

Identification and detection of talents in grass roots football ***Identificación y detección de talentos en el fútbol de base***

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ABSTRACT

In the present work, starting from an initial diagnosis, which allows formulating the scientific problem: How to contribute to improvement of the identification and detection of talents in the grassroots football? to elaborate a theoretical methodological conception with an integrating approach that is specified in a methodology for identification and detection of talents in grassroots football. Theoretical, empirical and mathematical and/or statistical scientific methods were used. As a result of this research, greater preparation of teachers was achieved from the theoretical methodological point of view for the identification and detection of talents in grassroots football, as well as, ways and procedures were established that favored establishing structural and functional relationships in the identification and detection of talents.

Keywords

Methodology; Identification; Detection; Talents

RESUMEN

En el presente trabajo se parte de un diagnóstico inicial, lo cual permite formular el problema científico: ¿Cómo contribuir al perfeccionamiento de la identificación y detección de talentos en el fútbol de base? elaborar una concepción teórico-metodológica con enfoque integrador que se concreta en una metodología de identificación y detección de talentos en el fútbol de base. Se utilizaron métodos científicos teóricos, empíricos y matemático y/o estadísticos. Con la investigación se logró mayor preparación de los profesores desde el punto de vista teórico metodológico para la identificación y detección de talentos en el fútbol de base, se establecieron vías y procedimientos que propiciaron establecer relaciones estructurales y funcionales en la identificación y detección de talentos.

Palabras clave

Metodología; Identificación; Detección; Talentos

INTRODUCTION

The term methodology has had multiple definitions and interpretations, depending on the purpose for which it is established. For this reason, it has been addressed by different authors, such as De Armas and Valle (2011) consider it as a systemic sequence of stages, which include actions or procedures that depend on each other and that allow the achievement of certain objectives.

On the other hand, Bermúdez and M. Rodríguez (1996) conceive the methodology as a system that relates procedures, actions, means and techniques in a logical process. For them it has a theoretical or cognitive apparatus and a methodological or instrumental apparatus. The first makes evident its legal and categorical bodies. While the second presupposes the methods, procedures and means to be implemented in practice. To this criterion to which the author of the present investigation is attached; but with adjustments.

In this regard, requirements are established for the elaboration of the methodology: mastery of the theoretical and methodological guiding documents that facilitate its elaboration and application. Also, the determination of the stage of the talent selection process, based on the experience of the soccer teachers, the researcher and the results of the national meeting of the sport and the characteristics of the groups of practitioners.

The construction of the methodology of identification and detection of talents in grassroots football is based on the theoretical references of Chapter 1, the postulates of Vigotsky's historical-cultural theory (1988) are highlighted, the foundations of Addine's Cuban educational model (2002) and García (2005), for their relevance and level of generality, in addition to the principles established by Addine herself.

The objective of the methodology is: to enable the teachers of soccer base of the routes and the procedures for the identification and detection of talents.

When addressing the structure of the methodology, it coincides with the aforementioned authors, in that it contains a theoretical apparatus that emerges from the essential dialectical relationships between the categories that contain the theoretical component and the methodological component. These connections generate the corrective talent selection method, which is supported by procedures.

Regarding the instrumental apparatus, the systemic character designed in stages is taken into account, as each one has an objective and specific actions in which the corrective method of talent selection and its procedures are revealed in order to favor the selection process. of talents in the identification and detection stage in grassroots football.

According to Torres (2005; 50) the methodology is the possibility of assuming a task that consists of methodologically well-oriented stages and actions, which will serve to direct the solution of the problems that arise in the educational direction, where it starts from the real needs. In this there must be coherence in each of the stages of orientation, execution and control, according to the objectives proposed by the teaching and from the integral diagnosis of the sample.

It should be noted that this methodology contemplates these exposed elements, as well as an example of their materialization, based on its integrative approach.

After the systematization that was carried out by the author of this research, the methodology for identifying and detecting talents in grassroots football is defined as:

"...it is a system of ideas for the projection, positioning and correction of the procedure in the stage of identification and detection of talents in grassroots football with an integrating approach". Saracen (2022).

METHODS

In the development of the research, methods of the theoretical level were used, among which are: the analytical-synthetic: for the determination of the theoretical elements about the talent selection process with emphasis on the identification and detection of talents in Soccer basic. On the other hand, the hypothetical-deductive: it allowed us to arrive at the answers that give solutions to the improvement of the talent selection process in the identification and detection stage in grassroots football through the hypothesis statement and the application of logical rules. of the deduction that allow its corroboration, as well as the analysis of documents to collect criteria about the identification and detection of talents in grassroots football.

