

The teaching of Fighting techniques: from conditional principles to situational¹ groups

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Abstract: This study aimed at classifying and identifying common principles in the teaching of Fight. For that, semi-structured interviews were conducted with teachers and masters in different modalities. After the Analysis of Content of data, we noticed that fighting systems have conditional principles (intentional contact, fusion attack/defense, opponent/target, unpredictability and rules) that are determinant for the understanding and the reading of their internal dynamics. Therefore, it was possible to classify the systems based on transferable common denominators (situational groups), that can be taught before the specialized practice, aiming not only at the repetition of technical gestures but at the global development of the student.

Key-words: Martial arts: education. Sports.

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1 INTRODUCTION

Often present in the cultural baggage of different civilizations throughout the centuries, combat² has already been recognized as a rite, religious practice, preparation for war, game and physical exercise, among several other meanings that have already been attributed to it, whether in the east or in the west (BROUSSE, VILLAMÓN, MOLINA, 1999; ESPARTERO, 1999; VILLAMÓN, BROUSSE, 2002; VILLAMÓN, MOLINA, 1999).

Present in several scenarios of sports pedagogy, practiced by its different characters, combat brings to the world of physical education parts of tradition, religion, culture, philosophy, rituals, discipline, besides the aspects connected to the body, movements, that can be transmitted, preserved and reorganized for the needs of each context (BENTO, GARCIA, GRAÇA, 1999; PAES, 2002).

Because they cover an infinite range of movements, techniques and characteristics, a series of criteria are used in an attempt to classify the combat systems, such as: the objectives of combat, type of contact between opponents, their motor actions, distance between opponents, type of target confronted. Those groupings bring the systems together by what they have in common, as well as having differences that separate them. According to Espartero (1999), classifying the Fighting Sports provides an organization of elements or categories according to a determined criterion, which allows the establishment of a differentiation between them, which would make the teaching and the choice of the most appropriate one to be taught easier.

2 The choice for a term to deal with those activities may be subjective depending on the understanding of the researchers and on where they would like to get with its use. Martial Arts, Combat Sports, Fight, Fights. In the sportive-educational context, in which the writing of this article is founded, the terms Fight/Fights contemplate the intentions and wishes of the text.

In Collective Sports Games (CSG), such search for common principles was started by Bayer (1994) and Teodorescu (1984). Recognizing the presence of an “internal logics” for each modality, ruled by the intervention of the rules in requesting private conduct from players and teams, those authors contributed a lot for the Pedagogy of Sports to identify common functional and structural characteristics among the CSG (BAYER, 1994). Such efforts revolutionized the teaching of those disciplines, when they allowed thinking about the teaching from a common denominator base, transferable among the different modalities and previous to the specialization in each one of them.

Motivated by the revolution in the teaching of CSG after the proposals of the above mentioned and based on the hypothesis of a similar proposal in the scope of combat systems, this text starts from the existing classifications about the phenomenon and also from the knowledge of masters from different modalities to try to understand how the different manifestations can be organized according to the common principles that regulate them, with the aim of contributing for the pedagogical structuring of this knowledge in the area of physical education.

2 MATERIALS AND METHODS

With the problem delimitation centered on the previously explained objective, the characteristics of this research demanded a qualitative investigation of descriptive and analytical character. Therefore, the best attempt was made to absorb the maximum amount of information to be collected in oral reports from subjects, discussing and analyzing their evident and latent contents (THOMAS, NELSON, 2002).

For that, the semi-structured interview was used (TRIVIÑOS, 1987) with four characters³ from the context of fighting systems, teachers/ masters from the modalities: Judo, Jiu-Jitsu, Taekwondo, Karate, Kendo and Fencing. All the interviewees have a degree and post-graduate qualification in Physical Education, besides the martial formation in more than one fighting modality. It is believed that such pre-requisites enabled a differentiated vision about the theme in question and, consequently, deeper reflections.

For the treatment, analysis and interpretation of data, one of the techniques of Content Analysis was used: the Enunciation Analysis. This type of analysis is complementary to the thematic analysis, which clips the set of interviews through a category grid projected on the contents (BARDIN, 1977).

