

## DEVELOPMENT OF LONG TERM ATHLETE DEVELOPMENT TRAINING SYSTEM FOR JUDO ATHLETES IN LATVIA

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**Abstract.** In Latvia, the two main problems seen in developing young judokas are a lack of the foundational skill development and a over-emphasis on competition vs training. This project goal was to increase the number of athletes in Latvian judo by introducing a new training system (katas) and new style competition (skilled based vs fighting based). Using theory adapted from the Long Term Athlete Development model (LTAD) model, a new short LTAD theoretical description was created and research into Kata competition was conducted. In addition, on April 6th in 2013, for the first time in Latvian judo history was created KATA competition, attended by 266 athletes. In the past most students of Judo, and some instructors, regard kata as vague and having only a casual relationship to the Judo of the day. On account of this project, kata is being placed in the area of Judo knowledge for athlete development.

**Mission.** Using aspects of the Long Term Athlete Development model, the mission of this project is to help develop kata as part of the training of young athletes and use this to create kata competitions focused on skill development. And for better training of children other mission is to create New style competition for kids.

### **Results obtained/project produced**

New short LTAD theoretical description created

Active start – (Age U7)

Focuses on daily, physical activity in unstructured and semi-structured environments emphasizing basic movement skills.

*Fundamentals* – (Age U10)

Focuses on the ABC'S of athleticism in a fun, participatory environment. Basic movement skills and general development leading to physical literacy are so important [1].

At these age judo coaches must use *Judo Game Collection* (see appendix number 2) and of course start to use simple games from *psychological preparation* [2].

At this age group judo coaches must use „*new style competition*” for kids and of course start to learn and compete in *judo kata competition*. Start to learn self-defense

*Learning to train* – (Age U12, U14)

Begins integration of physical, emotional, cognitive and affective development; emphasis on skill development. For the purposes of Judo we have found it necessary to sub-divide this category into two stages, based on age [1].

We must use *judo game collection* and of course we must to use games from *psychological preparation* [2].

And of course compete in *kata competition*. Start to learn self-defense.

*Training to train* – (Age U16)

Consists of sport-specific skill development with emphasis on aerobic and strength development according to Peak Height Velocity indicators [1].

We must to start learn relaxation method and a lot of another psychological training methods. And of course compete in *kata competition*. Continue to learn self-defense.

*Training to compete* – (U18, U21)

Emphasizes sport-specific technical, tactical and fitness preparation [1]. At this age athlete need to know PRT (psyche regulatory training).

Compete in *kata competition*. Continue to learn self-defense.

*Training to win* – (Age 18+/-)

Maximizes all physical, mental, emotional, and ancillary capabilities with a view to succeed competitively on an international stage [1].

At this age athlete need to know PRT (psyche regulatory training). Compete in *kata competition*. Continue to learn self-defense.

*Active for life* – (enter at any age)

Provides an opportunity to remain in or move into an active, recreational or agegroup competitive lifestyle with increased participation in other facets of the sport experience (refereeing, coaching, instructing, administration) [1].

Compete in *kata competition*. Continue to learn self-defense.

*Kata historical and theoretical description*

Jigaro Kano categorically opposed a training philosophy depending on the “survival of the fittest.” According to him, the word “Judo” had two connotations: “Judo in the wide sense” (jodan judo), and “Judo in the narrow sense” (gedan judo). He explained:

Judo in the narrow sense is that form which has evolved from the ancient military art of jujutsu. The narrow interpretation of Judo did not satisfy Kano, for it limits Judo to the mere acquisition of physical or motor skills. For him there was much more than this at the core of

Judo, and he continued:

Although Kodokan Judo begins with the kata and randori, unlike jujutsu, it is based on the principles of physical education and lays stress on the harmonious development of the body muscles [7].

Kata, which literally means «form,» is practiced following a formal system of prearranged exercise. Kata of Judo is the best way of defense and attack in various cases, being theoretically systematized. Katas develops synapses and movement skills.

