

## **JUDO TRAINING PROGRAM PROJECT FOR PEOPLE WITH VISION IMPAIRMENT**

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**ABSTRACT.** Tackling this research topic started from a reality: there are children with poorer eyesight than the standard, there are children who see virtually nothing. Nonetheless they should be able to enjoy the same outcome of education as their colleagues who do not suffer from such disabilities. In this research paper we try to surpass the idea that children in general, and children with vision impairment in particular, are of fragile biological nature and can thus not be subjected to physical exercise. Social compensation and recuperation of people with vision impairment through their nature imply as end goal the integration in social life by means of practicing a certain activity, in our case by practicing judo, with the additional achievement of balancing the personality from a moral point of view. Structured in 10 chapters the relevance and originality of the research paper is emphasized from the beginning, as it is for the first time in Romania, that tackling this topic is aimed at. In the first chapters the importance of eyesight in humans is discussed, theoretic and practical aspects of compensatory adaptation, scientific grounds of compensation phenomena, the contribution of practical activities in compensation and social integration of people with vision impairment. While dealing with the problem of diseases, symptoms and warning systems the paper presents the pupils selected from the High School for Pupils with Vision Impairment Cluj-Napoca. The pupils were selected both from the ones with visual impairment and from the ones with amblyopia with the help of the school's specialist subject teacher; the selection was preceded by a preparation for learning (motivational stimulation, raising interest for the sport which is going to be learned – judo).

**Keywords:** Program, Judo, People with vision impairment.

**REZUMAT. Proiect de program de antrenament in judo la deficientii de vedere.** Abordarea acestei teme a pornit de la o realitate: exista copii care au o vedere mai scazuta decât cea normală, există copii care nu văd de loc. Ca toți ceilalți copii ei ar trebui să se bucure de roadele educației de care se bucură colegii lor normali. Încercăm să depășim în această lucrare optica fragilității biologice în

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general a copilului și în special al nevăzătorului, de unde teama de a-l supune unei încărcături fizice. Prin conținutul ei, compensarea și recuperarea socială a nevăzătorilor implică drept scop final integrarea în viața socială prin practicarea unei activități, în cazul nostrum JUDO și echilibrarea morală a personalității. Structura pe 10 capitole, încă de la început, se scoate în evidență actualitatea și originalitatea lucrării de cercetare, fiind pentru prima dată în România când se încearcă abordarea acestei teme. În primele capitole se scoate în evidență importanța vederii la om, aspecte teoretice și practice ale adaptării compensatorii, bazele științifice ale fenomenelor compensatorii contribuția activității practice în compensarea și integrarea socială a nevăzătorilor. Abordând problema afecțiunilor, simptomelor și sistemelor de atenționare, în lucrare se arată numărul elevilor selecționați din Liceul pentru Deficienți de Vedere din Cluj-Napoca. Aceștia au fost selecționați atât din rândul nevăzătorilor cât și celor ambliopi cu ajutorul profesorului de specialitate din școala, acțiunea fiind precedată de o pregătire pentru învățare (stimularea motivațională, deșteptarea atenției pentru ramura sportive JUDO ce urmează a se învăța).

**Cuvinte cheie:** Program, Judo, Nevazatori.

The chained and systematic nature of judo imposes longer term vision of the project setting the goals to be achieved progressively; first more general goals, then more and more specific goals.

Methodologically we set two stages for the instructive process of vision impaired people: beginners and intermediates.

### **General goals for the beginners**

- Health strengthening and consolidation of correct body development, as a means of preventing accidents and trauma;
- Ensuring a harmonious physical development (somatic and functional);
- Gradual development and growth of basic motricity;
- Acquiring the techniques of selected basic judo elements and procedures in a means as accurately as possible;
- Developing habit and pleasure for physical effort;
- Developing moral-volitional qualities<sup>2</sup>;
- Constant inclination of exceeding one's limits;
- Education in the spirit of discipline and individual as well as collective order;

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<sup>2</sup> Volitional qualities = groups of psychical qualities, as mastering of will during the process of regulating actions.

- Achieving better psychic balance;
- Obtaining skills and theoretic knowledge which enable the evaluation of the personal training ideal;
- Achieving better integration of vision impaired people;
- Achieving a moral balance of personality.

Regarding the **technical instruction** during this phase the goal (of the beginners) is to develop a “theoretic model” which is to improve all qualities necessary for the young vision impaired judoka to be admitted to the next phase.

Achieving the goals finally leads to achieving the model corresponding to the analyzed period (6 months – one year).

Although we do not aim at assigning the youngsters with vision impairment in specialized physical training, differentiated according to training factors, we try to set goals from a physical, a technical, theoretical and psychological point of view.

*From a physical point of view:*

- Establishing and developing the sense of balance and orientation in space;
- Establishing and developing sense for movement rhythm;
- Developing the mobility of pelvis and the spine;
- Development of the body movement skills and coordination, as well as of the body segments.

*From a technical point of view:*

#### **NE-WAZA (ground techniques);**

- Learning the main immobilization forms from OSAE-KOMI-WAZA (mat holds):
  - KESA-GATAME;
  - KAMI-SHIHO-GATAME;
  - YOKO-SHIHO-GATAME;
- Learning the techniques of the group KANSETSU-WAZA (joint locks):
  - KESA-GARAME;
  - UDE-GARAME;
  - UDE-HISTIGI-JUJI-GATAME.

#### **NAGE-WAZA (standing throwing techniques)**

- Learning the fundamental positions (SHIZEN-TAI);
- Learning motion on the mat (SHINTAI);

- Developing a “mat” sense;
- Developing a sense for the opponent and the moments favorable for action and gripping (pushing-pulling – KUMI-KATA);
- Achieving self-ensuring capacity after different falls;
- Learning break-falls (UKEMI) backwards (USHIRO-UKEMI) and side falls (YOKO-UKEMI);
- Learning the technical procedures of throwing the partner, which require permanent contact with the partner (without releasing phase):
  - O-SOTO-GARI
  - KO-SOTO-GARI
  - TANI-OTOSHI
  - UKI-GOSHI
  - SUMI-GAESHI
  - SOTO-MAKI-KOMI
- ~ Learning some basic self-defense techniques.

*From a theoretical point of view:*

- ◆ Learning basic notions of individual hygiene and equipment hygiene;
- ◆ Learning general notions about judo (short historic overview, origins, development etc.);
- ◆ Acquiring knowledge about breathing and its importance.

*From a psychological point of view:*

- ~ Cultivating the wish and pleasure of practicing judo;
- ~ Developing courage and perseverance in practicing judo.

## **Conclusion**

Through its elaboration and materialization and by tackling the goals of training planning – conclusions drawn from this project – the paper constitutes a personal contribution of the authors with the possibility of subsequent publication in order to support those, who want to address this delicate subject: recuperation and social integration of vision impaired people by practicing judo.

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