The questions created a set of thematic – *Common characteristics of the Fighting systems, Forms and specific abilities*–, resulting from the latent aspects found in the discourses of interlocutors.

After the first analysis of all the discourses (interviews) for the determination of the above mentioned thematic, the individual inference was conducted for each discourse to be analyzed again in its singularity, inside the different indicators (themes) and the sense attributed to them by each interlocutor.

This stage provided subsidies for the collective inference to be accomplished. Hence, we could discuss and reflect on the meanings of each thematic.

³ The research project (with protocol number 108/2007) was approved without restrictions by the Committee of Ethics in Research of the Medical Sciences College of the Universidade Estadual de Campinas (CEP/FCM/UNICAMP).

3 FIGHTS AND THEIR CLASSIFICATIONS

For Espartero (1999), the systems can be categorized in “Grip Fighting Sports”, “Impact Fighting Sports” e “Fighting Sports with tools”.

In the first category, the grip would be a basic action which represents the common objectives between the modalities, such as the knockdown (*derribo*), the projections (*proyecciones*) and the ground control. It can be subdivided due to the initial grip pressure or the lack of pressure of this grip, as well as for the fighting aim: ending the combat when projecting the opponent to the ground or continuing the fight on the ground after the projection. The category “Impact Fighting Sports” is subdivided according to the type of impact: only with the fists; only with the legs, or hands and legs together. The third category is the one that deals with the “Fighting Sports with tools”, in which the objective is touching the opponent with a tool, such as the sword, for example (ESPARTERO, 1999).

This classification is done by considering a series of variants, which makes it confusing, as, to understand it, you should think about several criteria which, instead of grouping the modalities in “families”, separates them in groups and subgroups by their differences. It is a division based on the specificities and not on common principles (GOMES, 2008).

Thinking in a sports context which aims at the training for competitions, such proposal presents a richness of details which directly tend to influence in the development of the modalities. To know whether there is pressure in the grip may determine the tactics/ technique which an athlete will use, as well as the training of a modality which uses only the fists will be different from another modality which allows only the use of the legs. Whereas in an educational context, where the objectives of combat teaching is to provide the students with the experience and the knowledge of the phenomenon and their manifestations, considering so many details in classifying

the systems, tends to make the process difficult, as the differences emphasize the specificities of contents (GOMES, 2008).

In the grip category, for example, the possibilities brought by the author may be mixed in only one modality, and belong to a group that does not exclude the possibility of being in the other. In the case of “Impact Fighting Sports”, the three subdivisions used by the author in the educational context would not be of extreme relevance for the teaching, as all the movements of this group are knowledge which should be explored, independently from the rules of a modality (GOMES, 2008).

The classification from Ramirez, Dopico and Iglesias (2000) is similar to that from Espartero (1999). In the first group, are the modalities in which there is the grip (“With grip”), manifested through the actions of throwing and/or excluding, controlling and fixating the opponent in the fighting space. The second group does not have movements which depend on the grip, and it is called “Without grip”. The basic motor actions of this group are blow and impact through kicks and punches. The third group has the same name as the second (“Without grip”), but it is differentiated from that one by the use of a tool to touch.

Henares (2000) divides the motor actions of a combat in “knocking down the opponent”, “punching” and “touching”. In the first group, he also subdivides what would be the grip for Espartero (1999), adding to the unbalancing/knocking actions such as attach, exclude and control, also mentioned by Ramirez, Dopico and Iglesias (2000).

Differently from the other presented authors, Henares (2000) exhibits a classification of *Fight Sports Games* which is a collection of classifications from Spanish authors for fight modalities (GOMES, 2008). Although in his text there is no explanation for the use of the term *games*, through the reading, it can be noticed that the author refers to the *fight games* as the

non- sports like Fights, whereas the *fight sports* would be the modalities made into sports, recognized by sports federations.

Therefore, it is understood that his classification, differently from the previous ones, may be thought of for the knowledge Fight/Fights, independently from the sports-like modalities and their specific rules, and also for other manifestations of this knowledge, considering common aspects of the internal dynamics of the combat and, consequently, appreciating teaching approaches that are not centered in the specificities.

