Planning and Implementation of 'Training to Win' Performance by Visually Impaired of Study Case

Abstract: The purpose of this article is to present information ‘Training to Win’ phase for judo coach, physical education teachers for the blind judokas. The aim of the study was to start filling an important gap in the area of judo regarding male & female judokas with visual impairments, since the study of the combat’s temporal parameters had been addressed only with sighted judokas. The data provided by this study may be useful for coaches who train athletes with visual impairments in the sense that they will be able to refer to judo performance education training to win parameters obtained not only from sighted judokas, but from judokas who are visually impaired. This case study is aimed at developing a resource for coaches, athletes and other trainers and contributing to this process without improving the performance of visually impaired judokas. In this case study the visually impaired judokas who foughted +70kg won gold in the European Championship and bronze medal in the Rio Paralympic games.

Keywords: Judo, Win, Training, Impairment, blind.

1. Introduction

Many sports, including making sport of blind people and combat sports and sports are considered as being limited to the ability to specialize. However, Blind athletes have fought in combatives including judo for many years. At this phase, athletes are ready to consolidate their basic sport-specific skills and tactics. It is also a major fitness development stage.

It is an Olympic fighting sport developed by Judo Jigoro Kano. The judo term specifically explains the truer meaning of the art as it practiced today. The Ju part of means ‘gentleness or giving way’. In addition, Ju implies a flexibility of techniques, while the do part of means ‘way’. It is signifies the application of the ju principle in the execution of the techniques, not only in the physical exertions of the judokas but also in the his mental attitude. When person is learned judo, judokas should realize that it is better for the athletes of judo to perfect himself in the basic techniques and principles in the order to set an impression on his subconscious mind (Watanabe and Avakian, 2011).

Judo is an instrument that enables physical, mental, emotional and social development of people and enhances their knowledge, talents and leadership skills (Demiral, 2015; 2016). This is the result most to be desired. Once these symbolic exercises have been impressed upon the mind, the new positive, expert, attitude to situations beings to develop. Two good judo maxims illustrate the purpose of such training; Seiryoku Zenyo and Jita Kyoei. In judo, the first goal is to develop self-control and self-cultivation, best realized through Seiryoku Zenyo. Seiryoku Zenyo focused effort, maximum efficiency and Kano believed that effectiveness of Seiryoku Zenyo could be evaluated most clearly in dojo in which is area judo education. It leads to its application in all aspects of daily life. Seiryoku Zenyo was wonderful in principle, but very difficult to follow in every face of life and Jita Kyoei is mutual well-being and benefit. Jita Kyoei has practical application on a broader scale. On the other hand, doing in a manner that benefit oneself and others naturally makes everyone prosper. Similarly, Kano believed that in a system based on jita kyoei, capitalism and socialism could actually work hand in hand to develop the best possible economic framework for society (Stevens, 2013).

Judo believes that the basic principles mentioned make a significant contribution to the development of social, cognitive, sensory & psiko-motor and motor skills, especially for visually impaired individuals. Judo is a sport that requires high-level skill. Development of the analytic functions quick perception and movement quality are the specific features that are expected from the athletes. In addition,
the decisions in the case of a complex play of the athletes depends on their sensing external stimuli characteristics (Demiral, 2011).

For this reason, the use of judo sports among the visually impaired athletes is widespread in the world. Integration of visually impaired individuals has been seen as the result of many scandalous articles that have benefited from judo sport in many projects.

Judo which is like many other sports has traditions. One of them is to bow when entering and leaving the gym or when stepping on and off the mat. When beginning and ending practices, athletes line up facing coaches or teachers with the highest ranking student saying attention and bow. It is also customary for judo players to bow to their workout partners. Visually impaired individuals are classified according to IBSA international competition rules according to the characteristics of their visual impairment.

The visual classification system is the following: B1: From no perception of light in either eye to perception of light, but without ability to recognize shape of a hand at any distance. B2: From ability to recognize shape of a hand, to visual acuity of 20/600 and/or a visual field of less than 5 degrees. B3: From visual acuity of 20/599 to 20/200 and/or visual field of less than 20 degrees. (IBSA, 2017). In the United States, there is a B4 category. From 20/199 to 20/70 and/or more (Mastro J. V. and Pearson, 2002; Mastro J. et al., 2015).

