PSYCHOLOGICAL DETERMINANTS OF DIDACTICS OF COMBATIVES

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Abstract:
The article deals with the psychological determinants of didactics of combatives. The European sport charter (1992) defines sport as „all the forms of physical activities, which, either organised or not, should have the aim of improving physical as well as psychological condition, social relationships or achieving goog results in competitions at all levels“. Combatives (úpoly in Czech) are physical exercises aimed at the physical defeat of a partner. Combatives comprise specific exercises, which prepare a participant to overcome a partner by physical contact. There might be a problem as combatives lead to close contact between the two opponents, and form some people it might be problematic, as many of us allow only the closest of relatives to touch, form example, our stomach, chest or face or to hug us. Combatives often requier this kind of contact. For these and other reasons, it is important to keep in mind the psychological aspect to combatives. When practising the routines, the participants, concentrating on the exercise and their performance, seem to lose part of their constructed self-image, which leads to the revelation of certain fundamental personal characteristics. Autors point out that the aggression in education of combatives needs to be focused and controlled, in order to be useful rather than destructive.

Key words:
Psychological determinants of combatives, agression, self-confidency, defeating, wining, fear
**Introduction**

Trend in 21\textsuperscript{st} century is to promote PE at school as preparation for lifelong learning. “It grows out of a vision of physical education being more than games, sports, and fitness. The overall aim of such a system is to help all children and youths develop into physically educated individuals” (Physical education framework, 1994, p. 5). Throughout, the process engages all aspects of learning: cognitive (“I know”); affective (“I feel”); and psychomotor (“I experience and do”).

Physical education (PE) in both Slovakia and Czech is highly influenced by extraordinary system of PE created by Dr. Miroslav Tyrš. The statute of SOKOL (19\textsuperscript{th} century) is the recognised and documented starting point for the incorporation of the combatives into physical education here in the Czech, but SOKOL was neither the first nor only organisation to employ such martial skills. The basic criterion for the physical exercises was that it was possible to perform them either individually without help or with a partner and his/her support or resistance. Both the types of exercises can be performed with or without props (Tyrš, 1873).

In 2005, we projected combatives taxonomy with innovative definition of combatives (Reguli, 2005):

- Combatives are physical exercises aimed at the physical defeat of a partner.
- Combatives comprise specific exercises, which prepare a participant to overcome a partner by physical contact.

The systems of combatives derived from a hierarchy of three levels, as you can see below:

- Preparatory combatives
- Combative sports
- Self-defense

The first level is the level of combatives pre-requisites. It comprises of the simplest combative activities (movement activities in contact with one or more partners), which are the necessary pre-requisite for the next two levels. The content is the basic fighting technique needed for all the fighting activities (posture, guard, falls, etc.). These activities are preparation and basics and we call them preparatory combatives.
The second level involves individual combative systems. Each of them is a comparatively independent unit and it fulfils the criteria of an independent combative branch. We call them combative sports and we can further subdivide them. The level of combative systems is the greatest and most important part of combatives.

The third level is the level of applied combative activities to be used in necessary self-defence with appropriate legal, ethical, social and other norms. This category is somewhat separate from the system of combative sports as it is closely linked with other, especially technical indicators that fall outside the field of sport (especially with the usage of firearms and other weapons).

The three levels are relatively independent although there is some overlap between them. Therefore it is difficult to categorise all the individual exercises in combatives, as they can fall into more than one category.

In our opinion, combatives in school PE should be incorporated according to combatives taxonomy (Reguli, 2005, 2004) as it is shown on Fig. 1. It means:

- **Primary school, first level** – focusing to preparatory combatives (with using games as the main method)
- **Primary school, second level** – focusing to combative sports (in meaning of martial arts)
- **Secondary school** – focusing to self-defense (according to law and ethical norm)

Because of mutual history in Czechoslovakia, there are many similarities in school system in Slovakia and Czech. We can see the same in the curriculum of PE, especially, when we are pointed to combatives in it.

There is new Frame educational programme for basic education (Primary school) in the Czech Republic (Rámcový vzdělávací program, 2003. Physical education is included in field Man and his health together with health education. Curriculum is really framed in this document. In the first level on primary schools are combatives represented by preparatory combatives: pulling and pushing. Teacher can use also oppositions. Oppositions are more free exercises, aimed to develop coordination motor abilities. Coordination abilities are preferred motor abilities in younger school age (Doležajová and Lednický, 2002). Oppositions are also funnier and gave opportunities to create many movement games. For the second level of primary school is projected to teach basic of self-defense, judo, aikido and karatedo. Another
document determine curriculum of education at grammar school: Frame educational programme for secondary education (Rámcový vzdělávací program pro gymnáziální vzdělávání, 2003). Basic point for combatives is self-defense. In the case, that teacher has necessary abilities, he can teach also judo, aikdo and karatedo as well.

**Primary school, first level**

Focusing to preparatory combatives.

Bartík (1996, 1999, 2000) did big deal of research in this field. Combatives are safe and appropriate means for developing basic motor abilities. Especially opportunities are suitable for developing coordination motor abilities.

Combatives, being a specific part of sport, are distinct from other sports in a number of particulars. These include certain methods of training and other factors. Psychological determinants are very important among the others determinants.

