

Talent's selection in high-performance chess in Guantánamo province
La selección de talentos en el ajedrez de alto rendimiento en la provincia
Guantánamo

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ABSTRACT

This research aims to improve talent selection in high-performance chess within the urban communities of Guantánamo. It addresses the question of how to contribute to optimizing this process and develops a methodology that surpasses existing conceptions. To this end, theoretical methods such as analysis, synthesis, induction, deduction, interviews, surveys, and observation were employed, allowing for an in-depth study of the selection process. Difficulties hindering the identification and development of talent in the region were identified, which served as the basis for constructing the proposed methodology. The objective is to facilitate a more efficient and coherent selection process, enhancing high performance in local chess.

RESUMEN

Esta investigación busca mejorar la selección de talentos en el Ajedrez de alto rendimiento en las comunidades urbanas de Guantánamo. Plantea la pregunta de cómo contribuir a optimizar dicho proceso y desarrolla una metodología que supera las concepciones existentes. Para ello, se emplearon métodos teóricos como análisis, síntesis, inducción, deducción, entrevistas, encuestas y observación, permitiendo un estudio profundo del proceso de selección. Se identificaron dificultades que dificultan la identificación y desarrollo de talento en la región, las cuales sirvieron como base para construir la metodología propuesta. El objetivo es facilitar una selección más eficiente y coherente, potenciando el alto rendimiento en el ajedrez local.

Keywords

Teaching-learning process; Methodology; Talent selection

Palabras clave

Proceso de enseñanza aprendizaje; Metodología; Selección de talento

INTRODUCTION

Over time, the sport of chess has experienced significant advances in its performance, making scientific knowledge increasingly important in determining criteria for the detection and selection of athletic talents.

In this sense, the selection of so-called athletic talents constitutes the fundamental pillar of high performance; it ensures the superior levels achieved by countries that are world and Olympic leaders. Therefore, it is necessary to define procedures for the most effective, efficient, and efficient selection of potential athletic talents as a strategy to be followed in Cuba.

This research addresses a core aspect of Cuban chess: the selection of chess talents. In the theoretical study conducted, although an extensive bibliography was found that addresses work with chess players from an early age, proposals for methodological procedures to guide teachers' activities are insufficient.

In this sense, the concept of methodology has multiple definitions and interpretations depending on the purpose for which it is established. In pedagogical science, methodology has been addressed by authors such as Bermúdez and Rodríguez (1996); Centro de Estudios de la Universidad de Ciencias Pedagógicas de Villa Clara (2004); De Armas and Valle (2011); and Valle (2012).

In the specific case of sports, and chess in particular, authors such as Noa (2002); Bueno (2000, 2015); Blanco (2009); Pérez (2007); Díaz (2008); Heredia (2012); Ramírez (2014); and Bertó (2018). The work of these authors provides definitions, actions, procedures, and methodological guidelines that intervene in the chess talent selection process. However, despite the unquestionable contributions of these authors, it is considered that the scope of their works does not extend beyond the understanding, explanation, and interpretation of how to conceive the talent selection process for high performance.

The theoretical systematization carried out by the author has allowed us to verify that, in a general sense, these authors agree that methodology is a process, a proposal of a method or procedure that guides how to proceed, organizing thinking, all with theoretical references that support it. It is expressed through legal and instrumental support, progresses through stages or phases, is used in practice, provides guidelines, paths, procedures, recommendations, theoretical elements, among others. It consists of a sequence of stages that make up a system, which include interdependent actions or procedures that allow the achievement of specific objectives.

In this sense, we agree with De Armas (2011) in specifying that methodology can be understood at a more general, particular, or more specific level, and with its definition. Based on the research interests, the following definition is assumed: "(...) a logical process made up of stages (...) or conditioning and dependent steps, which, when ordered in a particular and flexible manner, allow for the achievement of the proposed objective."

In assuming the above, it was taken into account that it implicitly entails the presence of an objective that guides the conscious activity of the subject, contains a system of actions in a logical sequence that fulfills a series of requirements or demands, and leads to obtaining a result: it implies the transformation of the object upon which the methodology affects.

After the analysis, the authors operationally define the methodology for talent selection in chess as a system of actions and methodologies for addressing talent selection in high-performance chess.

Materials and Methods

To develop the methodology, scientific methods were used, such as:

Analytical-synthetic: to provide the theoretical foundation for the problem and methodology, and to synthesize studies conducted on talent selection.

Inductive-deductive: used throughout the development of the methodology.

Historical-logical: to analyze the background of the research object and its regularities.

Systemic-structural-functional: allowed for conceiving the object and development of the methodology from a comprehensive perspective, as well as specifying its structural and functional elements.

DEVELOPMENT

Elements involved in the structure of the methodology

For the development of the methodology, from a structural perspective, it was considered pertinent to share the criteria of authors Bermúdez and Rodríguez (1987) regarding its composition in two structural apparatuses: the theoretical or cognitive apparatus and the instrumental methodological apparatus. In general, these scholars consider strategy as a scientific result and a work projection.

The former makes evident its constitutive legal and categorical bodies. If the legal body of the methodology is configured through pertinent laws and principles, its categorical body is expressed in the strictly positive categories and concepts within it. The instrumental

methodological apparatus presupposes the methods, procedures (techniques), and means (...) for its implementation in practice.

