

Volume 11 issue 1; 2026

Ciencia y Deporte



Methodology for establishing regulations for entry into dinghy sailing at the base

[Metodología de establecimiento de normativas para el ingreso a la vela ligera en la base]

[Metodologia para o estabelecimento de regulamentos para ingresso na vela ligeira na base]

Vladimir Charón La O ¹  , Eudis Milán Leyva ^{2*}  , Yuri Torres Acosta ² 

¹ Inder Municipal Caimanera. Guantánamo. Cuba.

² University of Guantánamo. Faculty of Physical Culture. Guantánamo, Cuba.

* Corresponding author: eudismilanleyva@gmail.com

Received: 2025-11-15

Approved: 2026-01-15

SUMMARY

Introduction: This work addresses a priority within the Cuban sports system, specifically, contributing to grassroots nautical sports, and is also a task of the project "Capacity Building in Strategic Sectors for Local Development in the Municipality of Caimanera." It begins with a diagnostic assessment that confirmed persistent shortcomings, including theoretical, methodological, and practical limitations, as well as a lack of pathways and procedures for establishing technical standards for entry into dinghy sailing with an integrated approach. This impacts the limited participation of beginners in dinghy sailing at sports complexes. Based on these findings, the following research question is proposed: How can we contribute to establishing technical standards for entry into dinghy sailing at the grassroots level?

Objective: To develop a methodology with an integrative approach for the establishment of technical regulations for entry into dinghy sailing at the base.

Materials and methods: The theoretical methods used in scientific research were analytical-synthetic and systemic-structural-functional. Empirical methods included documentary analysis and expert judgment. Descriptive and inferential statistics were used as mathematical-statistical methods.

Results: A new perspective is offered on the process of entry into basic nautical sports, based on a methodology that, in its structure, denotes the systemic interrelation between the conceptual and instrumental apparatus, its components and categories, all supported by the corrective normative method of entry into dinghy sailing, its actions, procedures, recommendations, dimensions, indicators with their respective evaluative scales, which in their functional synergy contribute to the establishment of technical regulations for entry into dinghy sailing at the base with an integrative approach, corroborating its feasibility from the evaluative results issued by the selected experts.

Conclusions: Several categories and definitions are incorporated into the study of the contextualized perspective of the process of entry into dinghy sailing, with emphasis on the implementation stage of the technical regulatory conglomerate, in order to reveal the essence of the corrective regulatory method of entry, its argumentation, supported by didactic procedures, to contribute to its functionality an integrative approach, tempered

to the current demands of this sport, susceptible to being used in other stages and ages of grassroots sport.

The methodology is feasible for implementation in sports practice based on the evaluative results issued by the selected experts.

Keywords: establishment, income; methodology; technical regulations; dinghy.

RESUMEN

Introducción: el presente trabajo aborda una prioridad dentro del sistema deportivo cubano, específicamente, incursionar en aportaciones que se relacionen con los deportes náuticos en la base, además de constituir una tarea del proyecto. Formación de capacidades en sectores estratégicos para el desarrollo local del municipio Caimanera. La misma parte de un diagnóstico, donde se confirmó que persisten insuficiencias, dentro de las que se destacan limitaciones teóricas, metodológicas y prácticas, así como, carencias de vías y procedimientos para el establecimiento de normativas técnicas de ingreso a la vela ligera con un enfoque integrador, lo que repercute en el insipiente ingreso de los principiantes en el deporte de vela ligera en los combinados deportivos. A partir de estos resultados se propone como problema científico: ¿Cómo contribuir al establecimiento de normativas técnicas de ingreso a la vela ligera en la base?

Objetivo: elaborar una metodología con enfoque integrador para el establecimiento de normativas técnicas de ingreso a la vela ligera en la base.

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 ofrece una nueva mirada al proceso de ingreso a los deportes náuticos de base, a partir de una metodología, que en su estructura, denota la interrelación sistémica entre el aparato conceptual e instrumental, sus componentes y categorías, todo ello apoyado por el método correctivo normativo de ingreso a la vela ligera, sus acciones,

procedimientos, recomendaciones, dimensiones, indicadores con sus respectivas escalas evaluativas, que en su sinergia funcional contribuyen al establecimiento de normativas técnicas de ingreso a la vela ligera en la base con un enfoque integrador, corroborándose su factibilidad a partir de los resultados evaluativos emitidos por los expertos seleccionados.