Nakamoto et. al. (2004), based on CSG authors (BAYER, 1994; GARGANTA, 1995; GRAÇA, 1995; TAVARES, 1995), consider Fight a game category, ruled by the logics of opposition which has as specific characteristics the attack and defense of “intrinsic targets” (to individuals) and the possibility of simultaneous attack.

They define four types of combat according to the relation between combatants with the “male target” and with the “female target”. The male is defined as the object to be attacked and/or defended (individuals), whereas the female target is the objective which is tried when reaching the target. “Two ways of relating to the male target were identified – touching and holding – and two ways of relating to the female – direct and indirect” (NAKAMOTO et. al., 2004).

When the target is *direct*, the objective of the contest may be to hold or touch the opponent’s body (target) to score points or to end the combat. If the target is *indirect*, it means that the actions of touching and holding are a way to end the combat, whether through a projection (the objective is to throw the opponent on the ground), of an exclusion (the opponent is held to be taken out of his limits of combat area) or of *knock out*⁴ (when the opponent is punched until he/she falls on the ground)

⁴ Word in English used to define the end of a fight, as in boxing, for example.

4 THE CONDITIONAL PRINCIPLES

The model proposed by Bayer (1994) for the CSG was the motivating/guiding aspect for the possible search in data analysis for the existence of common denominators also for the combat phenomenon. Such denominators are here called *Conditional Principles* of combat systems:

- Intentional Contact
- Fusion Attack/Defense
- Unpredictability
- Opponent(s)/Target(s)
- Rules

Independently from the modality or specificity of the combat, these aspects are vital conditions for an activity to be characterized as combat, because they are able to outline knowledge and differentiate it from the rest.

Intentional Contact: may occur in several ways (through the hands, the fists, the arms, the legs, the whole body or mediated by a tool; continuous or intermittently) and it should happen for the fight to be and for it to develop. This conditional principle requires the opponents to touch (intention/purpose) in a way (technical-tactical) to achieve the objective of the fight and success over the adversaries.

Fusion Attack/Defense: as well as collective and opposition games, a fight must have attack and defense. What differentiates the Fights from those other activities, in this aspect, is the possibility that such *actions* are *simultaneous* and to a certain point *mingled*, as it is rare to observe them isolated, both in the interaction between the individuals (at some moments it is difficult to know if the fighters are performing offensive or defensive actions) or in the actions of one of the fighters (who can concomitantly defend with the leg and attack with the upper limbs, for example).

Whereas in collective sports, while one team is attacking, mandatorily the other is defending. No matter how much the teams are offensively organized when they are without the possession of the ball (defense) or defensively when they are attacking, never will the two teams end the round simultaneously in the opponent's target, because the end depends on the possession of the ball or the tool of the game.

Unpredictability: condition due to the relation of interdependence between the fighters and mainly the possibility of the offensive and defensive actions being simultaneous. There are no completely predictable sequence strategies in a fight, as the actions of a fighter may or may not be responses to the actions of the opponent, as the action strategies, previous to the technical accomplishment, may also be simultaneous. No matter how they train or plan a way of action in a fight, it is the relationship between the opponents that dictates a new organization or re-structuring of the planned at each new moment during the combat. This unpredictability makes the *thinking about the fight less important than accomplishing the action of the fight*.

Opponent/Target: This means that the target, besides being mobile, may also execute attack and defense actions. It is this condition which justifies contact as a requirement and on which the unpredictability of combat is based. If the targets are the fighters themselves, the contact is the means through which they should reach them, besides the possibility of being the end as some techniques depend on it. With target personified in the opponent, the fight becomes unconditionally unpredictable.

Rules: present in any combat demonstration. Since the most primitive, when there was no way of recording them, they already existed: social, political or ethical rules. Fights depend on the rules for its legitimacy and they should be respected for combat to happen. What is allowed or forbidden tends to determine the techniques and tactics used by the fighters. It is this conditional principle which defines if, to

reach the target, they should use the hands, the legs; if the contact should be direct; if a tool will be used etc.

