

The planning of weightlifting for people with disabilities ***La planificación del levantamiento de pesas para personas con situación de discapacidad***

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ABSTRACT

Conventional weightlifting has achieved extraordinary international results due to proper planning. However, this success has not had the same impact on athletes with disabilities. Currently, there are deficiencies that lead to improvisation and empiricism in training program design. To address this situation, a methodology was developed to improve planning and facilitate the management of the training process for weightlifting athletes with disabilities. In its development, various research methods and techniques were employed to support the effectiveness of the proposal.

RESUMEN

El levantamiento de pesas convencional ha logrado extraordinarios resultados internacionales gracias a una adecuada planificación. Sin embargo, esta no ha tenido el mismo impacto en los atletas discapacitados. Actualmente, existen insuficiencias que provocan improvisación y empirismo en la planificación del entrenamiento. Para abordar esta situación, se elaboró una metodología que permite una mejor planificación y facilita la conducción del proceso de entrenamiento en levantamiento de pesas para personas con discapacidad. En su desarrollo se emplearon diferentes métodos y técnicas de investigación que respaldan la efectividad de la propuesta.

Keywords

Methodology; Training process; Planning; Athletes with disabilities.

Palabras clave

Metodología; Proceso de entrenamiento; Planificación; Atletas con situación de discapacidad.

INTRODUCTION

Planning weightlifting training for people with disabilities is one of the most complex processes in this sport. It involves understanding the characteristics of the weightlifter, their physical and motor limitations, as well as the variety of the athlete's behavior, and creating a system of motives consistent with their psychological characteristics, the level of mastery achieved, the social environment in which they practice, the characteristics of the sport, and the context in which their activity takes place.

It is evident that the sport of weightlifting for people with disabilities is characterized by participation in different competitive settings. Therefore, among its priorities are the planning of the training process and the application of rational ways and means of training athletes to achieve greater and more stable results, as well as reduce exhaustion due to significant sports activity. Therefore, the use of science to adapt to current demands is urgently needed.

Several authors, both national and international, have devoted research to the development of muscular strength. These include, Román (2006), Román (2010), Collazo (2002), Rivero (2012), Carreño (n.d.), Díaz (2009), González & Gorostiaga (1995), Cappa (2000), and González & Ribas (2002). However, there are shortcomings in the treatment of maximum strength in weightlifting athletes with physical and motor disabilities. However, despite the contributions of these authors, it is evident that the planning process for weightlifting athletes with disabilities is based on multilateral development approaches, both in terms of content and methodologies. Despite their theoretical and methodological value, in practice, the preponderant role and exclusivity required for the preparation of high-performance weightlifters are minimized, from the didactic conception to its practical implementation.

Materials and Methods

To develop the methodology, scientific methods such as:

- Analytical-synthetic: to provide the theoretical foundation for the problem and methodology, and to syn the size the studies conducted on weightlifting planning with athletes with disabilities.
- Inductive-deductive: This approach was used throughout the development of the methodology.
- Documentary analysis: to gather information on the solutions proposed to date by various researchers to solve the problem.
- Historical-logical: to analyze the background of the research object and its regularities.

Surveys and interviews with athletes, coaches, and methodologists of the sport in question we reused to gather information on the approach given to the planning process.

- Systemic-structural-functional: This approach allowed us to conceive the object and development of the methodology from a comprehensive perspective, as well as to clarify its structural and functional elements.

DEVELOPMENT

Methodology for planning weightlifting training with athletes with disabilities.

The proposed methodology was designed based on the athletes' needs, after studying the background of the weightlifting planning process and the limitations and potential of the Comprehensive athlete preparation program in accordance with the current competitive demands of weightlifting.

The theoretical and methodological foundations of the methodology are based on various scientific disciplines, including philosophy, sociology, psychology, pedagogy, and teaching, providing objectivity and coherence to the weightlifting training planning process for athletes with disabilities.

The design of the methodology is based on the foundations of General Systems Theory. When applied to the training process of athletes with disabilities, it involves analyzing the process from a systemic-structural-functional perspective that allows the parts or components of the system to be considered not as simple components, but as an inseparable whole, the result of the interactions between them.

From a pedagogical perspective, the consideration of the personal and non-personal components of the PEA is taken into account; the systematic nature of each group of components; and the subordination of the non-personal to the personal.

The principles for guiding the pedagogical process are based on the contributions made by Álvarez (1999) and Addine (2000), among others, related to a system of didactic principles: the principle of systematization of teaching, the principle of the relationship between theory and practice, and the principle of unity between activity and communication. Other principles to be considered includes cientificity, planning, and accessibility and affordability.

Specific principles of sports training include varying training loads, frequent process monitoring, and appropriate selection of content and awareness.

Characteristics that distinguish the proposed methodology

- ✓ The methodology considers the humanistic nature of athletes with disabilities as the center of the process.
- ✓ The methodology is systemic, as evidenced by the relationship and concatenation of the stages and methodological actions.
- ✓ Flexibility is evident when the coach, based on the athletes' diagnosis, contextualizes, organizes, and plans the training.