Conclusiones: se incorporan varias categorías y definiciones al estudio de la perspectiva contextualizada del proceso de ingreso a la vela ligera, con énfasis en la etapa de implementación del conglomerado normativo técnico, en función de revelar la esencia del método correctivo normativo de ingreso, su argumentación, apoyado en procedimientos didácticos, para contribuir en su funcionabilidad un enfoque integrador, atemperados a las exigencias actuales de este deporte, susceptibles a ser utilizados en otras etapas y edades del deporte de base.

La metodología es factible para su implementación en la práctica deportiva a partir de los resultados evaluativos emitidos por los expertos seleccionados.

Palabras clave: establecimiento, ingreso; metodología; normativas técnicas; vela ligera.

RESUMO

Introdução: O presente trabalho aborda uma prioridade dentro do sistema desportivo cubano, especificamente, incursionar em contribuições que se relacionem com os desportos náuticos na base, além de constituir uma tarefa do projeto: Formação de capacidades em setores estratégicos para o desenvolvimento local do município de Caimanera. O mesmo parte de um diagnóstico, onde se confirmou que persistem insuficiências, entre as quais se destacam: limitações teóricas, metodológicas e práticas, assim como, carências de vias e procedimentos para o estabelecimento de normativas técnicas de entrada na Vela Leve com uma abordagem integradora, o que repercute na entrada incipiente dos iniciantes no desporto de Vela Leve nos Combinados Desportivos.

A partir destes resultados, propõe-se como problema científico: Como contribuir para o estabelecimento de normativas técnicas de entrada na Vela Leve na base?

Objetivo: elaborar uma metodologia com enfoque integrador para o estabelecimento de normativas técnicas de ingresso na Vela Leve na base.

Materiais e métodos: foram empregados como métodos teóricos da investigação científica o analítico-sintético e o sistémico estrutural funcional. Dos empíricos, a análise documental e o critério de especialistas. Como métodos matemático-estatísticos, a estatística descritiva e inferencial.

Resultados: apresenta-se uma nova visão do processo de ingresso nos desportos náuticos de base, a partir de uma metodologia que, na sua estrutura, denota a inter-relação sistêmica entre o aparelho conceptual e instrumental, os seus componentes e categorias, tudo apoiado pelo método correctivo normativo de ingresso na Vela Leve, as suas ações, procedimentos, recomendações, dimensões, indicadores com as suas respectivas escalas avaliativas, que na sua sinergia funcional contribuem para o estabelecimento de normativas técnicas de ingresso na Vela Leve na base com um enfoque integrador, corroborando a sua viabilidade. a partir dos resultados avaliativos emitidos pelos especialistas selecionados.

Conclusões: incorporam-se várias categorias e definições ao estudo da perspetiva contextualizada do processo de ingresso na Vela Leve, com ênfase na etapa de implementação do conglomerado normativo técnico, com o objetivo de revelar a essência do método correctivo normativo de ingresso, sua argumentação, apoiada em procedimentos didáticos, para contribuir para a sua funcionalidade um enfoque integrador, ajustado às exigências atuais deste desporto, suscetíveis de serem usados em outras etapas e idades do desporto de base.

A metodologia é viável para a sua implementação na prática desportiva a partir dos resultados avaliativos emitidos pelos especialistas selecionados.

Palavras-chave: estabelecimento, ingresso; metodologia; normativas técnicas; Vela Leve.

INTRODUCTION

One of the most important cycles in the different sports disciplines is established by the technical regulations for entry into grassroots sports, as these are a necessary link for the future development of beginners in the selected athletic modality, aimed at the early stimulation of their potential, with the application of advances in science, technologies and innovation in conditions of a learning process of basic skills and abilities, developed in a stable environment and involve a process of self-regulating movement control.

Currently, in Cuba and around the world, there is a wealth of written and digital literature on navigation and navigational aids; however, there is a lack of specific documents in Sports Complexes that establish technical regulations for entry into dinghy sailing, which necessitates proposing pathways and procedures for such endeavors; this is the case of the present research. In line with the above, Noa (2016) stated:

"Sports centers, schools and the community must internalize the need to implement strategies (...) that allow for the appropriate guidance towards the systematic practice of certain sports disciplines with the prospect of being included in sports reserves and later promoted to high-performance centers."

