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Victoriano Sarmiento Bió's sports-pedagogical life contribution to volleyball from 1968 to 2019

[Contribución de la vida deportivo-pedagógica de Victoriano Sarmiento Bió al voleibol desde 1968 hasta 2019]

[Contribuição da vida esportivo-pedagógica de Victoriano Sarmiento Bió para o voleibol de 1968 a 2019]

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ABSTRACT

Camagüey volleyball boasts a rich history. This study focuses on the ideas and concepts of Olympic bronze medalist Victoriano Sarmiento Bió, embedded in his sports-educational endeavors, which represent a significant contribution to the flourishing development of Cuban volleyball school. This choice is motivated by the importance of his image within the Cuban community of players, coaches, and teachers, alongside the need to systematize his legacy as a source of information for current generations of players and coaches. Through meticulous bibliographical research, it was observed that there is a lack of documented information regarding his trajectory as a player, professor, and coach. These circumstances highlight the presence of contributing elements that have yet to be systematically analyzed. Consequently, this work aims to evaluate Sarmiento Bió's ideas regarding the preparation of young volleyball players and their education, as reflected in his sports-related work, which constitutes a valuable contribution to the development of the Camagüey volleyball, the Cuban school of volleyball, and ultimately, Cuban education, in which his scientific and educational activity is integrated. This investigation employs theoretical frameworks that explain the execution of historical-educational studies.

Keywords: sports work, pedagogical, periodization, contribution.

RESUMEN

El voleibol Camagüeyano ha sido portador de una rica historia y de ella se ha escogido como necesidad de estudio las ideas y concepciones del medallista de bronce olímpico Victoriano Sarmiento Bió contenidas en su quehacer deportivo-educacional y que constituyen una contribución al pujante desarrollo de la escuela cubana de voleibol. La elección de ello se debe, junto a la significación de su imagen para la comunidad de jugadores, entrenadores y profesores cubanos, la necesidad de sistematizar todo su legado como fuente de información para las actuales generaciones de jugadores y entrenadores. A partir de una minuciosa búsqueda bibliográfica, se ha podido comprobar que no existen referencias de su trayectoria como jugador, profesor y



entrenador. Tales circunstancias actúan como condicionantes y prueban la existencia de elementos contributivos, no sistematizados hasta ahora; en consecuencia, el trabajo se dirige a valorar las ideas acerca de la preparación de los jóvenes voleibolistas y su enseñanza contenida en su obra deportivo laboral que constituyen una contribución al desarrollo del voleibol camagüeyano, a la escuela cubana de voleibol y con ello a la educación cubana en que se integra su actividad científica y educacional. En esta investigación se utilizan las concepciones teóricas que explican la realización de los estudios histórico-educacionales.

Palabras clave: obra deportiva, pedagógica, periodización y contribución.

RESUMO

O voleibol de Camagüey tem sido portador de uma rica história e a partir dela foram escolhidas as ideias e concepções do medalhista olímpico de bronze Victoriano Sarmiento Bío como necessidade de estudo, contidas em seu trabalho educativo-desportivo e que constituem uma contribuição para o próspero desenvolvimento da escola. A escolha deste se deve, além da importância de sua imagem para a comunidade de jogadores, treinadores e professores cubanos, à necessidade de sistematizar todo o seu legado como fonte de informação para as atuais gerações de jogadores e treinadores. A partir de uma minuciosa pesquisa bibliográfica, constatou-se que não há referências à sua trajetória como jogador, professor e treinador. Tais circunstâncias funcionam como condições e comprovam a existência de elementos contributivos, até agora não sistematizados; Consequentemente, o trabalho visa valorizar as ideias sobre a preparação de jovens jogadores de voleibol e o seu ensino contidas no seu trabalho desportivo que constituem uma contribuição para o desenvolvimento do voleibol de Camagüey, para a escola cubana de voleibol e com ela para a educação de Cuba. a sua atividade científica e educativa está integrada. Nesta pesquisa são utilizados os conceitos teóricos que explicam a condução dos estudos histórico-educacionais.

