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# Ciencia y Deporte



## *Methodology of offensive tactical preparation in Baseball 5*

*[Metodología de preparación táctica ofensiva en el béisbol 5]*

*[Metodologia de Preparação Tática Ofensiva no Beisebol 5]*

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### **ABSTRACT**

**Introduction:** this article was developed after identifying theoretical, methodological, and practical shortcomings in the offensive tactical preparation process in 5-a-side baseball.

**Aim:** to develop a methodology that contributes to the improvement of offensive tactics in first-class 5-a-side baseball.

**Materials and methods:** the theoretical methods used for scientific research were analytical-synthetic and systemic structural-functional. The empirical methods used

were documentary analysis and expert judgment. The mathematical-statistical methods used were descriptive and inferential statistics.

**Results:** several categories and definitions are incorporated into the study of the contextualized perspective of the tactical preparation process, with emphasis on the offense to be developed in game situations in Baseball 5 to contribute to its integrative approach tempered to the current demands of this sport, susceptible to being used in other sports disciplines, new ways and procedures are offered that promote the establishment of structural and functional relationships for the improvement of offensive tactics in first category Baseball 5 with an integrative approach, corroborating its feasibility from the evaluative results issued by the selected experts.

**Conclusions:** the methodology, designed with a comprehensive approach, facilitates the establishment of structural and functional relationships for improving offensive tactics in first-class 5-a-side baseball. Its application in social practice is instrumental in achieving the proposed objectives. With the application of the methodology, its feasibility was confirmed based on the favorable opinions of experts.

**Keywords:** Baseball 5; Methodology; Offensive Tactical.

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## **RESUMEN**

**Introducción:** el presente artículo se realizó a partir de detectar insuficiencias teórico-metodológicas y prácticas en el proceso de preparación táctica ofensiva en el béisbol 5.

**Objetivo:** elaborar una metodología que contribuyan al mejoramiento de la táctica ofensiva en el béisbol 5 primera categoría.

**Materiales y métodos:** se emplearon como métodos teóricos de la investigación científica el analítico-sintético y el sistémico estructural funcional. De los empíricos, el análisis documental y el criterio de expertos. Como métodos matemático-estadísticos, la estadística descriptiva e inferencial.

**Resultados:** se incorporan varias categorías y definiciones al estudio de la perspectiva contextualizada del proceso de preparación táctica, con énfasis en la ofensiva a desarrollar en situaciones de juego en el béisbol 5 para contribuir a su enfoque integrador

atemperados a las exigencias actuales de este deporte, susceptibles a ser utilizados en otras disciplinas deportivas, se ofrecen nuevas vías y procedimientos que propicien establecer relaciones estructurales y funcionales para el mejoramiento de la táctica ofensiva en el béisbol 5 primera categoría con enfoque integrador corroborándose su factibilidad a partir de los resultados evaluativos emitidos por los expertos seleccionados.

**Conclusiones:** la metodología diseñada con un enfoque integral propicia establecer relaciones estructurales y funcionales para el mejoramiento de la táctica ofensiva en el béisbol 5 primera categoría con enfoque integrador su aplicación en la práctica social el logro de los objetivos propuestos. Con la aplicación de la metodología, se corroboró la factibilidad de la misma a partir de los criterios favorables de los expertos.

**Palabras clave:** béisbol 5; metodología; táctica defensiva.

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## **RESUMO**

**Introdução:** este artigo foi escrito após a detecção de deficiências teórico-metodológicas e práticas no processo de preparação tática ofensiva no Beisebol 5.

**Objetivo:** desenvolver uma metodologia que contribua para o aprimoramento das táticas ofensivas no beisebol 5 de primeira classe.

