

Didactic procedures in wrestling

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ABSTRACT

The purpose of the article is to elaborate didactic procedures to improve defensive tactics in freestyle wrestlers, category 11-12 years old, based on the tactical demands of current wrestling. Therefore, it constitutes a proposal addressed to coaches to achieve an adequate defensive tactical teaching-learning of freestyle wrestlers. For such purposes, theoretical and empirical methods were used, from which insufficiencies in this process were revealed, where the effectiveness of the application of tactical situations is corroborated, as well as the increase of individual tactical performance, which guarantees sports results.

Keywords: Tactical procedures; Teaching-learning; Didactics

Introduction

The teaching-learning process of tactics seeks the achievement of optimal behavior by the freestyle wrestler in competitions, for which he must use all his individual abilities and skills. As for tactical skills, their objective is the improvement of tactical knowledge, by providing them with the analysis of a problem or situation, making it possible to plan the solution, its execution and the evaluation of the effectiveness of their actions, as well as to judge the consequences based on their decisions Fernandez (2020).

It is important to note that, in the sphere of Physical Culture, scientific-technical programs constitute a means for the manifestation and development of the personality, and a factor for the solution of a large number of pedagogical, sports and social problems González (2000). However, the Integral Program for the Preparation of the Athlete in its conception lacks the theoretical, practical and methodological foundations necessary for the improvement of the teaching-learning process of the tactics of freestyle wrestlers.

On the other hand, the program designed for the 11-12 years old category lacks unavoidable elements that must be worked on in the teaching of tactics for its conduction in those ages. In this order, it is necessary to provide freestyle coaches and wrestlers with updated knowledge in relation to the profound and growing transformations taking place in this sport and the manifestation of its development in the most diverse competitive scenarios.

Likewise, the preparation received in the technical-tactical contents is insufficient, according to the demands that this sport demands nowadays. In addition, technique is emphasized over tactics, which affects the fulfillment of the requirements demanded, since wrestling is a combat sport, tactics are fundamental for success in competitions. All the aforementioned arguments support the need to deepen this study and make incursions into the dynamics of the tactics of the wrestlers of the freestyle category 11-12 years of the wrestling preselection of the Guantanamo team.

Development

Wrestling in the sports teams is aimed at the formation of the future competitive wrestler, in which more emphasis is placed on the physical and technical aspects, than on the general and integral formation of the wrestler, on the basic knowledge, skills and qualities to be formed.

In the combined sports, it is important in the planning, orientation, execution and control of tactical actions. The design of didactic procedures makes it possible for the coach to have a tool that can be used during the teaching-learning process of defensive tactics.

For the elaboration of the didactic procedures, the starting point was the consultation of researches that have dealt with it in Cuba. Among those systematized are Zilberstein (2000) who considers didactic procedures as a complement to teaching methods, they constitute “didactic tools” that allow the teacher to implement the achievement of objectives through the creation of activities, based on the characteristics of the content that allow him to guide and direct the student's activity in class and study.

Silvestre and Zilberstein (2002), who together with the aforementioned author, proposed didactic development procedures that, in the researcher's opinion, can be extrapolated to the sports field, which are ascribed to the purposes of this article. These procedures are learning to ask, identifying, observing, describing, exemplifying and valuing.

Learning to ask is perhaps one of the most important, because it introduces the others, given that when one learns to ask controversial, intelligent and creative questions, these can also be used in the identification, observation, description, exemplification and valuation of any object or phenomenon. One of its advantages is the involvement of the subjects involved, while motivating and stimulating them in the logical processes of thought, their attention and cognitive independence, as well as the development of their modes of expression.

Searching for and identifying characteristics is transcendental, because it allows finding the essential, general and particular features, which makes it possible to know the object and compare it with another. This procedure also contributes to the formation of values. It is necessary to note that the search for characteristics for the assimilation of the concept can be done inductively or deductively.

Regarding Learning to exemplify, this procedure also implies knowing how to do it in all aspects of daily life, that is, being able to apply knowledge to other contexts, which of course favors cognitive independence. It also prepares for the defense of points of view and personal criteria, which will lead to the exercise of criticism and the assumption of positions.

Learning to value is one of the most complex of the procedures mentioned above, as it requires greater maturity in learning. Assuming a value judgment strengthens the assumption of criteria and can be a magnificent exercise to consolidate habits of group coexistence.

