Angry: Before each execution, carry out mandatory routines or rituals: Throw the ball several times against the floor, take a deep breath, rotate the racket by the handle several times and adjust the racket string.

Phlegmatic: Within an exercise that includes tactical elements: Reduce the time between repetitions, give a specific time to perform the exercise, reward compliance with quantity and quality of the exercise with new options.

Blood: Constantly apply alternatives to meet their demands: Increase the number of repetitions, increase the degree of complexity as the tasks expire, increase the intensity of work.

Analysis of the results

Diagnosis and Methodological Proposal

The results obtained from the application of the observation and the group interviews with coaches and athletes aimed at diagnosing the main actions and the way in which the work of differentiation of the technical training of the service was implemented, showed that the teachers granted the work personalization of great importance for sports development, they carried out a series of actions aimed in this direction, among which the following stand out: Definition of groups of athletes to prioritize. They determined and considered the most frequent technical errors and those with the greatest incidence in the result per athletes. Orientations and demonstrations differentiated by practitioners were given according to the concrete results that are achieved in the training and controls, they considered different repetitions and different organizational forms.

When analyzing the properties of the nervous system of the group of athletes, we found out that all of them presented a predominance of strength, four of them scored high in mobility (sanguineous), four of them scored low in the mobility of their nervous systems (phlegmatic) and two they were unbalanced(angry).

In the related analyzes on the dynamics of self-assessment from the application of the test of different degrees of difficulty, the composition technique and the observations, it was possible to appreciate that, as a trend of self-assessment in the group, except for the particularities of two athletes, there is very little richness of content and coherence in it. The cognitive aspect can play more of its guiding role through which they can discover new needs and capacities.

Very poor self-criticism, from which very little flexibility and integrity can be inferred, without this affecting their self-esteem. On the other hand, a notable presence of strong affective ties towards self-assessing content such as love for the country, towards sports was appreciated, they used terms such as love, desire, appreciation, I feel good, etc. Appropriate moral values such as Responsible, committed, etc.

This is an element in favor in terms of the motivation that must have its essential content in moral values. The levels of aspiration were high, based on intrinsic and extrinsic motives in relation to sport. A distance was evidenced between the levels of aspirations and the deep and accurate reflection of their real potential to achieve them.

In the test of different degrees of difficulty, fluctuations in the levels of commitment were evidenced, sudden changes after failing on one or two occasions, there were changes from level four to level two. In some cases, they clung to commitments that they did not achieve. The truth is that there was no predominance in the stability and compliance with the committed levels. Which is an index of self-assessment inadequacy when presenting levels of aspirations above their real possibilities to achieve it. The two athletes who showed a better structure of self-assessment in the composition technique, showed greater equanimity and stability in this test, they are athletes with better sports results. The general tendency of inadequate self-assessment hinders the communication process and psychological climate in the group to the detriment of better cooperation, emotional stability and the achievement of the best results.

In the observation of the group, it was possible to appreciate a tendency to compare in terms of results, sometimes self-sufficiency and inadequate affective reactions, although very discreet on the part of some classmates. It is important to highlight that, even if a group analysis is carried out, for the individualization work, it is necessary to be very clear about the characteristics and tendencies of each practicing separately, in order to give them the appropriate treatment and orientation in each case, as considered in the present study.

The different emotional reactions and behaviors of comparison and instability were not associated with certain temperamental tendencies since they occurred in athletes with different characteristics in their nervous systems. However, a more marked and frequent manifestation could be perceived in choleric athletes, due to the strength and imbalance of their nervous system. We believe that there may be a relationship between the properties of the nervous system and the dynamics of self-assessment within the framework of a given activity.

Set of methodological actions:

It was applied from the middle of the special preparation stage until the end of the December-January-February competitive period. Actions were carried out for the preparation of teachers and athletes. The preparation of the first led to greater effectiveness in the implementation of actions aimed at individualization work towards practitioners

Objectivity was enhanced in the use of assessments and self-assessments carried out in the group, considering the particularities of each practicing.

Debates were held with the following topics: My relationships with my colleagues are. The qualities of my colleagues that I least admire are. The qualities of my colleagues that I most

admire are (Foundation). The value of friendship. My life as a tennis player. What is being honest? Suggestions were taken from the athletes.

Objectives: Formation of feelings of collectivism, stimulate evaluations in the group, Modify attitudes towards the group. Security in your criteria.

Development: They sit in a circle and if possible with the presence of a leader of the institution, the topic to be debated is introduced. The teacher will guide the analysis, reminding them that they must be sincere and clearly present their ideas. He must try to get everyone to talk and be very tactful so as not to limit the freedom of expression of the athletes, helping them to find outlets in the discussions. At the end, the teacher makes the conclusions in which he must enclose the central ideas of the analysis. He must make notes about the psychological climate, reactions and some verbal elements that help to understand the group or athlete in particular or the investigation in general.

Role Staging: Topics: Loss of time during Training. Teasing words. Self-sufficiencies. Lack of constancy, cooperation, others that the athletes may suggest.

Objective: To promote reflection in the group.

