
Tactical action into sportive experience in Cuban High-Performance practice: psychological standing point of view

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Abstract

The analysis that we develop here reinforces the important role of psychological assessment of sportive training process in High Performance level. Essentially, we defend the possibility of understand the sportive space, using the Cuban experience of two study cases in this experience report, as a complex dimension organized into the singular experience of its protagonists. Our argumentation aims to focus in the psychological interventional role in the organization and instrumentation of tactical preparation in female Basketball. The principal outcome of this proposal consists in articulate the experience of Vidaurreta's Tactical Parallel Training (1974-2014) with approaches that legitimize the understanding of human subjectivity as theoretical bases, allowing to construct the proper tactical training as part of the specific and singular pedagogical preparation.

KEYWORDS: Sport Psychology, Sportive High Performance level, Tactical preparation, Subjective configuration of sportive action

Ação tática na experiência esportiva cubana de Alto Rendimento: ponto de vista psicológico

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Resumo

A análise que desenvolvemos aqui reforça o importante papel do assessoramento psicológico do processo de treinamento esportivo no nível de Alto Rendimento. Essencialmente, defendemos a possibilidade de compreender o espaço esportivo, utilizando a experiência cubana de dois casos de estudo em este reporte experiencial, como uma dimensão complexa organizada na experiência singular de seus protagonistas. Nossa argumentação visa focar no papel da intervenção psicológica na organização e instrumentação da preparação tática no basquetebol feminino. O principal resultado desta proposta consiste em articular a experiência do Treinamento Tático Paralelo de Vidaurreta (1974-2014) com abordagens que legitimam a compreensão da subjetividade humana como referentes teóricos, permitindo construir a adequada formação tática como parte da preparação pedagógica específica e singular.

Palavras-chave: Psicologia do Esporte, Nível Esportivo de Alto Rendimento, Preparação Tática, Configuração Subjetiva de Ação Esportiva

Acción tática en la experiencia deportiva cubana de Alto Rendimiento: punto de vista psicológico

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Resumen

El análisis que desarrollamos aquí refuerza el importante papel del asesoramiento psicológico del proceso de entrenamiento deportivo en el nivel de Alto Rendimiento. Esencialmente, defendemos la posibilidad de comprender el espacio deportivo, utilizando la experiencia cubana de dos estudios de caso en este reporte experiencial, como una dimensión compleja organizada en la experiencia singular de sus protagonistas. Nuestra argumentación tiene como objetivo centrarse en el papel de intervención psicológica en la organización y la instrumentación de la preparación tática en el Baloncesto femenino. El principal resultado de esta propuesta consiste en lograr la articulación del Entrenamiento Tático Paralelo de Vidaurreta (1974-2014) con enfoques que legitiman la comprensión de la subjetividad humana, permitiendo construir la capacitación tática adecuada como parte de la preparación pedagógica específica y singular.

Palabras-clave: Psicología del Deporte, Alto Rendimiento, Preparación Tática, Subjetividad, Configuración subjetiva de la acción deportiva

Introduction

For Sport Psychology, tactical education aims an intentional and directed effort to accumulate and systematize the applicable tactical knowledge to solve tactical problems inherited to game development (Vidaurreta, 2014). Indeed, represents the effective management of movement patterns used as solution for individual tactical problems, which in the group games, has to be an integrated and intelligent expression of collective movements in each tactical action.

Undoubtedly, sportive action in the game is understudied as a tactical action, necessarily related with the quality of technical resources background possessed by the athletes, and in the same way, it needs to be organized in an individual and integrated level of analysis. Thinking in Cuban Sport Psychology as a theoretical set, High Performance sport implies the adequation of automatical processes related to motor habits, which permit the progressive complexity of sportive action in technical-tactical order of execution (Vidaurreta, 2014; Rojas Vidaurreta & Costas, 2018). In these processes, integral sportive development should involve not just the capacity of analyses applied to the game situation, but also develops more effective and adjusted ways to manage constant game variations. In this sense, it is necessary to dominate the different individual tactical responsibilities, in terms of functions and abilities for sportive execution.

For cognitivist approaches, thinking into the action, denominated "tactical reasoning in sport space", is an essential component of tactical execution (Gréhaigne & Godbout, 1995; Iglesias Gallego, 2005, among others). Standing on the point of view of these authors, it is possible to deduce that the tactical "constitution" of the athlete is not only based in learn how to reason tactically, but also implies a more complicated and integrated process, that aims to develop all the activity factors, that participate in the tactical action "harmonically" (Vidaurreta, 2005, 2014; Saínz & Suárez, 2003; Méndez, 1998).

In Sport Psychology it is a basical objective to assess Sport Pedagogy in the organization and realization of athlete's tactical preparation; only with the consequent application that Sport Psychology knowledge must put in service of sportive tactical training, will be possible to understand the true and essential constitution of a process invocated as a cause of deficiencies in team competitive execution in failure situations. When apparently seems that pedagogical resources are not sufficient for the successful execution, then is said that the preparation was not correct and the real problems stay in shadows.

Analyzing a tactical learning space as a complex and indispensable area in the practice of High Performance sport, it is important to retake Friedrich Mahlo's¹ central ideas about tactical education in sport. The intention of understand tactical response in sportive games which allows us to position our proposal, making a difference within the broad spectrum of psychological approaches to the athlete in action, that characterizes the contemporary Cuban Sport Psychology.

¹ Friedrich Mahlo is a classic and indispensable reference in the intention to study processes related to tactical decision making in the sport context. His text "The tactical action in the game" (1974), despite the years that have passed, continues to be a basic reference material.

