

Methodological alternative for the development of competitive activity in the children's Judo category
Alternativa metodológica para el desarrollo de la actividad competitiva en el Judo categoría infantil

Danneris Velázquez-Ramírez¹, Fernando Puente-Gamboa², Ana Gertrudis Palacios-Aldana³

¹*Univ. Auxiliary Professor. Physical Culture Faculty. Guantánamo University. Cuba.*

²*Dr.Sc. Assistant Professor. Physical Culture Faculty. Guantánamo University. Cuba.*

³*Dr.Sc. Titular Professor. Physical Culture Faculty. Guantánamo University. Cuba..*

Email:

danneris.velazquez@nauta.cu

fernandopg@cug.co.cu

anagp@cug.co.cu

Reception date: September 18, 2022

Acceptance date: October 20, 2022

ABSTRACT

A methodological alternative is proposed for the development of competitive activity in Judo category 7-8 years old, which contributes to reinforcing the sports initiation process from a systemic and integrative perspective, to evaluate skills. Techniques and methods such as document review, bibliographic analysis, surveys and interviews, among others, were used. The alternative will serve as a new form of competition, favoring the correct training of practitioners, and will allow a more effective way to evaluate skills.

RESUMEN

Se propone una alternativa metodológica para el desarrollo de la actividad competitiva en el Judo categoría 7-8 años, la cual contribuye a reforzar el proceso de iniciación deportiva desde una perspectiva sistémica e integradora, para evaluar las habilidades. Se emplearon técnicas y métodos como revisión de documentos, análisis bibliográficos, encuestas y entrevistas, entre otros. La alternativa servirá como una nueva forma de competición favoreciendo la formación correcta de los practicantes, y permitirá una vía más efectiva para la evaluación de las habilidades.

Keywords

Methodological alternative; Competitive activity; Judo; Sports initiation; Category 7-8 years.

Palabras clave

Alternativa metodológica; Actividad competitiva; Judo; Iniciación deportiva; Categoría 7-8 años.

INTRODUCTION

Sport is classified as one of the most relevant social phenomena of the 21st century, mainly because of the millions of human beings who follow its exciting manifestations every day. This is why the systematic practice of physical activity, whether institutionalized or spontaneous, has been related to other spheres of the social life of humanity, thus we distinguish the relationship between sport-art, sport-spectacle, sport-recreation, etc. However, the relationship between sport-science is rarely mentioned.

The planning of sports training constitutes an unavoidable premise to achieve competitive success, since only with natural talent and knowledge of the technical elements, not all the demands that competitive activity demands can be resolved. For this reason, it is required that the selection of the activities to be carried out within the training session, as well as their dosage, be based on biological and pedagogical foundations, supported by contemporary science.

Judo is a sport of variable intensity, where strengthening is required, not only of all body sectors, but of various functional directions of muscular strength Jiménez (1991), García (2008) and Becali (2011), taking into account the demands of their technical-tactical actions and considering the governing nature of this motor capacity in the Carreño and Armas combat disciplines (2001) and (2009). Added to this is the problem of the limitation of the literature on sports initiation training oriented towards what to do, and not how to do it, together with the fact that the vast majority of studies carried out in this area are aimed at training. high performance and the research data available are from other latitudes, a theoretical-methodological model is developed for the weekly planning of the work of the aforementioned capacity, specifically for Judo, although the theoretical-methodological conceptions in the express, admit be transferred to other sports disciplines and specifically to combat sports.

Sports training as a fundamental form of judoka preparation is based on systematic exercises, pedagogically organized with the purpose of directing the evolution of development in the performance experienced by the athlete. These exercises, with general or special tendencies, are related to physical, technical, tactical, psychological or intellectual aspects distributed according to the purpose to be achieved and inserted in their results and pedagogical control will be present as one of the most important categories in the directions. of this process; to be able to evaluate its progress.

