

International Combat Martial Arts Unions Association



**INTERNATIONAL JOURNAL OF COMBAT
MARTIAL ARTS AND SCIENCES ICMAUA**

No. 6

www.icmaua.com

2007

International Journal of Combat Martial Arts and Sciences ICMAUA publishes original papers on all aspects of Martial Arts research, history, praxis, trainings, education and philosophy.

International Journal of Combat Martial Arts and Sciences ICMAUA in a .pdf format will be published one time a year by the International Combat Martial Arts Unions Association ICMAUA (www.icmaua.com).

International Journal of Combat Martial Arts and Sciences ICMAUA publishes original papers "as is written by author", without any changes (also grammatical or stylistic) in the text.

International Journal of Combat Martial Arts and Sciences ICMAUA is written by and distributed to members from countries: Afghanistan, Algeria, Australia, Austria, Azerbaijan, Bangladesh, Belgium, Bosnia & Herzegovina, Brazil, Bulgaria, Canada, Chile, China, Costa Rica, Denmark, Egypt, France, Finland, Germany, Georgia, Ghana, Greece, Guam, Guyana, Haiti, Hungary, India, Indonesia, Iran, Iraq, Ireland, Italy, Jamaica, Japan, Kazakhstan, Kuwait, Latvia, Malaysia, Maldives, Malta, Mexico, Nepal, Netherlands, New Zealand, Nigeria, North Korea, Norway, Pakistan, Philippines, Poland, Portugal, Puerto Rico, Romania, Russia, Saudi Arabia, Scotland, Serbia & Montenegro, Sierra Leone, Singapore, South Africa, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Syria, Tajikistan, Tunisia, Turkey, Uganda, Ukraine, United Arab Emirates, United Kingdom, United States of America, Uzbekistan, Venezuela, Yugoslavia.

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LAKAS KATORSE

Ricardo “Rene” Casiño

Lakas Katorse is a purely Filipino Style Martial Art founded by Ricardo “**Rene**” **Casiño**, who was unsatisfied by what he saw as incompleteness in the other arts in which he trained. Translated, “**Lakas Katorse**” is a Filipino vernacular term meaning “**Power Fourteen**.” In this case, FOURTEEN is the number used, to classify nearly every sequence, pattern, technique, etc. in Lakas Katorse, for the reason that it is not too high a number that students will be stalled in the memorization of techniques, yet at the same time it is not too low of a number to allow the memorization of the techniques to be too simple. Although the main focus of Lakas Katorse lies in the training of the Martial Art, it also includes its own unique system of Body Building, Aerobics, Fitness, Ballroom / techno dance and in some aspects, Physiotherapy. This broadens the definition of the term “Lakas Katorse”, making it a well rounded sports/athletic system for overall physical fitness and health. Consequently, instructors of Lakas Katorse are well-grounded in terms of over physical speed, strength, and endurance, making them well-equipped for the martial arts that they teach.

LAKAS KATORSE HISTORY

In 1971 at the age of 11, young **Ricardo “Rene” Casiño** began his official training in the Martial Arts. His first style was Japanese Karate, but later moved on to train in other arts such as suntok or boxing, sipa – suntok or kick- boxing, the Filipino kicking art known as Sikaran, and the Filipino stick fighting art known as ‘Arnis’. He went on to spread the Martial Arts all over the Philippines as an instructor, while at the same time competing in tournaments all over the country, winning as much as 21 trophies and dozens of medals from national, regional, and invitational tournaments. Still unsatisfied by his training, Rene Casiño was motivated to begin a new movement in the Martial Arts that encompassed not only empty-handed combat, but also included weapons training as a primary forte. In 1990, in his home town in Tagoloan, Misamis Oriental (Philippines), Rene Casiño began to experiment with new self-created theories, techniques, and principles that would later be the core of his new art. The beginnings of **Lakas Katorse** proved to be a long and arduous task, as each technique required thousands of experimentations on different combat situations to prove its effectiveness. For over four years of intense training, observation, and strict martial experimentation, Rene Casiño painstakingly spent countless hours in solidifying his new art, until finally in 1994, he succeeded in achieving his goal. It was in that same year that he finally lifted the newly made banner of Lakas Katorse after being officially registered in the Securities and Exchange Commission of the Philippines (SEC). Thus, Lakas Katorse was born.

Soon after, Rene Casiño brought his new art to Saudi Arabia, where he worked as the head Martial Arts and Fitness and Health instructor in the **King Fahd Naval Academy**. Part of His job is to train and organize of indoor and outdoor sports to the navy cadets and officers in various exercise and athletics events. such as ; Athletics (Track & Field) Runs, jumps, throws, Combative: **Lakas katorse** martial arts;14 bladed and non- bladed weapons, “Panambuno” or hold throws, locks and submission, Fitness : aerobics ; kickboxing, body pumps, dance, mat-concentric, eccentric isometric, stretching, twist / CPR. Creative Movement Gymnastics: rhythmic, Dance: ballroom, creative, modern, Territorial Goal: basketball, team handball Line: football, Net and Wall: volleyball, lawn tennis, badminton, table tennis, handball, squash Fielding: cricket, softball, Innovative Target: archery, bowling Aquatic: survival techniques, swimming, water aerobics, weightlifting and Bodybuilding.