For Mahlo (1974), the psychological analysis of the activity in particular - the sport in question - must not be reduced to the study of certain psychic functions that participate in it. Thus, he advances affirming the existence of an interaction that qualifies as "complicated" between the psychic functions and the forms of the sportive reality, or the type of activity, the latter have been, in his opinion, a determining factor. He recognizes, therefore, the need to start from specific forms of tactical action and its particularities, and then, move toward more complex qualitative organizations.

Under what conditions tactical knowledge does becomes an useful gnoseological reference, forming part of the process that constitutes the acquisition of the tactical culture of the athletes? What laws should govern this process? How can Sport Psychology contribute to the optimization of individualized sport training that is needed, from favoring the acquisition of the personalized tactical culture that is required, and also analyzing other approaches applicable to Sport Pedagogy as part of an interdisciplinary conception that is taxed to human development in sport?

When these questions are formulated in presence of the sport psychologist integrated into the technical trainer's collective, stories may occur in which scientific research moves along similar lines to those outlined here. Assuming that the complexity of subjective productions organized in different sportive experiences, involves embracing the challenge to develop practices that allow the unique study of human processes, where the organization of these experiences is analyzed from their specific qualitative condition, and occur things as the ones we mention in this paper.

As González Rey (2015) clarifies, "[...] the subjectivity specifies a type of process that emerges as a quality of culture, being part of it, and at the same time being produced in different social spaces in which different cultures develop in a simultaneous way, within the same historical time" (p.15). Consequently, the pretension is to understand the human condition from meaning processes, based in different representation of the athlete's psyche committed to his historical-cultural nature, and represented in his qualitative specificity as subjectivity, which at the same time, is translated into the main challenge for the production of knowledge in sport.

It is difficult to define the exact place occupied by thought, intention and feeling in the efficient execution of sportive action. Sometimes it would seem that full satisfaction with performance, identifiable with the success in sportive competition, is only possible arising from the "correct, accurate and controlled" implementation of training by its protagonists. In other words, it would be a matter of consciously way of organizing a set of actions where the emotion adjusts to the procedure. This aspiration to control the execution becomes inoperative, when we understand that our intentions do not guide us, precisely, to what we feel in our daily experiences related to the action in which we perform. In the complexity of the sportive experience, the generating character of subjectivity as a system focus in the development of its own subjective productions, where the consistency of the experience will depend on the subjective resources that can be mobilized during its own course (González Rey, 2017a). Therefore, in the subjective

organization of the sportive experience, processes and moments that are independent of the intention are also configured.

The proposal explained in this article aims to reinforce the efficient intervention of Sport Psychology in the space of the tactical preparation in team games. We understand the space of sport practice, building this study in Cuban Women's Basketball High Performance teams, in the cycles 1974-2000, as a complex dimension organized in the distinctive experience of its different protagonists. We try to construct the space of efficient learning of the tactics from a psychological perspective of the process of sport training, where it is possible, from the resources that are instrumented, to develop interventions that allow the solidification of levels of performance adjusted to the real demands of the sportive activity.

Sportive Action, Tactical Action, Subjective Configuration Of The Action

The genesis of sport education in Cuba, like most of the scientific development in our country, had a Soviet influence that marked the ways of thinking and doing. This influence was assumed in its most instrumental-objectivist expression, translated into a strong operationalism. Such socio-historical conditions led to elite sports activity, being the most studied by psychology in previous decades.

The fundamental influences in the development of the way of teaching sports in Cuba were given on one hand, by the investigations carried out by the United States of America and on the other, by the Soviet Union and the German Democratic Republic (USSR and DDR). Investigative interests expressed in authors such as Chernikova, Puni, Gagaieva, Narikshvili, Aberlskaya, Rudik, among others, moved between studies related to emotional aspects of sport performance, sensations of the athlete, the tactical process of thinking in the game, also the "warming up" prior to the execution of skills and training, and the interrelation between word and demonstration in teaching mainly motor habits.

Analyzing these studies, it could be thought that those who have been separated more from the objective line, were the ones related to the emotional life of the athlete, although the person who produced them was also omitted, focusing on the reference to the activity in which "appeared", the so-called "emotional states".

For Soviet psychologists, the focus was on the close relation between theory and methodology of sport training, central axis of the Soviet school, which allowed the psychological characterization of sport types. This focus was assumed in its entirety by the Cuban Sport Psychology: the idea was to relate the specific structure of the activity in each sport, with the psychological demands imposed to its participants.

Our science "applied" to the advice of sport training, has not had how to avoid the influence of such referents and the methodological instruments that they determine. Thus, according to Valdés Casal and Ferreira (2005) in America, when a crude and outdated behaviorism does not

command the scientific investigation, prevails a type of humanism that is separated from the person who practices sports.

Behaviorism and cognitivism are the currents that have driven most research in our geographical area (Roberts & Ommundsen, 2007; Carron, 1980), cognitivism has been considered the main current of Sport Psychology in USA, with a good amount of followers in Europe. Latin America has also become highly vulnerable to this influence, with the exception of the Cuban case, which became a kind of eclectic approach between the American, Soviet and German positions (Valdés Casal & Ferreira, 2005; Vidaurreta, 2011).

Matveev (2001) and Puni (1969), classics of Pedagogy and Sport Psychology, held that tactical preparation is the art of fighting the sportive struggle, and the use of the athlete's forces in accordance with the real conditions of competition and the practical actions of teammates and opponents. They stated that in the tactical preparation it was necessary in first place, to elaborate a plan of previous action that take into account the characteristics and possibilities of each athlete, as well as the peculiarities of the opponent and the conditions of competition in particular. Secondly, they pointed out the need to comply with the plan taking advantage of their own means and procedures to sustain the sportive struggle, which would reveal at maximum the possibilities of the athlete, according to the modality in question.