This article assumes the didactic procedures described above, but contextualized to the sports environment. Therefore, the procedures used for the improvement of the teaching-learning process of tactics should not only address the external aspects of the process (the organization of training sessions or the use of teaching aids), but should also delve into the internal aspects.

That is to say, those procedures that promote analysis, synthesis, comparison, abstraction, generalization, induction, deduction, demonstration, search for causes and consequences, essences, among other important elements.

Also, it will be taken into account that they lead to a qualitatively superior thinking and that they allow, in turn, not only the cognitive development, but also feelings, attitudes, values, convictions. In such a way that they favor the formation of the wrestlers' personality according to the reality and demands of wrestling today.

It is necessary to insist that the successful application of these or other procedures is in the hands of the creativity of each coach, adapting them to the characteristics of the freestyle wrestlers. Starting from determining the level of development in which they are, the objectives proposed, the content of the defensive tactics and the material conditions available.

Its application should never be “schematic” or isolated from the context in which it is deployed, so the content of the tactic should be taken into account. In other words, the procedures should not be used for the procedures themselves, but for their real need in the teaching-learning process.

The present research proposes didactic procedures conceived as tools that allow the coach to guide and direct the activity of freestyle wrestlers for the improvement of the defensive tactical teaching-learning process. In such a way that their influence favors individual development, stimulating logical and theoretical thinking, as well as cognitive independence, motivating them for the existence of a favorable climate of tactical learning. Among its advantages, the following stand out: They stimulate the imagination, causing very interesting questions to arise.

- They encourage the freestyle wrestler to internalize the content through practice.
- They facilitate the interest in learning to observe, listen, or read carefully the information about what is being learned.
- They help to identify what is being learned.

- Incite the elaboration of questions that show what is known of the essence of the tactical content studied or what has not been internalized or if it is necessary to look for it.
- They make it possible to carry out individual and collective analysis of what has been done, based on questions and their respective answers, and to control and evaluate what has been done.

It is necessary that the trainer explicitly knows the characteristics of the wrestlers, their needs and uses them conveniently to have clarity of the objectives he/she pursues, the way he/she will approach the contents in correspondence with the needs, the organizational forms, as well as the didactic methods and procedures that he/she will implement always in function of their integral preparation.

According to Silvestre (1999) some of the didactic procedures used in the current Cuban school, pointed out above and, which can be used in the sports framework is I learn to ask, this procedure involves the wrestlers to elaborate questions, which allows involving them in the tactical process, motivating them and stimulating the logical processes of their thinking and cognitive independence, in addition to contributing to the strengthening of their modes of expression during combat.

As I look for the characteristics, it facilitates knowing what it is like to study, from observation, description, comparison, among other procedures and to be able to determine its characteristics, qualities or general and particular properties to conduct both the offensive and defensive. Regarding I learn to observe and describe, it is based on the guided observation and description of objects, models or representations of facts, phenomena and natural or social processes, it responds to how it is or are these.

On the other hand, in I exemplify the essential, the fighter represents and identifies the essential, compares and finds examples of how to conduct a combat in different scenarios. In the case of I look for counterexamples, starting from the presentation of a contradictory situation, the fighter has to generate the search for solutions, which should lead him/her to come up with quick counterattack responses in difficult conditions.

The procedure of the assumptions, consists in that the freestyle wrestler, from the analysis of the problems posed or that arise during the observation, refers hypothesis or possible solutions to them. The procedure Similarities and differences, lies in the comparison of objects, facts, phenomena or processes, establishing differences and similarities between them.

I search for my arguments, allows them to search for, integrate and express the ideas that support the veracity or conformity of judgments about a fact, object, phenomenon or natural or social process. I learn to value, proposes that they learn to take a critical position before an object, fact or phenomenon, natural or social process, including personalities.

All these didactic procedures, correctly applied, contribute to the development of tactical skills. Also, they favor in freestyle wrestlers the integration of knowledge that will guarantee a more solid and integral preparation as far as didactic procedures are concerned.

The didactic procedures elaborated contain as structure, the title, indications for their application, recommendations, usefulness, and serve as a complement to the methods Partial search (heuristic-exploratory), problematization and expository-demonstrative that are the most used for the teaching of technique and tactics in wrestling, although other methods are not exempted.