In the field of Child Development Studies show that also to give information about the status and direction of child development contributions to the development of the child, what and how to teach on topics such as. Today, in the sport and compete on an international platform in this field to take our place in the world there is a need for talented athletes. With the growth of systematic and coordinated effort these athletes. On the other hand, To investigate participation in the visually impaired children and their sighted peers in physical education and sports lessons, in terms of many aspects such as problems attitudes and targets; To compare their physical activity status; To find out if physical education and sports lessons are available in the major part of the activity level for visually impaired children and their sighted pers (Demirturk and Kaya, 2015).

Judo for Life is a movement to improve the quality of sport and physical activity in judo through improved athlete training and better integration between all stakeholders in the sport system, including sport organizations, education. A key feature of Judo for Life is Long-Term Athlete Development (LTAD), a developmental pathway whereby athletes follow optimal training, competition and recovery regimens from childhood through all phases of adulthood. Sport performance is considered as early specialization and late specialization.

Early specialization refers to the fact that some sports, such as gymnastic, table tennis, diving and late specialization sports, including judo, cycling, wrestling so all team sports requires a generalized approach to early training education.

Late specialization sports, such as athletics, combative sports, cycling, racquet sports, rowing and all team sports require a generalized approach to early training. In these sports, the emphasis of training should be on the development of general, fundamental motor and technical-tactical skills (Balyi, 2001).

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The third or fifth phase of this study will be working on training to train. Training to win step is included males aged 18+ and female aged 17+. For ‘Training to win’ is goal build aerobic base build, strength and further develop sport specific skills and tactics as well as performance in judo. This period for young athletes improve optimal aerobic skill, speed and strength should be both maintained and developed further. All of the judokas physical, technical, tactical, mental, individual and lifestyle capacities are now fully established and the focus of training has shifted to the maximization of performance, training to peak for major competitions, training is characterized by high intensity and relatively high volume with appropriate breaks to prevent over.
In addition, Special is also required for flexibility training because of the suddenly growth of bones, tendons, ligaments and muscles. This period is including practice of technical & tactical skills and learning how to cope with the physical and mental challenges presented during competition. Period of Training to win make up 60 percent training to 40 percent competition ratio is recommended by experts. But these ratios vary according to sport and individual specific required. In this process, the progress and the importance of physical and skill development of athletes is the reason they are important, rather than the emphasis on excessive competition is regarded as to be done. For this reason, the emphasis of experts competition the development of specific sporting skills more important considers that it is appropriate that they be brought to the forefront more and more.

Studies on issues such as participation of visually impaired judokas as female masters, duration of competitions, differences in the education of male and female judokas (Gutierrez-Santiago et al., 2012).

As clearly stated in the LTAD model, the physiological and biological developmental characteristics of visually impaired judokas are visualized in advanced supervision as coaches' appraisers, and a training program is planned according to basic developmental stages to give rise to the development of numbness and performance (Ford et al., 2011).

For the visually impaired judokas we have developed the training to win model is only one example of the gaps in these areas for the development of the special technique, and it is therefore deducted that the study will be an important resource for the coaches in this area.

2. Method

Coaching techniques are developed through a process of education and experiential knowledge, and not all coaching techniques are relevant to every athlete: That’s the art of coaching, and something that coaches may need help in developing (Brewer).

Depending upon the judo, there are several distinct components of the training plan including technical, tactical, sprint ability, endurance and resistance training (Bompa and Carrera, 2005; Bompa and Haff, 2009; Haff, 2010).

This is the stage of athletic preparation. All of the athlete’s physical, technical, tactical, mental, and ancillary capacities are now fully established and the focus of training has shifted to the optimization of performance (Balyi, 2001).

In this study from tachiwaza to newaza transfer newaz will be studied on phase the technical & tactics. In this study, visually impaired judo training judo in the competition with normal common that they can use a model of education will be worked out. This model is transition from tachiwaza to newaza. The first to be worked technical from kouchigari to single or double knee position transition newaza as udeshingijujigatame, munegatame or koshijujij.

- The first step will be studied as standing uchikomi,
- The second step will be studied as oyarenshio.
- The third step will be studied as butsugarigeyku.
- The fourth step will be studied as
- The fifth step will be studied as shaii.
- The sixth step will be studied as competitionship.