Mahlo (1974), as we mentioned before, constitutes an obligatory referent for the scientific investigation of tactic's game, because of the seriousness and the conceptual systematization of his expositions. He conceived three phases of tactical action: tactical perception, mental analysis or solution, and motor solution. For Mahlo, tactical performance is learned. According to him, a good tactical action is characterized by an exact idea of the situation, and also by choosing of the appropriate means to solve correctly the problem and take the shortest possible time to execute the action. This author affirmed that tactical reasoning consists in solve by a conscious act, oriented in a practical way, respecting the rules of the game, a large number of problems, quickly and deliberately, aspiring to the greatest possible success of the global activity. He added, of course, that this entails the necessary acquisition of knowledge that must be used in a reflexive way to solve said problems.

Regarding the role of knowledge and previous experience in the process of tactical reasoning, Samarin (1978) stated that the accumulation of knowledge and its systems depends on the personal need to systematize them, according to practical and theoretical activity. This is how knowledge that really serves the tactical objectives of each athlete is determined, and it becomes valid as a tactical resource, only when it has been extracted from the general context and rooted in each player's particular way of acting tactically.

Currently and in this same line of analysis, a very interesting work is been developed by the French author Alain Mouchet (2005) linking "subjectivity", strategy and tactics in sport teams. In another way, Mouchet recognizes the intervention of different processes from the cognitive ones in

decision making in the tactical situations that occur in a collective sport like rugby. He talks about other determinants that intervene in the "enlighten" of decision-making process, such as the "subjectivity" of players. Here, subjectivity is seen as the internal world of the player, mediator of the nexus between strategy and tactics in the process of deciding on one action or another, on the ground. What we are trying to highlight at this point, is the ability of this author to defend, in a clearly rational space, such as tactical decision-making, the presence of processes of another order, of another quality, non-rational, non-specific and embracers.

Mouchet (2005) places decision-making on a personalized level, where he defines three important influences that are: the player's connections with the general contextual factors, considered as influential cultural elements², with strategies defined before the game; the player's connections with local contextual factors, which characterize the situation in the game and constitute the player's momentary and evolving environment, and also the personal history of the athlete³, and its logic of the game, been possible to differentiate from the rational and formal logic of the game. The decisions are related to the player's experiences, as constituents of the sportive action.

The author hypothetizes that this system of influences, constituted by the athlete in action and in context, "permeates" the activity of decision-making in the course of the action itself. Each player constructs his own world from the integration of several levels according to a particular and "subjective" method. The player can, for example, know the existence of a group of expected responses that are part of his tactical arsenal, however, he reconstructs and is able to mobilize other motives, more "subjectives", in the tactical decision he makes, which are not just rational. Consequently, Mouchet considers that the recognition of this subjective particularity must be reintroduced and valued in decision-making studies.

Another issue based on this production that occurs in the decision-making process, and that has to do with our proposal, is the notion of the activity of the players as "action", in process, in movement, "ongoing". Mouchet refers to "waterfall of elaborated decisions", of decisions that emerge in the act and that at the same time have sedimented parts related to the planning of the action and with the individual arsenal of knowledge of each player. The personal experiences of the player's formation and life -for Mouchet- certainly intervene in the form of a "background" that the player has as part of his life story, and that are updated to help him to recognize the game pattern and the opportunities to achieve advantage from the particular situation that is given, or done enough to turn it in his favor. It is speak, in terms of reflective activity that acquires organization manifestly from configured keys, and by configured, it refers to emerging, produced.

Analyzing our area, from an epistemological point of view, positivism still dominates the production of knowledge in Cuban Sport Sciences, a fact that "justifies" the relative disinterest of Physical Education and Sport

² The cultural element is referred by the author only to the context.

³ Mouchet differentiates with the rest of the cognitivist authors in sport because also attributes relevance to the life history of the athlete in the decision-making process that is generally associated basically with current cognitive processing.

Psychology in research studies that generate intelligibility on complex processes of the order of human subjectivity (Rojas Vidaurreta and Costa, 2018). Taking into account Theory of Subjectivity and Qualitative Epistemology of González Rey (1997-2018)⁴, the relations that can be built between experience, action and subjectivity surpass the phenomenological budget of considering a full possible access to experience, that would involve capturing the phenomena of the way as it is lived, been susceptible to be isolated for investigative purposes. In the same way, it differs from the hermeneutical reduction assumed by language and discourse as finished, completed forms of human processes. Thus, from this subjectivity referential, to assume tactical action, as a sportive action also configured subjectively, allows to think in human experience in configurational terms, that is, recognizing the value of the current condition where these configurations are organized, which has a specific motivational relevance and mobilize human action so to be accepted as subjective productions.

The idea of subjective configuration of the action has an important implication to try to explain sportive experiences, recognizing their complexity. It is a term that is free of conceptual ties, of pre-established definitions, different from that of activity, that although it is used by Cuban authors from more reflexive or dynamic positions (Cañizares, 2008; González Carballido, 2001; among others), it continues referring us to the objective activity of a predominantly instrumental psychology, where in some way the external-internal and social-individual dichotomies are perpetuated, which would be overcome if a configurational analysis of the sportive experience is assumed. This type of analysis permits to give visibility to any study that tries to approach human subjectivity⁵.

Then, in our opinion, the productions organized in subjective configurations of the action have a regulatory value that does not prevail in organizations of qualitatively different subjective productions. This idea leads us to think that subjective productions are unique in so far as they are organized in human action, and, at the same time, to the extent that this organization is being congruent, it is capable of be constructed as a theoretical model. This condition allows to consider this research as a basic resource of theoretical production on human subjectivity.