**Materiais e métodos:** os métodos analítico-sintético e estrutural-funcional sistêmico foram utilizados como métodos teóricos de pesquisa científica. Das empíricas, análises documentais e critérios periciais. Como métodos matemático-estatísticos, estatísticas descritivas e inferenciais

**Resultados:** diversas categorias e definições são incorporadas ao estudo da perspectiva contextualizada do processo de preparação tática, com ênfase no ataque a ser desenvolvido em situações de jogo no Beisebol 5 para contribuir com sua abordagem integrativa temperada às demandas atuais deste esporte, suscetível de ser utilizada em outras disciplinas esportivas, são oferecidos novos caminhos e procedimentos que promovem o estabelecimento de relações estruturais e funcionais para o aprimoramento

das táticas ofensivas no Beisebol 5 de primeira categoria com uma abordagem integrativa, corroborando sua viabilidade a partir dos resultados avaliativos emitidos pelos especialistas seleccionados.

**Conclusões:** a metodologia desenhada com uma abordagem integral facilita o estabelecimento de relações estruturais e funcionais para o aprimoramento das táticas ofensivas no beisebol de 5 de primeira classe com uma abordagem integrativa, sua aplicação na prática social e o alcance dos objetivos propostos.

Com a aplicação da metodologia, sua viabilidade foi confirmada com base nos critérios favoráveis dos especialistas.

**Palavras-chave:** Beisebol de 5; Metodologia; Tática Ofensiva.

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## *INTRODUCTION*

The ongoing scientific and technological development currently underway allows for certain advances in social, economic, and other spheres, one of which is sports, which are no exception. This is the case with ball sports, specifically 5-a-side baseball. This is a recent development, posing new challenges for perfecting its practice and sporting results.

This research is consistent with these objectives and aims to contribute to improving offensive tactical preparation in first-class 5-a-side baseball in the Guantánamo province.

This is a sport that requires creativity and dynamism. Despite its youth, it is recognized by diverse fans in different countries around the world. However, it has received little attention in achieving changes and results in its training and widespread adoption. Despite this, in our country, paths and procedures are implemented to promote its vitality in the preparation of Baseball 5 coaches at each level of the sports pyramid. Despite these efforts, limitations persist.

Athlete preparation is a process that leads to the fulfillment of planned goals, that is, to achieving optimal athletic performance. It comprises physical, technical, tactical, psychological, and theoretical preparation. This research explores tactical preparation, referring to offense, in order to provide avenues and procedures, taking into account the recent emergence of 5-a-side baseball.

During the research, it was found that there is a lack of bibliographies addressing theoretical preparation in the offensive tactical component of this sport. To confirm this assertion, an international, national, and regional review of authors who have worked in this field was conducted.

It is worth highlighting that in Baseball 5 the studies carried out in different fields are scarce, among which the following can be cited: national: Torres and Ramos (2020); Oberto (2022); in the international order: Aramayo and De Marziani (2021); Castro (2022) the aforementioned authors, are framed in aspects related to the improvement of the technique, both offensive and defensive, Baseball 5 as a motivation for the Physical Education class and its emergence as a sports discipline.

From this perspective, it is evident that the scientific approach to training in 5-a-side baseball has been insufficient, a limitation that is even more pronounced in regard to theoretical preparation for offensive tactical training. However, regarding offensive tactical preparation, limitations are evident that require scientific attention.

In relation to the general aspects of the sports training process, it continues to show a lack of depth in said preparation, the authors have focused on activities where the motor nature of the activity predominates, despite this, there are others who have contributed elements that are linked to tactical preparation, in this sense, the following authors can be cited: Bompa (2000); Verjoshansky (1990); Platanov (2002); Collazo and Betancourt (2006).

All of these contributions are crucial to this work, despite their insufficient coverage of offensive tactical preparation, because they facilitate a better understanding of the tactical training process.

From this perspective, baseball is considered the closest reference to Baseball 5, in terms of the similarity with which it approaches tactical preparation. However, there are some shortcomings in theory, and specifically in offensive tactics.

In this sense, the studies carried out by Reynaldo (2006) stand out; these authors, fundamentally, provide solutions that seek to transform aspects related to achieving greater efficiency in offensive technical-tactical action and base running. They agree on several of the criteria addressed in their work; however, limitations persist in the theoretical offensive tactical and methodological knowledge of coaches related to offensive tactical preparation.