Palavras-chave: esporte, trabalho pedagógico, periodização e contribuição.



INTRODUCTION

The 1970s witnessed a series of shifts that sparked renewed interest in biographical narratives as sources of knowledge. These changes were linked to the questioning of behaviorist and technocratic perspectives on behavior and education; the revaluation of the significance and interpretation of meaning in human processes, activities, experiences, and behaviors; and the rediscovery of the value of subjectivity. The recognition of personal stories as sources of information indeed, the act of storytelling itself has allowed for the exploration of the blurry boundaries between fiction and non-fiction, and has challenged the dominance of a particular conception of the scientific method. This conception raises *doubts* about the scientific value of personal stories, arguing that they may be more influenced by imagination or subjectivity than other evidence gathered through supposedly objective instruments like questionnaires. This position often overlooks the many forms of invention and imagination that can be employed when answering a questionnaire or survey. But more importantly, it disregards the fact that in social life, for individuals and for groups the meaning, impact, implications, and consequences of events are more significant than the events themselves Delory (2021).

Life stories also allow us to connect biographical experiences (the recollection of lived experiences transformed into narratives) and place them within a context. From this approach, Roberts (2002) defines life history as: the compilation, interpretation, and writing of the "life" report (the life history method) in terms of the narrated account or as a construction of the individual's past experiences (from various sources) to relate them to the narrative Hernández *et al.* (2010), Sancho (2014).

An Education for citizen life in Cuban socialist society is a concept that integrates the Martí's idea that: "A new world requires a new university. New sciences invade, reform, and undermine everything; new professorships. The divorce between the education received in an era and the era itself is criminal. To educate is to deposit in each man all the human work that preceded him: it is to make each man a summary of the living world, up to the day he lives: it is to place him at the level of his time, so that he floats



above it, and not leave him below his time, from which he will not be able to emerge; it is to prepare him for life." Chacón (2022)

This conception of education by José Martí, in the educational work of the Cuban Revolution, has been a reality since January 1st, 1959, taking into account, as acknowledged by the historical leader, the undefeated commander Fidel Castro, since his historic plea of "History Will Absolve Me," that education is an inalienable right of the human being, of the people, which is backed by the political will developed by the Communist Party of Cuba and the revolutionary government, embodied in the Cuban society's *Magna Carta* ("Great Charter"), which in its Martí-inspired sense collects Martí's civic thought when he says: "I want the first law of our Republic to be the cult of Cubans to the full dignity of man." Hernández, (2017)

In 1961, the National Institute of Sports, Physical Education, and Recreation (INDER by its acronym in Spanish) was established with the objective of promoting and organizing sports practice throughout the nation. Similarly, the INDER Voluntary Councils were formed, where people passionate about sports dedicated themselves to promoting this practice in communities. Previously, the Movement of Voluntary Correspondents had been created, whose members reported on local sports events through radio and press, an important aspect for fostering popular community sports culture. In that same year, 1961, Physical Education was incorporated into different levels of education, something that previously was only done in some schools, mainly private. Fidel Castro explained that before the revolutionary triumph, only 0.25% of the population practiced physical education or sports. He argues that physical education is necessary as it forms the foundation for sports Díaz Rodríguez (2010).

To value Victoriano Sarmiento Bío's contribution to the development of the volleyball in Camagüey, as of the systematization of his main ideas, actions, experiences and conceptions about the theory and pedagogical practice and his teaching, contained in his work.



MATERIALS AND METHODS

The study utilized both empirical and theoretical research methods.

Theoretical Methods:

- Historical-Logical
- Analysis-Synthesis
- Inductive-Deductive
- Generalization
- Interview

The combination of these methods allowed for an initial approach to the problem from both qualitative and quantitative perspectives.