[...] The different operations and processes that emerge in the course of any human execution are subjectively configured in the continuous process of action. The qualitative side of human experience is

⁴ González Rey, a Cuban psychologist, has developed a theoretical, epistemological and methodological approach, different from traditional conceptions in Latin America, where from the theoretical construction of human subjectivity as a system, it is possible to understand human experiences from a configurational, dialogical and interpretative logic. The categories subjective senses, subjective configurations and subject are articulated in his theoretical referential.

⁵ Subjectivity can be defined as a configurational system, which is organized in different subjective configurations at different moments and contexts of experience (González Rey and Mitjans, 2017a, 2017b), representing a specific quality of human processes (González Rey, 2015). Subjective configurations are moments of self-organization in the constant flow of subjective senses that define the course of life experience. Thus, the subjective senses, as symbolic-emotional units of the experience, allow us to think about the singularity of the athlete that emerges in the course of his action, and is an active participant in that process (González Rey, 2017a).

inherent to any human reality. Subjectivity is not a reaction of our mind to a given world and realities; it is part of the complex reality lived by human beings, not as reactive beings but as creative ones (González Rey, 2014a, p.15, our translation)⁶.

If we analyze Mahlo's ideas before referred, from this position, several questions arise that may be interesting for the debate that we propose. First, the assumption of the existence of a complex relation between what qualifies as specific psychic functions and reality implies the ontological recognition of a different condition of human experiences. This means that these experiences are not considered as "reflex" or as an appropriation of the external, but as productions, in which it is present the "real", but not in its sole determinant condition instead as a complex process, articulated from the active character of human productions, that at the same time, would be configured in the own course of sportive experiences organized in tactical actions.

Another important question arises when Mahlo assumes the existence of different ways in which "the real" exists, that is, an ontological differentiation is present, where also the singularity of human productions appears, however, Mahlo falls into the trap of think that the activity or the forms of the real are determinants of the subjective productions that are organized in singular experiences of life, which would be then, denying the generative character of human subjectivity as it seems to appear in his initial affirmations.

In short, the understanding of subjectivity as a self-generative system is only possible when it is assumed as a constant emergence of subjective configurations, where productions can modify the subjective constitution of different sportive scenarios in which, at the same time, subjectivity is constituted (González Rey, 2014b). The understanding of subjectivity as an ontology of human condition⁷ implies assuming the specific quality of the processes present in all human activities, from bodily practices, to the most diverse forms of social processes; and consequently, to understand athletes as constant producers of differentiated processes of subjectivation organized in their realities.

It is interesting to articulate the principles that can derive from this theoretical referential with positions that, emerging from Sport Psychology, can contribute to pedagogical processes of integral formation of our athletes. Essentially, these are conceptions that facilitate the understanding of the athlete as a producer of his or her specific reality of life, where the sportive

⁶ González Rey, 2014a original reference "As diferentes operações e processos que emergem no curso de qualquer execução humana são subjetivamente configuradas no processo contínuo da ação. O lado qualitativo da experiência humana é inerente a qualquer realidade humana. Subjetividade não é uma reação de nossa mente a um mundo e realidades dados; é parte da complexa realidade vivida pelos seres humanos, não como seres reativos, mas como criativos" (p.15).

⁷ It is worth clarifying that ontology is not understood here as the universal essence of being external to the process of knowing, as defined by metaphysics, but as the need to specify the qualitative character of the human psyche and his intelligibility as a human production (González Rey, 2006). We suggest reviewing recent publications of this author such as Subjectivity: Theory, epistemology and method (2017) for further analysis.

experience also takes shape and is constructed. The way to approach the tactical preparation that we have developed, which is the central core of this article, in its initial organization was not intentionally raised on these precepts. However, analyzed at this time, it is completely viable to be assumed as a constructive-interpretative process, where dialogue and subjective engagement allowed us to effectively consider our athletes as it's protagonists, standing in the point of view of the legitimization of their singularities, organized into subjective productions.

Method

Integration Between Methodological Approaches In Tactical Preparation To The Athlete In Action: Tactical Parallel Training Experience

The Tactical Parallel Training of Vidaurreta (1974-2000), in its denomination, tries to summarize more than thirty years of systematic psychological assessment of Cuban Women's Basketball team, sensitive to be organized coherently in a theoretical-methodological proposal that reinforces and makes viable the participation of Sport Psychology in the pedagogical process of learning tactics⁸. Indeed, this paper is trying to describe the experience developed, with no pretensions to be treated as a validation process. The training it develops the practical execution of motor actions accompanied by a parallel theoretical preparation, in the form of representation, which is organized integrally in what sport action translates. The intention was to reach an analysis level that allows players to identify what was indicated, according to the current characteristics of the game situation. In other words, it tried to facilitate tactical approachment to Basketball game.

As part of the psychological counseling process of tactical preparation of the Women's Basketball High Performance team (20 athletes, average age of 23 years, average sportive age of 8 years and average pre-university educational level), representative of Cuba in the Olympic cycles that ranged from Montreal 1976 to Sydney 2000, the Parallel Tactical Training, initially, did not consider the need to modify the tactical preparation, because the pedagogical inadequacy relative to the lack of theoretical solidity in the tactical plan had not been detected at the moment, when psychological counseling process was started.

It was assumed, by trainers, that could be factors related to intellectual level of the players or to difficulties in group relations, those that could affect the intelligent tactical game that was aspired. In our case, it was necessary to address the tactical preparation from the pedagogical edge of the process, as well as the possibility of complement it with psychological resources that would help to increase it's effectiveness, for the achievement of the player's sportive form (Lanier, 1981; Petrovski, 1981; Platonov, 1994).