For his part, Martín (2007) proposes to articulate the foundations for understanding technical-tactical preparation with an emphasis on group actions. He makes a significant contribution, since his proposal seeks to stimulate the use of productive methods, promoting problematic learning and the creative activity of the player, for which he declares modeling as a method for these purposes, aspects with which we agree due to the usefulness they have for our work.

It is necessary to point out that at the national level, research has been carried out on the process of teaching tactics in other sports, in which various solutions are provided in the methodological order, related to different offensive tactical technical aspects, among the authors are: Sainz (2003) and Valero and Hernández (2019).

In this regard, and as a result of the bibliographic search carried out, it was found that baseball coaches 5 show inadequacies when it comes to understanding the importance of offensive tactics in the successful performance of their players and, consequently, their impact on achieving high collective results.

The main difficulties arise in the way in which the active participation of players is managed, turning them into reproductive entities in the process, which inevitably leads to a state of misinformation regarding essential aspects of the process of creating responses to offensive tactical actions.

For this reason, offensive tactical preparation must be conceived based on methods that stimulate productive levels, the creation and application of knowledge, an aspect that has been demonstrated by the insufficient treatment provided by science.

The aforementioned is a reflection of inadequate planning in the sports training process, in which there are persistent deficiencies in stimulating players' transition through the aforementioned levels of knowledge assimilation, which is essential for achieving tactical objectives in any ball sport.

Along these same lines, it was possible to corroborate the lack of intentionality that contributes to the development of tactical thinking in Baseball 5 players for its correct application during training and competition, in order to provide them with the various solution variants in the different tactical situations they must face in confrontations with the adversary.

In line with the previous line of thought, the author of this research agrees with Iznaga (2021) in stating that the tactical preparation process involves a systemic, contextualized and integrative integration of all its components (tactical, technical, physical, psychological and theoretical), which leads to taking into account the characteristics, potentialities and real possibilities of the footballers and the relationships established between them, in which the coach is the fundamental mediator.

However, the actual situation of the preparation process of players in each sport according to practical findings in the training unit, show that this has an eminently technical nuance, since the tactical actions that are developed are decontextualized from the game situations, which does not make it possible to predict the possible tactical performance. Likewise, the technical nature of the methodological procedure used by coaches for tactical preparation is characterized by the use of physical and technical methods.

The statements presented here are the result of the author's experience with more than 5 years as a baseball coach 5, as well as a diagnostic study carried out from the application of empirical methods, which showed the fundamental causes that affect the



process of offensive tactical preparation and as a consequence the insufficient correspondence with current trends in training for high competition.

In a diagnostic study of baseball coaches in Guantánamo province, supported by the application of empirical methods, the following practical limitations were confirmed:

- Theoretical, practical, and methodological limitations in the offensive tactical preparation process of first-class baseball.
- Lack of pathways and procedures that facilitate the establishment of structural and functional relationships for improving offensive tactics in first-class baseball with an integrative approach.
- Inadequate offensive tactical performance of first-class baseball players in game situations.

To address these shortcomings, the goal was to develop a methodology that would contribute to improving offensive tactics in first-division baseball.

## ***MATERIALS AND METHODS***

Used for scientific research were analytical-synthetic, inductive-deductive, and structural-functional systemic. Empirical methods included observation, surveys, interviews, document review, and expert judgment. Mathematical-statistical methods included descriptive and inferential statistics.

The research was conducted from January 2023 to February 2024, with a population of 7 baseball coaches, 5 from the Guantánamo province.

Consequently, three dimensions are assumed for the evaluation of the aforementioned variable: conceptual offensive tactics, procedural offensive tactics and behavioral offensive tactics, which are defined below.

The offensive tactical conceptual dimension refers to: the mastery of the theoretical platform of the regulations for offensive tactics in Baseball 5.

Indicators:

1.1. Coaches' level of knowledge about improving offensive tactics in Baseball 5. (Survey, interview, and training observation).

