

## Features of theoretical training in combative sports

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### Abstract.

The article deals with the theoretical training as a major driver of the effectiveness of the training process of athletes at different stages of long-term training in combative sports.

**Purpose:** The Purpose is determination of problem aspects of theoretical training in combative sports (fencing and taekwondo). **Results:** Theoretical training is realized from 4 hours to 30 hours of total training load at various stages of long-term development in fencing (from 1,2 % to 1,8 %). In taekwondo theoretical training is realized from 6 hours to 69 hours of total training load at various stages of long-term development (from 1,9 % to 3,9 %). Negative aspects of theoretical training in a group of combat sports are the lack of specificity and differentiation of means and methods of theoretical training at different stages of development, the lack of information structuring in long-term training, neglecting of control in the theoretical training of athletes.

**Key Words:** theoretical preparation, system training, combative sports.

### Introduction.

One of the parties of athlete development is theoretical training, which consists in improvement of theoretical knowledge level and its implement in training process and competitive activity. It should be mentioned that development of any party of athlete preparedness is based on formation an idea about it, which points at great importance of theoretical knowledge [1].

Analysis of scientific and technical literature on the training process of athletes indicated wide representation of works, which review the aspects of the effectiveness of technical and tactical skills in competitive activities, improvement of general and special physical preparedness at different stages of long-term training, diagnosing mental qualities [2, 3, 5]. However, the question of theoretical training of athletes is considered fragmentally [5, 7], which points at absence of one approach in its realization at different stages of long-term development. At the same time, there is emphasized the need for quantitative and qualitative increase in information transfer and quality acquirement of specific theoretical knowledge of chosen kind of sport, which confirms actuality of research in this direction.

### Connection with academic programs, plans, themes.

The research is planned according to themes 2.8 "Improvement of training of athletes in individual sports groups" Consolidated Plan research in the field of physical culture and sports in 2011–2015 the Ministry of Education, Youth and Sports of Ukraine.

**The purpose of research** is determination of problem aspects of theoretical training in combative sports (fencing and taekwondo).

### Material & methods.

There was considered theoretical training in the group of combative sports [3] on the example of fencing and taekwondo.

Theoretical analysis and synthesis, analysis of documentary material, comparison, abstraction, methods of induction and deduction.

### Results.

The aim of athlete development in combative sports is determined as education of all-round developed and highly qualified sportsmen. Thus, the content of development of any stage doesn't contain the tasks of special knowledge formation [4].

It is emphasized that athlete results at previous stages of development couldn't be considered as a criterion prospects. On the other hand, it is necessary to implement extensive physical training based on development of

leading physical and mental qualities, forming a wide range of technical and tactical actions and obtaining combative experience. This is defined as the main components of successful training at these stages. At the same time it is neglected the importance of establishing objective prerequisites for the formation of the parties of fencers' training at these stages, in particular theoretical training.

Traditionally, due to the analysis of the structure and content of training programs on sports [2, 3, 5, 6, 7] there is the lack of evidence-based means and methods for theoretical training. The present general description of the means and methods is set as low and doesn't meet the requirements of the modern theory and practice of athlete training, including fencing.

In addition, there is incorrect approach to the planning of educational material on theoretical training. It means that informative material (by categories and units) is included in the calculation for the entire stage, not particularly for each year of study. This confirms our assumptions regarding the lack of planning of educational material and the need for correction of common approaches to theoretical training in fencing and sport in general.

Thus, theoretical training of fencers at the stage of initial training is provided during 4 hours for the first year of training, 8 – for the second and 10 hours for more than two years (in accordance 1,2%, 1,9% and 2,0% of total time for training).

At the same time there are too many categories of information to be learned by athletes [7].

For groups of previous basic training identified in the previous stage there is problem situation connected with the contradiction between the lack of time for theoretical training and an excessive amount of information categories.

The same problem is present at the stage of specialized basic training. There can also be observed the lack of time for the theoretical training. Besides, the information categories and their components do not correspond to the specific system of athlete training, and most were automatically transferred from the field of physical culture. Others have already been partially learned at the previous stages of training, and therefore require clarification or rational representation of material structure.

The stage of preparation for higher achievements illustrates that theoretical training should be realized during 30 hours per year, which equal to 1,8% of the total volume of athlete training in the annual cycle [7].

However, in Taekwondo curriculum [6] the tasks of training system include educational work, formation of sports ethics skills, discipline, devotion to the homeland, active participation in promoting sports. It is necessary to mention that prerequisites for the implementation of these tasks should be seen in the implementation of theoretical training.

Thus, presented range of tasks does not match the content of athlete training system [1, 2]. The implement of theoretical training is to be started at the stage of previous basic training, when theoretical training is embodied only with tactical. At next stages of athlete development there is provided further improvement of theoretical knowledge, which has no other objective factors for implementation.

Curriculum in Taekwondo [6] proposes to divide the annual cycle of preparation for the academic year training and summer time training. Thus, we can say that the first year of study in groups of initial training in taekwondo provides 6 hours for theoretical training. The second year of study provides 8 hours. At the same time percentage of theoretical training in the annual cycle during first and second years is constant – 1,9 %. In the third year of study at this stage theoretical training is to be realized for 15 hours (3,6 %).

Paradoxically, in our view is that in this curriculum, and at the stage of initial training there is no structuring information material available for athletes within the theoretical training. This requires a fundamental change in approach in the conclusion of this standard and once again confirms the poor state of scientific methods of theoretical training in sports such as taekwondo.