The first "psychological dismantling" of the research object proposed by Basketball trainers took place, using all the investigative resources within

⁸ This complex and longitudinal process of investigation is analyzed in detail in the book "Tactical education and management by mental quickness" published by Vidaurreta in 2014.

the scope of our specialty at that time, inside a suitable framework of the task, putting the results at the service of the preparation in an immediate way. When verifying that there was no difficulty with the intellectual level of the players and that like a group they worked properly, the possibility of modifying the pedagogical project referred to the tactical aspect was evaluated.

After exploring the tactical reasoning process of our Basketball team, using problems instrumented from the real elements of the sportive practice of that moment, psychological resources were searched to optimize the way of doing tactical preparation that Basketball trainers made (Vidaurreta, 1979). In other words, the focus of the initial research problem was readjusted, after perform the corresponding studies in both cases: intelligence level and social factors in Basketball team, and not been detected problems that could hinder the team's successful tactical performance.

In the same process, after solving the requests to select a captain and psychologically characterize the group of players with the psychological techniques applied at that moment, then valid in all areas of psychological science, we set out to make a turn toward the search of resources of Sport Psychology to assume the challenge that the pedagogues solicited us⁹.

Thus, the approach of the tactical theme with Women's Basketball team began by decanting the alleged difficulties that were pedagogically confronted in search of competitive results, and by the assumption of the challenge expressed in the necessity to answer the questions raised in our interaction with the trainers. A work project was constituted that, through the systematic instrumentation of analysis resources applied to Basketball game, standing on individual and collective points of view. That project was systematically applied to tactical training, focusing in the effective management of tactical training, by improving mental quickness in "tactical reading" of the game, after the successful detection of the game "keys".

Of course, the contextualized demands of the activity (defensive and offensive tactical systems and against what to which team they should be applied), also the individualities (physical condition, technical level and psychological state of the players in each position to complete the proposed personal plan) were taken into account, as well as the alignments resulting from the conformation of the teams.

Nowadays it is known that, precisely, qualitative approaches in the study of subjectivity that could be congruent and contribute with psychological research in sport¹⁰, imply that the process of psychological knowledge production advances through the communication, through

⁹ Unfortunately, despite the time that has elapsed since that moment, today in 2018 similar situations sometimes pervive when the trainers do not have the expected answers to failures or to low competitive results that return "without a logical explanation".

¹⁰ The way of producing knowledge in the proposal that interests us is based on the singular and dialogic nature of the knowledge construction process itself. More specifications can be found in recent works such as González Rey, F. (2017a). The topic of subjectivity in psychology: Contradictions, paths and new alternatives, referenced here.

dialogical relations established between the researcher and the research participants. It is an interactive process where communication becomes the mode in which different moments of qualitative methodology are developed, oriented to the study of an individual, as well as to the analysis of broader social processes. Consequently, the quality of athlete's expressions became an essential aspect in the validation of the information produced during the study, and this marked a different approach in the way we traditionally conduct research in the space of Cuban Sport Psychology.

The psychological assessment project that we developed was translated into several questions: How much, how and how far does the athlete has to train each of his skills? When is it possible to improve his competitive performance because of a variation of the pedagogical project to which he is subjected according to the fundamental demand that from the psychological point of view, characterizes the activity in which he performs? How can be understand the unique experiences that are organized in effective tactical learning in our players? How far does the intervention of pedagogues facilitate this process?

All this process of thinking conduced us to formulate the Parallel Tactical Training, translated into several articulated actions that imply:

a- Elaboration of theoretical materials to support all the tactical contents taught practically, emphasizing the tactical keys of each content.

b- Realization of a program of theoretical classes that established a logical sequence of theoretical knowledge as a response to the practical needs of action. Graphs, photographs, slogans or terms based on symbols in learning were used as auxiliary means. Average frequency of 1 to 2 classes /weekly of 1 hour each one.

c- Periodical evaluation of theoretical learning: A weekly control of the content of the "player's notebook" was made, referring to the updating and correction of the programmed aspects that it should contain. Group discussions were held in the form of seminars of the theoretical materials studied, with individual weekly evaluation and theoretical knowledge tests with individual evaluation and with a biweekly frequency.

d- Debates of videos of games played by the team or by opposites of interest, focusing on the important tactical aspects to analyze in each particular case (keys), by position and in a general sense. It was demanded to perform individually a written analysis at the conclusion of debate's sessions.

e- Directed observation of opposite teams in competitions, organized and directed with the consequent verbal discussion in the group and with an individual evaluation of each player made by the trainers. Also, it was indicated to make an individual written analysis during the observations.

f- Individual control of the tactical reasoning process, about the tactical tasks assigned to the players and their compliance during them. Analysis of the mistakes made upon completion of the task. Establishment of tactical personalized goals.

g- Choice of monitors by work groups.

This sequence of actions tracked the purpose of establishing an adequate organization of tactical knowledge valid for the construction of the game actions, both individually and collectively. They were listed in a sequential manner for the purpose of understanding what was done.

In particular, we include here some details of one of the central phases of the advice made from the tactical modeling design. The technique described by Mahlo (1974) was used in a set of typical problems of Basketball game, according to the patterns used to meet the needs of a particular team. They were presented to the athletes, as we referred before, in the form of graphs and slides that admitted only one correct answer selected among three alternatives elaborated by specialists, who guaranteed the fulfillment of the following requirements:

- Clarity of the approach.
- Variability of the degree of difficulty.
- Specification and speed of the possibility of response.