1.2. Mastery of the relationships established between the categorical system and the characteristics of offensive tactics in Baseball 5. (Survey, interview and training observation).

The tactical offensive procedural dimension relates to the methodological approach of Baseball 5 coaches; it is the instrumental apparatus, the paths and procedures employed that ensure the implementation or execution of theoretical knowledge in practice.

Indicators:

2.1. Level of utilization of methods and procedures for improving offensive tactics in Baseball 5. (Document review, interview and survey).

2.2. Degree of methodological treatment for the improvement of offensive tactics in Baseball 5. (Document review, interview, survey and observation).

The offensive tactical behavioral dimension establishes the modes of action of coaches and players in different game situations, the qualities that condition and result their successful performance; they constitute a synthesis of many qualities of intelligence, from cognitive intelligence in advance decision-making to the expression of the metacognition achieved in their preparation.

Contextualizing this dimension in this research: it refers to the evidence in the coach's activity, of his adequate performance in offensive tactics during the development of the sports training process that attest to his tactical preparation.

Indicators:

3.1. Players' offensive tactical performance in game situations. (Survey, interview, and observation).

3.2. Level of application of integrative offensive tactical assessments in training and competition units. (Document review, interview, survey, observation).

To evaluate the indicators and dimensions, a measurement scale is established containing three categories: high (H), medium (M) and low (L), in order to obtain information regarding the preparation of coaches to improve offensive tactics in Baseball 5.

Regarding dimension 1. Conceptual offensive tactics, the most affected indicator is 1.2, these results show that the level of knowledge of coaches (93.7%) is limited regarding the relationships established between the categorical system and the characteristics that affect the process of offensive tactical preparation of Baseball 5. Therefore, the indicators and the dimension are evaluated as Low (B).

Related to dimension 2. Offensive procedural tactics, the indicator that shows the greatest difficulty is 2.1, which shows insufficient application of methods and procedures by coaches (87.5%) to improve the offensive tactics of Baseball 5 in terms of player performance in game situations. Therefore, the indicators and dimension are rated as Low (B).

Finally, in dimension 3. Offensive Tactical Behavior, the indicator that shows the greatest difficulty is 3.2, which expresses inadequate preparation of coaches (90.6%) on how to improve players' offensive tactical performance in game situations. Therefore, both the indicators and the dimension are rated as Low (B).

In line with the previous categories, the dependent variable is evaluated as Low (B) and to solve these limitations, a methodology for improving offensive tactics in first-class baseball is proposed below.

## ***RESULTS AND DISCUSSION***

methodology for improving offensive tactics in first-class baseball is proposed as a solution to the stated problem, in response to the research question and in accordance with the research objectives .

The overall objective of the methodology is to contribute to preparing 5-a-side baseball coaches in the theory of offensive tactics, fostering cooperative exchange and reflective thinking, allowing for efficient integration into practice, as well as contributing to improving players' tactical performance in game situations and competitions.

The philosophical foundation, theoretical and methodological basis of the proposal, is based on the dialectical materialist method, which allows for the analysis and interpretation of the categories that comprise it, oriented towards offering the appropriate solution to the problem under study.

According to dialectical materialism, the systematization of theory and its relationship to practice reveals the Theory of Knowledge, leading to its functioning as a whole, structuring itself in each and every one of its parts. This also reveals a totalizing and dialectical process, in which the discordant relationships manifested in the object are simultaneously evident. Reasoning from this position inevitably leads to considering its fundamental principles, laws, concepts, and categories for improving offensive tactical performance.

This being so, it is assumed in this research that the improvement of offensive tactics requires a productive and creative way in the process of tactical preparation in high-performance sport, which facilitates the materialization of the dialectical path of knowledge, framed in the transition from abstract thought to practice, thus providing an increase in knowledge, in know-how, fundamental aspects in tactical preparation, whatever its nature.