For the didactic modeling, the modeling method is used for the elaboration of the methodology of identification and detection of talents in grassroots Soccer. Another way of analysis was the observation of classes: it facilitated the realization of a comparative study between the actions established in the stages of identification and detection of talents in grassroots football.

The survey and interviews to collect the criteria of teachers of the sports teams and municipal and provincial soccer methodologists about the conceptions of the talent selection process in said sport, as well as to assess the knowledge they have about said process, in the stages of identification and detection.

Expert judgment with the purpose of assessing the relevance of the research contributions.

The research population is made up of 16 grassroots soccer teachers in the sports teams of the Imías municipality.

RESULTS

As theoretical foundations for the construction of the youth soccer talent identification and detection methodology, the following are assumed:

Philosophically, the methodology for identifying and detecting talents in grassroots football is based on Marxist-Leninist philosophy and the dialectical materialist theory of knowledge.

Assuming dialectical materialism, understanding the talent selection process as the center of attention, which guarantees the link between theory and practice, recognizes soccer teachers and practitioners as biopsychosocial, individual and historically conditioned beings through socio-individualization.

The analysis from this position necessarily leads to consider the materialist conception of the world, which also implies the assumption of its fundamental principles, laws, concepts and categories for the identification and detection of talents in grassroots football.

From the sociological point of view, the proposed conception takes into consideration the social role of grassroots soccer teachers, in their mission to instruct and educate; This reveals the social relationships inside and outside the school, which harmoniously conjugate contribute to the establishment of interdisciplinary relationships, all of this linked to the dialectical interrelation existing between all the educational agencies of society and the demographic and ecological factors that make possible the achievement of this purpose.

From this perspective, the professional role of the soccer teacher is deepened, based on what was provided by A. Blanco and Recarey (1999) who specify that he is the only professional scientifically prepared for educational work, that is, for the fulfillment of the social functions of education. In addition, when trying to typify the human and social relations between professors and students generated in this process in the career, it is important to highlight the network of links that takes place in the educational institution, mainly, in the academic year.

Regarding the psychological, the historical-cultural theory of Vygotsky and his followers is assumed, since this presupposes novel ideas that lead to a process that generates educational change in current university education, all of which constitutes the theoretical and methodological basis of the thesis and, therefore, the essence for the construction of the proposed methodology, due to the relevance and validity of its conceptions, for this reason it was necessary to delve into the following elements: fundamental genetic law of development, related to the role of the teacher in the transition from the external to the internal and the need to contextualize the learning of grassroots football teachers, based on the social origin of higher psychological processes and their area of proximal development in the learning process.

The dynamic law of development grants personality an integral and active character, which is acquired precisely on the basis of the social interactions of the teacher and students, as well as the experience of their own professional performance, in addition to the unity of what affective and cognitive, activity and communication, as well as mediation.

The group is also important and its higher stage the collective, a manifest expression that, in group processes as a context, the personal and professional growth of each of its members is possible; In this sense, the collective becomes a space for reflection, use and application of socio-historical experiences and personological resources.

Regarding the pedagogical, there is the most genuine Cuban tradition, as an obligatory and enlightening source to find an answer to the problem that concerns us in the thesis; Therefore, as the demands are high to contribute to the improvement of the identification and detection of talents in grassroots football, this requires that teachers be clear about their mission and the pedagogical challenges that it implies in the current context.

An essential reference for the elaboration of the proposed methodology are the conceptions about its contextualization in social practice and are considered of great value for sports institutions, which appear in the works of Bermúdez and Rodríguez (1996); Addine (2002); Of Weapons (2005); Garcia (2005); Valley (2017); Iznaga (2019); Rice (2022); among others. In the studies of the aforementioned authors, coincidences have been found that support pedagogical theory by agreeing that they constitute a system of ideas, concepts and representations about an aspect of reality and their respective methodological consequences.

For the construction of the proposed methodology, the principles provided by Sagó (2006) are assumed, such as:

Principle of activity: as a dynamic element of the process it must be active and teachers must be its main protagonists, through interaction and integration.

- Principle of motivation: from a climate of trust, it is necessary to start from the mastery of each football teacher, to gradually expand and update them, according to the needs and difficulties of these and of the practitioners.
- Principle of interrelation: based on the conception of mutual exchange, soccer teachers not only learn from managers but also from their own colleagues through the exchange of collective experiences and teamwork.
- Principle of purpose: in the fulfillment of the instructional and educational objectives as a whole.
- Principle of safe orientation: and concrete for conducting the process of interrelation between the categories described in the theoretical-methodological conception.

- Principle of rationality: in integration.

It is important to highlight that the methodology goes through stages with its set of actions and activities in order to contribute to the identification and detection of talents in the grassroots sport.