It was there that Lakas Katorse first spread, from the cadets to commissioned and non-commissioned officers of the Royal Saudi Naval Forces. At first, the style was met with criticism

from instructors, masters, and Grandmasters of different arts, but was later embraced after Rene Casiño proved the worth and combat efficiency of Lakas Katorse. Ironically, many masters who came to criticize Lakas Katorse were surprised at its fast-paced realistic touch in the executions of armed and unarmed combat, unique system of training, and synthesis of quality and quantity of techniques, that they ended up praising the value of the art. Some even neglected their own arts and committed themselves to the study of Lakas Katorse. In the process of spreading the art of Lakas Katorse, Rene Casiño gained the approval and recognition of a variety of international martial arts organizations, and has already been acknowledged as the Grandmaster (**Punong Guro or Dalubhasa**) of Lakas Katorse by The World Organizer of Martial Arts (WOMA), Board of Martial Arts Council (BOMAC), World Karate Federation (WKF), World Accreditation of Certification Office For Martial Arts (WACOM), The International Council of Master and Grandmasters (ICMG), The World Head of Society (WHOS), and many other regional and international organizations. For now, Lakas Katorse is still in the stage of expansion as more and more students from all over the world join the steadily growing ranks of the Lakas Katorse Force.

WHAT IS LAKAS KATORSE?

Lakas Katorse is a purely Filipino Style Martial Art founded by Ricardo “**Rene**” **Casiño**, who was unsatisfied by what he saw as incompleteness in the other arts in which he trained. Translated, “**Lakas Katorse**” is a Filipino vernacular term meaning “**Power Fourteen**.” In this case, **FOURTEEN** is the number used, to classify nearly every sequence, pattern, technique, etc. in Lakas Katorse, for the reason that it is not too high a number that students will be stalled in the memorization of techniques, yet at the same time it is not too low of a number to allow the memorization of the techniques to be too simple. Although the focus of Lakas Katorse lies in the training of the Martial Art, it also includes its own unique system of Body Building, Aerobics, Fitness, Ballroom / techno dance and in some aspects, Physiotherapy. This broadens the definition of the term “Lakas Katorse”, making it a well-rounded sports/athletic system for overall physical fitness and health. Consequently, instructors of Lakas Katorse are well-grounded in terms of over physical speed, strength, and endurance, making them well equipped for the martial arts that they teach.

THE SYSTEM

Most, if not all, of the aspects found in the Lakas katorse are unique. The classification of thousand of techniques into 14 weapons and 14 are like non-that have ever been seen today. Even the techniques in armed and unarmed combat are unique from those taught in any other martial arts. The innovated style of Lakas katorse martial arts is based on the reality of street combat, with or without weapons. The main method of learning within the Lakas katorse system is memorization of techniques, which is followed by continuous routine repetition. We believe that memorization of the techniques works the mind. While the repetitious movements of the body help make the application of the techniques second nature to the student. This continuous repeating coordination between the mind and body allows the subconscious mind to retain the motion and application of the techniques. This then leads to a student being capable of executing any practiced moves with spontaneity. We believe that due to our unique system of which emphasizes the proper execution of techniques. Combined with the repetitions of practice. Our students can achieve this martially controlled state of spontaneous reaction in any combat situation. Due to the precision repetition and technique execution demanded from any students during practice, the effectiveness of the Lakas katorse martial system is highly advanced as seen in some of our techniques, which can reach up to three strikes in a single moment. We, highly recommend Lakas Katorse as one of today’s most effective modern combat arts. As we are sure to be able to offer much of the techniques on demand in the new generation of martial arts.

In terms of training Lakas, katorse lays claim as having one of the unique systems in training. Our techniques are divided into sequences, which in turn are divided into “Groups and Stars”.

These groups and stars are then divided into the four belt colors of Lakas Katorse. The belt system is as follows:

White Belt: Initiate of Lakas Katorse

Brown Belt: Senior instructor of Lakas Katorse

Black Belt: Master of Lakas Katorse

Star Requirements (The Road to the Red Belt): Greater Master of Lakas Katorse

¼ **Red**, ¾ Black Belts (First Fold): Star Requirement One

½ **Red**, ½ Black Belts (Second Fold): Star Requirement Two

2/4 **Red** ¼ Black Belt {third fold}: star requirements three

Red Belt: Dalubhasa {Grandmaster} Lakas Katorse

{Held by Ricardo C. Casiño}

The backbone of Lakas katorse training lies in the partner training. We believe that through partner training, the Lakas katorse students gains a realistic first hand experience in the feel of the movements, while at the same time gaining experience in against varied kinds of partners with differing physiques, movements and levels of fighting depending on who their fighting is, be he/ she a student an instructor a master or the Grandmaster. Although it is highly recommended that a students trains with a partner it is not required until the higher level of Lakas katorse. With our unique system comes a solo training format designed to give single students a method of practicing a thousands of techniques of Lakas katorse without the aid of the partner. Regardless of whether as student has a partner or not, he/ she can still begin his training in Lakas katorse to build a foundation to a higher level of the system.

Although the Lakas Katorse martial art is fully base on street combat, it is also designed to be easily translated into a sport. This makes the Lakas Katorse system fully rounded and efficient in martial arts, sports, and overall physical fitness.

