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The personalized pedagogical diagnosis of the wrestlers, at the stage of basic perfection

El diagnóstico pedagógico personalizado del luchador, en la etapa de perfeccionamiento básico

O diagnóstico pedagógico personalizado do lutador, no estágio de aprimoramento básico

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ABSTRACT

Knowing the manifestations of the wrestler's behavior in the initial stage of sports training execution allows to characterize, project and control the process, with a scientific direction. Therefore, the objective of this research is to propose indicators for the personalized pedagogical diagnosis of the wrestlers, in the basic improvement stage and to achieve effectiveness in the comprehensive formation of his personality. Given the situation presented, observations were made of the behavior of the wrestlers in the family, school, social and sports environment; in addition to surveys and interviews that allowed to characterize the investigated process and predict possible results, to then develop an efficient training intervention. The conclusions derived from the study and analysis of the results showed that the personalized pedagogical diagnosis indicators of the wrestler, in the basic improvement stage, contributed effectively to the comprehensive formation of his personality.

Keywords: pedagogical diagnosis, indicators, characterization of the wrestlers.

RESUMEN

Conocer las manifestaciones del comportamiento del luchador en la etapa inicial de ejecución del entrenamiento deportivo permite caracterizar, proyectar y controlar el proceso, con una dirección científica. Por ello la presente investigación plantea como objetivo proponer indicadores para el diagnóstico pedagógico personalizado del luchador, en la etapa de perfeccionamiento básico y lograr la efectividad en la formación integral de su personalidad. Ante la situación presentada se realizaron observaciones al comportamiento de los luchadores en el ambiente familiar, escolar, social y deportivo; además de encuestas y entrevistas que permitieron caracterizar el proceso investigado y pronosticar los posibles resultados, para luego desarrollar una eficiente intervención formativa. Las conclusiones derivadas del estudio y análisis de los resultados evidenciaron que los indicadores de diagnóstico pedagógico personalizado del luchador, en la etapa de perfeccionamiento básico contribuyeron con efectividad, en la formación integral de su personalidad.



Palabras clave: diagnóstico pedagógico, indicadores, caracterización del luchador.

RESUMO

Conhecer as manifestações do comportamento do lutador na etapa inicial do treinamento esportivo permite caracterizar, projetar e controlar o processo, com uma direção científica. Por essa razão, o objetivo desta pesquisa é propor indicadores para o diagnóstico pedagógico personalizado do lutador, na etapa de aperfeiçoamento básico, e alcançar a eficácia na formação integral de sua personalidade. Diante da situação apresentada, foram feitas observações do comportamento dos lutadores no ambiente familiar, escolar, social e esportivo; além de pesquisas e entrevistas que permitiram caracterizar o processo investigado e prever os possíveis resultados, para então desenvolver uma intervenção formativa eficiente. As conclusões derivadas do estudo e da análise dos resultados mostraram que os indicadores do diagnóstico pedagógico personalizado do lutador, na etapa de aperfeiçoamento básico, contribuíram efetivamente para a formação integral de sua personalidade.

Palavras-chave: diagnóstico pedagógico, indicadores, caracterização do lutador.

INTRODUCTION

Wrestling is one of the sports that has been most updated in its practice, supported by advances in science; among the most recognized studies are that of Castarlenas and Solé (1997) which deals with endurance, those of Ashmawy, (2021), Cordero *et al.* (2022) and Voloshin and Kolenov (2019) dedicated to coordinative capacities and those of Berengüí *et al.* (2011), Eryücel (2019), Guillón *et al.* (2012) and Rutkowska *et al.* (2020), to the psychological edge.

The comprehensive athlete preparation program (PIPD) for wrestling in Cuba is presented on the legal basis of education and the contribution to the comprehensive formation of the personality of athletes; therefore, in order to increase the quality of learning, it is established the development of the pedagogical diagnosis, as well as the psychosocial and



psychopedagogical characterization of the athletes, from the sports training process at the beginning of each school year.

The systematic influences to which the wrestlers are subjected in the basic improvement stage constitute factors that are part of their preparation, oriented and conceived for their development, in correspondence with the objectives of the PIPD until reaching an achievable pedagogical state; external factors that, according to Fernández *et al.* (2022), influence the behavior of the wrestler and are key to its analysis, according to González *et al.* (2022).

In the wrestling area, belonging to the Sports Complex # 4 of Vivienda, Majibacoa municipality, during the 2022-2023 academic year, manifestations were observed in the behavior of the athletes during preparation and competitions that do not correspond to the results of the initial diagnosis and they negatively influence, and in some cases, are decisive in the sporting result.