This reality activates the different sciences in order to raise the potential of scientific research to explore with new scientific methods the problems to be resolved in the sports training process, specified in the methodological procedure during pedagogical interrelations for contemporary pedagogical control.

After these reflections, the following question arises: ¿How to contribute to the development of competitive activity in the sport of Judo, children's category 7-8 years old?

In the factual diagnosis and the consultation of governing documents of the process, a group of imitations were detected, among which the detriment of the teaching process stands out, giving greater importance to the technical sports, insufficient development of basic motor skills for practice. There is a lack of methodology in the sport and in the coaches, lacking tools, methods and means to evaluate the development of the skills of judokas at an early age.

To solve these limitations, the research proposes to develop a methodological alternative for the development of competitive activity as a form of evaluation of skills in the sport of Judo, children's category 7-8 years of the North Los Cocos Sports Complex, Guantánamo municipality.

DEVELOPMENT

The purpose of sports training for high competition is to achieve better results every day. This concept has varied greatly in the history of sports, given this by the scientific and technological advances that are applied to sports events in particular, such as the modifications of the regulations and forms of competition, which has caused coaches to search during the training management process for different methodological alternatives that allow evaluating the performance of athletes and thus improving sports results.

If we take into account that 73% of children start judo between four and eight years of age, and that the closest approach to the regulated sport through the federative license is between the ages of 10, 14 years old, Carratalá (1997), it is necessary, due to the large number of practitioners and, consequently, the performance of competitive activities that are carried out at these ages, to adapt the competition to the characteristics of those involved.

Throughout the process we must keep in mind that: a) in certain optimal periods there are behaviors that are acquired with minimal effort and maximum effectiveness if the child has the necessary prerequisites, b) the child should not perform complex activities if he or she has not reached the age at which basic activities are normally performed, c) the child can learn more easily and quickly if he or she reaches a specific level of maturity for the activity, d) the maturation of the neuromuscular system, which is achieved around the age of six, It allows the development of kinesthetic, visual and labyrinthine sensations in the structure of the body scheme, e) the age of acquisition of the technique is between eight and twelve years.

Based on the previous consideration, the author assumes the position that a verification act confers a marked supervisory character, which is related to checking, examining, monitoring something or

someone, however the function of evaluation focuses on the qualitative assessment of the training process, in the estimation or appreciation of the judoka's merit as a mechanism for continuous improvement of the technical-tactical level.

There are other elements that must be taken into account in any evaluation action, these have to do with why it is evaluated, what is the objective or purpose of the evaluation, what is intended to be done with the results of the evaluation and who is interested in do it. It is necessary to know what to evaluate, that is, one must have conceptual clarity about the content to be evaluated, its dimensions and specific aspects that allow defining indicators that can be used to assess the existing reality. The guarantee to achieve objectivity in what is intended to be evaluated includes defining how it will be obtained and what methods and techniques will be used.

As a result of the physiological and psychological characteristics of this category, it is impossible to keep them in the same activity for a long time without causing disinterest in children due to monotony, therefore the method of preparation for children, par excellence, is play. and not only competitive play but also recreational play, and this is where the teacher's ability to maintain the child's attention and mobility plays the primary role.

For this reason, it is important to apply new ways or alternatives to carry out this process, which is why it is important to highlight that the methodological alternative goes through three fundamental stages with its set of actions to promote interdisciplinary relationships, which are:

- Diagnosis and characterization.
- Execution.
- Control and evaluation.

These stages have a dialectical and interdependent relationship, comply with the principles of systematicity and system, assuming the alternative structure of Valle (2007), which proposes: an alternative can be considered a methodology, but it differs from it, because it contrasts to other previous possible solutions to the problem analyzed, this having a specific character, that is, it is not systematically presented in practice, so it does not reach a certain degree of generality.

In the first stage, a diagnosis is carried out to determine or know the real state of the learning needs of the human and material resources that will intervene in this process to contribute to the development of competitive activity in the sport of Judo, children's category 7-8 years old. Among the main actions of the first stage are:

- Development of instruments for the application of the comprehensive diagnosis that responds to the proposed objectives.