LAKAS KATORSE WEAPONS TRAINING IN {3} CATEGORIES: {PHYSICAL FITNESS, REAL FIGHT AND COMPETITION}

LK STREET FIGHTING AND SPORTS COMPETITION:

WHITE BELT CATEGORY:

{6} RINGS – Lakas katorse competitors should fight in {6} rings in a row

ring 1 – foot fist

ring 2 – Arnis

ring 3 – Balaraw short

ring 4 – Balaraw long

ring 5 – Palusok

ring 6 – Panambuno

BROWN BELT CATEGORY:

{8} RINGS – Lakas Katorse competitors should fight {8} rings in a row

Note: competitors should fight according to the requirement level

BLACK BELT CATEGORY:

{9} RINGS

Note: Competitors should fight according to the requirement level

In 2005 the Founder and Grandmaster of Lakas Katorse establish the MATA NG BAYAN ELITE FORCES {MBEF} a non – government organization NGO registered in the securities and exchange commission, Philippines SEC He stand as Founder and National President of MBEF an anti- Crime organization with 3,000 members. The Organization supports the Armed Forces of the Philippines AFP the Philippine National Police PNP the Local Government unit LGU and the Department of Social Worker and Development. DSWD The operation includes in the

installation of outpost to help control in spreading out all forms of criminalities. Assist in the seminar conducted by the Police officer teaching criminal procedures and investigation while the Founder is teaching and demonstrating moral values, fitness trainings, Lakas Katorse martial arts weapons, personal safety, disasters, and Medical first-aid / CPR. He is the Founder and President, of the "COALITION OF FORCES" {COF} a non – Government organization whose focal point: a pro – fitness, anti- insurgency and anti- environment devastation. ; liaison with Philippine National Police PNP, Philippine Army and Local Government Units LGUs and DSWD operations includes: fire safety and prevention, crisis and Emergency planning, recruitment, Community Guarding, investigations, training and management of the Barangay Police Force the Civilian Police Force, design of physical fitness and the used of Lakas katorse weapons and security upgrades. Surveillance: suspicious persons, assist of operations in sensitive fields {drugs, murder, gambling, vandalism, car napping, cockfight, environment devastation, and cyber sex}. Active Deputy Chief, Barangay Police Force, operation includes Conduct surveillance, serve invitations, summons to complainant and respondent, arrest, and investigate unlawful elements and inquest. Stand as Zone Leader, one of the Barangay in Taguig City, The Founder attended and conducted numerous seminars local and abroad from the fitness aspects, security and safety, fire fighting and prevention, peace and order and martial arts. His broad experience in various activities paves the way to become famous of his fighting prowess. Most of the activities attended he demonstrated Lakas katorse skill due to public demand the group of NGOs, tanods, schools and men in uniform committed in practicing Lakas katorse thus, now the Founder moves from one place to another teaching and propagating Lakas katorse

ESSENTIAL ELEMENTS OF LAKAS KATORSE

Ricardo “Rene” Casiño

A martial artist particularly those who are holding a higher martial arts rank believes got many experiences in the tournament fight, in the demonstration to show the skills and techniques before the Masters and Grandmasters from different discipline and encounter unexpected fight or straight fight. This proves that a higher-ranking martial artist is competent of their ability. “Depending of the discipline” in time of danger if your life is almost owed by death that is the moment where you were thinking twice to whether you run away, or face the situation. However, all of such threats were just depend on individual courage and skill where you are train. In the Philippines, I experience and encountered an individual who made an amok, wielding a knife and bolo and confronted me; some are under the influence of liquor while other not. As a Deputy Police Chief of the Barangay, I often responded to the people who made a crime {face-to-face confrontation}. My martial arts skill gave me courage to confront the sharp knife, ice pick and bolo and above all my faith and prayer of God for safety and protection during the confrontation. My three years of working and experiencing to various crimes, I also expose in defense in the deadly weapons such as; knife, bolo, home made guns, and the 12 volts battery operated for catching the fish. {Fishing rod the positive and negative}

The deadly weapons I was disarmed so far namely: 4 knives, 3 ice pick 3 bolos. To handle the situation is quite hard especially if the criminals are intend to kill you for they are influence of drugs, liquor while others are in depressed situation. It was during nighttime the incident occurred I have the difficulty to handle it aside from the rain it is quite invisible because the light is insufficient. Still I was survive and the only thing I depend on is Gods help and protection and secondly my self – defense skills in weapons. I would say my martial arts knowledge helps great in my day-to-day activities. It is an advantage for us if we are martial artist especially if we have a rigid training of the weapons {bladed and non-bladed} in my long experience of hand and foot combat training, the weapons training is incomparable. That is why weapons are my first priority in the training. Based on the TV, RADIO and NEWSPAPER reports in the Philippines People have died because of the deadly weapons used. The snatching of cell phone, bags, necklace and other valuable things sharp and pointed weapons are usually use by the robbers. Other incidents are drugs related they used knives or any deadly weapons to kill somebody. A lack of experience martial artist in the training of weapons is vulnerable to a criminal who knows how to use a knife. Robbers the knife is a part of their lives and commonly used as means of livelihood. There were news report that a martial artist died on the spot, at first he fought with criminals but later was stab he never defend himself due to inexperience in the training of weapons. Be reminded that, if what we practice will show up. The training of deadly weapons is big different from practicing bare hand and bare foot only. Weapons practitioners are more cautious, and mentally and physically alert for once they made a mistake they will suffer skin cut. Why should we train if we suffer bruises contusion of or even skin cuts? Therefore, in the **Lakas katorse** training safety measure is a top priority. In the Lakas Katorse, weapons training many precautionary measures taught during the training so even if the techniques perform were so fast there is no such contusion or skin cuts occurred.

Meanwhile, as weapons expert I have the pleasure to impart my skills for I believe that if this {fighting qualities} would absorb in you then the weapons fighting strategy would be more applicable{ bladed and non- bladed} this gives you confident and courage to practice more about the LAKAS KATORSE weapons techniques.

A weapons fighter knows the “**essential elements**” mentally and physically. A Weapons expert does mean “a practitioner and a fighter of **hand** and **foot** and **weapons** -bladed and non bladed”. This is base on the real meaning of self- defense- to transform the whole body into a

weapon. To study the hand foot for offense, defense, and the weapons as well. A martial artist with weapons experience is advantage. In fact, in the "foot fist fight" you can apply the techniques you have learned from the weapons training. In the "weapons fight" it is quite complicated and hard to use the foot fist training and experience since the degree and angle of defense and offense is big different comparing to a purely weapons fight .this is Martial arts education we have to educate in the martial arts way without limiting our knowledge. I believe that the training of weapons is one of the higher level of education ever offered that martial artist has to take.