The problem exposition time and response times were controlled (5 and 10 seconds respectively). The analysis of the individual and collective tactical effectiveness obtained through the statistics of the technicians in the most significant tournaments of each year of the cycle was used, which recorded the most important tactical aspects for each player, according to their tactical responsibilities in their game positions and the expected performance in the corresponding indexes.

From the psychological point of view, the initial characterization of the tactical reasoning process was sought in the Women's Basketball team at the highest level in Cuba, with the purpose of provide useful tools to trainers for the development of effective tactical preparation. At that point, the pedagogical and psychological criteria were integrated in the following way: determination of the tactical objectives and it's importance for the game, by the trainers that made the selection of the contents to be evaluated in defense and offensive, and also the elaboration of an evaluative questionnaire of the theoretical aspects that should support the tactical contents posed as tactical problems to solve. Psychological counseling was provided for the construction methodology of the theoretical questionnaire and the tactical questionnaire¹¹, in the sense of exposing issues to be evaluated in the clearest and most precise way.

This modeling design was conceived to explore tactical decision-making, including assessments of the perceptual aspects of situations taking into account the following aspects:

- Selection of the tactical contents to be explored by the three

¹¹ Taking into account the tactical contents that serve as a basis of useful theoretical knowledge that trainers considerate, were elaborated by them, the questionnaires that were applied to the athletes to support the practical tactical trained knowledge. For further analysis of the modeling design, consult Vidaurreta (2014).

National Team trainers, all with a higher level of qualification in their specialty and more than 10 years of work experience in High Performance sport training.

- Variation of the degree of difficulty of the tactical situations raised.

- Instrumentation of the combined presentation form of the selected conditions taken in real circumstances in the field, regarding the tactical concept to be evaluated and executed according to their indications by youth level players, which served as models in the experience. It was alternated the presentation of situations for which it was necessary to answer what should do the player in possession of the ball, and without the ball, because of the tactical concept to be evaluated and according to the pedagogical interests of the moment.

- The times of presentation of the problems and also the response times were controlled in the individual protocol of each player, using a manual stopwatch operated by the psychologist.

- The qualification of the answers was made by the trainers according to previous agreement, giving value of one point to the correct answer that had to be selected by the athletes, among the three presented alternatives and that had been determined by those specialists according to the proposed conditions.

- The player's work was controlled, with the intention that they work individually (without consulting each other), gathered in a room and the discipline was controlled by the four experimenters (three coaches and the psychologist).

- The construction of the questionnaire of theoretical knowledge of the sport was carried out in such a way that it responded to the tactical plan of the moment, presenting questions with their response alternatives and with some open question to obtain the personal elaboration of the player of the subject in question.

We worked with all the members of the National Preselections who formed the samples studied throughout the investigation and with characteristics described in each case, as appropriate. A similar initial training was carried out for all the players, that were instructed on the ways to face the evaluation to be carried out, and the codes of expository and response communication, used and to be used.

Results and discussion

Examples Of Study Cases Focused On The Analysis Of Basketball Sport Activity

In a succinct, authentic and real way, we then build here two study cases, focused on the analysis of sportive activity, making explicit what for us was the central axis in the way of introducing and contextualizing psychology of sport in the cementation process of knowledge, adjusted to

effective tactical learning and favoring the integral individualized development of our players.

The cases presented correspond to two regular players from the same team, who experienced a unique important problem situation addressed as part of the process of individualized tactical training. In each presentation, a summary of player's characteristics will initially appear, followed by a precise definition of the situation object of the psychological intervention that is also described as appropriate.

Individual Psychological Interventions

Case 1

Female player of 26 years old, sportive age of 16 years, Basketball, titular forward, university level, socio-family and partner situation stable, without physical injuries. Average intellectual level, good level of achievement motivation, introverted, melancholic, serene, normal trait and high situational anxiety.

Difficulty faced: Marked decrease, statistically by 50%, of her effectiveness in 3-point shots, which constituted her strong ability in the game during the preparation for the fundamental competition of the year in question. She faced strong demands from the trainer to recover, because of the significance of her scores for the team results. She faced the possibility of being excluded from the preselection for the next competition, if she did not demonstrate consistent recovery of her habitual effectiveness within thirty days before the event for which she was preparing.

Psychological response of the athlete to the difficulty: Reflection, sadness, insecurity, tension, aggressiveness in the relationships with the group.

The psychological intervention process that was carried out with the athlete, in which the steps were adjusted to the specific needs of the particular situation of this player and also the needs of the person in question, and the type of activity in which she performed, was organized, briefly, as follows:

1. Evaluation of the physical and psychological conditions in which the athlete was, at the time of the psychological intervention.
2. Assessment of the configurational formation of the motivational process to recover the effectiveness of her 3-point shots.
3. Evaluation of the environmental conditions in which she threw, of the meaning of the physical conditions of the boards, the balls, the lighting of the court, etc.
4. Evaluation of the team's tactics in the game when she was to score from the 3-point position.

5. Evaluation of her individual tactics, according to the understanding she showed of her individual responsibility in the collective game system.

6. Establishment of her personal goals plan in relation to the 3-point shots:

a) Physical insurance: Analysis of the strength level, saltability, coordination and other physical constraints of the 3-point shots, admitted by the athlete as possible influencers on her effectiveness at the time of the counseling process was carried out with her.

b) Psychological insurance: Analysis of vigor, decision-making, development of self-control, for the subsequent acceptance of the difficulty, it's the psychological and self-assessment obtained by the athlete.

c) Commitment to physical and psychological insurance: this factor refers to the athlete's recognition of the real problem she had, and what the current conditions are and also the necessary adjust of her sportive behavior, according to the facts presented at that moment.

d) Results check: Determination of the result of the intervention process carried out with the athlete.

