

Methodology for improving the tactical thinking of the passers of the 13-15 year-old EIDE team in Guantánamo

Metodología para el mejoramiento del pensamiento táctico de las pasadoras del equipo 13-15 años de la EIDE en Guantánamo

Arianna Ibañez-Moncada¹, Mileydis Ramírez-Orúe², Yanileisis Calistre-Cuza³

¹Univ. Guantánamo University. Guantánamo. Cuba.

²Ms.Sc. Guantánamo University. Guantánamo. Cuba.

³Ph.D. Guantánamo University. Guantánamo. Cuba.

Email:

ariannaim@cug.co.cu

mileydisro@cug.co.cu

yanileisicc@cug.co.cu

Reception date: October 15, 2024

Acceptance date: November 10, 2024

ABSTRACT

In volleyball. It has a great importance the figure of barrette, so that we present a methodology, in areas to minimize difficulties of methodological order that present the coaches' volleyball, the category of thirteen and fifteen years of pupils in Guantánamo (EIDE). They used methods and technics: systemic structural functional, documentary analysis, survey, magazine, observation, statistics and mathematicians and the criteria of the specialists. The feasibility consists in the possibility of its application and in an efficient instrument to the coaches' preparation, achieving an improvement of the tactical thought of the barrette of the same team.

RESUMEN

En el Voleibol, reviste una gran importancia la figura del pasador, por lo que presentamos una metodología, en aras de minimizar las dificultades de orden metodológico que presentan los entrenadores de Voleibol, de la categoría 13-15 años de la EIDE en Guantánamo. Se utilizaron los métodos y técnicas: sistémico estructural funcional, análisis documental, encuesta, entrevista, observación, estadísticos matemáticos y el criterio de especialistas. La factibilidad consiste en la posibilidad de su aplicación y en un instrumento eficaz para la preparación de los entrenadores, logrando así un mejoramiento del pensamiento táctico de las pasadoras de dicho equipo.

Keywords

Tactical thought; Barrettes; Volleyballs; Methodology.

Palabras clave

Pensamiento táctico; Pasadoras; Voleibolistas; Metodología.

INTRODUCTION

The characteristics of world volleyball have gradually evolved (Borroto, E., 1992:40); such a statement is a regularity in the historical development of this sport. Spectacular action is another of the main features that identify volleyball today, due to the modification of the rules. This characteristic is closely related to the style of play and the rules, as the spectacle will be greater to the richer the action and the longer the ball is in the air.

The efforts initiated in 1984 to transform volleyball into a sport that is both eye-catching and, above all, spectacular, culminated in 1999-2000, when the "rally point" rule (points per rally) was approved. This rule stipulates that all rally actions count as points. The appearance of the libero, the service touching the net and passing to the opponent's court does not constitute a foul, contact with the net is only a foul if it is part of the start or end of the rally or is intentional, and technical timeouts (at points 8 and 16 in a set, except for the fifth set) are added. These and other changes have been taking place in volleyball to promote the spectacle. Furthermore, the International Volleyball Federation, which has had only four presidents (Paul Libaud, 1947-1984; Rubén Acosta, 1984-2008; Jizhong Wei, 2008-2012; and the newly elected Ary S. Graça, 2012), is recognized as the sports federation with the largest number of affiliated national associations, with 219.

Another achievement of the International Volleyball Federation is the increase in the popularity of this sport, which now ranks second only to football. The Federation continues to make changes to the rules of the game and implement other measures, such as professional training activities and support for technical and equipment development.

Cuban volleyball contributes to achieving this popularity because its teams are among those that compete in the major world volleyball championships each year. Any game in which one of our teams participates will always be rich in color and spectacularity.

The maintenance of these achievements will be guaranteed if we ensure that preparation in grassroots sports continues to benefit the development of young talents, developing, from an early age, the knowledge, habits, and skills necessary to climb to high performance in this volleyball game, which is increasingly demanding for its players.