ESSENTIAL ELEMENTS TO BECOME A WEAPONS EXPERT

BALARAW {S} USE & ARM PURPOSE:

DIFFERENT GRIPS 1.) The "conceal" hiding the Balaraw in inner wrist, 2.)The "thrust" and 3.) The "thrust reverse."

BUTT – LK practitioners are train for butting in the training. If the defender hits the butt by the offender it is a warning sign for him, the defender thinking of his risk that if the hit is from the blade of the Balaraw perhaps untimely dying occurred. At this point, the defender do extra care not to hit anywhere on the body.

SLASH- is often use the by the LK practitioners and is quite safe instead of stab. the fast training drills, slash is very effective. if the defender hits the slashing techniques does means a danger for him assuming that, slashing is the same as stab that penetrating on the body.

CRASH – only the highly trained LK practitioner can do the crashing techniques. This training is almost the same thing with the butt the difference is that crash could be perform in the fast and short moves. The edge of the base of the blade is use to crash the body at any angles.

LEVER – LK practitioners often used the side of the blade and the forearm to lever the defenders arm, causing to break, maim, control, twist and disarm.

BLOCK –at the right angle and exact distance from the body is the primary moves to deal with, the confrontation between the Balaraw to Balaraw is a great challenge for every partner, the good estimate and the correct block is necessary to avoid the hit. In fact, the LK drills is the best training tool expedient for different angles of the blocks exercise.

STRIKE – This technique is not actually coming from the Balaraw but from the forearm and other parts of the body, causing to distract the defender to let the offender do the second move and taking advantage.

THRUST- LK thrust could be perplex, decisive and deceptive and continues {qualities} so that the defender has nothing to do but to depend, and protect until being hit. The LK drill is a precise technique to avail those qualities.

PRESS – this is often use by the LK practitioners to lock up the defenders arm, to clear and to do the offense.

DISARM – is the core training of every LK training for without this, perhaps moves has in no effect, no essence, and not winnable. in fact, if you are use of the disarming techniques the defender should always defend, release and clear but if the disarming is continues or what we called {cadena or chain} a trapping could be techniques could be possible, and the defender become motionless and get exhausted in doing the unending disarming. In fact, LK disarming must be a {cadena} so that the defender has no way no react except to defense until disarm.

LOCK – could be define in two working arms {arm and unarm} whether of these two arms used. The LK practitioners should familiarize the drills followed with the broken moves to let the techniques become effective and lively.

PUSH – is the advantage training by the LK practitioners that if you are use to it. You can even hit any parts of the defender body. Like for instance if you are going to hit the "sole of the foot" while standing- up {Defender} by applying the push and pulling techniques [offender} you can do the sole hitting.

PULL- is the partner of the “push” if the two {push and pull} were working together then the hidden parts or unexposed body parts of the defender will hit. LK practitioners are use on this kind of training. This is a funny game the defender is trying her best to depend, not to trap of the push and pulling but at the end the hit is perform.

PUNCH- can be a two way perform by both arms {armed– unarmed} this is a deceptive moves that the defender does not know to whether what arms could be use for offense.

ELBOW – is often use in the training of LK particularly in close fight elbow is effective and could get damage if the defender will caught by surprise and the strike hit in right angle.

HOLD – is one of the most important training of LK. Based on the rules the LK practitioners are- allowed to hold the arm only, while the defender is not allowed to hold the arm. Therefore, the counter releases etc are often perform during the training.

RELEASE HOLDS – this is a very attractive and effective training. Ones the LK practitioners are get trap and lock the release holds are the final moves to release the holds and counter holds.

CENTER- LK practitioners should always cautious in distributing the weight or proper placement of the weight during the training, the swift moves, of offense and defense using the speed and power could only be done if proper alignment of the body is maintain.

DUCK – this moves is often use by the LK practitioners in doing this techniques rest assured that when ducking, proper alignment of the body is maintain without disturbing the body weight. You can move swiftly at any angle if proper body alignment is perfect.

COUNTER- the LK practitioners should always counter any attack made by the offender. The one attack could either one or two counters perform in fast moves if possible. The question is that, did the defender is ready to defense himself? Actually, our technique is seemingly cannot comprehend by the defender particularly if the defender is unfamiliar with the LK fighting system.

ARNIS USE & ARM PURPOSE:

DIFFERENT GRIPS – the Lakas katorse standard grip would be 2 to 3 inches away from the base of Arnis for diverse purpose, the grip from the edge of Arnis up to the bottom is part of the training in preparation for any combat fighting.

LK GRIP- 2 to 3 inches away from the base

PROPER GRIP- if where the fore knuckle located the blade is there

BUTT- used the base of Arnis utilizes for poking, jabbing, ram, bump, rap, pushing and shoving to all the Lakas Katorse vital parts of the body.

CRASH – used the edge base of Arnis utilizes for smashing, breaking, battering, and shivering on the Lakas Katorse vital parts.

LEVER- used the specific side of Arnis so with the arm, exerting enough strength to lever the vulnerable parts to be able to establish disarming, clearing, punching, blocking, twisting etc.

BLOCK- used the specific parts of Arnis and the arms to block any forms of attacks, a block that could be define as attack.

STRIKE – use the specific parts of Arnis as well as the fist utilizing the Lakas katorse vital parts.