Without a doubt, knowing the athlete as a whole in the initial stage of sports training execution allows the process to be characterized, projected and controlled with a scientific direction, in accordance with the knowledge of the determining factors of performance in the specific sport, according to De Armas. *et al.* (2020). However, Knowledge of the peculiarities of the personality behavior of the wrestler in the environment in which he develops, whether school, family, social or sports, is still insufficient.

Based on the above considerations, this article aims to propose indicators for personalized pedagogical diagnosis of the wrestler, in the basic improvement stage, to achieve effectiveness in the comprehensive formation of his personality.

MATERIALS AND METHODS

Given the situation presented, the observation of manifestations of the personality behavior of 10 wrestlers was developed in the basic improvement stage in the family, school, social and sports environment, in the Sports Complex # 4 of Housing, Majibacoa municipality.



According to the study of the observations made, its behavior could be assessed in each environment in which it developed.

For their part, the surveys applied to 20 wrestling teachers in the province allowed for a deeper study and analysis of the indicators to be assessed during the process of pedagogical diagnosis of the wrestler, in the basic improvement stage; Likewise, the interviews carried out with teachers, family members, neighbors and the coach made it possible to assess the criteria about each of the athletes studied. A maximum of two interviews a day were carried out so that the interviewer was attentive to all the details, information technologies were used as materials.

The factor analysis of the data provided and its processing guaranteed the reduction of the data set provided by m variables, and in this way, diagnostic conclusions were reached.

RESULTS AND DISCUSSION

Below, the quantitative and qualitative results of the observation carried out on 10 wrestlers in the basic improvement stage, developed in the family, school, social and sports environment, on the behavioral manifestations of their personality are presented (Table 1).

Table 1. - Personalized pedagogical diagnosis at the beginning of the course

Wrestlers	Familiar		School		Social		Sports		Eve. g	
	Points	Eve.	Points	Eve.	Points	Eve.	Points	Eve.	Points	Eve.
Wrestler 1	19.6	MB	19.9	MB	twenty	MB	19.5	MB	19.5	MB
Wrestler 2	18.5	B	19.7	MB	19.8	MB	18	b	18.5	b
Wrestler 3	16.7	R	16.9	R	17.8	B	16.9	R	16.9	R
Luchador 4	16.2	R	16.8	R	16.9	R	16.8	R	16.7	R
Luchador 5	14.5	M	14.9	M	14.3	M	14.9	M	14.8	M
Luchador 6	20	MB	20	MB	20	MB	19.7	MB	19.8	MB
Luchador 7	14.9	M	14.6	M	14.3	M	14.5	M	14.5	M
Luchador 8	16.9	R	16.8	R	18.8	B	16.7	R	16.9	R
Luchador 9	18.8	B	18.9	B	18.9	B	18.9	B	18.9	B
Luchador 10	16.3	R	16.7	R	16.5	R	16.8	R	16.5	R



As shown, the results of the observations carried out on the behavioral manifestations of the personality of the 10 wrestlers, in general, reveal that only four athletes obtain between 18.8 and 19.8 points, two of them evaluated as good and two as very good, which represents 40% of the total sample. Without a doubt, it is necessary to attend, through differentiated work, to 60% of the wrestlers, to achieve effectiveness in the comprehensive formation of their personality.

In the surveys applied to the 20 wrestling teachers in the province, 100% of them claim to communicate with the athletes' family members, teachers and neighbors to find out about their behavior at home, school, as well as in the community where they live; the frequency with which they communicate is variable, since two teachers only communicate two to three times a week, five plan to communicate on weekends and 13, sporadically.

100% of teachers say that it is important to know the behavior of their athletes in the family, school and social environment to make comprehensive personality formation effective; a teacher states that this does not condition the result during preparation and competitions, seven say that it may be possible to condition the result and 12 affirm that it does condition it.

As a complement, the teachers suggest that other indicators can be considered to assess the behavior of the wrestlers, in each environment in which they develop. Based on the above considerations, 10 teachers suggest indicators related to the psychological qualities of personality; three, socio-affective indicators; three, socio-communicative indicators and four refer to other indicators.

The analysis of the interviews carried out with teachers, family members, neighbors and the data provided by the coach himself show the necessary criteria regarding the behavior of the wrestlers in each environment in which they develop. According to these results, it can be seen that wrestlers one and six are athletes with very good overall behavior at school, at home, in the neighborhood and in sport, they show a very good attitude towards any assigned task, activity and exercise and they maintain very good socio-affective and communicative relationships.