From a sociological perspective, the methodology takes into account the current characteristics and demands of high-performance sports, their social mission, the fundamental settings, and the behavior of participants in the social environment. In this regard, the relationship between activity and communication should be highlighted, as well as their active role in the development of socialization.

In line with the previous approach, sociology, as a science that studies the development, structure, and function of society, demonstrates in this research the usefulness of information about the characteristics of the community, the family, and society as a whole that influence the behavior of players in sports. Through sociology, the method of direct observation has been applied to assess how offensive tactics fit into the social phenomenon under study.

Following the same order of ideas, we agree with Oberto and Llago (2022) , when they point out that the sociology of sport has as its object of study the phenomena related to the organization of sport that can generate explanations for family and economic problems, suggesting a definition of roles between men and women since sport involves a series of behaviors and social processes that not only express its structure but also the social structure, which is why sport exists as an activity.

Likewise, it is agreed that this science also responds to humankind's preparation for life, to interact communicatively with the environment, transforming it and itself, which reveals the importance of the social environment in the development of the individual. Therefore, the proposed methodology takes into consideration social relationships within and outside the preparation and competitive arena.

Vygotsky and his followers is adopted , as it presupposes novel ideas. In this sense, to construct the methodology, given the relevance and validity of its concepts, elements such as the fundamental genetic law of development, related to the role of coaches and players in the transition from the external to the internal, and the need to contextualize offensive tactics in Baseball 5, are necessary.

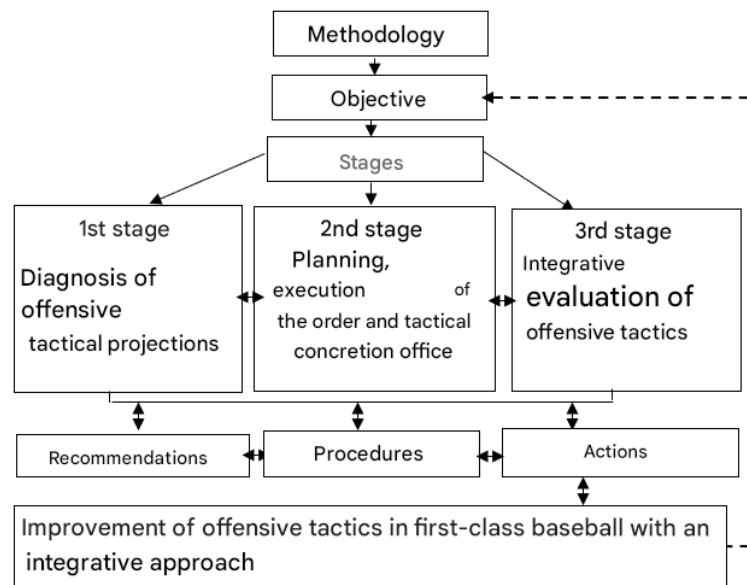
Regarding the dynamic law of development, it grants personality a comprehensive and active character, which is achieved through the social interactions of the individuals involved, in this case, coaches and players. Hence the importance of the sports team as a group, since group processes enable the personal and professional growth of its members. The group is a space for reflection, utilization, and application of sociohistorical experiences and personal resources, aspects that are taken into account in the proposal.

In this research, the methodology presupposes that functional and structural relationships are aligned with the tactical preparation process; the coach must be able, using scientific and methodological grounding, to foster the improvement of offensive tactics and their subsequent assessment, enabling the adaptation of the results of the aforementioned process. This leads to the interrelationship between the elements of theory and practice.

The proposed methodology is structured in stages with their actions and activities which are listed below:

- First: diagnosis of offensive tactical projections.
- Second: planning and organization for the tactical offensive implementation.
- Third: integrative evaluation of offensive tactics.

Below is a diagram of the structure of the methodology for improving offensive tactics in first-



*Fig. 1. - Structure of the methodology*

#### *Description of the stages*

First stage. Diagnosis of offensive tactical projections

Objective: To determine the knowledge needs of coaches and players regarding offensive tactical preparation in Baseball 5 in order to obtain information that could be used in the design of the methodology.