(Noa, 2016, p. 10).

Reflecting the previous idea, the author of this work agrees that nautical sports, including sailing, fall under the umbrella of grassroots and introductory sports. Therefore, the initial phase of physical activity and sport at an early age has become a fundamental area of psychosocial development for many children and adolescents. Currently, the issue of entry... Basic dinghy sailing should start with Physical Education classes, sports for all in schools, then move towards sports areas and from there, to high performance.

Therefore, the author of this work believes it is necessary to refine the grassroots sports entry process to contribute to the establishment of technical standards in grassroots dinghy sailing. This involves implementing proposals that consider all organizational, pedagogical, and material resources that benefit the existence of scenarios where nautical sports coaches can analyze and critically reflect on the purpose and meaning of the process. Within the grassroots sport's entry process, there has been a shift in the understanding of how to approach the establishment of technical standards for entry into grassroots dinghy sailing. To achieve this, the process must meet certain pedagogical and sporting requirements for its improvement. In this regard, Muntaner (2014) states that:

"In the admission process, the Physical Culture professionals who attend to nautical sports do it in a traditional way, so it is necessary to ensure that the teacher is the main protagonist, and the student is not relegated to a secondary role."

From this perspective, the new models designed in athlete preparation programs (APPD) advocate for giving the student a more prominent role and for them to be an active part in the sports entry process, which requires understanding on the part of both the learner and the person who directs this process.

On the other hand, Cabarcos and Mundina (2014) emphasize the search for solutions for entry into nautical sports; however, their proposals to solve this purpose are limited.

In that order, Gómez-Cerón (2017) argues that:

"As in any sports process of entry into the base, the space where it takes place plays a very important role; in this sense, in dinghy sailing, the "classroom" will have a particularity and that is that it takes place in the natural environment, specifically in the aquatic environment."

Other authors such as Morales; Torres and Espinosa (2017) and Rodríguez (2021), offer practical content to be taught in a more balanced and harmonious educational-sporting context, without showing solutions to the establishment of technical regulations for entry into light sailing at the base for early ages that denote an integrative approach.

The main theoretical inconsistencies revealed are the following: the determination of dimensions, indicators, and evaluative scales in the technical regulations for entry into dinghy sailing at the base, as well as the procedures employed, lack depth, since they weigh elements such as social status and physical condition, and give undue weight to the experience of those responsible for validating the entry regulations, demonstrating a certain empiricism in their approach. Furthermore, they overlook the characteristics a beginner should possess to enter dinghy sailing at the base, neglecting the biological and psychological needs of children.

The entry into dinghy sailing is projected at the base, lacking an integrated approach, for example, without considering the needs of the classes of boats for which the entry is made and what role or what role they will play as a crew member on the boat according to their real chances of winning.

Generally, there are massive intakes of beginners, determined by the motor skills shown, to then be redirected towards other sports disciplines at the convenience of the teachers.

The admission regulations used assess physical and motor potential, as they lack the use of technique to develop individual skills and intellectual capacity, natural knowledge in orientation technique, vocabulary on marine technique of safety on board, according to the future performance of each one in basic dinghy sailing.

These shortcomings allow us to formulate the following scientific problem: how to contribute to the establishment of technical regulations for entry into dinghy sailing at the grassroots level? And to set the following objective: to develop a methodology with an integrated approach to establishing technical regulations for entry into dinghy sailing at the grassroots level.

MATERIALS AND METHODS

The following methods were used for the development of this research:

Theorists:

The analytical-synthetic, inductive-deductive approach is used to determine the theoretical elements concerning the object of research and the field of action to be transformed, and to develop the proposal. The structural-functional systemic approach is used to determine the structural and functional elements of the theoretical-methodological conception; the methodology; the corrective method of entry; and the establishment of relationships between its components.

Modeling: for the construction of the methodology for establishing technical regulations for entry into dinghy sailing at the base.

Empirical:

Observation, surveys, interviews: facilitated the verification of the teachers' preparation on the topic being investigated.

Documentary analysis: for the verification of the shortcomings regarding the technical regulations in basic dinghy sailing.

In-depth interviews with coaches: to detect changes and evolution during the period of application of methodology.

Socialization workshops: facilitated the sharing of contributions and the collection of reliable information.

