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A System of Technical-Tactical Actions to Enhance Combined Attacking in Judo

[*Sistema de acciones técnico-tácticas para el mejoramiento de los ataques combinados en el judo*]

[*Sistema de ações técnico-tácticas para a melhoria dos ataques combinados no judô*]

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ABSTRACT

Introduction: The methodology of teaching judo should engage all stages of education; the more updated it is, the greater the teacher's mastery.

Aim: To design a system of technical-tactical actions to enhance combined attacking in judo.

Materials and methods: Theoretical, empirical, and statistical-mathematical methods were used. The theoretical and methodological assumptions that back the technical-tactical preparedness process in junior categories, and the characteristics of present-day competition.

Results: The training system to enhance the effectiveness of combined attacking in Tashi-waza was validated for implementation.



Conclusions: The execution of combined attacking is an essential element to achieve satisfactory results in judo competitions.

Keywords: Combined attacking, technical-tactical preparedness, Tashi-Waza.

RESUMEN

Introducción: La organización metodológica de la enseñanza del judo debe abarcar todas las fases del trabajo docente educativo, mientras más actualizada sea esta, mayor será la maestría del profesor.

Objetivo: Consistió en elaborar un sistema de acciones técnico-tácticas para el mejoramiento de los ataques combinados en el judo.

Materiales y métodos: Se emplearon métodos del orden teórico, empírico y estadísticos matemáticos, se realizó un análisis de los presupuestos teórico-metodológicos que sustentan el proceso de preparación técnico-táctica en la categoría escolar y las características de la competición en la actualidad.

Resultados: Se consideró el sistema de preparación elaborado para mejorar la ejecución de los ataques combinados en el Tashi-waza como válido para su aplicación.

Conclusiones: La ejecución de los ataques combinados constituye un elemento esencial para la obtención de buenos resultados de la competición de judo.

Palabras clave: Ataques combinados, preparación técnico-táctica, Tashi-Waza.

SÍNTESE

Introdução: A organização metodológica do ensino de judô deve cobrir todas as fases do trabalho ensino-educacional, e quanto mais atualizado for, maior será o domínio do professor.

Objetivo: Consistia em elaborar um sistema de ações técnico-tácticas para a melhoria dos ataques combinados no judô.

Materiais e métodos: Foram utilizados métodos teóricos, empíricos e estatísticos matemáticos, e foi feita uma análise dos pressupostos teórico-metodológicos que sustentam o processo de preparação técnico-táctica na categoria escola e as características da competição no momento atual.

Resultados: O sistema de preparação elaborado para melhorar a execução de ataques combinados no Tashi-waza foi considerado válido para sua aplicação.



Conclusões: A execução de ataques combinados é um elemento essencial para a obtenção de bons resultados na competição de judô.

Palavras-chave: Ataques combinados, preparação técnico-táctica, Tashi-Waza.

INTRODUCTION

Espinosa, M; Santana, J., and González, A. (2018) defined the teaching of judo as a complex phenomenon due to its multifactorial composition that enhances the integrated development of all the aspects that determine performance and favors the long-term training success.

In that sense, the methodological organization of teaching judo should engage all stages of education; the more updated it is, the greater the teacher's mastery. Hence, students will be capable of moving from the basic knowledge of techniques to the special systematic training that ends up in sports development (Barcelay, 2020).

In that sense, among the technical-tactical aspects that define the actions of judo athletes are combined attacking or Renraku-Waza. Assuming the description of García (2008), combined attacking is the capacity of a competitor to put several technical elements from simple to more complex, depending on the opponent's reaction or variability during the attack (Kikai). Hence, it is one of the most complex actions of combat, which joins techniques and tactics as one.

Other researchers, such as Negrón and Ávila (2017), have worked on the aspect of tactical preparedness. They have referred to the execution of projecting techniques in transition positions, which has been dealt with before on very few occasions. It is, somehow, the combined execution of technical elements conditioned by the position of the competitors during the competition.

Although the previous elements have been studied, research has fallen short to cope with this issue in terms of technical-tactical preparedness in judo training, particularly, the execution of combined attacking.



Accordingly, this research aims to conduct a more detailed study based on the results observed in the technical tests and the training combats, which brought about the following shortcomings:

- Poor results in the technical tests associated with the execution of combined attacking (Renraku-Waza) in the Tashi Waza position.
- In national competitions, direct attacks prevail over combined attacking.
- Poor effectiveness in the execution of combined attacking in the Tashi-Waza position during the National Junior Sports Games.

Therefore, the purpose of this research study was to design a system of technical-tactical actions to enhance combined attacking in judo.

MATERIALS AND METHODS

The population of the study was comprised of 14 athletes, including 6 females and 8 males in the 13-14-year-old category, from the Cerro Pelado Sports Starter School (EIDE), in Camaguey. The sample selection was intentional, with the team in the national junior competition, in 2018. Various surveys were performed, by which teachers, executives, and athletes in the province expressed their opinions. A technical test was made to check the level of combined attacking execution. Expert opinion was assessed to validate the design of the training system.