The author recognizes periodization as a methodological tool essential for identifying key stages and periods within a particular process or the life of a subject under study. These periods reflect real-world transformations marked by significant milestones that define their boundaries in any human activity.

The following periods were identified:

- First Period (1968-1972): Sports Initiation
- Second Period (1973-1987): Sports Recognition
- Subperiod (1988-1999): Development of his work as a MES (Minister of Higher Education) Teacher
- Third Period (2000-2019): Consolidation of pedagogical work as a coach

RESULTS AND DISCUSSION

The Cuban Revolution has consistently prioritized sport since its inception, despite the challenging conditions imposed by imperialism and the economic blockade. The concept



of sports practice has its most concrete and widespread expression after the triumph of the revolution. In Cuba, efforts focus on promoting healthy sports that contribute to human enjoyment, the development of physical and spiritual potential, free from commercialism and of any influence that leads to practices harmful to health.

In 1976, the men's team won the Olympic bronze medal in Montreal, Canada. 1978 marked a year of great victories, as Cuba secured its first ever World Championship title for the women's team in the USSR, and third place in the men's tournament in Italy. Our country conquered the "Paul Libaud" Cup in 1986, thanks to the achievements of both teams in France and Czechoslovakia.

On June 5, 1996, a group of professionals of wide spectrum led by M.S José Luis Santana Lugones (2023), all connected to high-performance sports in Villa Clara, Cuba; interpreted how the fundamental concept of environmental protection and sustainable development should be applied to the sport preparation of the basic levels of the high-performance pyramid. Thus arose the constructor of Sustainable Sports Training, defined as "a multifactorial and integrated pedagogical process aimed at physical improvement and the development of capabilities, with the goal of achieving high sports performance without compromising the athlete's quality of life and ensuring their full enjoyment of reintegration into everyday social life."

These needs for scientific intervention constitute a problematic situation that demands the action and interest of current researchers. In this regard, there is a noticeable lack of knowledge among the current generation of coaches and teachers about the work of Victoriano Sarmiento Bío. The lack of systematization in studies conducted on this educator does not meet the expectations of coaches, educators, or educational authorities regarding his contribution and impact on the improvement of Cuban sports.



Physical Education was the main driving force for B.S Sarmiento in his early school years in his beloved Jaronú central, now Brazil. Therefore, to approach his pedagogical work, we will do so from the aforementioned periods.

In 1967, in the new THE MICONS Community, the last settlement of the Sarmiento family, sport emerged in an organized manner. In this context, he recalls the advice of his physical education teacher, Antonio "Tony" Baró, who eventually began to instill in him the idea of getting involved in volleyball practice and invited him to go to the city of Camagüey to join the EIDE (Sports Initiation School). His height and physique continued to be of interest to his physical education teacher in his desire to turn him into a volleyball player. Coach Ricardo Fernández, nicknamed "Spaghetti," the volleyball coach of the Sports Initiation School (EIDE, by its acronym in Spanish) in the 13/14 age group, subtly convinced him to join the "Cerro Pelado" EIDE in the provincial capital through volleyball, promising him that his abilities would take him "far." This was in September 1968, meaning that his volleyball journey began by chance Estrada (2019).

Second Period (1973-1987): Sports Consecration

Starting in 1973, Sarmiento was selected as a member of the national junior team until 1977, performing outstandingly due to his knowledge and responsibility. He participated with remarkable results.

During this period, Sarmiento already exhibited a singular capacity for work, characterized by his dedication and passion for training.