Expert criteria: with the objective of knowing the opinion of the experts about theoretical-methodological conception, the methodology and the corrective method of entry, to evaluate its feasibility.

Pre-experiment (pretest- posttest with a single group): to evaluate the feasibility of the methodology.

Methodological triangulation: allowed contrasting the results of the expert criteria, pre-experiment and socialization workshops.

Mathematician-statistician:

Descriptive (calculation of proportions) and inferential analysis were used to quantify the results of the instruments applied throughout the research process and to process the data obtained. Absolute and relative frequencies were calculated, and the sign test was performed.

The research population consists of 11 sailing sports coaches based in the municipality of Caimanera.

In operationalizing the variable, based on exchanges with specialists in dinghy sailing and through a process of analysis, synthesis, reflection and generalization, it is understood necessary to consider that the theoretical domain of basic nautical sports coaches using procedures for establishing technical regulations for entry into dinghy sailing that denote an integrative approach at the base level, encompasses the following dimensions: conceptual - procedural for entry into dinghy sailing and behavioral in entry into dinghy sailing.

The conceptual-procedural dimension for entry into dinghy sailing is related to the cognitive domain that the coaches of basic nautical sports must possess in relation to the technical regulations for entry into dinghy sailing at the base, the theoretical and methodological platform, based on the categorical system with which it operates as a process, in the methodological order, in the application of paths and procedures of the coaches of basic nautical sports regarding the technical regulations for entry into dinghy sailing at the base, as well as the work carried out in the Sports Combines.

The behavioral dimension in entry into dinghy sailing refers to the modes of action of the coaches in their professional performance at the grassroots level with respect to the implementation of the planned regulations, their contextualized expression of their achievements in the practical order.

To determine the values of the indicators, a measurement scale was established with three levels: high (A), medium (M), and low (B). The indicators were evaluated using the corresponding instruments to obtain the necessary information.

The reference to each of the dimensions with their respective indicators is shown below:

1. Conceptual-procedural dimension for entry into dinghy sailing

Indicators

1.1. Level of theoretical knowledge of basic dinghy sailing teachers regarding the establishment of technical regulations (survey, interview and observation of classes).

1.2. Degree of relationship established between the categorical system and the establishment of technical regulations. (survey, interview and classroom observation)

2. Behavioral aspects of entering the dinghy sailing world

Indicators

2.1. Level of application of pathways and procedures for the establishment of technical regulations for entry into dinghy sailing at the base (survey, interview and observation of classes).

2.2. Degree to which the coaches' performance is evident in the practical application of the methods and procedures implemented for the establishment of technical regulations for entry into dinghy sailing at the base. (Survey and observation of classes).

RESULTS AND DISCUSSION

In that sense, the most affected indicator was 1.1, which shows an insufficient mastery by the teacher of nautical sports in the theoretical and methodological elements for the establishment of technical regulations in basic sailing and the normative documents in the Sports Complexes.

During the data collection process, ten water sports coaches reported a lack of guidance or materials containing the theoretical framework necessary for establishing technical standards in basic sailing. The remaining water sports instructor stated that he has knowledge of some technical elements of the sport but lacks the necessary training to effectively teach sailing.

Upon observing the methodological preparations and other activities of that nature, in 25 of them, it was confirmed that the coaches of nautical sports lack the use of ways and procedures to face the establishment of technical regulations, which hinder their development, as well as limiting the application of ways and procedures to achieve the proposed objectives.

It was found that the handling, analysis, and discussion of the documents that guide this process are insufficient; they only study the specific aspects established by the Comprehensive Athlete Preparation Program (PIPD). In the case of the three remaining professors, they stated that they sometimes do this in their own individual self-preparation, without dedicating time to the guidelines and/or instructions for developing the establishment of technical standards.

In the case of the second dimension: "procedural", it was observed that the most affected indicator is 2.1, related to the way of integrating pathways and procedures for the establishment of technical regulations in the base sail.

In the interview conducted, the results presented above were verified, as 9 coaches of basic nautical sports consider that the level of integration of pathways and procedures for the establishment of technical regulations in basic sailing is insufficient; they assert that the applied conception lacks a didactic approach in order to apply pathways and procedures for the proper treatment of the regulations.

