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The technical preparation of the school rowers 13-15 the Eide of Guantanamo
La preparación técnica de los remeros escolares 13 -15 en la Eide de Guantánamo

Yoelkis Guzman-Leyva [1], Enrriquez Rivera-Napoles [2]

[1]Univ. Specialist. Professor. Rafael Freyre Torres Eide. Guantanamo. Cuba.
[2]Ph.D. Titular Professor. Guantanamo University. Guantanamo. Cuba.

Email:
yoelkisgl@cug.co.cu
enriquern@cug.co.cu

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ABSTRACT

This research identified deficiencies in the systematic assessment of the technical status of 13-15 year-old school rowers in Guantánamo. A proposal was also designed for the technical preparation process for rowers in the 13-15 year-old school category at the EIDE (Educational Educational System) in the province of Guantánamo. The scientific novelty of this research lies in the current transformations obtained with the exercise proposal and the guide used. This allowed for the identification of deficiencies in 13-15 year-old school rowers in Guantánamo. Its practical validation using specialist criteria allowed for the understanding of the relevance and results of the designed proposal in the technical preparation process for rowers in the 13-15 year-old school category at the EIDE (Educational Educational System) in the province of Guantánamo.

Keywords

Technical preparation; technical phases; Rowing

RESUMEN

En esta investigación se pudo identificar deficiencias en la evaluación sistemática del estado técnico en los remeros escolares 13-15 de Guantánamo, además se diseñó una propuesta para el proceso de preparación técnica del remero de la categoría escolar 13-15 años de la EIDE de la provincia de Guantánamo. La novedad científica de la investigación radica en las transformaciones actuales obtenidas con la propuesta de ejercicios y la guía utilizada, la misma permitió identificación de las deficiencias en los remeros escolares 13-15 de Guantánamo, su validación práctica mediante el criterio de especialista permitió conocer la pertinencia y los resultados de la propuesta diseñada en el proceso de preparación técnica del remero de la categoría escolar 13-15 años de la EIDE de la provincia de Guantánamo.

Palabras clave

La preparación técnica; las fases técnicas; Remo

INTRODUCTION

Since prehistoric times, man, in his constant struggle to achieve superior means of existence, began to use suitable transportation systems, such as traveling across seas, rivers, and lakes. For this purpose, he relied on rustically constructed wooden boats, rafts, etc., propelled by the action of his arms, making these journeys from coast to coast, across a country or continent. However, this required the maneuvers of the helmsman while navigating the different maritime routes. The birth of rowing regattas, as reported by Richard Burnell, a renowned journalist from the American newspaper Time, a former Olympic champion in a public article in the 1985 FISA bulletin, is said to be in Great Britain:

Today, high-level competitive sports require greater training for its practitioners, not only for athletes as key players, but also for coaches and trainers responsible for leading sports teams in the arduous task of educating and training them, preparing them technically, physically, and psychologically. The primary focus of sports training in rowing is very unique, as it is increasingly focused on achieving better results. Advances in science and technology today have led coaches to seek different ways during training to evaluate athletes' performance and thus improve athletic results. Rowing has undergone accelerated development in its boat and oar construction technology, as well as in its rowing technique. Today, it is no longer a sensory and exclusive sport, where women began participating more than a hundred years ago, but today there are rowing clubs exclusively for men, as well as for women.

This sport is considered a time-based sport because it involves covering a competition distance in the shortest possible time. Rowing is performed under mixed energy expenditure conditions, with a predominance of aerobic exercise and presence in the sprints that occur at the end of races. Rowing was first used as a means of transportation in ancient Egypt, Greece, and Rome. As a sport, it began in England in the 17th and early 18th centuries, with the Oxford-Cambridge University Regatta in the United Kingdom. Rowing is a sport that involves propelling a boat through water using the muscular force of one or more rowers, each using one or two oars as simple second-degree levers and sitting with their backs to the direction of the boat's progress, with or without a helmsman to guide them. Rowing is characterized by a wheeled seat that allows use of the legs, torso or back, and arms in both modalities. According to Herrera, L. (2020) states that:

Most authors consider that the evolution of rowing technique began when the American Babcock came up with the idea of placing the movable carriage under the rowers' buttocks to increase the

rower's displacement from bow to stern and vice versa, thus achieving a greater stroke angle and thus increasing performance.