Note that defensive tactics should be specified, so that greater emphasis should be placed on the individual preparation of each freestyle wrestler, which takes a greater escalation. With this, an improvement of the different weaknesses that the wrestler has is sought. Likewise, to a better application of the different tactical skills that the wrestler may have, and thanks to this, the sports activity can be carried out with all the possible efficiency.

Examples that illustrate how to implement the didactic procedures:

Content: The motor phase of the tactical actions: its identification.

Procedure: Learning to identify the motor phase of tactical actions.

Objective: to identify the motor phase of the tactical action from various combat situations for the development of tactical skills.

Indications for its application:

For the achievement of the automation of the tactical action (offensive-defensive) without opponents or with elements the tactical action is executed with “passive opponents”. With this procedure the coach will set the guidelines if the offensive players become defensive or not, it allows the automation of the offensive or defensive tactical action without opponents or with elements (Chinese, cones, etc.). The movement and the technical action are automated. The wrestler or wrestlers learn to decide when and how to perform the tactical action.

Recommendations: it is necessary that freestyle wrestlers learn to recognize the spaces and the relationship between their own movements and those of the opponent, but without fear of losing control of the action. As it is trained in a real game situation, the wrestlers, according to this situation, will look for the correct application of the tactical action. In this procedure the wrestlers have to decide among all possible actions to select the situation and the right moment to apply the automated tactical skill.

Usefulness: allows freestyle wrestlers to find the essential features, both general and particular of the tactical action, to discern between fiction and reality, enables them to assume tactical positions from the perception of the same and the understanding of what this implies, thus perfecting such preparation.

Content. The perceptive phase of the tactical action.

Procedure: To estimate the perceptive phase of the tactical action.

Objective: to evaluate the perceptive phase of the tactical action from its estimation in combat situations.

Indications for its application:

This procedure is linked to the previous one. The action is executed with more active opponents than in point two (semi-active) who perform their movements freely, but without the intention of achieving their objective. The wrestler or wrestlers, once they have learned and apprehended the action, decide when and how to perform the tactical action.

Recommendations: it is one of the most complex procedures, it requires greater maturity in learning, assuming value judgments strengthens the assumption of criteria and positions, the coach can use combat situations to train in the offensive culture and not resort to aggression.

Utility: one of its advantages is the involvement of the freestyle wrestler, it stimulates and motivates the logical processes of his thinking, attention and cognitive independence, in addition to the development of appropriate modes of action, discerning between fiction and reality, allows the assumption of tactical positions based on the perception of the same and the understanding of what this implies, thus perfecting such preparation.

Content. The comparative phase in the execution of the tactical action.

Procedure: I look for counterexamples in the comparative phase of the tactical action.

Objective: to evaluate the comparative phase of the tactical action from counterexamples and their estimation in combat situations.

Indications for its application:

In the application of this procedure the trainer orients to work with active or dynamic opponents where the two groups of wrestlers try to achieve their objectives, (overcoming the defensive ones, avoiding the counterattack by provoking errors). This allows a practical evaluation of their tactical actions, whether or not they achieve their objective. They will be instructed to exchange positions supported by other situations that they could elaborate. Whenever the procedure is applied, the wrestler should start by observing, listening attentively and informing himself/herself about what is going to be proposed, giving a prudential time for individual meditation.

Recommendations: in this procedure, freestyle wrestlers are asked to elaborate counterexamples, contradictory situations, propose initiatives or other ways of facing the same combat situation, either offensive or defensive. The trainer in his condition of facilitator, through the approach or approaches will direct the analysis and evaluation in function of the search for solutions always placing the wrestler in an active position within the process and that he arrives at quick counterattack answers in difficult conditions.

Utility: this procedure also allows the assumption of judgments and value criteria, enables autonomy in difficult combat conditions, which makes it possible to strengthen the offensive and defensive by exchanging roles, generates in the freestyle wrestler speed, speed, intelligence and creativity.

Content. The development of the coordination capacity during the execution of the tactical action.

Procedure: I raise assumptions for the development of the coordinative capacity.

Objective: to assess the tactical action for the development of the coordinative capacity from various combat situations and its derivation into more complex ones.