The methods for planning activities for establishing technical regulations in grassroots sailing lack pathways and procedures; this is evidenced by the limited use of dimensions, indicators, evaluation scales, and guidelines that contribute to energizing and establishing technical regulations in grassroots sailing at the Sports Complexes in the municipality, which requires immediate attention to contribute to its improvement.

On the other hand, two professors state that they sometimes apply technical regulations using some traditional methods and procedures, without achieving the proposed objective.

Furthermore, twenty-three observations of activities and methodological preparations undertaken by grassroots nautical sports coaches revealed that the limitations stem from insufficient guidance and training regarding the use of appropriate methods and procedures for establishing technical standards in grassroots sailing. In turn, the discussions and exchanges held during each of these activities concerning the theoretical and methodological elements for establishing technical standards in grassroots sailing confirmed the validity of the various criteria previously identified.

When assessing the quality of the planning methodological preparations, it is found that eight nautical sports coaches indicate that the quality of said planning is inadequate; since in the Sports Complexes there is limited treatment of the technical regulations in basic sailing that contributes to better preparation of the nautical sports coach, sailing.

The results presented are verified in the 28 observations of activities; deficiencies were detected in the use of ways and procedures for the establishment of technical regulations in basic sailing as an expression of insufficient preparation of the teachers of this sport discipline.

Based on the results of the instruments applied in the causal diagnosis, it can be concluded that:

- Limitations in the theoretical, practical and methodological order for the establishment of technical regulations in the basic sail that in its conception, structure and functionality denote an integrative approach.
- Lack of pathways and methods that express structural and functional relationships in the establishment of technical regulations with an integrative approach, considering the characteristics of the base sail.
- Inadequate contextualization in the establishment of technical regulations considering the characteristics of the basic sail in practice.

Upon completing the diagnostic assessment of the current state of technical standards for grassroots sailing, it was confirmed that there are deficiencies in the level of preparation of grassroots nautical sports coaches, demonstrating the need for a proposal to address these shortcomings. Accordingly, a methodology for establishing technical standards for grassroots sailing is presented below.

The proposal is based on the theoretical foundations established in the systematization carried out by Milan (2021) regarding methodology.

Therefore, the word methodology has had multiple definitions and interpretations, depending on its intended purpose. Consequently, it has been approached by different authors from this perspective. De Armas (2006) and Valle and Navarro (2019) consider it a systemic sequence of stages, which includes interdependent actions or procedures that enable the achievement of specific objectives.

The methodology presented aims to enable nautical sports coaches to understand the basic pathways and procedures for establishing technical regulations for entry into dinghy sailing.

From a philosophical standpoint, the methodology for establishing technical regulations for entry into dinghy sailing at the grassroots level is based on Marxist-Leninist philosophy and the dialectical materialist theory of knowledge. Adopting dialectical materialism and understanding the grassroots sports entry process as the central focus, thus ensuring the connection between theory and practice, recognizes nautical sports coaches and beginners as biopsychosocial beings, individuals historically conditioned through social individualization.

From a sociological perspective, the proposed conception takes into consideration the social role of nautical sports coaches at the grassroots level, in their mission to instruct and educate; this reveals the social relationships inside and outside the school, which harmoniously combine to contribute to the establishment of technical entry standards, all of this linked to the dialectical interrelationship existing between all educational agencies in society and the demographic and ecological factors that make the achievement of this purpose possible.

About the psychological aspect, the historical-cultural theory of Vygotsky (1988) and his followers is assumed, since this presupposes novel ideas that lead to a process that generates change in the sports context.

It is prudent to point out that the methodology progresses in stages with its set of actions and activities in order to contribute to the establishment of technical regulations for entry into dinghy sailing at the base.

The stages are described below:

- First: diagnosis for the determination of the projection and integrative configuration of the procedure in the stage for the establishment of technical regulations for entry into dinghy sailing at the base

- Second: planning and execution of the integrative formalization in the stage for the establishment of technical regulations for entry into light sailing at the base.
- Third: Impact assessment and integrative correction in the stage for the establishment of technical regulations for entry into dinghy sailing at the base.