If the rule requires the fighters to use swords to reach a determined area of the body of the opponent, they should organize strategies, tactics (reasons for doing) together with the techniques (how to do) (GARGANTA, 1995) to solve the problems created. Therefore, it is the rules which will determine the techniques and tactics of a modality (MORATO, 2007; TAVARES, 2002).

That is why the punch, for example, may be done in countless ways, because each modality, from their specific rules, historically developed techniques to solve the problems which appeared due to those same rules, i.e., what is the use of a punch with the objective of throwing down an opponent if the rule allows you only to touch him/her?

Hence, from the conditional principles, we may create and legitimate countless practices as part of combat knowledge, which makes this universe even broader and able to be taught, not only through their specificities, but mainly by all the characteristics that they have in common.

5 FROM ESPECIFICITIES TO COMMON PRINCIPLES

The Fight phenomenon encompasses a series of institutionalized modalities which have been through the process of creation of techniques based on the rules for each one, this was learned by the people who practice, it became a tradition and has been transmitted in the most different cultures.

Each modality carries with it a history, an origin, a dress code, a set of traditions and characteristics which belong to each combat demonstration. Even with the conditional principles, there are factors which differentiate one modality from the other and even only one modality may have different fields. However, the internal dynamics and some traditional

techniques of each one, many times, may be common to other modalities.

When discussing the possible common characteristics among fight modalities, the interviewees demonstrated a convergence of ideas concerning the contact between opponents (conditional principle):

[...] I think that most of the fights have direct physical contact, Judo... both Judo and Jiu-Jitsu I think that one complements the other [...] Brazilian Jiu-Jitsu is complemented by Judo because Judo also has ground-techniques [...] now regarding the other fighting systems, Greek-Roman fighting [...] contact fighting, wrestling, Sumo is also a contact fighting system as are several others [...] (E1).

[...] in some characteristics, in some projections which have the same contact, for example, from karate to judo there are some very common characteristics, very close really [...] (E2).

The interviewees mention a series of modalities where the contact between the opponents may vary, according to the rules, but it is part of the internal logics of the fight. Some abilities are repeated in the directory of several modalities, and they may be complementary to one another, such as the projections existing in judo, *jiu-jitsu*, wrestling, which depend on the grip for their execution. The punch used in boxing, for example, may be used with different objectives and ways of execution in *karate*, *taekwondo*, *kung fu* etc. With that, the learning of a specific punch of one modality may make easier the accomplishment of a similar ability in another fight, complementing the teaching.

Noticeable is the approach of direct contact modalities in the same group, which can also occur with the modalities that do not have direct contact, but that have other common characteristics related to them, such as semi-contact or contact mediated by a tool.

The characteristics which allow group approaches, mentioned by the interviewees, in general, are of motor character and, although they prevail in the initiation, the teaching of combat adds philosophical, mystical values, related to tradition and to the origin of each modality. This is historical and inherent to each one.

[...] the only modality that I have seen and it has a lot of similarity like this is Kendo, which is Japanese Fencing. Although it has a traditional conception, oriental Fencing became much closer to the Philosophy, much closer even to the mystic, the religious [...] and Western Fencing [...] was directed to the athletic area, but the essence itself of positions, of the technique even of the guard, they are very similar and the beginning of training is very similar. (E3)

[...] regarding Fencing, it is different from Western Fencing, it is a typical Fencing, isn't it, from Japan, from the Japanese samurais, but it uses all the rituals, the clothes [...], it has an armor that is used over the kimono [...] Buddhism, isn't it, philosophical and religious aspects. (E4)

[...] I cannot say that the handles, the grips, the techniques of this modality are as a sport, that they can't be related, but they are limited, aren't they? (E4)

When they compare Fencing (Western and Eastern – Kendo), they exhibit the differences regarding the traditional, philosophical and religious aspects corresponding to the oriental culture, defining Fencing as a sport and Kendo as more traditional, linked to the original customs.⁵ Regarding the movements with the tools, they consider the posture, some positions and techniques common to the initiation. The