THRUST –used the top of Arnis and the fist to drive into, and propel direct to the Lakas katorse vital parts.

PRESS- used the forearm and the side of Anis to weigh upon, press down and up, and circular straight way for clearing, take advantage, unbalance, pulling, pushing, take down and submission.

DISARM – used the specific parts of Arnis and the arm for snatching, controlling, disabling to become defenseless in seconds.

LOCK- used the arm and Arnis for bolting, latching, hooking, and padlocking the arms and Arnis.

PUSH – use the arm for pressing forward for unbalance, turning around, and delay.

PULL- used the arm for pushing and other Lakas katorse combination moves.

PUNCH- used the fist for punching to any target areas wield or unwieldy.

ELBOW- used the arm and elbow for lever, strike, and breaking the bones.

RELEASE- used the arm for releasing the holds with matching twist to lock up and counter the gripping arm.

ARM LENGTH- a distance used by the Lakas katorse practitioner while practicing the weapons, bladed and non- bladed {offense and defense.}

CLEAR- a technique use by the Lakas katorse practitioners clears all the obstacles that could obstruct in front or at the center to give way the offense and defense and other combination techniques.

FOLLOW STEPS- fundamental steps by the Lakas katorse practitioners used to establish the proper balance, distance, quick counter and body coordination.

FAMILIARIZATION- a Lakas katorse training using diverse combination techniques or a series of intricate moves that seems hard in the first training experience but if you are used to it, it could be simple moves. This training needs long patience and perseverance so that the techniques used turns natural moves.

INSTICT- it is a physical and mental training adopted by the Lakas Katorse for we believe that, what we practice will showed up and the thousand of techniques being practice instinctively come out, our solid fundamental techniques taught by the Grandmaster conveys us to become awesome, smart and unique fighter.

COVER- a technique taught by the Founder to cover the whole body with 26" inches in length single Arnis in any manner of weapons attack.

BUDO SCIENCES: BREAKING THREE GREAT WRONG PARADDIGM.

Roberto González Haramboure

“The less we can do in favor of something, is to understand it.”
GASSET, J.

In the present publishing we try to share many personal conclusions about these subjects, based on the modern scientific knowledge together with the traditional heritage. On that case, we don't want to be assumed as the persons with the most and last knowledge, only one who has studied and give his products to the colleges, to be used in favor of martial arts. Personally, I am sure that even when we have a lot of knowledge, we have many things to learn yet. I would like to show graphically this idea by the following picture. Before talk (or on this case write) about martial arts, it is very important that first we understand themselves, especially on its essence. About it, in the Dictionary of the Real Academy of Language, we find the word “war” from the Germanic “Werra”, defined mainly as fight, but also with the following meanings:

- Broke of peace.
- Army fighting.
- Opposition (even in moral way).

In the same document we can find the word “art” from the Latin “ars” or “artis”, with the following meanings:

- Virtuosity, ability to do something.
- A way of human activity to express a personal view from real or imaginary sources.

Joining those words we can see the phrase “martial arts”. But remember that that the word “martial” came from “Mars” (Roman God of war), similar of Ares or Enalio from the Greece Culture. Therefore martial arts mean “arts of war”. Nevertheless many people use it (in a wrong way) to assume that a martial way is that expressed by discipline, order, courtesy and etiquette; in spite of its actual meaning. **That is our first wrong paraddigm to break.** Now that we understood what martial arts actually are, we can search their methodological origin.

With the pass of time, several millenary fighting systems from the Eastern Continent known as martial arts has been introduced in the sport scene, and even more, included in the Olympic chart. Among them we can find Judo, Taekwondo, Wushu, and others. Inside this scenery, several people say that martial arts on that case have lost their sense and meaning

For the analysis we should begin by culture, known as the amount of assets, spiritual or material ones, created by men in benefit of a specific sphere. On that case we find several kind of culture such as: Medical, Military, Sexual, Culinary, Artistic and so on. In the case of Physical Culture, involves mainly the following components.

Those components are known as:

- Physical Education: Pedagogical process directed to the development of physical capacities and knowledge about them and the body functioning.
- Recreation (from a physical point of view): Use of physical activities in a spontaneous and entertaining way in the free time.
- Physiotherapy: Use of physical activities, and other affinities, in order to prevent or eliminate physical or psychological illness.
- Sport: Activity that assures a physical and psychological work, based on rules of practice in a competitive situation. The main sport taxonomy is:
 - Ball games: represented by Volleyball, Baseball, Football, Jockey and others.
 - Time and Score: Weight lifting, Athletics, Cycling and others.
 - Competitive Art: Figure Skate, Synchronized swimming, Gymnastics and others.

- Fighting: Boxing, Wrestling, Fencing (in wish are also included martial arts such as Judo, Karatedo, Wushu y Taekwondo and others)

Sport preparation, according Matvéev, L. P. (1983) is: "...the multifaceted process of rational use of the amount of ways, methods, conditions that allow the influence in the sportsman's growing, and assure the necessary level to reach high performance. This process involves:

- Sport training: "The main way of sport preparation, based on systematical exercises pedagogically organized in order to rule the sportsman's evolution and his increase. This exercise can be done in general ad particular way, and directed to physical, technical, tactical and psychological objectives.

- Competitions: (as a way of preparation and not as an official tournament) are: An imitative way to present the actual conditions of performance.

- Use of extra factors that help training and competitions, and intensify its effects and also the resting process alter charges: Use of special way to increase the resting process after training and competition; and also procedures that intensify and improve the effect of training charges (can be naturals from the environment or artificially created by man as biological, psychological or any other kind that increases the sport shape.