Simple combative exercises are grounded in human philogenesis. Combatives have long and shared roots with the development of mankind. They seem to be an integral part of the deepest subconscious drives of humanity even though they are often suppressed during the educational process. You can see it most clearly in small pre-school children, as combative practices are a natural part of movement ontogenesis. The necessary precursor to walking safely is the art of falling safely. The children want to pull things they like towards them and push the things they do not like away. Any child will fight another child for their favourite toy, in the positive sense of the word. Social factors seem to play a very significant role in this. When practising combative routines it is important that the two opponents agree in advance on certain criteria. These include non-verbal forms of communication. There might be a problem as combatives lead to close contact between the two opponents, and for some people it might be problematic, as many of us allow only the closest of relatives to touch, for example, our stomach, chest or face or to hug us. Combatives often require this kind of contact. For these and other reasons, it is important to keep in mind the psychological aspect to combatives. When practising the routines, the participants, concentrating on the exercise and their performance, seem to lose part of their constructed self-image, which leads to the revelation of certain fundamental personal characteristics. Aggression needs to be focused and controlled, in order to be useful rather than destructive.

At the primary school, first level, we use mainly combative games as a natural and joyful method.
Primary school, second level

Focusing to combative sports in meaning of martial arts.

“Martial arts” is a wider expression than “combatives”. The expression “Martial arts” comprises all the activities linked with fighting that are upgraded to art. Martial art is not only the physical part but also artfulness linked to one’s body. It also includes specific notions of martial skills; it deals with fighting in a wider sense, focusing on creating something new but not destroying the extant.

Our function definition lies in the four-dimensional characteristic of personality of a martial arts trainee, which involves biological, psychological, social and spiritual sphere. The basic functions of martial arts are bound to the individual components. Thus, they create bio-psycho-socio-spiritual stability. We differentiate the following functions:

- bodily (biosphere, complete development of the physical nature of a human being),
- psychical (psycho-sphere, psycho-hygiene, relaxation, self-fulfilment, etc.),
- social (socio-sphere, interaction, communication, social self-fulfilment),
- spiritual (noosphere, self-cognition, purity, transition beyond the perceptible world).

The martial arts should ideally lead to non-violent ways of solving problems. Exercise, especially for children and the young, needs to teach them not only the technique, but also needs to use the technique to teach them the proper relation to their social surroundings. Martial arts teaching can be wider and supplemented with multi dimensional education: as a movement system, as a self-defense, as ethical system etc (Vít, 2005).

Bartík (2006) studied 11-12 years old pupils and influence of combatives. He used CPQ-test by Porter and Cattel. Combatives support constructive aggression, self-confident and self-conquest. Pupils were more open, relaxed and hearty.

Secondary school

Focusing to self-defense (according to law and ethical norm)

It is undoubted right to defend oneself and it should be a duty to defend the other when he or she is under physical attack. There are many possibilities, how to overtake sexual harassment without violence, and without making bad behaviour.

This application of combatives needs, above all, a very good psychological grounding.
We use fighting activities, eliminating fear of contact, to raise self-confidence, to make them trust in their own abilities and believe they are able to defend themselves.

Self-defense should be linked with good communication skills. Verbal as good as non-verbal self-defense is essential precondition of physical self-defense. In the society, it is most important to know, how to avoid violence parallel with ways, how to use physical contact when in danger.

In experiment, we prepared a model situation for \( n = 19 \) university students (average age 21,1 years, nine girl and ten boys). Their task was to solve prepared situation, when unknown attacker attack them from the front and from behind. Attacker was well-trained martial artist with horrifying musculature. He had a mask to hide his face. He used also verbal attack and bad language to frighten defender.

Very after solving model situation (successfully or not) every person filled the questionnaire with few simple questions.

Q1 What did you think when he was attacking you?
- How big and heavy the attacker is
- Physical pressure
- I was suddenly aware that I cannot or don’t know how to blow him
- I was not so scared as I expected. He wasn’t too aggressive (physically). The yelling didn’t worry me.
- I’m alive.
- I’m stronger that I expected.
- It’s very hard.
- I didn’t blow him with a fist.
- He was too kind.
- It’s attacker 😊
- Degree of his aggression. I expected something worse.
- Verbal attack.
- That he used bad language.

The others participants sad, that they thought nothing.

Q2 Did you feel any physiological changes?
- The same as after physical effort.
Heart bit rate about 180. I was exhausted.
Sweating.
Yes, hands tremor till now.
Strong heart beating and then fatigue.
Yes, I felt it. I cannot write now.
Especially after and before attacking.
Yes, off course (8 participants)
Not, I didn’t.

**Conclusion**

In the PE we have to respect psychological determinants of didactics of combatives.

At primary school, first level:
- To let the pupils fight naturally, but according the rules
- To support intentional self-control
- Using contact with partner as a communication skill
- To know about good and bad contact
- To feel responsibility for partner

At primary school, second level:
- Combatives support constructive aggression, self-confidency
- Working with appropriate pain build self-conquest of pupils
- Working with total, physical defeating and winning
- Martial arts build bio-psycho-socio-spiritual stability

At secondary school:
- To be well-balanced both of physically and mentally
- To use and control aggression in self-defense
- To deal with fear and troubles
- To work under stress
- To use verbal self-defense together with physical control of attacker

**References**