Indications for its application:

During the observation of various problems given in the training, the trainer guides them to assume the possible solutions to them in the shortest possible time. This allows a practical evaluation of their tactical actions, whether or not they achieve their objective; but unlike the previous procedures, the analysis will be based on finding similarities and

differences, starting from the comparison of facts, phenomena, situations or processes, establishing similarities and discrepancies between them.

Recommendations: in this procedure it is important that during the observation the wrestler focuses his attention on those problems or situations that, once they arise, provoke uncertainties in his tactical actions. All this, through the elaboration of assumptions, as well as the determination of similarities and differences which will favor the discernment of the essence of each combat situation elaborated.

Usefulness: it allows the freestyle wrestler to reach a higher level by being able to predict, assume, make analogies, generalizations and solve complex problems without indecision due to his reaction capacity, it enables the development of his creativity, the suggestions of hypotheses facilitate their confirmation in real combat situations, besides strengthening his ways of behaving during the development of the same.

Content. The development of the conditional capacities during the execution of the tactical action.

Procedure: Making decisions for the best use of the tactical arsenal.

Objective: to evaluate the tactical arsenal in the various training sessions by means of real combat situations and the competitive environment.

Indications for its application:

The wrestler should estimate the framework of tactical resources he possesses so that under the guidance of the coach he conducts a good tactic in function of the sporting achievement. We insist on the need for the wrestler to be creative and selective in his decisions. He should work in the zone of passivity and keep in mind the circumstances that arise as errors of the opponent, as well as the conditions that occur in combat as a result of the defense.

Recommendations: the tactical decision must be made in a limited time according to the circumstances of the combat. The time factor often leads to inadequate decision making and, therefore, to an execution that does not guarantee success. It is suggested that the decision and the action must go in consonance in such a way that in the case that if in the combat a correct decision is taken and it is not accompanied by a technically well executed action then a positive result cannot be obtained. Keep in mind that, if the

decision is wrong, even if the action is technically correct, there will be no positive results either.

Usefulness: allows freestyle wrestlers to learn to make decisions, improves the mental process, develops the sensoperception, the selection and planning of a suitable response, compatible with the environment where it is, develops autonomy, knowing how to apply, decide and create the conditions to execute it.

Content. The development of the coupling capacity during the execution of the tactical action.

Content. The planning of the tactical action.

Procedure: Designing the tactical action.

Objective: to outline the tactical action from various combat situations and its derivation into more complex ones for the development of coordination capacities.

Indications for its application:

The coach guides his wrestlers in the search for different ways of obtaining points during a given combat situation, fact or process so that he can have the necessary arguments and various ways of performing tactical actions starting from his ideas, and thus build his own knowledge so that he can design his own competition model appealing to the development of his capacities.

Recommendations: the trainer should help them reach conclusions with a series of reasons and supporting evidence, with videos of their own confrontations or those of their opponents that allow them to visualize their opportunities, strengths and difficulties. It is suggested the demonstration of exercises, schemes of the motor action. In addition, other auxiliary means can be used.

Utility: it allows them to learn to be protagonists in the competitive scenario and at the same time to construct their real episode during the confrontation, to take a critical position before a fact, phenomenon, situation, it makes possible the stimulation of the logical processes of thought, their cognitive independence, creativity and intelligence. Outlining the tactical action leads him to be an independent and autonomous athlete always in search of better results.

Content. The tactical execution in the development of the coordinative capacity.

Procedure: I judge the consequences derived from the tactical execution for the development of the coordinative capacity.

Objective: to evaluate the consequences derived from the tactical execution for the development of the coordinative capacity.

Indications for its application:

Freestyle wrestlers should make an estimation of the consequences emanating from the decisions taken about a given combat situation, fact or process so that they evaluate their proceeding about it and adjust their performance according to their own knowledge and development, based on the assessment made they will update their tactical record. The procedures that can be used to teach the movements are usually diverse.

Recommendations: the trainer should prepare the wrestler to make critical evaluations of the consequences of his actions, emphasizing the negative effects. This procedure is essential, since it also allows to critically substantiate the decisions taken, especially those that would have made it possible to lose the competition, which is why it is suggested that they be incorporated into the tactical record.