About martial arts preparation process, Draegger, D. (1974) said: "martial arts, correctly transmitted, are balanced system of spiritual discipline, self defense and competitive sport, always that a principle of gin shi tai (mind, body and technique) is present.¹

In relation of this idea Egami, S (1986) said that martial arts should be understood by renshu and keyko. On the first case is only involved the physical and technical development, but in second is a wider scene that involves, besides, the mental development.

Renshu (training) involves the following components:

- Yunbi undo (preparation exercises) (warm up): "The development of muscles in mans change according to their use. Therefore, at the beginning of every lesson, all persons should make exercises to prepare and develop its muscles, in a way that they make easier the performance of movements and techniques.²

- Shutai undo (Main exercises) "It is made of stances, blocks, kicks and paunches that can be done alone or in pairs."³

- Hojo undo (complementary exercise): "They are from Yoga and Doin (Indian and Chinese exercises for health), that give many benefits."⁴

- Seiri undo (relaxing exercises). Known as cooling or resting activities.

So far we have noticed that martial arts and modern fighting sport share the same subjects in training, the only difference is the consequence. On sport the goal is to score points and in martial arts was to finish the opponent. But...that makes a difference? Less technique, less attack zone, less time change the idea? On the similar case of flames. Is there any difference in the flames from our kitchen from that of a wood fire caused by an tourist? No! One is under control and the other no, but is the same fire. Martial arts and fighting sports are definitively the same. The following pictures show the idea mentioned.

This is the **second wrong paraddigm to break**: are martial arts and competitive sport the same or not?

The **third wrong paraddigm to break** is that science is opposite to traditional subjects from martial arts.

In the same way of martial arts, on this case we will start from theoretical basics.

Science is known as: "'the amount of well worked facts and hypothesis that, in a way that are practical, economical and humanity possible, can be proved experimentally."⁵

¹ Draegger, D., "The martial arts and ways of Japan: Classical Budo". John Weatherhill, Inc. Tokyo. 1973 P. 124.

² Tamano, T., "Curso de Karate. El Karate Gojuryu". Editorial de Vecci, Barcelona, 1992 P 13.

³ Tamano, T. (Ob. Cit.) P 14.

⁴ Tamano, T. (Ob. Cit.) P 21.

⁵ Ministerio de Ciencia, Tecnología y Medioambiente (C.I.T.M.A.), "Glosario de términos de mayor empleo en el sistema de ciencia e innovación tecnológica" Editorial Publicien, Ciudad de La Habana, 1996. P 13.

Tradition comes from Latin *traditio*, or *tradere*, "give". Therefore, tradition is all about valuable, beliefs and heritage that a generation receives from people before. It is known mainly as "people wisdom"

The relation of those words at its meaning was analyzed by poet Vicente Aleixandre when receiving Nobel Prize, attacking traditions that are kept without criticism. He said that the vitality of traditions lies on their capacity of renovation and change. After that, we will see how science helps martial arts, without affects them.

We know that man, for ancient times, have tried to understand the world. On that sense, when we start in the martial world we should began with research, in order to learn the more things about it as possible.

After that it is necessary to look the history, in order to know the pass and the origin.

The next step is about philosophy; in wish we can assume our position in the world according our points of view and knowledge,

Consequently comes psychology, in order to know the human behavior.

After we know how to think in general, comes the turn of sciences involved with actions. The following step is biochemistry that involves body functioning and cellular reactions.

One step forward we see biology, in charge of the structure of living species.

The next science is biomechanic, in charge of movement possibilities.

So far we have seen the sciences involved with the way of think and make in solitary, but when we face a group of persons it is necessary to use sociology, in order to understand the relations and interactions of the people.

At the present point, we have seen sciences involved in thinking and doing in solitary and group, but in a subjective and empirical way. In order to become exact our work we should use metrology. It comes together with methodology, that assures the planning of the activities that should be done.

When we reach the point that know all about think and make in a right way in groups or individual, we are in conditions to teach. There comes pedagogy. But as we are not able to reach many people even when we want it, it is necessary that in an indirect way other people receive our teaching, there comes in the last step literature.

The following Picture shows the ideas expressed.

So far we.....

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TEACHING TO TEACH MARTIAL ARTS. DIDACTICAL STRUCTURE OF MARTIAL ARTS EDUCATIVE AND PREPARATION PROCESS

Roberto González Haramboure

When we are about to design and use the martial arts educative and preparation process with our students, we should begin from Education, known by Danilov, M. A. – Skatkin, M. N. (1980) as the: “dynamic and sophisticated amount of systematical activities, in with it is possible to join the action of teachers and students in order to reach the collective and individual development”⁶

After that, we need to go on with Pedagogy, known as: The amount of knowledge and experiences in charge of education as a phenomenon typically social and specifically human, with the purpose of study and improve education”

The centre of Pedagogy is the curriculum, defined by Pansza, M. (1996) as a: “structural series of knowledge and learning experiences, intentionally joined with the intention of producing learning that assure new ways of think and perform facing the problems of social life and work”⁷

IN the subject of curriculum, we need to follow important steps such as: Design, Use and Evaluation.

In order to establish a pertinent curriculum, it also necessary to follow the indications of Martínez, R. (1999), that explains it as this: “curriculum proposal that give a positive answer to the requirements of the science and technique development of time, social system and professional activity.”⁸

For that reason, for a pertinent curriculum, besides Pedagogy it is very useful Didactics, known as: “The art of teaching” and join the theoretical and methodological subjects involved with the development of student.