Structure of the methodology for planning weightlifting training with athletes with disabilities

To define the proposed methodology, the author analyzed the research results provided by studies conducted at the Center for the Study of Pedagogical Sciences of the Félix Varela Morales Higher Pedagogical Institute (2003). These studies are considered the theoretical, methodological, and practical platform for the designed methodology.

In this regard, the definition of methodology was also adopted as: "A system of methods, procedures, and techniques that, regulated by certain requirements, allow us to better organize our thinking and our mode of action to achieve specific cognitive purposes" (De Armas and Valle Lima, 2012).

Regarding the elements that should comprise a methodology, De Armas (2003), citing Bermúdez and Rodríguez (1996), proposes that methodologies must have a structure integrated by two structural apparatuses: the theoretical or cognitive apparatus and the methodological or instrumental apparatus. These criteria identify two fundamental components: structure and process.

The methodology aims to provide coaches with didactic and methodological tools to guide the weightlifting training planning process for athletes with disabilities.

The theoretical or cognitive framework consists of the legal framework and the categorical framework, which establish a dialectical interaction that allows for the observation of the systemic relationships between them.

Due to their significance in the context of the proposed methodology, the main categories considered are: methodology, sports training process, and disability status.

Methodological and instrumental framework of the methodology

For the purposes of this research, the following stages of the methodology are considered: diagnosis, planning, execution, evaluation, and control. This is to achieve planning that is more tailored to the characteristics of weightlifting athletes with disabilities and competitive demands.

Stages of the Methodology. Objective, Actions, and Recommendations

Stage 1: Diagnosis of the weightlifting training planning process with athletes with disabilities: In this stage, current difficulties and potential challenges are identified. It is appropriate to determine the causes of the difficulties that are intended to be improved or eliminated, in order to specify actions to address them in the planning-execution stage.

Objective: To determine the shortcomings in the development of the weightlifting training planning process with athletes with disabilities.

Action 1: Design of the diagnosis.

Action 2: Definition of the objectives of the diagnosis for planning.

Action 2: Determine the weaknesses and strengths demonstrated in the development of content planning in the previous training cycle.

Action 4: Evaluate the results of the planning from the previous training cycle.

Action 5: Determine the diagnostic indicators.

Action 6: Prepare and implement the tools for data collection.

Action 7: Prepare the diagnostic report containing the main considerations derived from its analysis and synthesis.

Stage 2: Planning the weightlifting training process with athletes with disabilities

It is conceived once the diagnosis is completed. From an organizational perspective, it allows for the general planning of the scientific rationale for the remaining stages and phases of the methodology.

This stage aims to determine the purposes, aspirations, and goals to be achieved based on the planning of the weightlifting training process for athletes with disabilities.

Action 1. Develop the micro structure planning.

Action 2. Clearly define the requirements and conditions of the planned tasks.

Action 3. Update the specifics and requirements of the weightlifting sport for athletes with disabilities.

Action 4. Define the duration of the macrocycle of training.

Action 5. Select the methods, media, organizational structures, and evaluation methods to develop the content in each planning structure.

Step 6. A graphic representation of the planning documents and the methodological steps for their preparation are made, which have been adapted to weightlifting for athletes with disabilities.

Step 3. Execution of the weightlifting training process with athletes with disabilities

After having designed and planned the process, the execution stage begins. This is undoubtedly essential to the methodology and extremely complex, as it is where ideas are transformed into results through the actions and tasks developed.

Step 1. Create a favorable socio psychological climate for the athletes' training process.

Step 2. Execution of the training plan.

Step 3. Implementation of the didactic components for each training unit.

Step 4. Requirements for the execution of the tasks.

Step 5. Implementation of the training tasks by level of complexity.

Action 6. Systematic evaluation and monitoring of training tasks.

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 instructors and athletes, and second, the methodology.

Monitoring and evaluation stage. This stage is inevitably linked to the other stages and allows instructors to observe the degree and adequacy of everything planned. Evaluation is continuous, allowing for the assessment of the levels gradually achieved in the training process.

Objective: The objective of this stage focused on valuating the methodology to verify its practical feasibility.

Action 1. Define the objective of the evaluation.

Action 2. Develop and implement the evaluation instruments.

Action 3. Collect, process, and interpret information: This action allows you to process the instruments, interpret the results, assess the positive and negative elements recorded, and determine their causes and regularities given the level of incidence and importance. For this purpose, the use of graphs and tables is recommended.

Action 4. Discuss the results obtained among the coaches and athletes and develop new suggestions.

Action 5. Plan new actions.

CONCLUSIONS

The proposed methodology is based on theoretical foundations: philosophical, sociological, psychological, pedagogical, didactic, and legal. It consists of four stages, each of which contains a system of actions to contribute to the planning of the weightlifting training process for athletes with disabilities. The introduction of the methodology into practice confirmed its feasibility and scientific-methodological relevance through expert evaluation and the dissemination workshop, demonstrating that the research conducted offers a solution to the scientific problem and meets the proposed objective.

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