The volleyball of tomorrow is represented today by the young players who in the not-too-distant future will be part of the adult national teams. To achieve coaching work looking to the future, the coach must know how to guide their players so that they are capable of the game ahead. Therefore, characterizing today's volleyball is an essential task that will guide specialists in their work,

implementing new concepts of coaching work with a view to achieving maximum results in this important mission.

The contemporary stage of sporting development has certain characteristics that greatly influence the organization of athlete preparation and training, creating new tasks and more complex demands for the coach, which often stimulate the search for ways to organize the training process that are often different from the traditional ones (Verkhoshanhy, 2001). Knowledge of the structural forms of technique and tactics in volleyball, a sport that requires these fundamental components, which constitute the programs of the coach-athlete duo, for its proper mastery and specialization.

Several authors have delved into the studies about tactics and their preparation in sports, such as Negreira, 2002, Valdivia - Quintero, 2020, who adjust their ideas in that tactics are expressed through productive thinking that allows the conduct of sports combat, they recognize it as a theory of the conduction of the sports encounter, as a recognized and successful form of sports competition with the opponent, governed by competitive regulations and based on the collaboration capacities of the different athletes who adapt to the conditions, whose objective is to achieve the highest possible result.

The search for solutions to improve tactical preparation within the sports training process has been increasing due to its importance in cooperative-opposition sports preparation, which is essential for the growing pursuit of athletic mastery. This is reflected in prioritizing content designs with a technical-tactical approach throughout the preparation process (Copello, 2013; Calero, S., 2015; Guillén, 2015; González Solís, 2018).

Morales, 2011, defines tactical preparation as the process that provides mastery of conceptual content (knowledge, laws, principles, regulations, etc.), procedures (skills, habits, abilities, strategies), and attitudinal content (values, norms, attitudes, etc.) related to the athlete's behavior in competitions—that is, under competitive conditions. This allows them not only to solve the various competitive situations that arise in this scenario, but also to make decisions that determine the effectiveness of solving these problems. Therefore, tactical preparation must be individualized, taking into consideration the athlete's physical capabilities, personal characteristics, inclinations toward certain tactical decisions, and the level of development of individual mental qualities.

Tactical actions are fundamentally guided by knowledge, and a large part of the tactical response is predetermined in the player's mind. López, 2010; Castro-Sánchez, et al., 2019). This, as one of the main areas of training, plays essential roles in developing the habits and skills specific to the sport (Calero, S. (2015b).

"Tactics is understood as rational behavior, regulated by the athlete's own performance capacity and that of the opponent, as well as by external conditions, in an individual or team sporting event" (Weineck, 1988). The definition provided by the author is useful because it presents a series of "key words" that guide us on the subject. Let's see:

- Rational behavior: This means that there are cognitive processes that underpin it and that are shaped through experience and the theoretical study of situations. On the other hand, by discarding the instinct factor, tactics become a systematically planned and directed process that can be subjected to a teaching and learning process.
- Performance capacity: This indicates that it is a highly trainable variable and also serves to achieve athletic achievements.
- Athlete, opponent, and external conditions: These three elements constantly interact, providing information to specialized centers and providing the necessary technical response.
- Individual or team: It is often thought that tactics do not exist in individual sports, but this is not the case. While it is true that in some aspects they can operate differently, we will see how they occur in both cases.

A brief analysis of each provides interesting conclusions:

- The development of tactical thinking must be progressive, involving both theoretical and practical aspects.
- The variability of the proposed situations is key to enriching learning.
- Mastery of technique provides a tactical advantage by saving effort and resources.
- Sports form determines technique and tactics. The greater the physical condition, the greater the chances of tackling tactical problems.
- Emotional and decisive qualities (willpower) are forged through experience. They are probably the only elements that cannot be developed in any other way.