Judo involves study of mental and physical balance, which depend upon a well-adjusted relationship between component parts. Kata, as one of these components, must be performed in a technically correct manner if it is to be of any value for the judoist. Kata must be considered a complement to the other major Judo training methods, randori and shiai, and all three should be developed equally throughout the training years of the judoist. It can be said of kata that its form and practice offer only hints for the full development of the judoist; much depends upon the methods of utilization if such development is to be realized at all [7].

Ten chief purposes of kata:

1. To afford a basic training method for Judo.
2. To develop representative basic Judo techniques.
3. To ensure harmonious technical development and a wide range of Judo techniques.
4. To ensure a harmoniously developed body.
5. To improve mental control.
6. To display the mechanics and spirit of Judo by exhibition.
7. To promote the development of the Judo spirit.
8. To ensure the development of self-defense principles and values.
9. To provide a suitable kind of Judo practice for all.
10. To ensure the preservation of the traditional symbolic values of Judo.

The following list summarizes all the standard Kodokan kata. They have been divided into groups to enable you to better interpret the original purpose, scope, and spirit of each kata.

Free Exercise:

1. Nage no Kata (Forms of Throwing)
2. Katame no Kata (Forms of Grappling) Combat:
3. Kime no Kata (Classical Forms of Self-Defense)
4. Goshin-jutsu (no Kata) (Modern Forms of Self-Defense)
5. Goshin-ho (no Kata) (Modern Forms of Women’s Self-Defense) Physical Education:
6. Seiryoku Zen’yo Kokumin Taiiku (no Kata) (Forms of National Physical Education)
7. Ju no Kata (Forms of Flexibility) Theory:
8. Itsutsu no Kata (Forms of Five)
9. Koshiki no Kata (Forms of Antiquity) [7].

*Analysis of wrestling/judo classification*

Studying literature sources was concluded that there are different variants of judo throw classification:

- According to Japanese classification, where anatomic features prevail emphasizing which body part is the main when executing a throw;

- According to the USSR classification, which is made by grouping elements according to biomechanical features (throws bending backward, bending, turning, etc.)

In most literature studied, keeping the traditions that this fight has come from Japan, Japanese terms are used [15, 11, 17, 5, 7, 8].

In literature published in the USSR territory judo fight elements are usually described in Russian [14, 10, 12]. Translated literature is an exception. In recent years some Russian authors use Japanese terms when describing judo technique [9, 16, 5, 7].

As it was mentioned before, at the end of the 19<sup>th</sup> century at the institute Kodokan under the guidance of Jigoro Kano different technical movements of judo fight were systematized (see Tab. 6). When doing this, fight technique was divided into two classes:

- 1) standing fight technique or throwing techniques (Nage – waza);
- 2) groundwork technique or grappling techniques (Ne – waza).

Standing fight technique was divided into two sub-classes. The throwing technique from the standing position (Tachi – waza) and the throwing technique with falling – sacrifice techniques (Sutemi – waza).

The throwing technique from the standing position (Tachi – waza) in its turn is divided into three groups:

- Throws where the arms play the main role (Te – waza);
- Throws where the hips play the main role (Koshi – waza);
- Throws where the legs play the main role (Ashi – waza).

The throwing technique with falling (Sutemi – waza) is divided into two groups:

- Throws where the thrower falls on the back (Ma – Sutemi – waza);
- Throws where the thrower falls on the side (Joko – Sutemi – waza).

Groundwork technique is divided into three groups:

- holding technique (Osaekomi – waza);
- stranglehold technique (Shime – waza);
- locking techniques (Kansecu – waza) [17, 13, 1].

This classification of technical elements is taken as the basis and used in many countries also nowadays [17].

There is also fighting judo (Atemi – waza), which includes punches with hands or elbows, kicks, with a knife and other objects. These punches or kicks are executed to places dangerous for the opponent's life – to the temple, bridge of the nose, basis of the nose, under the ear and to other places [10].

Sports fighting judo elements are banned. Classification of these elements is shown in literature by foreign authors [18, 6, 17]. They are shown in demonstrations and when executing the kata.