- Application and tabulation of comprehensive diagnosis, such as surveys, interviews, class observations and technical tests.
- Infer the regularities derived from the previous step
- Train the human resources that will intervene in this process based on the different forms of methodological work.

This stage is the starting point for the implementation of the methodological alternative, in which the results of the pedagogical diagnosis of the real state of the object will be obtained to give continuity to the other stage.

In the second stage it will operate as follows:

Organize a methodological meeting at the Combined level to explain the characteristics of the work to be carried out by the different subsystems and achieve greater specification of the tasks to be assumed.

- Plan the different subsystems or organizational levels of the methodological work based on the tasks to improve competitive activity in Judo in the 7-8 years category.
- Planning of the new competitive activity in Judo in the 7-8 years category.



Beginning of the different training meetings, such as:

- Methodological activity on the conceptualization of the different concepts and philosophy of Judo.
- Methodological activities on how competitive activity works in Judo in the 7-8 years category.
- Methodological activities on how the competitive activity process will be carried out in Judo in the 7-8 year old category, through the new competition proposal.

- Practical methodological classes on how competitive activity will be carried out in Judo in the 7-8 years category. 4 classes of this type will be taught, since the alternative is made up of 3 dimensions, each one with exercises to overcome.

The technical test will be carried out through an exam where each judoka will choose a ballot previously prepared by the referees or evaluation commission.

- Each ballot will be made up of 10 questions with the following contents
- History of Judo
- Regulations
- Acrobatics
- Basic elements

GREETING(Rey)	POSTURE (Shizen)	GRIPS (kumi kata)	DISPLACEMENT (Taisabake)
❖ Tashi – Rey (Tachiwaza) ❖ Za – Rey (Ne waza)	➤ SHIZEN TAI Natural Posture - MigiShizen Tai (right fundamental posture) - Hidari- Shizen Tai (left fundamental posture)	- ShitaEriNakaSodeMigi (fundamental right) - ShitaEriNakaSodeHudari (fundamental left)	- Ayumiashi ---- normal steps - Suri ashi ----- A foot fallow the other
	➤ defensive Posture or combat JIGO TAI - Migi – Jigo Tai (right fundamental posture) - Hidari – Jigo Tai ((left defensive posture)		By the movement sense its qualify in: • In front of •Back • Right Wing • Left Wing

Gradokyu Program.

Kyu Grade System to work in these categories

As for the techniques of the Kyu grade system, it is proposed that those of the 6th and 5th Kyu be worked on, 7-year-old children must master those of the 6th and 8-year-olds those of the 6th and 5th Kyu.

Grades	6toKyu	5toKyu
Time (months)	4 -6.	6 -8
Ashi-waza	De-ashi-barai O-soto-gari	O-uchi-gari Okuri-ashi-barai Hiza-guruma
Koshi-waza	Uki-goshi O-goshi Kubi-nage	Tsuri-komi- goshi Harai-goshi Koshi-guruma
Kata-waza	Ippon-seoi-nage	Morote-seoi- nage
Te-waza		
Sutemi-waza		Tomoe-nageUki-waza
Osae-komi- waza	Kesa-gatameMakura-kesa- Gatame Kata-gatamiKami-shiho- gatami Defenses and exit	Kusure-kesa-gatame Mune-gatame Yoko-shiho- gatame Tate-shiho- gatame Defenses and exit
Kwansetsu- waza		Ude-hishigi-juji- gatame Ude-garami Defense and exit
Shime-waza		Hadaka-jimeOkuri-eri-jime Defenses and exit
Renraku-waza		
Hangogeki- waza		
Kata		

Acrobatic exercises that must be mastered in this category.



Methodological indications.

Due to the importance that learning acrobatic exercises has for the Judo practitioner, it is necessary to include them in the main part of the classes in these categories.

Aspect to be treated by media.

History for Judo.