The stages are listed below:

- First: Characterization of the projection and positioning of the procedure in the stage of identification and detection of grassroots football talents
- Second: Planning and execution of the collegiate integration in the stage of identification and detection of grassroots football talents
- Third: Evaluation of impacts and correction in the identification and detection stage of grassroots football

These stages of the methodology for identifying and detecting talents in grassroots football have a dialectical and interdependent relationship, comply with the principles of systematicity and system, and are specified in the following scheme:

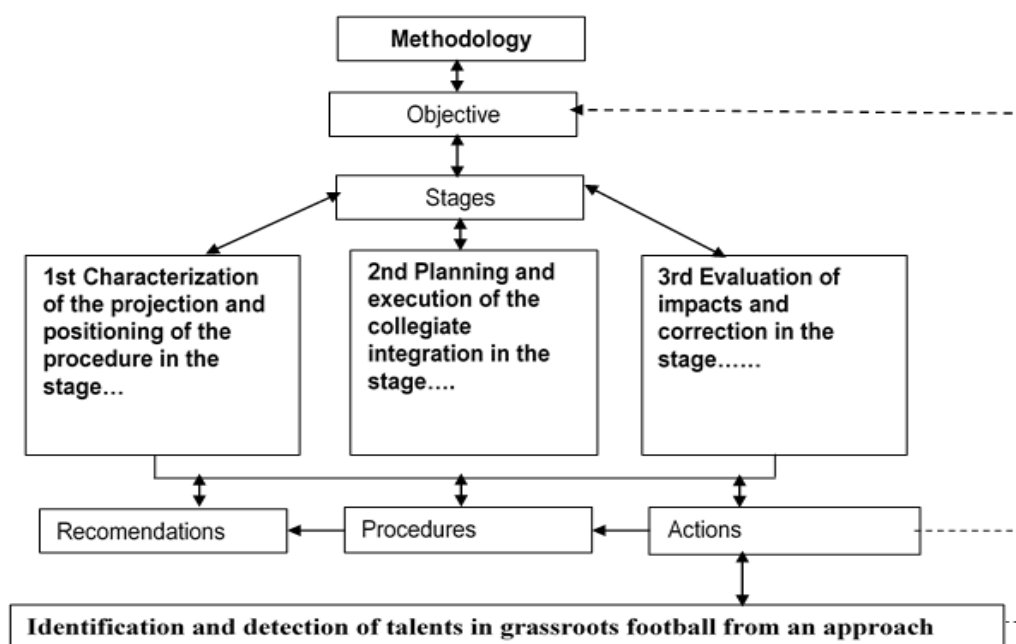


Fig.2.4. Graphic representation of the structure of the grassroots football identification and detection methodology.

Next, a more detailed explanation of what happens in each of the stages of the methodology for identifying and detecting talents in grassroots football is offered. It starts from the general to the particular in terms of actions, procedures and recommendations for each of the stages.

1st Stage. Characterization of the projection and positioning of the procedure in the identification and detection stage of grassroots football.

In the first stage, a prior reflective analysis must be carried out with the different human resources that are going to intervene in the materialization of the proposal and its objective is: to sensitize grassroots football teachers based on reflective and cooperative thinking for the projection and positioning of the procedure in the stage of identification and detection of grassroots football.

General actions of the stage:

Carry out a prior reflective analysis with the different human resources that will be involved in the materialization of the proposal.

1. Sensitize soccer teachers so that they project themselves with reflective thinking.
2. This action identifies the procedures to be taken into account:
3. Establish a conversation based on obtaining criteria of the level of willingness and commitment of soccer teachers to assume the projection and positioning of the procedure in the identification and detection stage of grassroots soccer.
4. Determine the regularities that constitute barriers to its correction.
5. Inquire about the characterization of teachers.

Recommendations:

1. Execute methodological work meetings.
2. Use participatory techniques with a group dynamic.

Stage two of the proposed methodology is explained below, which has an interdependent relationship with the rest.

2nd. Stage. Planning and execution of the collegiate integration in the stage.

Objective: implement actions for the execution of the proposal.

After the diagnosis that was made to determine the real state of the learning needs of the grassroots soccer teachers, the knowledge that they have to intervene in this process.

At this stage, general guidelines are considered: the selection and development of instruments, to verify the level of knowledge of grassroots soccer teachers, determination of specific deficiencies and training potential of grassroots soccer teachers.

The following general procedures are proposed:

1. Conceive the content of the different types of activities and forms of methodological work for the application of the diagnosis.
2. Apply the corrective method of selection of talents in correspondence with the results of the diagnosis to ensure the execution of the following stages.