The diagnostic determination of the difficulty was also sought, in consensus between athlete, trainers and psychologist. It was determined that the cause of the drop in the effectiveness of the 3-point shots was in the lack of consideration by the athlete of the difference of ball's rebound between the new boards that were beginning to be tested in the competition facility (Ciudad Deportiva's court), and the previous ones in which she was accustomed to shoot (Cerro Pelado's training court). That fact demands her improvement in strength by pulling tight to her personal shooting technique.

It was also established that a "dramatic" decrease -in the words, of the trainers- was seen in her effectiveness, was more noticeable in this player than in the others, who tried fewer 3-point shots than her, and therefore scored less points. Because of that, she had felt more pressured than usual and that fact had inhibited her from "playing free". This situation implied to admit mistakes in her game that she did not know what cause to attribute, that stopped her in her performance in the games and that she did not know how to correct.

The psychological intervention tried to readjust her tension level in game. It was included a phrase to reformulate her action in her 3 point shots, and also made her remember that the action was perfectly realized into her game routine, because it was highly automatized: "brush and paste" (terms that indicate actions performed almost automatically, without paying attention to the way in which the brushing of her teeth is done, as part of the daily routine of grooming she habitually made). The terms "brush and paste" were established as reassuring keywords prior to the reconstructed execution of the fundamental motor habit in her front game.

Within the dialogical perspective proposed by subjectivity theoretical referential that favors the multidimensional understanding of the phenomenon under clinical study, when applied with basses in Sport Psychology, the athlete couldn't be considered as a patient, but as an individual who lives an experience resolute as a difficulty, which prevents her from performing efficiently in her specific activity. In this sense, it is important that the sport psychologist analyze and promote ways of meaning

the reality that help to modify the negative experience of the athlete who faces a problem. Assuming the athlete in action as an active producer of her life experience, implies understanding that it is possible the emergence of subjective resources that would allow her - as happened with this player-, to organize the negative experience of diminishing the effectiveness of 3-point shots, in one configuration that facilitates, due to its flexibility and coherence, to integrate new subjective senses that would allow her to analyze the lived sport situation multidimensionally, which in short, can summarize the therapeutic process developed with Case 1.

When analyzing the corresponding experience of the process that faced the athlete and that had not been correctly evaluated or categorized at the time of the psychological intervention made, it was concluded the need of the player to resignify her experience, freeing herself of inoperative and disturbing concerns about the performance of the 3-point shots that she dominated, and ensure the physical and technical level that would allow her to continue achieving at her usual effectiveness (work of weights, saltability, focusing on the technique of shooting 3 points, finishing the hand when shooting, etc.). The possibility of using the words "brush and paste" was suggested before pulling from the position in which she usually did it and scoring 3 points. What was intended was precisely to place the situation under the player's control, that until that time seemed to be superior to her analysis, hence something as common, daily and automatic as brushing teeth, translated into an excellent metaphor as support in this endeavor.

In the same way, the self-injunction of throwing well, serene, concentrated, was included saying "*shuta*", neologism derived from "shoot" in English (action of throwing), a word of encouragement that her companions yelled when they felt that it was necessary to help her to regulate her personal activation (arousal). The new assessment of the physical conditions of the boards to adjust the personal settings to pull, as well as the modification of her personal scheme of strength training, were actions also organized in this process. In addition, stress management, application of breathing techniques and adequate focusing were also carried out.

Like so, a personal record of the results of the 3-point shots was taken after the application of the proposal outlined. As a result of this process, the effectiveness of the 3-point shots was restored according to the demands made for her game as a regular forward.

Case 2

Female player of 27 years old, sportive age of 15 years, Basketball, attacking defense, upper middle school level, socio-family situation and partner situation stable. Injured and operated of meniscus in the left knee and her right knee with insertionitis. Precisely, she was in a process of rehabilitation of both knees. Also she was responsible for controlling her body weight that had been increased in 6 kg during the period of postoperative rest. Intellectual level qualified as low normal, a good level of achievement motivation, as well as extroversion features, in addition to be cheerful and impulsive. She had low trait and condition anxiety.

Difficulty faced: Decreased effectiveness of shots in her position, difficulty in attacking the basket, in which she was a specialist, and in offensive assists.

Psychological response to the difficulty: Aggressiveness and stubbornness in continuing to play the game that she could no longer do.

The psychological suggestion made to the trainers was focused on adjusting the expectations in relation to the athlete in the physical and psychological conditions she was after the injury and postoperative period. Consequently, it was necessary to perfect the individual attack and defense patterns that she possessed, according to her actual physical condition, reinforcing the speed and strength training according to the true physical possibilities of the player in such condition of her sportive life, as well as "polishing" and extreme training of the technical details that will make her easier to shoot from the 3 points and make more offensive assists. Likewise, it was insisted on "satisfactory automatization" by the player of the passes in her movement to other players that would finish the goal of the basket. In a fundamental way, she worked on the reinforcement of the basic physical level for the technical-tactical actions that she had to carry out in her condition at that time.

In this sense, the self-talk suggested to this athlete in her new physical condition, was structured in the expressions "Va por mí"¹² (It's mine!) when she made assists that facilitated the offensive of other players, and "Voy a mí" (I can do it!) when she could do the action by herself. All this was implicit in the process of reformulating the sportive experience, which indeed was difficult to implement because she had a strong personality, self-determined and with a high achievement individual motivation based on her personal results in the game. The importance of her physical rehabilitation for the team results, was placed under analysis, emphasizing the new way of valuing herself as a player, since "thinking the new style game that she has to implement, indicates maturity and tactical intelligence"; "doing what you do now, shows you that you are smarter than before, that you get more points"; "the points of the team are yours and also those that you made directly", among others.