Actions included in the technical-tactical-training system

Action No. 1. Determination of the theoretical mastery of technical-tactical aspects of combined attacking.

It was done following the diagnosis of teaching planning that permits judo athletes to participate in the activities according to their potentialities, and their previous knowledge.

First action: Stimulation of the cognitive structures.



Procedures: First, the questions are asked indirectly, and the students express their knowledge of the theoretical aspects of combined attacking. These questions are asked before the practical test.

Second step: Determination of the execution mastery of unbalancing the opponent (motor dimension).

Second action: The technical test.

Procedures: the technical tests consist of attacking in a combined manner. The athlete will choose the combined attacking form, based on a particular tactical situation.

Third action: Talks, didactic video presentation, and joined analysis of technical-tactical scenarios where combined attacking is executed.

Methodological guidelines:

· The teacher will lend special attention to the stimulation of reflexive analysis by the students, motivating them to provide real-analysis-based responses, depending on the situations of combat.

Action No. 2 Execution of special exercises of individual attacks, and throws (Tandokurenshu).

Objective: to throw (Tandoku-Renshu) is one of the various techniques that intervene in combined attacking, depending on the Kiu level.

Methodological guidelines:

- The teacher will see to the proper execution of the technical element, considering three main elements: execution quality, speed, and movement perfection.
- Error correction entails teacher-team analysis.

Action No. 3 Execution of special exercises of paired attacks (Kakari-Geiko) without Uke opposition.



Objective: to initiate the different techniques that may intervene in combined attacking, depending on the Kiu level, without Kiu opposition.

Methodological guidelines:

- The teacher will see that Uke offers no resistance to Tori attacks.

Action No. 4 Execution of special exercises of paired attacks (Kakari-Geiko) with Uke opposition.

Objective: to initiate the different techniques that may intervene in combined attacking, depending on the Kiu level, with Kiu opposition.

Methodological guidelines:

- The teacher will see that Uke offers resistance to Tori attacks.

Action No. 5 Execution of combined attacking depending on Uke reaction (dodging).

Objective: To execute combined attacking as a reaction to dodging Uke.

Examples:

- Sasae Tsuru Komi Ashi, and following Uke dodging, response with Tokui-Waza.
- Sasae Tsuru Komi Ashi, and following Uke dodging, response with O-Soto-Gari.

Methodological guidelines:

- The teacher will insist on correct dodging in Uke.
- Another type of defense is not valid.

Action No. 6 Execution of combined attacking depending on Uke reaction (confronting) and pre-determined actions.

Objective: To execute predetermined combined attacking as a response to Uke confronting.

Examples:



- Seoi-Nage, ending with Ko-Ushi-Gari, upon confronting Uke.
- Seoi-Nage, ending with Oushi-Gari, upon confronting Uke.

Methodological guidelines:

- The teacher will insist on correct confronting in Uke.
- Another type of defense is not valid.

Action No. 7 To execute randori with specific tactical tasks.

Objective: To perform randori with pre-set tasks and situations.

Tori combats with repeated attacks and Uke for defense. It lasts 2 minutes.

- In Combat mode, Tori executes the same attack and Uke only dodges or confronts it.
- Using contrary Uke postures, Tori combines the leg with Tokui waza; defensive Uke and Tori for two-three frontal attacks and ends with a backward attack.
- During randori, whenever the teacher claps his hands or whistles, tori makes an Ashi waza action, ending in Tokui waza.
- At the edge of Togai, Tori makes a feint and ends in an attack on the other side.

Methodological guidelines:

- The teacher will see that every athlete fulfills their role correctly (Tori-Uke).

General methodological guidelines for the application of actions that integrate the training system.

1. The actions will take place from the beginning of training. It will require the existence of judogis for every athlete.
2. The actions suggested will be applied in the same order they are described in the report; hence, no variations must take place, as they have been placed logically, one step at a time, progressively.
3. The technical part of the proposal will be dealt with throughout the training cycle, with a higher emphasis on the special training stage.



4. The working time of the exercises will depend on the time percentage allocated for the technical-tactical training during the special training sessions and the pre-competitive stage.
5. Based on the data collected in the control, and as the final element of the evaluation and feedback phase, a new action project should be designed to tackle the new shortcoming detected.
6. To add the combined attacking proposal to the individual plan tasks.

RESULTS AND DISCUSSION

To design the system of actions suggested, various preceding related research studies were reviewed. Méndez (1998) claimed that in terms of combinations or combined attacking, judo prefers to use technical combinations to try and project the opponent since a single move limits the possibilities of success. Hence, they define the technique of chaining based on two different approaches assumed in this paper.

1. As a continuation of another movement, following an attack that has been stopped, and from a new scenario.
2. As a feint move that causes a reaction in the opponent, whose response has already been foreseen.