Development: The teacher presents various real situations related to the aforementioned topics. These situations must be dramatized by two or three athletes, they have a preparation time and another for the presentation. An auxiliary ego is selected, which justifies the wrong done or does not repress it strongly. The staging should last 15 to 20 min. After the performance, there will be a discussion about what happened. This can last up to an hour, for which the teacher can have some questions conceived.

Methodological and Organizational Guidelines for the Teacher:

- Increase the time devoted to service in classes, from 10 min. 20 min. Three times a week and 15 min. Twice a week.
- Locate within the training unit the service at the beginning of the main part, four times a week.
- Achieve the correct location of the teacher taking into account the organization of the exercise and the proposed objective.
- Achieve correct communication with athletes, respecting their decisions and establishing dialogues that stimulate their motivation.
- They must have the characterization of each athlete well defined before starting the class.

➤ Technical means for compliance with methodological actions:

-Service with goals:

The teacher will define an area within the service box, the athlete will try to place 10 balls within the indicated area with the least number of attempts.

Objective: Develop consistency.

Rules: The teacher will define the maximum number of attempts to make.

The athlete must verbalize the movement before each attempt.

Variants: The athlete can put the limit of attempts.

The area can be enlarged or reduced depending on the result achieved.

Challenge Service: The athlete will perform several repetitions of the movement under normal conditions, then try to perform it blindfolded and finally perform it again under normal conditions.

Objective: Adjust a bad launch.

Rules: Whoever makes the most contacts blindfolded will win.

The professor will determine in case of a tie considering the quality of the contacts.

Variations: Try to put the ball over the net.

Try to put the ball inside the service box.

-Service with targets: Two targets will be located within the service box, marking the closest and furthest area to the net, the center and the inside area, the athlete will try to hit one of the targets in 10 attempts.

Objectives: Develop consistency.

Rules: The player who hits the targets the most times will be the winner. If the player chooses the target before hitting, then it is worth double if he hits the shot.

Variants: Different values can be given to the targets depending on the objective and the needs of the subgroups. That the players trace the goals to be achieved in the number of attempts they consider.

Looking for consistency on the second serve:

The box is divided in the center and the score for the second service is applied, (10 attempts will be made by each of the athletes).

Objective: Improve the second serve.

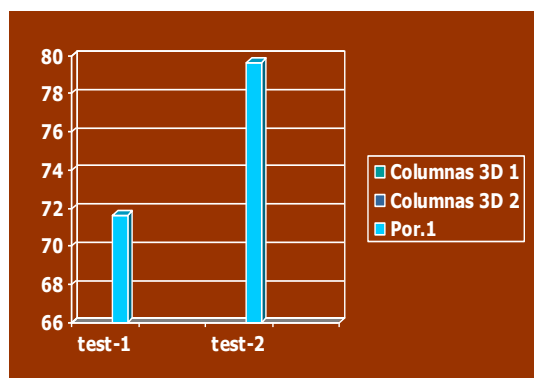
Rules: The attempts will be executed continuously, repeating those that the ball touches the net and falls within the valid area for the score, the one with the highest score will win.

Variants: Carry out the exercise without dividing the table. Increase or decrease the number of attempts according to interests and needs.

Complementary exercises for a better treatment of error correction, perform the complete movement without a racket with a ball in the right hand that would be thrown at the moment of impact (direction can be included). Shooting against a wall, shooting target shots on the ground right in front of the athlete. Service movement from the T, $\frac{3}{4}$ court, and one meter after the baseline. Hold a coin between the hand and the grip so as not to run the grip. Perform service and play the point, with two, three, four balls and the full point.

Pre-test results.

Figure 1. Relational analysis before and after with the consistency indicator.



Note: Consistency increases from 16.79 to 31.26 with a P- 1.95 less than 0.225 for 0.95 reliability, so the changes are significant.

Higher levels were achieved in the score related to consistency. This experienced an increase from 16.79 to 31.26, for 14.47 with P- 1.95 less than 0.225 for a 0.95 reliability, so the changes are significant. It was possible to reach the power zone in the pre-test (on 33 occasions).

This undoubtedly denotes an increase in confidence, security, decision, stability in their movements, emotional self-regulation capacity in which an increase in their levels of involvement and independence was denoted.

CONCLUSIONS

A significant increase in the level of consistency is achieved, therefore, the set of elaborated methodological actions develops the levels of consistency in the service of the athletes under study in this investigation, the treatment given to the service is significantly improved within of the training unit, prioritizing the assigned volumes, the location within the main part, as well as the placement of the teacher according to the objectives. A higher degree of creativity and

independence was observed on the part of the athletes. An enrichment of the levels of stability, emotional and behavioral self-regulation was perceived, in our opinion, as a result of the achievement of greater objectivity and depth in the reflections on their potentialities and limitations, those of their peers and the complexities of the activity. With this, the existence of a more favorable psychological climate was perceived, where the expressions of comparisons, charlatanism and inadequate affective reactions decreased to a great extent with better indices in the process of communication, cooperation and perseverance. Aspects that could have favored greater confidence, security, fluidity and precision in their movements. A theoretical methodological enrichment of the teachers was denoted around the theme of the individualization of Sports Training, the study and consideration of the psychological configurations taken into account.

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