The renowned coach, B.S Eliseo Ramos Rivas (former technical director of the National Team), commented on Victoriano when asked about him:

He was a very important athlete in the formation of our teams for the first-division national tournaments, because he always maintained excellent performance, motivating the other team members to strive for the objectives set for each match. He was very disciplined and, above all, a hard worker. To illustrate this, I will tell you an anecdote: During the celebration of a national championship in Matanzas, where, as always, we



counted on him, we were informed that he had stayed in Havana, because he had arrived from a tournament in Russia with an injury in his little finger of the left hand. I knew that his mere presence would positively influence the team's morale and worry the opponents. So, I spoke with the commissioner of our province, Gilberto Macías, to arrange transportation to go and get him. And so I did. I arrived at Cerro Pelado, explained why his presence was needed in Matanzas despite his injury, and he agreed to go to the competition. For me, who had the opportunity to lead several national tournaments, I consider that Victoriano has been one of the best players that has participated in national tournaments. Keep in mind that at only 18 or 19 years old, he participated and played in the 1976 Montreal Olympics. He had three very important things in his favor:

- a) his game vision, derived from his time as a setter during his rise,
- b) his ambidextrous playing ability,
- c) and because he always trained at one hundred percent.

Referring to Sarmiento Bio, the distinguished M.S Professor Ángel Tomás Iglesias Guerra; former athlete of the national volleyball team, coach of the Algerian national team and university teams, Head of Department and Dean of the Higher Institute of Physical Culture (now the University of Sport), Technical Methodological Head of INDER, High Performance Director and Vice President of Sports Activities, expressed:

As an athlete, he was the first of the Sarmiento brothers to enter the national team with extraordinary results (among the best in Cuba). His ability to always give his all was a distinctive feature of his sports career. It should be noted that from a young age he knew how to use his ambidextrous condition both for attacking and passing, the latter being one of the skills that led to his rise to the senior team and motivation to think about developing two-handed setters in his future preparation and training as a sports coach, meaning he always had a very particular interpretation in his vision as a coach of young talents.



PhD Ídolo Gilberto Herrera Delgado, who was his coach as national coach (Researcher and Full Professor, Cuban Sports Research Center (CIDC, by its acronym in Spanish)), commented the following:

This brilliant young man joined the national team from the youth ranks around 1974. A player with a slow, deliberate gait, a soft-spoken nature, and an interest in every aspect of his growth as an international player. He possessed the qualities to play volleyball well. He did everything we asked, constantly learning and questioning, always attentive and dedicated on the court, where he quickly demonstrated that extra something, that special quality that talented players have to win Olympic medals. When he arrived, there was already a team climbing the ladder towards the absolute world level, so the peak, with talented young players, was always ahead of them. He had great aspirations, but he was also very well guided from the grassroots until he rose to become one of the best in Cuba when he was selected for the 1976 Montreal Olympics.

Sarmiento was trained as a substitute player in defense, serve, and reception, a role he embraced with the responsibility of the moment. His ambidextrous nature allowed him to do things in crucial moments, sometimes unexpectedly for his age. Having previously played as a setter in the youth ranks, he undoubtedly gained a better understanding of the game. His levels of concentration had to grow to match the other functions performed by more experienced players, who had been tempered by the factor of time in official competitions and training.

On the day of his nomination, the head coach of that team, who subscribes this note, stated, "Victoriano Sarmiento is nominated as one of the first changes to play in decisive moments of any match, in defense, reception, and serve at the Olympic Games, where our team expects to obtain a good performance." Witness of those times, the performance that Victoriano Sarmiento had in the area of physical conditions is presented. Position obtained in the variables used during the Olympic preparation.

Spearman Rank Correlation Coefficient (Tables 1-4)



Table 1 - Spearman Rank Correlation Coefficient

Name	A E N	A. E	Age	T. J.	Height	Reach	V73 -76	V73	V74	V75	V76
V.S	15.5	14	15.5	15	5	7.5	16	-	-	12	-

Table 2 - Spearman Rank Correlation Coefficient

VoReG	VoRaB	Vo ReRa	Tech Vo	Tact Vo	V.P. F	Snatch	Squats	Clean	Jerk
15	15	-	12	14	14	12	12.5	13.5	15.5

Table 3 - Spearman Rank Correlation Coefficient

Medicine Ball	Jump with Run	Jump without Run	30 meters Fly	Special Speed Test	Complex Reaction
-	17	15	15	15	14

Table 4 - Spearman Rank Correlation Coefficient

S. R.Pe.	Medical Specialty	S. C. Swedish	1500 m	Performance	Games Played
16	11.5	14	15	16	15

Criteria of this nature give us a measure of the exceptional qualities as a person and as an athlete that distinguish this outstanding coach. His experiences, based on other criteria, were put to good use in his work as a university professor. We will address these considerations in another stage of his life.