- General aspects of the emergence of Judo (creator, dates).
- Introduction of Judo in Cuba and Guantánamo (dates, main characteristics, most notable athletes).

Regulation.

- Command voices and markings (yime, matte, toketa, been, wazari, ippon).
- Competition area, part of the judogi, referees, types of holds, penalties.
- Hygiene, behavior.

Basic terminology of Judo.

- Familiarization with the basic terms in the Japanese language based on the elements to be treated according to the category.

Tests to be carried out in physical competitions.

Capacity	Test		Measurement
Rapidez	1	Round trip race	Time/sgs
Fuerza	1	Long jump without push stroke	Cm
	2	Planks	Repetitions in 10 sec
	3	back strength	
	4	Trunk crunches	
Flexibilidad	1	Bow	Points
	2	Front flexion	Points
	3	Split (Right, Left and Front)	Points
	4	Leg raise	Points

- Workshop on the new form of competition, and the way to evaluate it.
- Competitor modeling.
- Meeting of pedagogical experiences
- Preparation of final evaluations to control the development of competitive activity in Judo in the 7-8 years category

Already in the third stage, the following actions are proposed:

- Establish indicators to evaluate the applied alternative.
- Carry out controls on limits and competitions, to control and evaluate the development of competitive activity in Judo in the 7-8 years category.
- Design methodological preparations to provide feedback and correct detected deficiencies. Estas acciones deben enfocarse con el propósito de perfeccionar el proceso, aplicarlas con dinamismo, creatividad y con un carácter flexible a la actualización sistemática.

CONCLUSIONS

With the application of this methodological alternative, it will be possible to improve the skills for these categories at the time, being more objective in their teaching process according to their age and technical level achieved. In addition to the fact that the coaches would have specific content to teach and exercise in them, thus not anticipating the teaching of more complex techniques, which are not in accordance with this category of children, in order not to violate the teaching and learning process of the judokas.

BIBLIOGRAPHIC REFERENCES

- Álvarez de Zayas, C. M. (1995). Metodología de la investigación científica. Ciudad de la Habana.
- Addine Fernández, F. (2002). Principios para la dirección del proceso pedagógico. Compendio de Pedagogía. La Habana: Editorial. Pueblo y Educación.
- Addine Fernández, F. y García Batista, G. (2004). Didáctica: Teoría y práctica. Compilación. Compendio de Pedagogía. Ciudad de la Habana: Editorial Pueblo y Educación. Cuba.
- Becali Garrido E. (2011). La Fuerza en el Judo de alto rendimiento. Editorial deportes. Ciudad de La Habana.
- Chinea P. S. y Mesa J. M. (1976) Planes y Programas para Áreas Deportivas, Masivas y Especiales. La Habana, Impresora "José A. Huelga.
- Federación Cubana de Judo (2013) Programa Integral de Preparación del Deportista Judo. Editorial deportes. Ciudad de La Habana.
- Puente, F. (2018). Alternativa metodológica para el proceso de enseñanza-aprendizaje de las katas <http://famadeportes.cug.co.cu/index.php/Deportesug> Vol. 8 (2018): Número Especial
- García Hernández, M R. (2008) Judo, Versión Metodológica. Editorial deportes. La Habana.
- Jiménez Amaro, J.S y Col. (1991) Programa de Preparación del Deportista Judo. INDER. Tomo I y II. Comisión Nacional de Judo. La Habana.
- Jiménez Amaro, J.S (1991) Programa de Preparación del Deportista Judo. INDER. Tomo I y II. Comisión Nacional de Judo. La Habana.
- Mesa Peñalver J, Leyva Infante R. (2009) Programa de preparación del deportista de judo.
- Vol. 12, No. 21 (2022) RNPS: 2286*



Valle Lima, A. D. (2007). Metamodelos de la Investigación Pedagógica. ICCP. Ciudad de la Habana.

Valle Lima, A. D. (2007). Algunos modelos importantes en la investigación pedagógica. ICCP. Ciudad de la Habana.