At this stage , a diagnosis is made to identify the knowledge limitations of coaches and players in relation to offensive tactical preparation. This will take into account the selection and development of instruments to check their level of knowledge, determine specific deficiencies and training potential to contribute to the improvement of offensive tactical preparation in Baseball 5 and the needs of players shown during the solution of offensive tactical game actions.

Second stage. Planning, execution of the order, and tactical offensive specification:

This stage comprises two moments: offensive tactical ordering and offensive tactical concretion. During this stage, a logic is maintained in its organization, starting from the selection and location of the contents to be addressed, the determination of its objectives, methods and procedures. In addition, the contents are taught through workshops and group discussion classes, encouraging cooperative exchange and reflective thinking among the participating subjects.

Examples of training workshops:

Workshop #1. Title: Main characteristics of Baseball 5 and the rules of the game.

Workshop objective: To discuss the main characteristics of the 5-a-side baseball game and its rules, in order to link them with offensive tactical preparation based on the pedagogical, psychological, and sports training requirements with a contemporary approach, taking into account the practical experiences gained.

Steps to carry out the workshop:

- To exchange views and establish consensus on the main elements that characterize the game of 5-a-side baseball and its rules through brainstorming, to determine their influence on offensive tactical preparation.
- Reflect on the current pedagogical, psychological, and sports training demands and their influence on offensive tactical preparation based on the characteristics of the 5-a-side baseball game.
- Draw conclusions and submit them to the group for evaluation.

Organization: in plenary session

Task orientation: To delve into the current pedagogical, psychological, and sports training requirements and their influence on offensive tactical preparation based on the characteristics of the 5-a-side baseball game and its rules, and to submit in writing any ideas that have emerged from the study.



Search for information on the concepts of tactical preparation and offensive tactical preparation

Workshop # 2. Title: Historical evolution of tactical preparation, conceptual treatment and its classification.

Workshop objectives: To analyze how tactical preparation has evolved from a conceptual perspective and its classification to identify key terms that foster a better understanding and facilitate its connection to the offensive tactics training process based on the characteristics of the 5-a-side baseball game.

Third stage. Integrative evaluation of offensive tactics:

Objective: To evaluate the performance of players in responding to the task system by levels of complexity in different contexts to obtain information on the level of application of the theoretical and practical knowledge acquired.

At this stage, the results achieved in the players' performance in responding to the system of tasks by levels of complexity will be evaluated through internal confrontation games and competitions, to corroborate whether there is improvement in offensive tactical preparation from a theoretical and practical perspective.

Procedures:

- Apply theoretical tests.
- Apply an observation protocol in internal confrontations and competitions.
- Compare individual results and generate an assessment of the impact of the proposal.
- Graph and establish tables with the results obtained.
- Process the results from a quantitative and qualitative perspective to obtain feedback on the proposal, make corrections, and plan new actions.

Workshop steps: Starting with the definition of the tactical preparation category, discuss its conceptual approach and determine key words.

- Discuss the offensive tactical preparation category by linking the conceptual elements presented with practical experiences.
- Draw conclusions and submit them to the group for evaluation.

Organization: plenary session.

Task orientation: To deepen the intellectual skills demonstrated in offensive tactical preparation by comparing workshop criteria with practical experience.

Search for information on the objectives, principles and indicators of tactical action.

Workshop # 3. Title: The objectives, methodological principles of tactical training and indicators of tactical action.

Workshop objectives: To discuss the objectives, methodological principles of tactical training, and indicators of tactical action to determine the level of preponderance in offensive tactical preparation based on the characteristics of the 5-a-side baseball game.

Steps to carry out the workshop.

Discuss the objectives of tactical action and its impact on offensive tactical preparation based on the characteristics of the 5-a-side baseball game.

Discuss the methodological principles of tactical training and their impact on offensive tactical preparation based on the characteristics of the 5-a-side baseball game.