In essence, the stages of the methodology for establishing technical regulations for entry into dinghy sailing at the base have a dialectical and interdependent relationship, comply with the principles of systematicity and system; they are embodied in the following scheme (Figure 1)

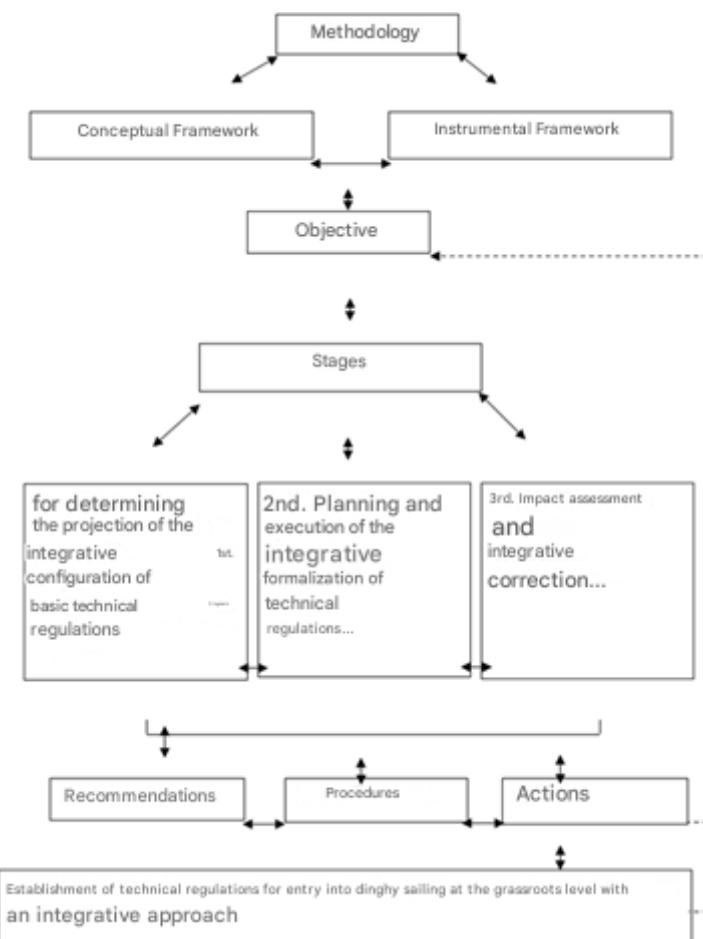


Fig. 1. Structure of the methodology for establishing technical regulations for entry into dinghy sailing at the base

The functionality of the methodology for establishing technical regulations for entry into dinghy sailing at the base is expressed from the description of its stages below.

First stage. Diagnosis for the determination of the projection and integrative configuration of technical regulations for entry into dinghy sailing.

In the first stage, a preliminary diagnosis must be made with the different human resources that will intervene in the materialization of the proposal and its objective is to characterize the level of preparation of the coaches of nautical sports at the base from their projection and positioning in the procedure in the stage for the establishment of technical regulations for entry into dinghy sailing at the base.

General actions of the stage:

Hold a preliminary meeting.

- Explain to nautical sports coaches the steps to follow to carry out an effective diagnosis based on projecting the arguments that are assumed as a position for the establishment of technical regulations for entry into dinghy sailing at the base.
- This action identifies the procedures to be considered:
- Establish a conversation to obtain criteria on the level of willingness and commitment of nautical sports coaches to assume the projection and positioning of the procedure in the stage for the establishment of technical regulations for entry into dinghy sailing at the base.
- Determine the regularities that constitute barriers to its correction.
- Investigate the characteristics of the teachers.

Recommendations:

- Conduct methodological work meetings.
- Employ participatory techniques with a group dynamic.

The second stage of the proposed methodology is explained below, which has an interdependent relationship with the other stages.

Second stage. Planning and execution of the integrated formalization of the technical regulations for entry into dinghy sailing at the base.

Objective: to implement the projections and actions acquired because of the theoretical and methodological preparation received by the nautical sports coaches for the execution of paths and procedures achieved based on the positioning to follow in professional performance.

After the diagnosis that was carried out to determine the real state of the learning needs of the nautical sports coaches at the base, the knowledge that is available to intervene in this process.

At this stage, general guidelines are considered: the selection and development of instruments to verify the level of knowledge of nautical sports coaches at the grassroots level, determination of the specific deficiencies and training potential of nautical sports coaches at the grassroots level.

The following general procedures are proposed:

- To conceive the content of the different types of activities and forms for the application of the diagnosis.