⁵ The Eastern Fencing, which the interviewee refers to, corresponds to kendo. According to Draeger and Smith (1969), there is a common oriental matrix between the modalities which came from the Budo (set of ethic, moral, social regulations, linked to philosophical, religious aspects, entangled with nature and the individual) which does not apply to the modalities coming from the west.

presence of a tool in the modalities, i.e., the sword, requires, in the process of teaching-learning, similar ways of manipulating, way of moving, dodging, breaking the standards of contact and semi-contact fighting and incorporating the sword in the fight logistics. To reach the opponent, it is necessary to use the tool and for this students should have the opportunity of learning the several ways (handling, grip, ambidextrous handling) of using it.

It is noticeable that the common characteristics among the mentioned modalities are related to cultural aspects, to contact or to the distance between opponents in a confrontation and, above all some theoretically specific abilities of the modalities. Physical abilities such as strength, flexibility, balance and coordination appear as necessary for the development of specific abilities.

The distance may be understood in two ways. The first refers to one only modality, in which there may be various strategies which vary according to the space between the opponents (short, average or large). In this way, the distance is used as a way to diversify the training and the movements of karate.

[...] we may work at a short distance, when we put the two very close really, then, for example, I put one foot next to the other [...]
The average distance can be be worked out, for example, with the belt, we tie the belt on one and tie the belt on the other and when the belt is straight, then when we leave the belt straight, they will know when it is the average distance [...] long distance is when it is more than that, for example, a guy who has to work arm attacks a lot, he knows that he will have the propulsion of the lower limb to achieve this attack over a long distance. (E2)

The interviewee understands the distance as a strategic component which is divided into three categories – short, average and long –, which depends on the unpredictability of the fight and on the game of the opponent. Believing that, in

the same modality, it is possible to think about the distance in three ways, as if each technique would require a distinct space to be performed.

The other way of understanding distance is to think of a pre-requisite for the combat to happen. Contact is a conditional principle and it will depend on the distance between opponents to be defined.

The *short distance* modality has almost no space between the opponents and, for the techniques to be accomplished and the fight objectives to be reached, it is necessary for the participants to be in direct contact (contact as a means to an end).

The *average distance* would be a reduced space which allows the approach in attack situations between the opponents, because offensive intention and purpose will determine the distance between fighters. The attacks characterize the contact and do not depend on it to happen as in the short distance (the contact is the end and not the means).

Whereas in the *long distance*, defined by the presence of a tool, there should be a larger distance between the opponents for them to be able to appropriately manipulate this tool, making the contact between them through the sword, for example (contact is also an end).

But the instrument makes you stay distant, the area is a matter of territory, in judo, for example, which needs to have proximity [...] you can turn, you have to take him/her away, isn't it, to move away, to put out [...] now, in kendo no, you have really to go to destroy the one who is in the territory [...] you need to be distant and [...] the relation that needs closeness with the other is the tip of the shinai [sword used in kendo]. (E4)

The presence of the tool determines the denomination of Kendo as a long distance fight. A fighter needs to keep away to be protected. The proximity also comes according to the

action of the attack and it is related to the tool, as if it were an extension of the body of the fighter.

The interviewee establishes differences between modalities of combat through the distance between the opponents. He describes Judo as a combat where there is proximity between the opponents, and threats of attack may occur, which reflect a dispute for combat territory. According to the interviewee, something similar occurs in Taekwondo, average distance modality, in which approaches and attack actions happen which may be disguised, to mislead the opponent. In Kendo, because of the need for distance between the opponents (protection and presence of the tool), an attack does not happen with the objective of disputing fight territory as in the other modalities, but rather with the objective of quickly scoring to end the combat.

In Kendo, due to the need for distance between the opponents (protection and the presence of the tool), an attack does not happen with the objective of disputing fight territory as in the other modalities, but rather with the objective of quickly scoring to end the combat: [...] in Judo there is no way, you have to hold to be able to try to take down the opponent. (E1)

As in specific situations of short distance there are verbs such as hold, grip, project, roll, fall, unbalance, which show the need for direct contact between the opponents in the practice of those modalities.⁶ In the average distance the kicks, punches and combined sequences are present; in the long distance, the handling, manipulating abilities and postures.