Sports tactics consist of the adaptations volleyball players make to unexpected conditions that arise during the game. For passers, their individual tactics are primarily and fundamentally focused on trying to evade the opposing block, ensuring that their own team's spikers execute the shot with the minimum number of blockers and even, if possible, without blocks. To achieve this, the following must be considered:

- The ball's trajectory after making contact with the receiver.
- The passer's own technical mastery.
- The team's spikers, and their characteristics (size, role, position, etc., strengths and weaknesses of each).
- The team's playing system.

- The team's collective tactics and their objective.
- The opposing block (strengths and weaknesses).

If we analyze the results our province has achieved in this category and, within this, the work performed by the passers in the final result of each game, we can see that they are not meeting the desired expectations, as the poor tactical thinking of these passers is evident, as they fail to consider all the aspects mentioned above.

Considering the above, and evaluating the competitive results of the EIDE volleyball teams, age 13-15, and the literature review conducted, the following shortcomings have been identified:

Poor development of passers' tactical thinking under specific game conditions.

- There is limited guidance toward improvement and planning for tactical thinking within the Comprehensive Volleyball Player Preparation Program.
- Limited evidence of indicators to assess passers' tactical thinking.

All of these shortcomings confirm difficulties in the tactical preparation process during the training of passers in the 13-15 age group at the Guantánamo EIDE. Therefore, the reasons addressed allow us to pose the following:

Scientific problem: How can we contribute to improving the tactical thinking of the passers on the 13-15 age group at the Guantánamo EIDE? Therefore, our research aims to develop a methodology that contributes to improving the tactical thinking of the passers on the 13-15 age group at the Guantánamo EIDE.

METHODOLOGY

The research selected all the coaches (two) and the passers (three) from the 13-15 age group at the Guantánamo EIDE. These passers are in secondary school (7th to 9th grade) between 13 and 15 years old, with 3 to 4 years of sports experience.

The primary empirical methods employed were documentary analysis, reviewing competition results reports and training plans. Observations were conducted in 15 training units, establishing several indicators for evaluation based on the level of positivity or negativity. Of the 15 classes, 12 of them, 80% of which were found to be negative in terms of action planning for the passers' tactical thinking, and only 3 of them, 20% of which were positive.

The passers were surveyed to determine which aspects they should consider when making passes. The three passers on the team, representing 100% of the total, were surveyed. None of them were able to respond positively. The survey included information on the characteristics of the opposing team's blocking, the strengths and weaknesses of their finishers, among other aspects.

The interview with the coaches was conducted after the methodology was implemented. The interview focused on the improvement in tactical thinking, caused by the increased work time during preparation, as well as a favorable systematic approach and greater attention to individual differences, which allowed for successful resolution of proposed actions.

RESULTS

- The methodology supports the coach's role as a key manager in the passers' tactical preparation process. It has certain characteristics, such as:
- It is integrative, contextualized, flexible, all supported by highly significant theoretical foundations.

Volleyball coaches must conceive education, from the training perspective, as a liberating, genuinely dialectical element that allows passers to learn to develop their sporting activity with critical awareness, foster creativity, and become protagonists of their activity. Below, each of the stages that comprise the methodology is defined: diagnosis, planning, implementation, and evaluation. We will outline the aspects to consider for its implementation to improve the tactical thinking of the passers of the 13-15 year-old EIDE team in Guantánamo.

Stage One.

Stage I. Diagnosis.

Objective. To establish the necessary conditions for the application of the methodology, based on a real-life evaluation of the coaches, by sensitizing them to the need for its application with a willingness and commitment to foster change. The achievement of its objective and that of the methodology as a whole depend on the efficiency achieved in the execution of this stage. Actions should be directed toward:

1. Diagnose the current state of coaches' tactical preparation of passers, their knowledge of the subject, and any shortcomings in passers' tactical thinking and decision-making.
2. Raise awareness among coaches by understanding the current reality of the tactical preparation process.

Stage II. Planning the proposed methodology.