Ramírez, D. P. and Ramírez, D. C. (2011), presented a group of actions to favor tactical training development of judo athletes, which are mainly recommended for the initiation of contact, such as Tori and Uke, depending on the grip and their interrelation with the postures held.

Meanwhile, Pardo (2016) suggested a group of special and specific exercises for technical training in Tashi-waza. Though the author states that they are intended for technical training, they are relevant in that they bear the variant of possible technical executions, as they not only take into account Tori, but also Uke, possible grips, pendulum execution, as well as combined two-sided work.

This system of actions embodies several criteria about the pedagogical actions of the coach. In that sense, Rodríguez (2018) noted that "to make a successful transition through



all the stages of judo athlete formation through mastery, it is essential to conduct work using a logical and systemic order". Therefore, pedagogical guidance constitutes an essential element for coaches that conduct the teaching-learning process in this sport, from the early ages through the higher categories of high performance.

Moreover, Denis (2019) suggests a methodological alternative of tactical training based on sub-direction, which contains different dimensions, such as organizational, intellectual, volitive-affective-motivational, and attitudinal, which, somehow are referents for the design of the system of technical-tactical actions suggested, which includes these essential indicators for judo athlete training, with the features of this combat sport, as well as the combat situational variants, associated with judo athlete behavior.

Gras and Reyes (2021) defined a pattern to evaluate the execution of combined attacking based on,

- The execution of the combined results from the linking of a basic technique to secondary techniques.
- The link between basic attacking techniques and secondary techniques should be very effective.
- The success of such combinations requires Uke defense through basic techniques.

In that sense, the concept of link and basic techniques during the execution is used as a reference. However, the previous proposal also considers the inclusion of Tokui-Waza as a final or projection technique, part of the combination.

- Results of athlete diagnosis.

Overall, 56 combats were observed, during the training sessions, in matches, and in the national junior championship (2018), and the results of the technical test in the competition were evaluated. The results are shown below:

A total of 8 training sessions were included in the observation, which showed the following.



Poor planning and exercise sessions to train combined attacking, particularly Tashi-Waza; deficient utilization of specific judo aids for technical-tactical work; poor student-teacher analysis of the theoretical aspects associated with combined attacking; and the possible technical-tactical scenarios that lead to them.

Theoretical assessment of the training system through specialist opinion.

Upon the selection process of the possible specialists, 16 were observed to qualify in that group, including the provincial judo director, the head of the commission, the head of EIDE judo department, three judo teachers at the Faculty of Physical Culture, ten EIDE coaches, and the basic link working with the category.

Aspects of the system to be evaluated:

- Structure of the system, the relationship among its components, practical usefulness, methodological usefulness, and the relationship of the system with the objectives for the junior category.

Five categories were used to evaluate the aspects of the system described: very adequate, quite adequate, adequate, little adequate, and inadequate. One round of the Delphi method was used, depending on the outcomes of the expert opinion survey, whose satisfaction was high, thus corroborating that specialists regard this system as very adequate and functional (Table 1).

Table 1 - Outcome of the specialist opinion survey

Characteristics	C1	C2	Sum	P	N-P	Assessment
Indicator No. 1	1.50	3.48	4.99	1.24	-0.37	Very adequate
Indicator No. 2	1.11	3.48	4.60	1.15	-0.27	Very adequate
Indicator No. 3	1.50	3.48	4.99	1.24	-0.37	Very adequate
Indicator No. 4	2.40	-	2.40	0.15	-0.00	Very adequate
Indicator No. 5	2.40	-	2.40	0.15	-0.00	Very adequate
Sum	8.91	10.44	19.38		-1	

Legend: P: Average; N-P: Least specific overall average of every aspect.

The Kendall W. concordance coefficient was calculated as well, to measure the concordance degree of specialist responses, as shown in Table 2. Accordingly, there was



concordance in the responses given about the evaluation indicators, since W reached 0.9, with a $0.00 < 0.01$ significance, thus demonstrating that concordance was not casual (Table 2).

Table 2 - Kendal concordance coefficient

N	16
Kendall W (a)	0.9
Sig.	0.00

Following the determination of concordance between the responses given by the 16 specialists, the training system suggested to enhance the effectiveness of combined attacking in Tashi-waza was validated for implementation.

CONCLUSIONS

The analysis of theoretical assumptions led to the conclusion that the execution of combined attacking is an essential element to achieve satisfactory results in judo competitions.

The diagnosis revealed the absence of proper knowledge related to combined attacking, as seen in the poor execution of this technical and tactical component.

The training system was designed considering the aspects that define present sports training, the characteristics of sports teaching today, and the particularities of judo competition nowadays.

The specialists regarded the training system as very adequate.

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Conflict of interest statement

The authors declare no conflicts of interests.

Author contribution statement:

The authors have taken part in the redaction of the manuscript and analysis of the documents.



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