Sub-period (1984 - 1999): His Work as a Professor in the Ministry of Higher Education

B.S Sarmiento joined Higher Education in 1984, starting his work at the Department of Physical Education as a volleyball teacher at the then "José Martí" Higher Pedagogical Institute in Camagüey. As a teacher, he stood out for his participation in the development of textbooks and teaching materials related to volleyball. In the methodological preparation activities that were held, we could count on his presence and participation. He was one of the first to arrive, always respectful and attentive to his



colleagues, helping the development of the subject with his knowledge and promoting a movement to enhance pedagogical updating among the professors.

In an interview with PhD Enrique Vicente Peralta Rodríguez, a work colleague and expert in research, he stated:

Victoriano Sarmiento worked as a professor at the "José Martí" Higher Pedagogical Institute (ISPJM by its acronym in Spanish) in the city of Camagüey. Initially, he was in the Department of Physical Education, which catered to the Bachelor's Degree in Education, specializing in Physical Education, in addition to the Physical Education received by the rest of the students who studied different majors in Education.

Due to the increase in enrollment in daytime courses and the creation of part-time courses for practicing teachers in different specialties of Education, the Faculty of Physical Education was created. Initially, its structure had three departments: one for Physical Education and training, another for practical subjects, and a third for theoretical subjects. These last two departments responded to the existing curriculum for the training of Bachelor's degrees in Education, specializing in Physical Education. Professor Victoriano Sarmiento worked in the Department of Practical Subjects, that is, in the training of future Bachelor's degrees in Education, specializing in Physical Education.

Throughout his time at the ISPJM, Professor Sarmiento was consistently involved in the teaching and development of volleyball, carrying out various roles, including:

- Volleyball teacher in Physical Education, service provision.
- Volleyball Teacher in the department of practical subjects, providing specialized volleyball instruction to students pursuing a Bachelor's degree in Education, specializing in Physical Education.
- Principal volleyball professor in the department of practical subjects for the formation of the Graduates in Education, specialty Physical Education in the ISPJM.



- Volleyball Coach for the Men's Team in the Commission for the Improvement of University Athletes (COSAU by its acronym in Spanish) of the ISPJM, achieving significant results in zonal and national university sports competitions.
- Responsible in the ISPJM for the validation of the Volleyball subject, of the discipline "Games with Balls" of the curriculum of the Bachelor's degree in Education, specializing in Physical education.
- He participated as a main agent in different methodological activities, among them in a methodological meeting, a demonstrative class, and an open class, contributing actively to the department's teaching and methodological initiatives.
- From the point of view of the scientific-methodological work, he presented research papers aligning with the methodological lines of his department and faculty, particularly focusing on the validation of study programs.
- Sarmiento participated in scientific events at institution level and others summoned by the Provincial INDER, demonstrating high scientific and methodological standards.
- He belonged to the research team of the ISPJM, participating in a national research project investigating the level of Physical Efficiency of students in pedagogical institutes, fulfilling assigned tasks.
- For his work as a teacher, he received recognition at the level of teaching departmental and faculty.