Usefulness: it allows freestyle wrestlers to learn to make critical evaluations of the decisions taken in the face of an event, phenomenon, situation, and develops tactical skills. Evaluating the consequences of their decisions allows them to improve their autonomy, as well as enables them to self-evaluate their performance.

Content. The development of tactical skills during training.

Procedure: I look for my arguments for the development of tactical skills.

Objective: to assess the development of tactical skills during trainings for the creation of a combat system.

Indications for its application:

The coach guides the freestyle wrestlers to investigate about a certain combat situation, fact or process so that they can express their ideas about it and build their own knowledge, based on what they have investigated they will express their truth or disagreement during training, starting from the creation of a combat system or a tactical plan where they can illustrate the development of tactical skills and thus demonstrate what they have learned.

Recommendations: the trainer must create a risk situation where it facilitates the fighter to reach conclusions with a series of reasons and supporting evidence, which will allow the representation of a combat system that may have several solutions from their own experience both individually and collectively.

Utility: it allows them to be more and more perspicacious in their tactical actions, to be economical in their tactical plan depending on the tactical skills developed during the training with which they will be able to assume a critical position and show them not only during competitions but also in their social life.

All the didactic procedures elaborated, are highly advantageous, since they affect the cognitive and affective sphere, emphasize the interactive role of the athlete and are transferable to other combat sports and areas of knowledge.

Therefore, it is essential that coaches unify their efforts around the use and creation of those didactic procedures both general and specific that coherently integrate into the different tactical actions, and in the various preparations that influence the athlete to achieve the improvement of tactical preparation.

The didactic procedures used in the teaching-learning process of tactics should not only take into account the external aspect of the process (the organization of the class or the use of teaching means), but should go deeper into the internal aspect, that is, those procedures that promote analysis, synthesis, comparison, abstraction, generalization, induction, deduction, demonstration, the search for causes and consequences, essences, among other important elements.

Also, that lead to a qualitatively superior thinking and allow in turn, the strengthening of feelings, attitudes, values, convictions, which favors the formation of the sports personality in accordance with the reality and demands of society in contemporary times. It is necessary to insist that the successful application of these or other procedures is in the hands of the creativity of each coach, adapting them to the characteristics of the same, starting from the determination of the level of development in which they are, the objectives proposed, the content of the tactical preparation, the material conditions available, the time, among other important elements.

Its implementation should never be “schematic” or isolated from the context in which it is developed, they should attend to the content of the tactic; that is to say not to use the procedures, for the procedures themselves, but for their real necessity in the process of

tactical preparation. It is also important that the freestyle wrestler values each didactic procedure, and that he expresses during or after its application what it contributed to the development of the combat, or in the achievement of a certain competition, that is, with respect to his tactical preparation.

This can be done in various ways, as an independent study or orally, as well as written, while the teacher must do it in the analysis of each training for the promotion of new goals. That is, their assessments are important for the redesign of the same. To note that they are proposed for certain contents, the denomination of each one obeys to the significance and convenience of the performance expected from freestyle wrestlers before the different tactical actions.

The didactic procedures elaborated allow the improvement of the teaching-learning process of the tactics of freestyle wrestlers, category 11-12 years old, inasmuch as:

The design of its actions is based on the determination of limitations and strengths of the freestyle wrestlers, as well as of the coaches to perfect the defensive tactics in the ages included.

They satisfy the preparation needs of the referenced wrestlers and coaches, indispensable for the improvement of sports performance.

They allow to involve the wrestlers in the decision making, from their active participation in the athlete's preparation process.

It becomes transformation because the essence of the didactic procedures lies in the improvement of the teaching-learning process of the defensive tactics of freestyle wrestlers and, consequently, of the athlete's preparation process.

They are flexible, which is manifested in the arrangement and sequences of the contents approached, as they correspond to the performance of the same and to the purpose for which each one is proposed, and can be adapted to other sports and contexts in which the insufficiencies for which they were elaborated affect.

Conclusions

The proposal is accessible, easy to understand, as it allows to visualize how to improve the teaching-learning process of the defensive tactics of freestyle wrestlers.

It is harmoniously articulated with the scientific-methodological work strategy of the Provincial Wrestling Commission.

The didactic procedures elaborated, make possible the personal and professional involvement of coaches and freestyle wrestlers in the current conditions of the sport.