In the case of Didactics, we need to follow the main categories, also together with Curriculum:

According to design and use of curriculum, we have Objective, Contents (activities), Methods (strategies, procedures) and Evaluation (same as curriculum)

On that case, it is very important to begin from evaluation. For that we are using the work of Savin, N. V. (1979) when he said that: “The best teachers study first the preparation level of their students, and only before that they are able to develop the new learning material.”⁹ **So, we need to start evaluating our students, in order to know exactly what they need to learn and develop, and in with measure.**

Once we know the exact initial level of our students, we can define the objective of our process, know as: “The purpose that assume the object transformed, the problem solved” **What object or problem? That one we knew by the initial evaluation!**

In order to reach an integral education, our process should have three main objectives:

⁶ Danilov, M. A. – Skatkin, M. N., “Didáctica de la escuela media”. Editorial. Libros para la educación, 1980. P 88.

⁷ Centro de Estudios para el Perfeccionamiento de la Educación Superior., “Curriculum: diseño, práctica y evaluación”. Universidad de La Habana, 1995. P. 5

⁸ Martínez, R., (Ob. Cit.) P 49.

⁹ Savin, N. V. “Pedagogía”. Editorial Progreso, Moscú, 1972. P 81.

- **Biological:** That involves physical capacities development, improving organs and increase body functioning possibilities.
- **Instructive:** That involves directly the learning or improving of stances and movements.
- **Educational:** That involves the influence in character and personality of our students, in order to make them better human beings besides of champions.

The next step is to choose a right content. It is known as the amount of information and activities that teachers use to transmit to students, as part of their education. According the physical capacity we want to develop of the technical movement we want to teach or improve (**from the objective**), that will be the correspondent activity to achieve that. On that case we need to know about Biochemistry, Physiology, Biomechanics, Psychology and others.

Once we know **what to do** (by the contents or activities), it is also necessary to know **how to do** it. Here comes the method. It is known as the way, structure of process, the system of procedures, strategies and techniques that help to organize the activity to do.

The main methods to use are:

Intuitive (sensitive and perceptual)

Visual: (direct) personal demonstration

Visual (indirect) by photos, videos, graphics, etc.

Auditive: Using any kind of sound

Self sensation (Proprioceptive): Using inner feelings in training.

Verbal: Explanations

Verbal: Orders

Practical (teaching)

Global (making the whole technique)

Fragment (making the technique by parts)

Mixed (joining both: global-fragment-global)

Practical (improvement)

Continuous (without interruption of performance)

Discontinuous (Interrupting performance – series, repetitions)

Games (in order to use motivation to increase the expectations in training)

Competence (in order to know the possibilities of using the subjects learned in a real situation).

For a pertinent teaching, besides all the topics mentioned before, we can forget the pedagogical principles, they are: starting positions that rule the way of teaching according the objectives defined."¹⁰

On that case, following the criteria of Klinberg, 1990 y Labarrere, 1991, we need to work satisfying this:

- **Scientifically:** We need to know deep and wide knowledge and experiences, that assure us to use many ways of make our students understand the process received.
- **Asequibility:** Knowing the real level of our students, we will be able to give them exactly what they really need.
- **Systemically:** Assuring the continuity of process without interruptions that brake the progress
- **Education:** Assuring that we are working for make a better persons, resides a better martial art competitor
- **Relation among theory and practice:** Assuring that our students will be able to use effectively what we teach them.
- **Individualization:** Assuring a personal attention in spite of a collective process.
- **Relation among the abstract and concrete subjects:** Assure that our students really understand what we explain and show them.
- aspectos afines.

¹⁰ Danilov, M, A. – Skatkin, M. N., "Didáctica de la escuela media". Editorial. Libros para la educación, 1980. P 52.

Alter we began with the initial evaluation in order to know the starting level of our students, consequently planned the objectives, and based on them select the activities, methods and principles, we are at the end able to make the final evaluation. The results of it, of course in comparison with the first one, will give of the information about if we satisfy the objectives or not, and therefore if we can teach a new content or not.

If we don't take into account those subjects, we will be working for nothing because we wont actually reach almost anything, and sure we will be damaging our students in a physical or mental sphere.

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HOW TO BECOME THE BEST MARTIAL ARTS MASTER APPROACHING TO THE IDEAL PROFILE

Roberto Gonzalez Haramboure

Educative sphere, in general, have worked a lot of years around the world looking for the best process in order to achieve the best students. Therefore the main subjects has been the topics to teach, the methods and strategies to use for teach and evaluate. This is right but incomplete. On that case persons are taking account of the students and process, but in a certain way have forgotten another important component: teachers.

It is known that even the best educational process in wrong hands will be unuseful, for that reason, the person in charge should have the same quality of what he is expected to do.

Martial arts is very close to this situation, because mostly of professors doesn't have a professional specific education. Otherwise, they generally use to make with their students what once their teachers made with them, improved with the knowledge and experience received in some courses. In the same way we said before, this is good but not enough.

Martial arts teaching is a profession as any other, that demands top teachers in order not only of develop good athletes, but also to increase and improve the sphere itself, beyond medals, competitive records or color belts.

Looking for an answer to that great problem, we have been studying for 9 years the criteria of many authors for several spheres such as:

- Professional
- Pedagogical
- Sport
- Army
- Martial arts
- University
- Scientific

By joining the ideas expressed in more than 217 books, videos, articles and interviews; we were able to design the Haramboure Classifying System for martial arts teachers, that have also been successfully validated in 5 countries with more than 200 persons.

The theoretical support of our martial arts teachers' classification system in the professional curriculum by competencies. On that case we assume curriculum by the criteria of Pansza, M. (1996) when define it as a: "structured series of knowledge and learning experiences, that in intentional way are used in order to obtain new ways of thinking and performing facing the problems of social life and work."