Professor Juan Díaz Álvarez, a fellow professor in the Department of Physical Education from 1982 to 2021 (and Vice-Dean of the department from 1984 to 1988), offers another perspective on Professor Sarmiento's remarkable qualities: I met Sarmiento at the ISPJM "José Martí". We worked together in the Faculty of Physical Education (1980-1986). He was a very dedicated professor, knowledgeable in volleyball, and known for his high standards. Yet, he never hesitated to help and collaborate with those who sought his guidance. He was uncompromising when it came to poor work or those who didn't take the role of a physical education teacher seriously. My relationship with him also strengthened through our participation in tasks related to MTT [Territorial Troops



Militia]. He was in charge of explosives, a very important task that demanded a lot of discipline and organization. Professor Sarmiento fulfilled his assigned responsibilities meticulously during that time Díaz Rodríguez (2010).

B.S Sarmiento simultaneously with his pedagogical activities provided his services in activities associated with volleyball sports training in the school categories of EIDE "Cerro Pelado" of his beloved Camagüey as a means to not be away from the practical activity of volleyball. M.S Jorge Luis Sánchez (Head of the Department of Games with Balls at the Faculty of Physical Culture from 1993 to 1996) adds:

Victoriano Sarmiento, during that time, worked as a professor, teaching both basic and specialized volleyball to workers, athletes, and regular daytime students.

He was a very responsible professor, dedicated to his duties. His classes were highly updated scientifically and met the methodological requirements of higher education. He actively participated in the faculty's scientific conferences and methodological seminars, fulfilling his professional development plan. He always maintained good relationships with his colleagues and students. He placed great importance on his physical and technical preparation to be able to handle demonstrations in practical classes. As a member of the teaching teams, he actively participated in all sports events, making him a well-rounded professor. During this period, he maintained his status as an exemplary educator. I believe he was a model educator.

Third Period (2000-2019): Consolidation of his Pedagogical Work as a Sports Coach

The study of Sarmiento's pedagogical work allows us to identify a third period that builds upon the previous one, without any ruptures but with a deepening and systematization. His educational, pedagogical, and research work became broader, richer in ideas.

Results within and outside the country:

- He continued his teaching and professional work both in his country and abroad.



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- As a coach, he achieved numerous successes, among which the most important were:
 - Silver Medal: National School Games, male 15/16-year-old category. Villa Clara. 1997.
 - Bronze Medal: National Youth Games, Male. Sancti Spiritus. 2001.
 - Silver Medal: National Youth Games, Male. Santiago de Cuba, 2002.
 - Gold Medal: Male Youth Qualifying Tournament. 2012. Las Tunas.
 - Silver Medal: National Youth Games, Male. 2013. Las Tunas.
 - Gold Medal: National Youth Games Qualifying Tournament, Male. 2016. Camagüey.
 - Gold Medal: National Youth Games, Male. 2016. Camagüey.
 - Silver Medal: National Youth Games, Male. 2017. Matanzas.
 - Silver Medal: National Youth Games, Male. 2018. Matanzas.

In the international arena, he obtained significant results:

- National Youth Sports Games. August 97. Maracay. Venezuela: one silver and three gold medals.
- National Male Youth Qualifying Championship. Barquisimeto, Venezuela. October 98: silver medal.
- Junior National Championship. June 99. Valencia, Venezuela: gold medal.
- XIV South American Junior (male) Championship. July 2004. Silver medal.

He participated as a speaker in:

- Volleyball teaching methodology course. Barinas. Venezuela. 1998.
- Level II Volleyball Leveling Course. September. Táchira. Venezuela. 1999.
- Volleyball technical fundamentals update workshop. Caracas. Venezuela. March 2004.
- Plyometric course for jump development / Use of the Swedish box in plyometric work. INDER Base Scientific-Technical Forum. Camagüey. May 2010.



His Work as a Researcher

The systematization carried out in the pedagogical work of Victoriano Sarmiento Bió, both as an athlete, teacher, coach, and researcher, allow us to claim that his singular experience of being a teacher and coach for over 30 years is significant for the author. As a result of his work, one can appreciate various presentations and ideas that evolved into small internal research projects closely linked to Pedagogy and Physical Culture. According to some of his colleagues, he managed to make these concepts his own and apply them to his conceptions in the training of his athletes.