- Apply the corrective normative method of entry in accordance with the results of the diagnosis to ensure the execution of the following stages.

Requirements: Consider diversity, based on the characteristics of the teachers and the psychological characteristics of the beginners. Knowledge of the documents that govern and regulate the grassroots sports entry process must be verified; this includes demonstrating mastery of the theoretical knowledge and procedures to be used, as well as predicting trends of change, as a guarantee of transforming the current state of the subject. Likewise, it is necessary to understand the teachers' willingness to engage in the research process.

Recommendations: It is advisable to use the instruments and the results of the controls in the spaces used for the basic entry process. The training needs of the nautical sports coaches at the base level will be made known regarding the implementation of the technical entry regulations, which will allow for the coordination of what is planned in the next stages and ensure continuity with the previous one.

The first two stages constitute the starting point for implementing the methodology. In these stages, grassroots water sports coaches will be made aware of the current state of their training needs, and the results of the pedagogical assessment will be obtained to determine their actual training requirements and to develop a coherent approach.

Third stage: evaluation of the impacts and the integrative correction of technical regulations for entry into dinghy sailing.

In this stage, the following actions will be taken actions and activities are also planned, including integrative workshops that will be used to promote an

exchange between nautical sports coaches at the grassroots level, fostering and preserving in them a positioning in the theory and procedures used for their evaluation based on the impacts obtained.

All of this will be done while maintaining integration that, in turn, will enhance teamwork, contributing to the consolidation of theoretical and procedural knowledge during the stage of establishing technical admission standards. It is necessary to describe each planned activity in detail, along with its respective methodological approach. In this regard, the following procedures are suggested for this stage:

Procedures:

- To evaluate, from an anticipated, mobilizing, transformative and contextual perspective, the issues for their treatment in certain circumstances.
- Generalize the procedures adopted.
- Analyze which participatory techniques to apply in the workshops that allow the assumption of positions to argue them and offer assessments.

To give continuity to the actions arranged in the third stage, the author of this research proposes the following indicators for the establishment of technical regulations for entry into dinghy sailing at the base.

The evaluation process is considered by the author of this research to be of utmost importance for contextualizing the conditions of the aquatic environment. It is important to consider that this environment will have special and changing conditions such as wind, waves, currents, or the location where it takes place (beach, lake, departure from the coast, departure from a port, among others).

Adding the dimensions and indicators strengthens the integrative nature of the proposed methodology, which are shown below:

Dimensions and indicators:

1. Attitudinal.

1.1. Level of motivation to enter the sport of sailing.

1.2. Degree of bravery shown in the aquatic environment.

1.3. Quality in which he/she faces the guidance received from his/her teacher.

1.4. Level of self-esteem demonstrated in the student group for entry into dinghy sailing.

1.5. Degree of concreteness of the decision-making process for entering dinghy sailing

2. Theoretical.

2.1. Knowledge of cardinal or natural points.

2.2. Knowledge of the compass rose.

2.3. Wind orientation and sensation.

2.4. Marine buoyage and vocabulary.

2.5. Time calculation.

2.6. Mastery of knots and ropework.

2.7. Understanding the special and changing conditions of the environment.

2.8. Knowledge of on-board safety devices.

3. Psychological.

3.1. Display of courage during the execution of the tests.

3.2. Control of emotions and resistance to stress.

3.3. Motivation towards the sea and sailing.

3.4. Adequate psychological trimming.

3.5 Spirit of cooperation.

3.6. Security and independence.

4. Anthropometric.

4.1. Characteristics of beginners.

4.2. Body composition (weight and height).

4.3. Functional assessment.

5. Physics.

5.1. Individual and paired swimming.

5.2. Irons.

5.3. Abdominals.

5.4. Squatting.

5.5. Races.

5.6 Band box.

The following categories and scales are proposed for the evaluation of these dimensions and indicators:

To evaluate the effectiveness of the technical regulations for entry, a scale of B, R or M will be used, considering the expired requirements of the proposed indicators that allow the evaluation of the dimension as appropriate.

This proposal addresses the issue raised by Muntaner (2014), who points out that the entry process for nautical sports professionals is carried out in a traditional manner. Therefore, it is essential to ensure that the instructor takes center stage, and the student is not relegated to a secondary role. This work confirms the shortcomings in the theoretical, practical, and methodological aspects of entry into dinghy sailing, which require a scientific approach. Specifically, this paper proposes a solution by emphasizing the didactics of nautical sports as an expression of the introduction of science and innovation in sports.