This article is taken as a case study to see implemented on disabled women's judo. This case study includes a judoka's work B3 drills with disabilities. In this case study the athlete won gold in the European Championship, bronze medal in the Rio Paralympic games. Visual barriers are sorted by visually impaired judoka's. The visual classification systems is B1, B2 and B3. B1; no perception of light, B2: ability to recognize shape of a hand and to visual acuity of 20/600 or less than 5%. B3: visual acuity 20/599 to 20/200 or less than 20%. (Carmeni, 1997; Mastro J. et al., 2015). This tactical judo development and application of techniques to win the fight without the risk consists in the cue of the competition time is very important. This group practice uchikomi so again in judo has become quite important. The development of body coordination with this study method is an important method in the formation of excellent art. The following is provided as a case study (Gutierrez-Santiago et al., 2012).

The goal of a judo match is to achieve ippon (full point or perfect throw) which ends match immediately. All matches do not end in ippon. If a player is thrown to his/her side, it is wazari. If rolled across his/her shoulders and take it control, it is an ippon. The match continues with any of these lesser throws. If there is not an ippon thrown in the match and the fighting continues with newaza.
The main target in the study described below is the development of a special technique for the athlete. The result of this exercise is to ensure that the match ends with an ippon score. If your technique is in the throwing phase, transition from tachiwaza to newaza according to the defense of your opponent is to end the competition in the pass. 2016 Rio Paralympics Games prepared in two stages of the special technique of visually impaired judoka, competing in category B3 + 70kg; Train to win development.

**Drill 1. Sotomakikomi + Hara gatame**

**Uke:** Aysun GUNGOR (Blue judogi)

**Tori:** Mesme TASBAG; B3 Blind athletes (2015 IBSA Europeanship gold medals and Rio Paralympic Games Bronz medals +70kg)

Tori soto makiko doing my technique. Uke left the next dome with tori slips.

Tori takes control of the Uke's right arm under left side of their Uke's slide in this position. Appearance by the Uke's position.
3. Conclusion

It is well established that youth who are visually impaired are less physically active than their peers (Kozub and Oh, 2004) and less physically fit (Lieberman and McHugh, 2001). Any person who wants to begin improving their sport skill level must build skills and increase specific sport exercises gradually. It is vital to start out slowly and set realistic targets. Following are some enjoyable movement sportive games activities that promote judo perform in competition area. Most are done using gradually from simple to complex equipment.

Judo is a very popular sport for athletes with a visual impairment. Over the last four years the number of international athletes has increased rapidly. Judokas are split in weight categories while all sight classes B1, B2, B3 compete together. The sport has proven very popular with deaf-blind athletes. Only athletes who have undergone a valid eye classification, carried out by IBSA and under IBSA Judo rules and have an eligible sight class, may enter any high level IBSA Judo event.
It is recommended that visually impaired children be tested for contrast sensitivity to better recognize their form vision and near-work abilities. Moreover, functional assessment should be performed in order to plan visual rehabilitation and special education (Siddiqui et al., 2002). Person who is visual impaired is supported by judo education of improvement of motors functions, psychological functions and integration. Is that, motors functions is improved balance, sense of direction and anticipation & dodging and psychological functions is improved autonomy, motivation, self-confidence, character, self-awareness and integration is improved such as fighting loneliness, understanding & respecting rules of behavior, Paralympics sport.

Goals of this article are to develop a ‘Training to win’ curriculum in judo a phase of physical activity such as competition, technique, tactical activity. It is designed to help judo coach, athletes, improving judo special technique. Athletes Judo techniques are developed through a process of judo education and experimental knowledge. This improved should be deliberately coached into athletes from the early stages of skill train to train in order to ensure that athletes are utilizing the most effective judo techniques (Brewer).

It is observed that the application frequency of the special technique developed in the running test competitions and the technical points and the technique are applied and developed and the performance evaluation is taken according to the capsule (Castellano et al., 2008). It is also deducted that trained athletes will be a source of study as an example of the use of visually impaired athletes in technical & tactical work (Miarka et al., 2010).

The aim of the study was to start filling an important gap in the area of judo regarding male & female judokas with visual impairments, since the study of the combat temporal parameters had been addressed only with sighted judokas. The data provided by this study may be useful for coaches who train athletes with visual impairments in the sense that they will be able to refer to judo performance education training to win parameters obtained not only from sighted judokas, but from judokas who are visually impaired.

References