In the case of wrestler one, the psychosocial climate in the family environment is very good and regardless of the fact that his parents are separated, there are good emotional and communicative relationships between them and with all family members; despite his father living in another community, he maintains good care and support in all activities and even participates in training. The athlete collaborates in all household chores.

Wrestlers two and nine show good behavior from all perspectives; however, wrestler two has a very good behavior and attitude at school and in the community and wrestler nine sometimes shows some irregularities with discipline at school. Both wrestlers have a good psychosocial climate, since in both cases they live with their parents, there are good emotional and communicative relationships between all the members of the home and with the rest of the family, they have their support in the sport and they demand discipline and responsibility. Their socio-affective and communicative relationships are good in every environment in which they develop.

In the case of wrestlers three, four, eight and ten, they have a fair behavior, in general, because they are easily distracted, sometimes they do not heed the instructions of teachers, parents and neighbors, they regularly commit indiscipline and show some moments of aggressiveness with their classmates and lack of respect with neighbors and family. In both cases they show a negative attitude towards some tasks oriented in the family, school, social and sports environment. During preparation and competitions, his behavior has caused poor sporting results.

Among the members of the team there are only two wrestlers with bad behavior, they are number five and number seven. In the case of wrestler five, he lives with his parents who are university graduates and are outside the country, with a sister and his paternal grandmother who spoil him a lot. Sometimes he shows aggression towards his sister, he likes to wander around with other children even older than him, he comes home late, he is negative when it comes to household chores, and in sports he shows aggression towards his teammates. His IQ is high, which allows him to obtain good academic results and in sports he shows good abilities and fighting skills.



Wrestler number seven lives in an unfavorable psychosocial climate, which generates misunderstandings, lack of affection and communication between all members of the house; therefore, his socio-affective and communicative relationships and behavior at home are affected. He is a wrestler who displays aggressive behavior during preparation and competition, despite possessing the skills and abilities of a wrestler with the potential to obtain good sporting results. In general, in both cases the results during preparation and competitions are not good.

According to the results of the personalized pedagogical diagnosis at the beginning of the school course, the personalities of the wrestlers were characterized and the possible consequences were predicted, this allowed the development of an efficient training intervention process. After the strategy developed on the educational work, at the end of the school year changes were evident in the personality of the wrestlers and better behavior was achieved in a comprehensive manner.

Indicators for personalized pedagogical diagnosis

The preparation of the athlete is a complex process in which multiple factors intervene that condition and determine the sporting result, but it is more complex to provide them with adequate attention in their multiple interconnections. Without a doubt, early scientific diagnosis allows the true direction of the athlete's preparation process and, in turn, give prioritized attention to the individual differences of athletes where their preparation is oriented to face the coming challenges.

What it requires, according to González *et al.* (2022), is a pedagogical methodology capable of activating critical thinking, awakening creativity and originality, solving complex problems, having cognitive flexibility, valuing emotional intelligence, teamwork, learning to deal with diverse opinions and behaviors and knowing how to make decisions without authoritarian impositions. It is evident then, what was stated by Lagardera (1987) when he expresses that physical activity on the human being should not focus on movement, but on the being that is moves; therefore, its effect is never partial, any intervention on it affects the entire system, hence its integrative projection.



Regarding the validity of what was stated, Llorente (2000) assumes that it is not the movement (generally in the form of sports technique) that occupies the central place, but rather the person who moves, who acts and performs a physical activity, the sport is less while the athlete is more. Similarly, López (2006) refers to authors who advocate the need for a comprehensive physical-educational approach that overcomes the previous stage of opposing trends, specifies what an important group of researchers assume and takes advantage of what has already been stated by Lagardera (1987).

It is convenient to emphasize that, if it is talked about pedagogical diagnosis, it must be understood that it includes the elements of the three dimensions of the training process, that is, it is not about particular elements. Fuentes (2006) explains that:

(...) efforts aimed at achieving a scientific conception of a diagnostic nature, which responds to the true peculiarities of athletes, whether they are beginners or high-performance athletes, play a relevant role. So that it can provide the guiding bases that allow satisfying the demands, both quantitative and qualitative, established for each sporting discipline, without causing risk levels for health and performance" (p.7).