Objective. To develop tactical preparation in the different planned mesocycles.

Planning involves developing activities that achieve the goal and allow for modification of the diagnostic results. Therefore, the actions to be taken are subject to the results of the diagnostic. To achieve the proposed objective, the following actions were carried out:

- Plan with the coaches the tactical preparation phase, and which week to apply the methodology for improving tactical thinking. For the passers of the 13-15 year-old EIDE team in Guantánamo.

- Plan theoretical classes, containing illustrative material, so that the passers acquire a theoretical arsenal that allows them to better understand their role in the game.
- Develop game situations where the passers can share their opinions about what elements they should consider when executing the pass.
- Ensure the organization of the activity so that the coach can guide the passers and the passers can execute the pass.
- Determine the methods to be used in the execution of the pass by the passers of the 13-15 year-old EIDE team (standard, variable, and repetitions).

Stage III. Application and Readjustment.

Objective: To apply the proposed methodology to improve the thinking of the passers of the 13-15 year-old team at the EIDE in Guantánamo.

In this stage, the coach must identify the levels each passer is reaching based on the following indicators:

1. Quick movements in the shortest possible time.
2. Passing to different areas of the field.
3. Height and distance of the pass from the net.

At the first level, the coach will consider movements on the field, which will be forward, backward, and lateral.

At the second level, movements and passes will be gradually incorporated into exercises that include two technical elements, taking into account the passers' level of assimilation.

Stage IV. Evaluation.

Objective. Evaluate the results achieved in the application of the methodology, making the corresponding changes.

To achieve this objective, the following actions must be performed:

- Examine the implementation of each stage to refine the progress made and determine what needs to be modified.
- Monitor the implementation of each of the actions in the stages, as well as ensure that the corresponding tasks lead to improved tactical thinking, identifying deficiencies and achievements.
- Implement the necessary changes to refine the methodology to achieve the objectives.

ANALYSIS AND DISCUSSION

Analysis and evaluation of the methodology's implementation.

In the experimental phase with the 13-15 year-old category of the EIDE in Guantánamo, coaches were trained to incorporate the methodology's actions into their training plans, taking into account the guidelines of the Comprehensive Athlete Preparation Program.

Based on empirical methods, the main results were:

The development of the passers' tactical thinking during preparation is achieved by repeating passes to different parts of the field, from different positions in simple and complex situations, taking into account the location of the opposing block, its strengths and weaknesses, the characteristics of the spikers, and the system of play used by the opponents. This allows for proper economy and consistency in the work, as most of the difficulties faced by the passers were eliminated, and they realized an increase in options for solving tasks. Furthermore, it was evident that the passers were highly aware of their role and the range of actions they must take to achieve victory.

Both coaches agreed that it increases the possibility of performing a greater variety of actions to improve the passers' tactical thinking, enabling them to make decisions to resolve changing game situations, score points, and maintain an advantageous position against their opponents.

100% of the passers believe that these actions allow them to improve their tactical thinking, enabling them to execute the pass to the setter with the best chance of beating the opposing block and allowing them to identify the position of the block, delivering the pass to the opposing team's most vulnerable side.

Consultation with specialists was used to obtain an assessment of the essential characteristics of the methodology, taking into account the following indicators:

- Level of acceptance of the methodology developed to promote the improvement of tactical thinking among the passers of the 13-15 year-old team at the EIDE in Guantánamo.

A group of 10 specialists with over 15 years of experience as volleyball coaches was selected. Their opinions were sought on the elements related to the methodology and its structure: stages, actions, objectives, as well as their suggestions for its practical implementation.

Indicators for evaluating the proposed solution to the identified problem were developed in a questionnaire. To process the opinions of the specialists, the following categories were evaluated: Acceptable (1), Slightly Acceptable (2), Unacceptable (3).