Athlete development in taekwondo provides further increase of level of theoretical preparedness. It is proved by increase of total time for theoretical training at the stage of previous basic training: first year – 28 hours (4,5%) of the total training load and with regard to instructor practice – 40 hours (6,4%), the second year of training – 34 hours (4,7%), third year – 42 hours (4,5%). The fourth and fifth years of training process sets 37 hours (3,5%) for theoretical training.

Analysis of the training program at the stage of specialized basic training (improvement of sports) indicates that theoretical training occupies a prominent place in the long-term improvement in the sport of Taekwondo. It is mentioned that theoretical training should be realized during first year – for 44 hours (3,5%) or 67 hours (5,4%) with regard to the instructor practice, second year – 49 hours (3,6%) or 73 hours (5,4%) with regard to the instructor practice, third year – 57 hours (3,9%) or 81 hours (5,6%) with regard to the to the instructor practice. It is interesting that at the stage of preparation for higher achievements despite the absence of any concretized information on theoretical training there is present detailed consideration of educational work [6]. At this stage it

is recommended to allocate 65 hours (3,9 % of the total training loads) and taking into account the instructor practice – 97 hours (5,8 %) for theoretical training. Thus there is no representation of particular categories and units of theoretical information to be learned by the athletes (Figure 1, 2).

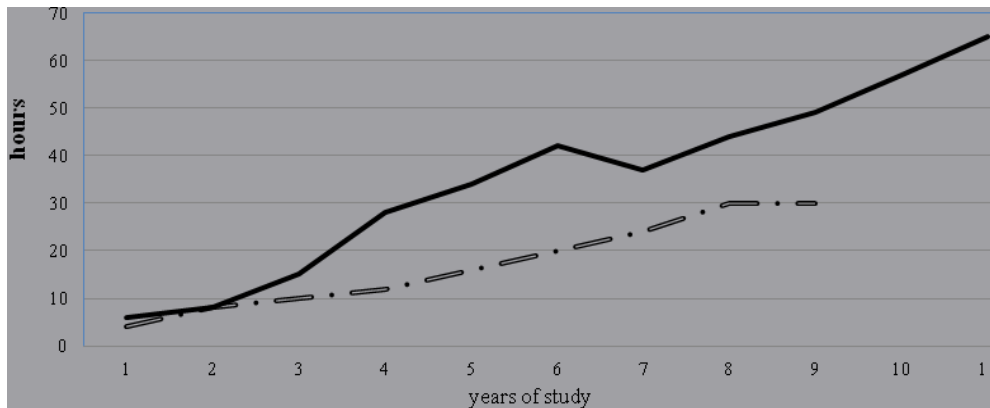


Figure 1. The volume of training loads with theoretical training athletes in combative sports (h): — · fencing; — taekwondo

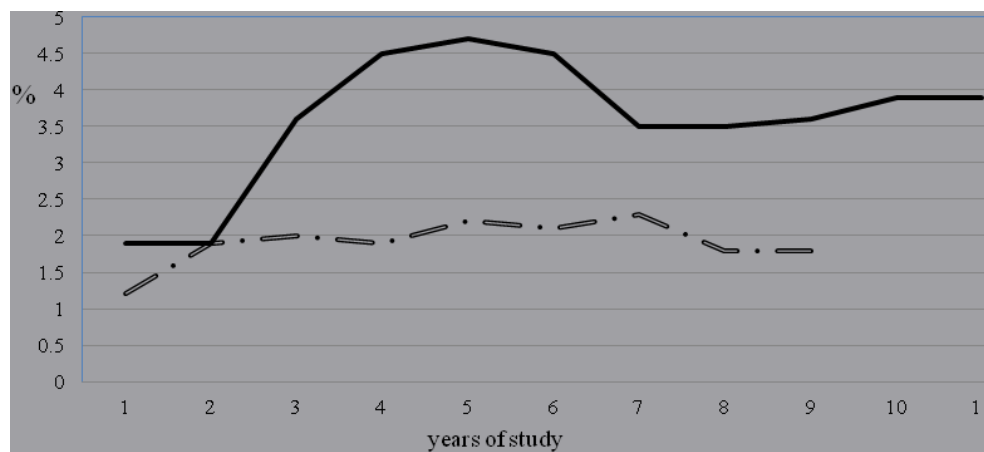


Figure 2. Dynamics of percentage volume of training loads with theoretical training in combative sports (%): — · fencing; — taekwondo

### Discussion.

To sum up the data on theoretical training in the athlete long-term development in combat sports we can allocate a range of problems:

- the lack of information blocks, especially at the later stages of long-term development related to the prevention of taking doping and the means to combat it, technical means of training and others;
- the lack of information structuring and possibility of its deepening in long-term development;
- the disregard of control in theoretical training of fencers; • disregard of structuring and relationships between categories and units of information within the theoretical background and the structure of its relationships with other parties of preparation.

### Conclusions

Theoretical training in particular groups of sports has a number of overall positive and negative signs, indicating a need for correction of common approaches to its implementation at various stages of long-term development.

Theoretical training is realized from 4 hours to 30 hours of total training load at various stages of long-term development in fencing (from 1,2 % to 1,8 %). In taekwondo theoretical training is realized from 6 hours to 69 hours of total training load at various stages of long-term development (from 1,9 % to 3,9 %).

Negative aspects of theoretical training in a group of combat sports (for example, fencing and taekwondo) are the lack of specificity and differentiation of means and methods of theoretical training at different stages of

development, the lack of information structuring in long-term training, neglecting of control in the theoretical training of athletes.

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