In the work experience that we reported with Case 1, it was explained that the irrational idea that "something" prevented her from continue pulling 3 with the usual effectiveness, the tension inherent at the preparation designed for the important competition, the logical rivalry with the remaining athletes of the same position who wanted to win her titular condition, the requirement of rapid recovery formulated by the coach, under penalty of being replaced by another player, made to reinforce a subjective condition where irrational ideas had strength as subjective productions

¹² In the experience that was made with elite Basketball players, there was a collegiated phrase by generations of athletes that synthetized the feel of these populations, and that although it might seem self-sufficient and arrogant, it only expressed their conviction that "it was going in search of the best response in the game, worked from the training", and not a position that shows lack of criticism or stubborn approaches, but able to perform a cognitive restructuration when it was needed, and willing to give everything in the field, under control: "Voy a mí".

limitations of the sport performance of the moment. A reverberated condition was produced implying a limitation in the possibility of reorganize her resources due to the objective requirements of the physical conditions of the boards in which she had to shoot and score. As an alternative path to the situation of suffering that she was living, it was suggested to readjust the motor habit according to the physical real conditions of Ciudad Deportiva's court, readjusting her motor habit at a low voltage level focusing in been aware of her own physical conditions and the technical readjustments she had to do according to the boards in which she had to throw in competence.

In Case 2 that concerns us now, the construction of the psychological process of intervention was structured, like in the Case 1, adjusted to the singular characteristics of the athlete, making possible emergent characteristics favorable to her sportive performance. The actions developed are summarized here:

1. Analysis and evaluation, with the player, of physical and psychological conditions in which she really was.
2. Assessment of the actual physical state to face the task.
3. Self-assessment of progress in rehabilitation.
4. Analysis and assessment of her courage and decision in the game, and of the new ways of living her current physical condition, organized into a subjective experience that allows to continue being herself from the assists and enabling other players to score, when she could not do it personally.
5. Evaluation of the team's tactics in the game when she made offensive assists or could score directly.
6. Evaluation of her individual tactic according to the understanding that it will achieve of her individual responsibility in the game system, in that new moment of her sportive career.
7. Perfect mechanisms to detect the situation: When do I attack?

The analysis that was made, was necessarily adjusted to the context of a sportive practice whose main demand is the correct performance of the individual tactical responsibility, and it is in that category that the fundamental anchor for the developed intervention is given:

- Emphasize the responsibility in the physical preparation that should be achieved as a basis for the technical execution of her strong elements.
- Emphasize the detection of tactical codes that would indicate what was happening then and what should and could be done in that situation.
- Reinforce individual responsibility in the execution of the tasks of her position.
- Reinforce self-confidence in the value of her individual and collective actions, both when she scored directly, and when with her assistance she

facilitated the score of a teammate, according to the tactical scheme proposed for the team tactical play.

- Reinforce the mechanisms of emotional self-control.

In general terms, from the perception of her own effort, player Case 2, managed to readjust her executions to the current conditions she faced, assuming in a non-conflictive way her current role in the team, which was still central and decisive, and also like a "superior" and intelligent architect of the organization of the plays.

Conclusions

In Cuban Sport Psychology, the search for the immediacy of the data in the psychological orientation given to sportive trainers has placed the approaches that value the psychological uniqueness of the athlete, outside the focus of the usual professional practice. In our opinion, it is a task of Sport Psychology to approach this singularity, a position that transcends the idea of individuality. The sportive world is not just built differently by each of its practitioners, but this construction is not static, it is emerging, occurring and resituating in the course of the action. This is an essential consideration for research and practice in this area of work.

Psychologically advising the sportive preparation of a specific sport such as Basketball can be combined with possible psychotherapeutic developments of a constructive-interpretative research process such as the one we advanced here. In fact, the consideration of the sportive activity as a subjective configuration of action made possible to build a singular approach to the sportive experience of a generation of elite Basketball players.

Based on the work developed, we consider necessary if that were the interest, to assume the integral conception resulting from this research, as a basis that could favor relevant transformations in tactical preparation according to the implementation of Parallel Tactical Training (theoretical-practical) and other adjusted proposals to the psychological characteristics present in the Cuban population of High Performance Women's Basketball, specifically from the 1974-2000 period.

Faced with examples such as the two cases of players cited, a way of acting that does not justify the space of singularity and the individual production of life realities, is inoperative. It is essential to understand that the individualization of the sportive training process is translated into a direct demand for the High Performance practice. The space of learning tactics, analyzed from Sport Psychology, justifies this singular pedagogical approach from being understood as a system of subjective configurations in action, whose present condition prevents them from being determined a priori.

The analysis focus, including pedagogical and psychological factors, must be the athlete in action, that is, the protagonist of the sportive experience. In this way, the singularity is legitimized; which is the unique way in which we experience our practices, as we have shown here, as a valid level of knowledge production related to sportive performance in high level practice. Thus, research also has the possibility of favoring singular

processes of subjective development. In short, when we give space to think in sportive experiences as productions organized in action, we are embracing the human complexity in its inherent dynamism.

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Ethical note

Any process of research in Psychology that tries to approach, from dialogue and authenticity, the unique life experiences of certain people, in our opinion, ends up constructing interpretations that, regarding the considered reality, advance in ways that should not transgress the limits that the built links bid. In this article appear references legitimately obtained, shared and accepted as part of this joint psychological counseling process by the players, the coaches and the sports psychologist.