⁶ In direct contact or short distance modalities, there is a differentiation based on the pressure or not of the initial contact. In this case, the abilities and strategies related to the beginning of combat will differ from one modality to the other. However, all the modalities are subject to the consequences of sporting, such as Judo, that was created with exclusively educational objectives and in which the direct contact was initial, besides being a condition for the beginning of the fight. Currently, this contact takes many minutes of the contest, and it is disputed, changing not only the original reason for which Judo was created, but also the reading of the contest.

The following classification (Figure 1) organizes the combat situations according to the distance existing between the opponents. The emphasis on a determined Situational Group is defined by one of the conditional principles: the rules. They limit how the contact in the fight should be, determining the distance between the people who will fight and, consequently, the most normal situations in each group.

In this sense, coming from the peculiarities of several modalities, reported by the interviewees and interpreted by the authors according to the theoretic reference used, it is possible to arrive at a definition of combat that covers its manifestations and common points, which, when united to the approaches, definitions and classifications studied in this article, allow a conceptualization of this phenomenon.

SITUAÇÕES	CURTA DISTÂNCIA	MÉDIA DISTÂNCIA	LONGA DISTÂNCIA
	<ul style="list-style-type: none"> • Desequilibrar • Rolar • Projetar • Cair • Controlar • Excluir 	<ul style="list-style-type: none"> • Tocar • Golpear <ul style="list-style-type: none"> ○ Mãos, braços, cotovelos ○ Pernas, joelhos, pés 	<ul style="list-style-type: none"> • Tocar (intermédio de um implemento) • Manipular (implemento)

Fig. 1 – Situational Groups of Fight.

Those actions are also repeated in the speech of the interviewees and they represent the approach of elements in already existing modalities of combat.

FIGHT: *Unpredictable* corporal practice, characterized by a determined state of contact, which enables two or more people to confront each other in a constant exchange of *offensive and/or defensive actions*, governed by *rules*, with the mutual objective over a mobile *target personified* by the opponent.

It is believed that this definition contemplates the conditional principles of combat, as well as the internal dynamics of any expression of the phenomenon.

However, there is a branch of combat, also approached by the interviewees, with distinct names, which is certainly an expression of combat knowledge: the Forms (*katas*, *katis*).

They are elements present in combat expressions; however, they do not fit into those presented classifications and definitions because it is believed that they do not have the same objectives and internal logics inherent to the combat systems, as they may be rehearsed like a choreography. Nevertheless, there is a need to reinforce, including, that the Forms are also characterized as a way of sports expression, through high performance competitions or of sports rehearsals in the process of teaching-learning for the improvement of contests between opponents.

In cases of learning, training or Form competitions without the need of direct interference of the opponent, those are understood as a state of simulated opposition, because they do not share the unpredictability present in the other expressions of combat. They use the traditional techniques of the modalities, of their way of execution, of the principles of attack and defense; however, they do not depend exclusively on a partner or opponent to be developed, despite seeking in its actions, as a secondary objective, the application of attacks on an imaginary opponent.

[...] In Judo there are the *katas* [...] The study of the forms, traditional forms, there are techniques [...] which were used by the warriors, samurais [...] including they are techniques which are not used in the competitions, because the warriors used armors, [...] so it is very different from competitive Judo, a tradition of demonstration about where all the techniques came from [...] (E1).

If we get there the mobility stages [...] the repetition process is what prevails there, the first kata from karate which is the [...] has 21 movements [...] (E2)

The Forms depend on the peculiarity of each modality, however they are defined in technical movements of attack and defense, taught in a fragmented way, which may be individually performed (the opponents would be imaginary) or in the presence of other colleagues (in group or pairs, as in Judo). Some modalities do not have Forms as a traditional content, but they have specific movements, trained in isolation, which will be used in a combat.

The purpose of the Forms is also connected to preserving the tradition and culture of the modality, as a way for the people who practice to get to know the older techniques, which are not used with modernity.