Therefore, we agree with what the authors stated in the previous statement, and with what Bartlett, Wheat, & Robins, 2007, say, that the process of acquiring specific technical skills is not a simple task. In this work, the author believes it is necessary to consider the following skills: dexterity, wisdom, and ways of interpreting each action in the shortest possible time. When referring to the term "sports technique," we are referring to a complex term in terms of content and application (Bermejo, 2013), defined as a pattern of modified and sequenced movements characterized by effectiveness and efficiency (Collazo, 2007; Izquierdo, 2008). Technical movements are influenced by physical motor and perceptual-motor qualities. It is important to understand the type of gesture or movement being executed and compare it with the ideal gesture, analyzing errors and sequencing each step to achieve different objectives (Palao, 2012).

Throughout the training process of school rowers, continuous improvement must be sought in the factors of physical performance, but also in the technical abilities, which are inseparably linked to these factors. If the parallel development of technique and the main forms of motor training is neglected, a discrepancy between technical abilities and physical level can arise; an underdeveloped technique prevents the athlete from transforming their growing physical potential into greater performance specific to the sport (cf. Spitz, 1975, 446).

According to Djakov (1973, 8), the path to technical and athletic improvement is determined, above all, by the starting level of technique and the motor experience acquired. In this sense, it can be seen that students who are better trained in the coordination aspect learn correct technical and athletic execution more quickly than those with a limited repertoire of movements and, therefore, a limited coordination base.

In the previous sections, we are consistent with these terms and consider sports technique to be the procedure normally developed in practice to complete a given motor task in the most appropriate and economical way. For Weineck (2005), the technique of a sports discipline corresponds to a so-called "ideal motor type," which, despite maintaining the characteristic features of its movements, can undergo modification depending on individual circumstances.

This same author states that, during the training process, one must seek continuous improvement in physical performance, but also in technical abilities, which are inseparably linked to these. If the parallel development of technique and the main forms of motor work are neglected, a discrepancy

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This has been a difficulty repeatedly pointed out in the Technical Tests that evaluate the achievement of Pedagogical Objectives at the National High-Performance School Games (JENAR).3

The results obtained as a result of the theoretical systematization and the preliminary diagnostic study allowed us to define the following scientific research problem:

How can we contribute to the improvement of rowing skills among rowers in the 13-15 age group at the Guantánamo EIDE?

For the study, we worked with a population of eight rowers in the 13-15 age group from the Guantánamo Province EIDE (EIDE) rowing sport, with an average age of 14.5 years. The information source was that provided by six coaches with over 20 years of experience in the sport.

The methodology used for the research is based on a general methodological approach, with the combined use of theoretical and empirical methods to obtain information and its subsequent processing and evaluation through mathematical and statistical methods. The theoretical methods used included historical-logical and analysis-synthesis.

The empirical methods used were document analysis, observation, interviews, and surveys.

The interviews were conducted with the four coaches and the commissioner to determine their opinions on the technical preparation of rowers in the province.

Submit feedback. Training observation was used during the general and special preparation stages, observing a total of 12 training sessions.

The technical tests performed were analyzed, based on empirical evidence, given the coaches' experience at the EIDE. They only measure a few technical indicators, which does not allow for identifying the main errors by phase and correcting them during training in the school category.

Document analysis revealed that no pedagogical tests are planned to determine the characteristics of technical preparation during the general and special preparation stages. For this purpose, the training plans and the Comprehensive Athlete Preparation Program for this Olympic cycle and the previous one (2024-2028) were reviewed. These documents do not include tests that allow for understanding the state of the art, nor the indicators that should be taken into account for this purpose.

The methodological triangulation technique was used to analyze the information obtained from the application of various methods and to identify points of agreement and discrepancies.

RESULTS AND DISCUSSION

As a result of the interview, it was found that 100% of those interviewed considered technical preparation important for rowers. 100% stated that they monitor technique based on individual experience, as the PPID does not include any tests that allow them to evaluate technique or guidelines on how to do so.

Everyone considers a sport-specific method of monitoring their athletes' technique necessary. As seen in Table 1, during the general and special preparation stages, eight training sessions (four for each stage) were observed using the observation guide. The phased rowing technique was only performed in two training sessions during the GP stage, representing 50%. In the special preparation (SP), this aspect is rated negatively, as the phased technique was not performed in 100% of the observations.