In the proposed methodology, the theoretical or cognitive apparatus is composed of the categories that support the talent selection process. The following were considered essential concepts: process, talent selection, and high performance. The methodological or instrumental framework consists of objectives, stages with their corresponding actions, and methodological instruments, all aimed at achieving the stated goal.

From this perspective, these components establish relationships of hierarchy, coordination, and subordination, with a systemic nature and a logical and orderly sequence of actions and procedures.

It also allows the methodology to be developmental, flexible, and contextualized, achieving a dynamic talent selection process in high-performance chess. The proposed methodology's overall objective is to provide theoretical and methodological guidance to chess coaches for better selection of chess talents in high-performance chess.

Distinguishing features of the proposed methodology

- Developmental, since the presentation of reasoning in the workshops activates thinking and leads to improved teacher performance in the selection of chess talents for high performance.
- Dynamic, because it takes into account the methodological actions and procedures developed.
- Flexible and dynamic: Any strategy, especially those related to sports and especially the initial selection process, must be open to the changing demands that constantly arise in competitive activity.

Principles Supporting the Methodology

Consequently, the proposed methodology is based on a system of didactic principles contributed by pedagogical sciences and systematized by Klineberg (1972), Labarrere (1988), Álvarez (1999), Díaz et al. (2000), Bueno (2015), among others; as well as the specific principles for sports initiation, developed by Blázquez (1985), Hernández (1998), Teijeiro and Martínez (2006), and Pérez (2010).

These include: the unity of the scientific and ideological nature of the pedagogical process, the connection of education with life, the social environment, and work; the unity of the instructive

and the educational in the process of personality education; the unity of the affective and the cognitive; accessibility; and systematicity.

The methodology consists of four stages, each containing procedures, actions, and methodological guidelines for understanding and practical application. These stages and their corresponding procedures are outlined below.

STAGE 1. AWARENESS AND DIAGNOSIS OF CHESS TALENT SELECTION FOR HIGH PERFORMANCE

The diagnostic stage constitutes the starting point of the talent selection process and its objective is to raise awareness, diagnose, and identify the limitations and potential of the group and of each chess player.

Actions to be developed:

Action 1. Offer talks, selecting those children with the greatest potential without excluding others.

Action 2. Specify the objective and specific indicators to be assessed in the diagnosis related to:

- a) Level of prior knowledge.
- b) Development of chess skills.
- c) Level of development of chess players' motivation and interests.
- d) Psycho-family conditions.
- e) Anthropometric conditions.

Action 3. Research instruments will be designed (survey questionnaire, interviews, and observation guides that allow for individual and group characterization).

Action 4. Identify chess players with the greatest difficulties and those with potential. 4. Process and interpret the results obtained for each of the diagnosed indicators.

STAGE 2. TALENT SELECTION PLANNING

Objective: To design actions based on the selection of chess talent for high performance.

Action 1. Determine the methodological approach for talent selection.

Action 2. The psychological and developmental characteristics of chess players, as well as their motives and interests, must be taken into account, so that they are the focus of preparation and are actively involved.

Action 3. Stimulate chess players' confidence in their own potential, based on their interests and motives.

STAGE 3. IMPLEMENTATION OF THE TALENT SELECTION

Objective. This stage is distinguished by the close relationship between coaches and children, as it continuously explores the children's aptitudes and development of skills and abilities in daily activities in a specific and personalized manner.

Action 1. All the actions of the proposed methodology are developed.

Action 2. Talent is selected, detecting children's aptitudes for chess.

Action 3. The transformation of aptitudes into capabilities and the development of skills that occur in children through chess activities are monitored.

Action 4. The children's motivation is explored in chess classes with them and their families.

Action 5. More specific tests are conducted regarding those skills and knowledge for chess practice.

Action 6. Within the systematic practice, the development of skills and learning, as well as motivation for the sport of chess, are monitored.

STAGE 3. EVALUATION OF TALENT SELECTION

Every activity must be subject to evaluation, as a tool that provides information and feedback on the process. Evaluation is carried out in two directions: first, the results of the chess players, and second, the methodology.

This process requires the objective and content of the evaluation, taking into account the what, how, and when of the evaluation. Therefore, the evaluation of the designed and applied methodology must meet the requirements related to its validity, reliability, and feasibility of use; as well as its functions when submitted to the consensus of the discipline group to determine whether what has been done meets the expectations of the teachers.

This stage involves evaluating the conceived methodology and adjusting it for the development of the talent selection process. Its objectives are: Evaluation and redesign of the methodology for selecting chess talent for high performance.

Action 1. The implementation of the developed actions is analyzed.

Action 2. Their implementation and contribution to meeting the objectives of the methodology are assessed.

Action 3. A report is issued with the achievements and deficiencies detected.

Action 4. A specific action plan (measures) is developed to eliminate each of these actions and to perfect the process.

CONCLUSIONS

The developed methodology is based on theoretical foundations: philosophical, sociological, psychological, pedagogical, didactic, aesthetic, and legal. It consists of four stages, each of which contains a set of actions to contribute to perfecting talent selection in high-performance chess.

The developed methodology provides substantial elements, systematized based on theoretical and methodological references, so that it responds to the needs of the coaching management process and the preparation of school-age soccer players.

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