Another contribution to the development of the Camagüey volleyball is associated with his promotion, direction, structuring, and organization in the training of setters who develop the ability to attack on the second touch with their left arm. This creates a kind of unexpected attacker, whose actions strengthen the offensive arsenal of his team, both in consolidating the attack (KI) and in counterattacking (KII).

Scientific research applied to the sporting sphere has the athlete as its main center of interest in two fundamental directions. The athlete is both the object of the research and the subject. In the case at hand, the problem lies in the need for the researcher, as a director, professor, or teacher, to truly become a subject with the minimum necessary scientific resources to proceed consistently in solving the educational problems that repeatedly arise during the teaching-learning process of his students, the objects of research, at different levels of education and in different school institutions.

Therefore, the core of this problem is to achieve a complementary relationship between teaching and research. This would enable the improvement, not only of the teaching-learning process of a specific group of students, but also the generalization of solutions to specific problems. This, in turn, would contribute to addressing problems in other contexts and dimensions.



Victoriano Sarmiento Bió and the enduring relevance of his ideas in the modern Cuban school

To fully grasp the pedagogical work of Victoriano Sarmiento Bió, and to recognize his scientific, cognitive, methodological, and educational values, it's essential to highlight certain conditions in his person that validate his discourse and allow us to appreciate the solidity of his practice.

- He shared and embraced the ideas that have shaped Cuban sports pedagogy, particularly those of three renowned figures: Gilberto Idolo Herrera, Juan Díaz Mariño, and Eliseo Ramos Rivas.
- He played a leading role in the pedagogical work he experienced. This was one of the most motivating incentives for his full dedication to teaching.
- He simultaneously pursued scientific creation alongside pedagogical and socio-political work, broadening the scope of his contributions.

Professor Victoriano Sarmiento Bió's work is ideal for recognizing the importance of science and its role in human education. It effectively interacts with the subjects of the teaching-learning process, fostering the exchange of values and knowledge, mutual influence, and the consolidation of motivations. It possesses the ability to respond promptly to the problems generated by the pedagogical process itself. It is a work that allows us to understand the characteristic features of his pedagogical style.

The work of this coach is perfect for cultivating a love for the profession in future physical education teachers and sports technicians. Allowing to discover the characteristic features of the authentic Cuban pedagogical style. His integrity becomes a valuable source that significantly contributes to the feedback, experience, and culture of the coach ingredients that are crucial for their training.

In the current Cuban educational reality, the experience of this pedagogue provides us with an example of a person whose primary characteristic is an affinity for creative thought. Arteaga (2020)



A detailed study of his work can be extremely useful in our context to continue strengthening, through his example, the formation of an athlete who prioritizes human values.

CONCLUSIONS

This research contributes to a systematic study of the educational work, theoretical and practical, of Victoriano Sarmiento Bío. It includes a periodization of his work and a chronology of the educator's life. Moreover, as a result of the research, the contribution of this educator for over three decades to the development of pedagogical thought in his time is revealed. This demonstrates how his work was aimed at improving education through the enrichment, dissemination, and scientific development of thought.

Disseminating the life and pedagogical work of Victoriano Sarmiento Bío is of great importance considering that he was an educator who excelled both in teaching the theory and practice of volleyball and in his activity of directing the training process of athletes. Taking into account that dissemination allows for the expansion and updating of knowledge, the most significant aspects of both the life and pedagogical work of Victoriano Sarmiento Bío were selected.

The periods into which his life and pedagogical work were divided allow for a clearer and more organized view of the evolution of his thought, which was shaped and enriched by his own educational practice.

The research presented confirms the existence of a close unity in Cuban pedagogical thought throughout its historical development, marked by its deep patriotism, its militant humanism, and its vocation for pedagogy.



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The author has participated in the drafting of the work and analysis of the documents.



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