#### *Judo questionnaire results*

The questionnaire can be found in the Appendix 11. The majority of respondents are athletes ranging from age 7 till 16. All respondents answered that they like to engage in judo, and that is already cheering news. That means that all athletes come on their own free will. They more likely want to master throwing techniques of judo than grappling techniques. The 67% of respondents like holding techniques, 62% – choking techniques and only 51% – joint lock techniques.

By questioning on *new style competition* for kids:

54% of respondents (almost all athletes, age 12, gave positive answer) like fights for tail, older athletes prefers other disciplines. 69% like sumo wrestling and 72% like fighting for a ball. By researching this type of activities, I came to a conclusion that children prefer them better, because youth pay more attention to judo and “KATU” competitions.

Answering the question on acquisition of throws of the judo “KYO” (student level), 79% of respondents answered positively. Asked to answer, whether you want to participate in judo competition, only 54% of respondents answered positively and 46% said no. As I suspected, not all of judokas like to participate in the competitions. However, on the question would you like to participate in Katu competitions and do you consider it a great opportunity to earn medal, 77% of respondents gave a positive answer.

Consequently, each age group has their own wishes and needs. Not all can be champions and not all want and can fight in judo competitions, because there are tens of reasons why they cannot do that. But as a great opportunity they consider participating in competitions for kids (*new style competition*), as well as “KATU” competitions.

Studies in this field will be continued and it is suggested also that other trainers create questionnaires in order to find out the opinion of athletes, to vary training approach and make some changes.

#### **Outcome assessment & evaluation**

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New style competition results: the first competition was attended by 82 athletes, the second competition was the largest and was attended by 175 athletes, but the third competition was best organised, however the attendance was smaller – 129.

Altogether the competition was attended by 266 athletes, but the number of spectators was twice as high. This means that altogether the competition was attended by 798 persons. In my opinion, it is a very good result for a start.

Altogether the competition was attended by 266 athletes from which 14 managed to gain 2 gold medals, which amounts to 5%, and 4 athletes managed to show a 100% effectiveness by winning all the competition stages and receiving 3 gold medals. The winners of 3 competitions amount to 1%.

### **Conclusion.**

In April 6th first time in Latvian judo history was created KATA competition – Kata is the fire in which Judo was, and is being, forged. It stands as the epitome of the great Principle which underlies Judo. Yet, due to a lack of comprehension of what Judo really is, most students of Judo, and some instructors, regard kata as vague and having only a casual relationship to the Judo of the day. On account of this unawareness, kata has been placed on the margin of Judo knowledge.

The complete meaning of kata cannot be expressed by words alone, for it becomes understandable only through experience with the performance of kata.

Begin your study with the idea that Judo is a system of physical education. This was the founder’s idea, and it allows you to interpret kata in various ways as he did. Let us examine the most important of those ways.

Lessons are effective if students are oriented to improve dynamics of their results' development instead of comparing them with results (skills, physical properties) of others. Physical abilities having a more favourable sensitive period (see table 4 in appendix 6) are especially developed. The sensitive period is determined by child's genetic development. Transforming of innate abilities into specific physical abilities will have a positive impact on student's development; however, ignoring of the innate abilities will cause a delay in development of physical abilities and an overload to functional systems, e. g., a nervous system overload, mental and physical development disorders. If the sensitive developmental periods are taken into account while developing physical abilities, the adaptation reactions to a physical load are adequate and develop body's functional reserves.

When looking at the above statements, consideration must also be given to the importance of Long Term Athlete Development. The LTAD is a process whereby sport organizations, coaches and trainers use scientific principles of human growth and development in physical, mental, emotional and cognitive components to design appropriate training, competition and recovery programs so that participants develop at appropriate rates and are not placed in unsafe and/or inappropriate training or competition situations which could potentially be dangerous or harmful, or cause them to prematurely drop out of the sport and/or physical activity system. Parents, teachers and coaches are demanding winners at all ages. LTAD must be learned by everyone sports teacher.

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