Based on the speech of interviewees, the term may be defined in the following manner:

FORMS: Combination of traditional elements and techniques, which express the essence of the combats' movements, arranged in a pre-established sequence, and it can be performed in front of real or imaginary opponents.

Hence, understanding the combats and all their complexity and talking to the interviewees, it was possible to think about a proposal for the organization of this knowledge with the aim that looks forward to transcending categorizations. Much more than making a list of knowledge, or dividing it in classes, it is intended to contribute for present and future processes of combats' teaching-learning regarding their dissemination for different contexts and characters of Sports Pedagogy (Fig. 2).

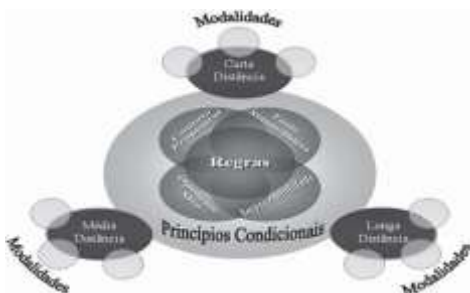


Figure 2 – System of Fights' interactions

The system represents the complexity of interactions among the elements of Fights' Phenomenon and their expressions. Therefore, it is possible to transcend the linearity of presented classifications, thinking of a global teaching which will emphasize the conditional principles of combat and the common aspects between the modalities in the initiation, organized by the distance between opponents (short, average and long), before teaching the specificities of the traditional modalities of combat.

6 FINAL CONSIDERATIONS

The conditional principles (intentional contact, fusion attack/ defense, unpredictability, opponent/target and rules) react to combat systems and characterize them. Trying to discover them, analyze and reflect about them enabled the creation of a definition of combat and also of Forms, one of their expressions.

The analysis of existing classifications of “combat sports” (review of literature) and the speech of the interviewees enabled the classifying of combat according to the distance between the opponents, pointing to the common actions in the situational groups, according to the proximities between the tactic/technique situations, determined by the logics of each fight modality with their regulatory specificities.

This classification allowed transcending the presented divisions for the combat actions, figuring in the development of a system of interactions between the expressions of the phenomenon, which showed the complexity of knowledge. A system which is presented as the common denominator basis, that is transferable among the different modalities, previous to the specialized practice, because more than the simple and out of context repetition of technical gestures, it aims at the global development of the student, with emphasis on the cognitive process of reading of the combat and the consequent development of tactic strategies for the solution of problems with different reasons that appear in its dynamics.

Ensino das lutas: dos princípios condicionais aos grupos situacionais

Resumo: Este estudo buscou classificar e identificar princípios comuns no ensino das Lutas. Para tal, foram realizadas entrevistas semiestruturadas com professores e mestres em diferentes modalidades. Após a Análise de Conteúdo dos dados, percebemos que as Lutas dispõem de princípios condicionais (contato proposital, fusão ataque/defesa, oponente/alvo, imprevisibilidade e regras) determinantes para a compreensão e leitura de sua dinâmica interna. Desta forma, foi possível classificar as Lutas com base em denominadores comuns transferíveis (grupos situacionais), passíveis de serem ensinados antes da prática especializada, visando ao desenvolvimento global do aluno e não apenas à repetição descontextualizada de gestos técnicos.

Palavras-chave: Artes marciais: educação. Esportes.

La Enseñanza de las Luchas: de los principios condicionales a los grupos situacionales

Resumen: Este trabajo buscó clasificar y identificar principios comunes en la enseñanza de la Lucha. Para eso realizamos entrevistas semi-estructuradas con profesores y maestros en diferentes modalidades. Después de la Análisis de Contenido de los datos, percibimos que las Luchas tienen principios condicionales (contacto proposital, fusión ataque/defensa, oponente/ meta, imprevisibilidad y reglas) determinantes para la comprensión y lectura de su dinámica interna. Así, pudimos clasificar las Luchas con base en denominadores comunes y transferibles (grupos situacionales), que pueden ser enseñados antes de la práctica especializada, buscando el desarrollo global de los alumnos sino solamente la repetición desentornada de los gestos técnicos

Palabras clave: Artes marciales: educación. Deportes.

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