This is how error correction performed in both stages, limiting improved execution and correction of the phased technique (Table 1).

Indicators to observe in training.	1st--General preparation stage (4 training sesión).				2nd--Special preparation stage (4 training sessions).			
	YES	*%*	*NO*	*%*	*YES*	*%*	*NO*	*%*
1. Observe the rower's technical execution in phases.								
	2	*50*	*50*				*100*	
2. The difficulties are pointed out.	*2*	*50*	*50*				*100*	
3. Inclinación el tronco. En la tirada final de la remada.	*2*	*50*	*50*		*2*	*50*	*50*	
3. Trunk tilt. on the final stroke.	*2*	*50*	*50*		*2*	*50*	*50*	
4. The stroke amplitude is observed When performing the attack	*.3 – 75*				*3*	*75*	*25*	
5. Each rower's technique is checked individually.								*100*
100								
6- The speed of the cart is observed forward and backward	*2*							
7- The hand-off is displayed.			*100*				*100*	

Trunk lean, as observed, is an element of technique that coaches consider during the training of school rowers. This is the case in 50% of the training sessions observed during the PE stage and 50% during the general preparation stage.

Stroke amplitude was similarly observed during both preparation stages (three sessions each), 75%. Stroke amplitude allows the athlete a greater angle of the paddle's sweep in the water; therefore, its control is not considered sufficient, as it should be taken into account in the overall training sessions. Therefore, in the author's opinion, this indicator must be taken into account to perfect the rowing technique of this sport in the 13-15 school age group of the Guantánamo Province EIDE.

In the PG and PE stages, the final roll is considered; however, these are aspects prioritized for control during the execution of the technique: two in the general preparation stage and two in the special preparation stage. This, in the author's opinion, limits the systematic nature of the control and the aspects to be taken into account when monitoring technical preparation during the different stages.

A second test was conducted using technical-tactical indicators and tactical situations, a more complete form of sports practice than drills, and closely related to the objective of the sport being studied.

Table 2. - Evaluation of the dimensions.

Nº	DIMENSIONS	AVERAGE	EVALUATION
1	IN THE READY POSITION WITH ARMS EXTENDED, UP AND DOWN MOVEMENTS.		R
2	IN THE BOAT 2X SQUARE AND UNSQUARE OARS		M
3	SQUARE PADDLE ROWING		M
4	HALON EXERCISES WITH A BAND		R
6	CONTROLLING THE SPEED OF THE CART FORWARD AND BACKWARD		R
7	IN THE SINGLE BOAT WITH ARMS EXTENDED LEG PUSH		R
8	ON THE ERGOMETER, PERFORM A HANDSHOT		R
	9- SQUARE PADDLE ROWING		R

The study was conducted in detail, both vertically and horizontally, to understand the behavior of the dimensions per athlete in the team.

Within the team, the dimensions (shovel stroke 1, 2, and 3) were evaluated as (M), however, the remaining dimensions were evaluated as (R), indicating that there are deficiencies and that much work is needed to perfect all the execution errors in the rowing technique during the training process for this sport at the EIDE (Educational Center) in the Guantánamo province for the 13-15 year-old school age group.

In the team, most of the dimensions were evaluated as R, indicating that there are deficiencies and that much work is needed to perfect all the execution errors in the rowing technique in the school category in Guantánamo province.

The results obtained from the research conducted to improve rowing technique in this sport highlight the deficiencies in the technical preparation of school rowers and the need for further improvement, which contributes to better execution of the rowing technique.

CONCLUSIONS

1. The systematization of technical preparation for rowing in the 13-15 age group of schoolchildren at the Guantánamo Provincial School of Education (EIDE) allowed for an understanding of its essence as a legitimate training process, as it is also based on the consistent application of the didactic criteria that characterize the object of study and the scope of this research.

2. The weaknesses detected in the technical elements and what is applied in the preparation of rowing techniques for schoolchildren are primarily concentrated in the limited information regarding their planning, in the types of exercises empirically developed by teachers, and in the lack of consideration of the annual macrostructure. Therefore, the systemic nature of these exercises is not observed during the preparation of these students.

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