CONCLUSIONS

Several categories and definitions are incorporated into the study of the contextualized perspective of the process of entering dinghy sailing, with emphasis on the implementation stage of the technical regulatory conglomerate, in order to reveal the essence of the corrective regulatory method of entry, its argumentation, supported by didactic procedures, to contribute to its functionality an integrative approach, tempered to the current demands of this sport, susceptible to being used in other stages and ages of grassroots sport.

The methodology is feasible for implementation in sports practice based on the evaluative results issued by the selected experts.

BIBLIOGRAPHIC REFERENCES

De Armas, N. (2006). Los Resultados científicos como aportes de la investigación educativa. Santa Clara: Universidad de Ciencias Pedagógicas. Cuba. https://books.google.com.cu/books/about/Resultados_cient%C3%ADficos_en_la_investigac.html?id=pSAMtAEACAAJ&redir_esc=y

Gómez Cerón, J. (2017). Actividad física y medio natural. Propuesta didáctica en primaria. Publicaciones didácticas, 84, 354-390. <https://files01.core.ac.uk/download/pdf/235855775.pdf>

González Cabarcos, A., & Mundina Gómez, J. J. (2014). Actividades físicas y deportivas en el medio natural: Enseñando mediante proyectos en el ámbito universitario. Revista Española de Educación Física y Deportes: REED, (405), 97-105. <https://dialnet.unirioja.es/servlet/articulo?codigo=5067691>

Muntaner, J. J. (2014). Prácticas inclusivas en el aula ordinaria. Revista de Educación Inclusiva, 7(1). <https://revistaeducacioninclusiva.es/index.php/REI/article/view/163>

Milán Leyva, Eudis. (2021). Metodología de establecimiento de relaciones interdisciplinarias en el año académico de la carrera de Cultura Física. Revista Fama deportes. ISSN. 2519-9455 12(22). <https://dialnet.unirioja.es/servlet/articulo?codigo=8875732>

Noa, H. (2016). El talento Deportivo: Selección e iniciación al Alto Rendimiento. Editorial Deportes. La Habana, Cuba.

Morales, V., Torres, M. y Espinosa. (2017). Inclusión del deporte de la vela, como asignatura, dentro de los nuevos planes de estudio de grado en ciencias de la actividad física y el deporte. *Journal of Sport and Health Research*, 9(2), 273-284. <https://dialnet.unirioja.es/servlet/articulo?codigo=6026521>

Rodríguez. H. (2021). El desempeño profesional del profesor deportivo en la Iniciación Deportiva Escolar. Universidad de Sancti Spiritus José Martí Pérez.

Rodríguez. H. (2021). Aproximación a los fundamentos teórico-metodológicos de la iniciación deportiva escolar en Sancti Spíritus. *De por Vida. Revista especializada en ciencias de la cultura física y del deporte*, 18(1), 135-144. <https://deporvida.uho.edu.cu/index.php/deporvida/article/view/657>.

Valle de Lima, A., y Navarro Quintero, S. (2019). La generalización de los resultados de la experimentación. III Perfeccionamiento del Sistema Nacional de Educación. Evento OACE y escuelas ramales. Pedagogía 2019.

Vigotsky, L. S. (1988). Interacción entre enseñanza y desarrollo. Selección de lecturas de Psicología 3. Universidad de La Habana. 1988. http://www.uvsfajardo.sld.cu/sites/uvsfajardo.sld.cu/files/material_interaccion_entre_ens-desarrollo_vigotski.pdf

Conflict of interest:

The authors declare no conflicts of interest.

Authors' contributions:

Vladimir Charón La O: Conceptualization, literature search and review, general guidance on the topic, article editing, authorship coordination.

Eudis Milán Leyva: Drafting of the original (first version), revision and final version of the article, instrument development, instrument application.

Compilation of information resulting from the applied instruments:

Yuri Torres Acosta: review of the application of the applied bibliographic standard, preparation of tables, graphs and images, statistical analysis, translation of terms or information obtained.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Copyright (c) 2026 Vladimir Charón La O , Eudis Milán Leyva · Yuri Torres Acosta