It means, then, that the instruments developed must respond to the integral nature of the diagnosis, which is explained by the need to conceive the study of the individual in his multiple interconnections, in his integrity. Salellas (2010) explains that it is not possible to reach conclusions about a student's personality, nor can his performance be truly understood, if isolated elements of his spheres of regulation are analyzed: motivational-affective or cognitive-instrumental, or seen only in his school development, without considering his system of family relationships and other social groups.

For their part, Sánchez *et al.* (2019) point out that the diagnosis or comprehensive diagnosis of the athlete is a systematic process of analysis of sports preparation, in family dynamics, in the community environment and in the school institution, as well as health aspects that favorably promote the integral development of the athlete.



Meanwhile, De Armas *et al.* (2020) propose comprehensive diagnosis based on the individual characteristics of the athlete, as well as those of the environment, with an integrative vision that allows strengths, weaknesses, potentials to be revealed and active and developing processes to be generated, by virtue of responding to the demands of sport by the subjects involved. In addition, it makes it easier to rethink the planning of training programs according to the results of the diagnosis carried out.

For Bedón (2021), the results in the wrestler's preparation must be measured in an integrative manner, where the parameters selected to typify the quality of the preparation refer to processes that are directly linked to the preparation and competition, because there are personal and social skills that are discovered and are necessary to describe, since they are formed in the adolescent, from the practice of Olympic wrestling, both personally and socially.

Within that framework, Hernández and Martínez (2019) state that in the current educational reality, the complexity of the pedagogical diagnosis must be considered for the development of didactic planning, seen from a contextual, multidimensional and dynamic approach with the aim of providing solutions to the environment in which the teaching function is developed; González (2021) states that, due to the complexity of the student's diagnosis, at any time in the student's development, the teacher must assume the study of personality from the beginning of the unity of the affective and the cognitive.

What has been explained allows to present the pedagogical diagnostic indicators that must be considered in the wrestler's preparation; a personalized pedagogical diagnosis, seen as an essential instrument in making strategic decisions for adequate treatment in the formation and integral development of personality, and as a complex process, of a multidimensional and multifactorial nature, of prior knowledge of the peculiarities of the personality in the context in which he develops that allows for a defined criterion in which the needs, possibilities and potentials of each athlete are identified.



According to the reasoning carried out and the manifestations of the wrestler's behavior in the family, school, social and sports environment, the following indicators are proposed:

- Psychosocial climate.
- Behavior in states of tension.
- Socio-affective and communicative relationships.
- Attitudinal behavior.

For this purpose, the personalized pedagogical diagnosis adheres to the following principles:

- The indicators must respond to the comprehensive nature of the diagnosis, which is explained by the need to conceive the study of the individual in his multiple interconnections, that is, in his integrity. It is not possible to reach conclusions about the personality of the wrestler nor can his performance be understood if isolated elements of his spheres of regulation are analyzed: motivational-affective or cognitive-instrumental, or if it is seen only in his school development, without considering his system of family relationships and other social groups, including the sport itself and other athletes.
- They have to promote knowledge about the diagnosed subject, the collection of valuable information for both subjects (diagnoser and diagnosed), which makes it possible to motivate and help the change of the subjects involved.
- They must be feasible to develop by the coaches, according to their possibilities, availability of time and preparation.
- In all cases, learning situations and tasks must be evaluated, with different degrees of complexity that allow measuring current development and potential development, learning possibilities and styles.



As a final summary, it is observed that personalized pedagogical diagnosis allows:

- Know the peculiarities of each wrestler's personality.
- Optimize the training process.
- Characterize the behavior of the personality in each environment that develops, whether school, family, social and sports.
- Prepare a judgment or diagnostic conclusion about the personality of the wrestler, or the state of a problem and the possible causes that determine it.
- Study the wrestler in his multiple interconnections, that is, in his integrity.
- Better understand his performance, by analyzing the spheres of regulation: motivational-affective or cognitive-instrumental.
- It is a feasible instrument to be carried out by teachers and students, according to their possibilities, availability of time and preparation.

CONCLUSIONS

The study and analysis of the results show the need to apply personalized pedagogical diagnostic indicators, to know the behavior of the personality of the wrestlers in the family, school, social and sports environment. The proposed indicators allowed to know the peculiarities of the personality of each wrestler in the environment in which they develop.

From the arguments presented, it was evident that the indicators of personalized pedagogical diagnosis of the wrestler in the basic improvement stage contribute to the effectiveness in the comprehensive formation of his personality.



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The authors declare not to have any interest conflicts.

Authors' contribution:

The authors have participated in the writing of the work and analysis of the documents.



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