Discuss the indicators of tactical action and their impact on offensive tactical preparation based on the characteristics of the 5-a-side baseball game.

- Draw conclusions and submit them to the group for evaluation.
- Organization: plenary session.

- Task orientation.

To delve deeper into the objectives, methodological principles of tactical training, and indicators of tactical action by comparing workshop criteria with practical experience.

Find information on the phases that guarantee the success of tactical action. Qualities and operations to be executed.

Workshop # 4. Title: The phases that guarantee the success of tactical action.

Workshop objectives: To analyze the phases that guarantee the success of tactical action, its qualities and operations to be executed to determine the application mode in tactical preparation based on the characteristics of the 5-a-side baseball game.

Steps to carry out the workshop.

Discuss the phases that guarantee the success of tactical action, as well as the qualities that are evident in each of the phases that guarantee the success of offensive tactical action, relating them to intellectual skills based on the characteristics of the 5-a-side baseball game.

Discuss the operations that are evident in each of the phases of offensive tactical action, relating them to the indicators of tactical action based on the characteristics of the 5-a-side baseball game.

- Draw conclusions and submit them to the group for evaluation.
- Organization: plenary session.
- Task orientation.

Deepen your understanding of the qualities and operations of tactical action by comparing workshop criteria with practical experience.

Find information on the levels of complexity of the tactic.

Workshop # 5. Title: The levels of complexity of tactical action in Baseball 5.

Workshop objectives: To reflect on the levels of complexity of tactical action to determine the mode of application in tactical preparation based on the characteristics of the 5-a-side baseball game.

Steps to carry out the workshop.

Discuss the levels of complexity of tactical action and the indicators to be taken into account based on the characteristics of the 5-a-side baseball game.

Discuss the levels of complexity of tactical action in Baseball 5, relating them to the areas that guarantee the success of tactical action, its qualities and operations, as well as the intellectual skills that are revealed based on the characteristics of the Baseball 5 game.

- Draw conclusions and submit them to the group for evaluation.
- Organization: plenary session.
- Task orientation.

Delve into the indicators that determine the complexity levels of offensive tactical actions.

Determine the game situations that are evident in Baseball 5.

As a result of the initial inquiries, it is worth highlighting that in Baseball 5 the studies carried out by Torres and Ramos (2020); Oberto and Llago (2022); in the international order: Aramayo and De Marziani (2021); Castro (2022) the aforementioned authors, are framed in aspects related to the improvement of technique, both offensive and defensive, Baseball 5 as a motivation for the Physical Education class and its emergence as a sports discipline.

From this perspective, it is evident that the scientific treatment of the 5-a-side baseball training process has been insufficient, a limitation that is more pronounced with regard to theoretical preparation in offensive tactics training.

In line with what this researcher has stated, further development of the sport is required based on a methodology designed with a comprehensive approach that fosters the establishment of structural and functional relationships for the improvement of offensive tactics in first-class baseball with an integrated approach.

In this order, we agree with what was expressed by Iznaga (2021), who warns of the need to delve into the tactical preparation process, which implies a systemic, contextualized and integrative integration of all its components (tactical, technical, physical, psychological and theoretical), which leads to taking into account the characteristics, potentialities and real possibilities of the footballers and the relationships established between them, in which the coach is the fundamental mediator.

## **CONCLUSIONS**

Based on the analysis of theoretical frameworks and the initial diagnostic study, the following were found: theoretical, practical, and methodological limitations in the offensive tactical preparation process of Baseball 5, and inadequate player performance in game situations, which corroborates the lack of ways and procedures to establish structural relationships in a systemic and integrative manner.

In line with the application of science, a methodology developed with an integrative approach is proposed as a solution to the problem under investigation, which allows the proposed objectives to be met.

With the application of the methodology, its feasibility was corroborated based on the favorable criteria of experts, and its social impact was confirmed by the results obtained in various national championships and two world Baseball 5 championships, based on the improvement of players' offensive tactics in game situations.

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***Conflict of interest:***

The authors declare no conflicts of interest.

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



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