Taking into account the specialists' assessments, the methodology can be considered acceptable. Despite this, their opinions on the proposal were taken into account, including the following:

improving volleyball coaches' preparation regarding the passers' work and providing them with a tactical arsenal that allows them to make accurate decisions when executing the pass, as well as raising awareness among passers about the important role they play in the game and that the final result of the match largely depends on their preparation.

The positive aspects evaluated largely showed very good variability and effectiveness of the actions to improve the tactical thinking of the passers of the 13-15 year-old team at the EIDE in Guantánamo. This result reinforces the coaches' opinion about the improvement in the passers' tactical thinking, caused by the increased time dedicated to their preparation, greater and better attention to individual differences, greater awareness of their work, and adherence to the principle of systematization. All of this allowed the deficiencies detected to be promptly minimized.

CONCLUSIONS

1. The methodology supports the tactical preparation process based on its specific characteristics, stages, and actions, allowing for the implementation of actions to improve the tactical thinking of the passers of the 13-15 year-old team at the EIDE in Guantánamo.
2. The proposed actions express a systemic and integrative approach aimed at achieving their objectives, and therefore allow for changes and variations based on the results obtained.

BIBLIOGRAPHIC REFERENCES

- Águila, C. (2000). Consideraciones metodológicas para la enseñanza de los deportes colectivos en edad escolar. *efdeportes.com*. 5(20), 1-2. Recuperado de [http://www. Efdeportes.com](http://www.Efdeportes.com).
- Barrios, J; Ranzola, A. (1995). Manual para el deporte de Iniciación y desarrollo. La Habana. Editorial Deportes.
- Bayer, C. (1986). La enseñanza de los juegos deportivos colectivos. Barcelona: Editorial Hispano Europea.
- Bompa, T. (1993). Theory and Methodology of Training: The Key to Athletics Performance . Iowa Kendal: Hunt Publishing Company.
- Collazo, A. (2006). Teoría y Metodología del entrenamiento deportivo. Tomo I Fundamentos Teóricos, Didácticos y Metodológicos del Entrenamiento Deportivo). La Habana. Instituto Superior de Cultura Física “Manuel Fajardo”.
- Copello, M. (2015). La preparación en los deportes tácticos.(Cd-Room).
- De Armas, N. ; et al.(2003). Aproximación al estudio de la metodología como resultado científico. Santa Clara: Instituto Superior Pedagógico. Félix Varela.

- Federación Cubana de Voleibol.(2017). Programa integral de preparación del deportista. Ciclo Olímpico 2017-2020. La Habana. Federación Cubana de Voleibol.
- Federación Internacional de Voleibol. (2013). Reglas Oficiales de Volleyball 2013-2016. Lausana: Editorial FIVB.
- Forteza, A.(1988). Bases metodológicas del entrenamiento deportivo. La Habana. Editorial Científico-Técnica.
- Harre, D. (1987) Teoría del Entrenamiento Deportivo. Buenos Aires. Ed. Stadium.
- Herrera D., I.G (2006). Manual de Consulta Operativa del entrenador (Tomo II Fundamentación teórica –metodológica del proceso de preparación especial y técnico-táctico en el Voleibol). España: F.V.V. Vitoria.
- Inder. (2016). Programa de preparación integral del deportista. La Habana: Comisión Nacional de Voleibol.
- Izquierdo, N. (1988). Voleibol. La Habana. Editorial Científico-Técnica.
- Kleschov. Y, Tiurin. V, Furaev. Y (1986) Preparación Táctica de los Voleibolistas. Editorial Pueblo y Educación. Ciudad de La Habana.
- Mahlo. Friedrich (1979) La Acción Táctica en el juego. Editorial Vigot. Freres. España.
- Navelo C, R.(2004). El Joven Voleibolista. La Habana. Editorial José Martí.
- Navelo. C,R.(2001). Modelo didáctico alternativo para la preparación técnico-táctica del joven voleibolista.(Tesis de doctorado). UCCFD. Santa Clara. Cuba.