To implement said training, the following requirements and recommendations are taken into account: Requirements: take diversity into account, based on the characterization of the teachers and the psychological characteristics of the practitioners. Knowledge of the documents that govern and regulate the talent selection process must be verified, it is necessary to verify in these the mastery of theoretical knowledge, of the procedures to be used, as well as forecasting trends of change, as a guarantee of transformation of the current state of the object. Likewise, it is necessary to know the disposition of the teachers to face the investigated process.

Recommendations: it is convenient to use the instruments, the results of the controls to classes, inspection to the meetings. The training needs of soccer teachers are identified and will be made known. Articulate in a cooperative way the proceeding to be executed in the next stages and give continuity to the previous one.

The first two stages constitute the starting point for the implementation of the methodology. In them, the grassroots soccer teachers will be made aware and the results of the pedagogical diagnosis of the real state of their training needs for the assumption of an articulated position will be obtained.

3rd. Stage: Evaluation of impacts and correction in the stage of identification and detection of soccer talents at the base.

In this stage, it will be operated as follows: actions and activities that are developed are also conceived, among them the methodological workshops will be used to promote an exchange and reflective thinking among the grassroots soccer teachers that promotes and prevails in these a position in the theory and the procedures used for its evaluation from the impacts obtained.

All of this will be done while maintaining an integration that in turn will enhance group work in teams, which contributes to the consolidation of theoretical and procedural knowledge in the talent identification and detection stage. It is necessary to describe in detail each planned activity with its respective methodological instrumentation. In that order, the following procedures are suggested at this stage:

Procedures:

1. Evaluate from an anticipated, mobilizing, transformative and contextual vision the topics for their approach in certain circumstances.
2. Generalize the procedures assumed.
3. Analyze what participatory techniques to apply in the workshops that allow the assumption of positions to argue them and offer assessments.

The referred workshops will have a conceived structure: introduction, development and final phase. The facilitator will explain the essence of each one of them; also to socialize the proposal based on its clear and precise internalization of topics, so that a level of creation and concretion prevails for its implementation by the main actors in the identification and detection of talents. The methodological class with an instructive character will be used for the preparation of soccer teachers in the theoretical aspects related to the identification and detection of talents, as well as to offer them suggestions on how to establish said relationships between the essential categories of said process and provide them with didactic procedures associated with this process.

A demonstrative methodological class will be taught previously selected for it, with the aim of demonstrating how to develop identification and detection of talents.

Recommendations:

The creation of a favorable climate of suggestions, invitation and commitment, when considering the needs for help, personal and professional growth, it is suggested that before the application of the corrective method of selection of talents, that the teacher take into account the procedures and didactic resources to use for a convergent attitude during the implementation of the training and during the proposal.

As part of the development of the methodological work to be developed and the implementation of the corrective talent selection method, the procedures that support it are presented below.

Procedures: the two procedures of progressive formalization and integrative transformation for the identification and detection of talents are resumed. Both are conceived with the assumption of a didactic structure:

Structure of the didactic procedures of the corrective method of selection of talents.

- Name.
- Initial guidelines for soccer teachers.
- Auxiliary methodological guidelines.
- Actions that soccer practitioners must comply with (these are common to both procedures).

Structure description:

1. Name: progressive formalization for the identification and detection of talents.
2. Initial orientations for teachers: it allows to delve into the relationship between the cause and effect categories that allows to recognize the essences between the identification and detection of talents to establish their links.

This procedure is fundamentally designed for the integration of the conceptual and the procedural. It is guided by the logic delineated from the principle of systematicity, following the spiral of knowledge

of the transfer of knowledge to new problematic situations in the selection of talents. Its fundamental purpose is to relate and intertwine proposals for routes, methods, indicators among others that come together for its application.

Auxiliary orientations for its materialization.

Actions of the procedure:

1. Diagnose the potential and needs of soccer teachers for determination.
2. Evaluate the results of the diagnosis, both of the teacher and of the practitioners.
3. Socialize the theoretical knowledge and procedures acquired in the preparation.

From the study of relationships, the structure of the object of study can be understood, as well as its movement. For this reason it is inferred that the element of knowledge involves the participants in the determination and solution of professional problems.

This procedure can be supported by a system of questions, which are indicated below:

What are the fundamental concepts in the talent selection process?

Examples that illustrate how to implement the proposal:

Integrative workshop for the identification and detection of talents in grassroots football

Objective: enable teachers to implement the theoretical-methodological conception in the stage of identification and detection of talents in grassroots football in the Imías Municipality

Didactic-methodological procedure:

Start by asking, what are your expectations regarding the procedures to be used during the identification and detection stage of grassroots football talents?

- Select an activity recorder.
- Grouped into teams, those present will be given a worksheet with different steps to follow for the proposed objectives. To do this, the different criteria for the selection of talents will be used, then the terms that make it up will be analyzed.

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