Competencies were known at the first time as fight, opposition, but later in the professional sphere it was recognized as aptitude. On that case it was defined by Suárez, V. (2004) as: "those that allow the person to solve the problems involved with a specific working field, with the correspondent responsibilities, duties and activities required"

After decided the theoretical support of the system, we show the requirements that it involves. On its particular case, we will explain the reason of include or exclude some of the requirements usually mentioned by the authors consulted. In order to decide with requirement will be taken into account or not, we follow the criteria of Bretel, L. (2002) when said that: "It is very important to be sure that what we are evaluating is actually involved with what we consider a desirable performance." "It is very important to know what is the specific educative mission of teachers and on that sense, to know what is the knowledge, capacities and experiences necessary for it". Based on it, we first explain the requirements that are not taken into account.

Mostly of authors (from the martial arts sphere) defend among the requirements for a teacher's license of any level, two subjects: Age and technical level (Dan). With all respect, we will explain why in our system those requirements are not taken into account in the same way.

First of all, martial arts doesn't need to be treated in a different way in comparison with other teaching specialties, because the only difference among them is the proper activities (what to teach), but the process based on pedagogy, didactics, methodology and ethics, is always the same. On that case, if there is no other specialty involved with teaching (including sports and army) that have a specific requirement of age and technical grade....why did martial arts should have it?

In the way that mostly of martial arts authors explain that, it is necessary to reach certain age in order to receive a title (even when the rest of requirements have been satisfied)...Why? Remember that the most important is not the time we have been doing an activity, but what have we done and achieved in the meantime. Besides that, the defined age is almost always very advanced, and many persons die before reach it. Not a lot of sense don't you think?

In the international recompilation of information specifically about age in teachers done, a low percent of persons said that prefer an old master because it is suppose to know more and have a respectful personality.

A greater number of persons asked answered that prefer a young teacher because hey feel his closer to them.

The criterion mostly expressed is that age is not important because we can be smart or fool and kind or nasty, in spite how old we are; and the important thing is: to have great knowledge and experiences along with a young attitude.

In our system, based on that almost unanimous criterion, we established that candidates should have reached at least the minimum age to be considered as an adult.

The other subject is technical level (Dan). It is, in spite of the criteria of several authors, only a measurement instrument consequence of movement performance. About this subject García J. said that: "A martial arts professor should be first of all an educator. It is not necessary that a persona have a high Dan, the only thing it will assure is a better propaganda for persons without knowledge. What he needs is a great capacity to transmit knowledge with a proper methodology and progression"

Pointing this right idea form García, the reader should understand the social duty of each person. On that case, the necessity of having a high technical level if only for athletes (involved in competitions), and the capacity of a pertinent teaching is for master (involved in preparation process and education) If we are nor sure of that, is the same that is we go to a doctor in order to fix our shoes, or visit a car mechanic in order to relieve our head pain. The simple reason of that is that we are asking them to make thing not related with their social duty.

On the other hand, when in a technical examination one person include other requirements not related such as teaching results, medals received and others, is making the mistake of confusing measurement and evaluation. Besides, if you want to see a technical performance in order to decide if movements are being doing well or not, what the matter if the students of that persons are champions or not? Remember that one thing is a technical level of a person, and other his capacity of teaching. Related but different things, and consequently with different evaluations.

On that same idea, usually when a candidate is trying to reach a teaching category in martial arts it is established that besides technical level (with obligatory ranks), you also show many

other requirements involved with the consequences of his pedagogical duty in martial arts. The second part is right, but the first (rank)...For what? One more thing about it, if either for technical examination or to obtain a teachers category you need to assure a good movement performance and also an outstanding trajectory, then why you should face both process if they are the same?

For rank examination is not only necessary a good performance, but also an outstanding trajectory. For receiving a teacher's category you need to show an outstanding trajectory, but you also need to show a good performance. Remembering the Shakespeare's Hamlet: To be, or not to be?...Can you understand it? If so, would you please explain it to me!

One last thing about those subjects (age and Dan) on it case related each other. It is very hard to understand that a person, each time older and with a weaker body, should be able to perform each time more difficult movement in order to receive a higher rank. Hard to believe!

Alter the necessary explanation of the requirement not taken into account in the same way than the other authors, now we explain those ones that we do take into account in our system.

Among the competences for being a good martial arts teacher we choose those that involve the three main dimension of man such as:

- **Attitude:** Involves personality, character and moral values.
- **Knowledge:** Involves theoretical subjects as ideas, principles and concepts
- **Procedures:** Involves the use of techniques, strategies and methods

Those competences involve several capacities such as:

- **GNÓSTIC:** Involves the knowledge, either form the specific sphere or those form relatives spheres, all of them necessary for an efficient teaching.
- **METODOLOGYCAL:** Involves the methods of planning the inner activities from teaching.
- **ORGANIZATIVE:** Involves the ruling procedures of activity, specially according time, space and resources.
- **COMUNICACION:** Involves the way of talk of the teacher and the general and specific terminology used
- **DEMONSTRATION.** Involves the body language general o specific used by teacher, as a way of expression into the process. Also the use of audiovisual means.
- **PERSONOLOGYCAL:** Involves external personal view, higiene, moral education.
- **EDUCATION:** Involves the effort of professor in no only teach, but also to educate their students for being a better person resides champions.
- **RESEARCH:** Involves the innovation and creation used by teacher into the process, beyond the simple offer of knowledge that already exists.
- **OPERATIVE:** Involves the right use of equipments in relation with the teaching activity.

In a way that a candidate satisfy those capacities and competences, will be able to reach the following teaching categories, according their proximity to the ideal profile.

Auxiliary Instructor (Sempai): This category can be assumed as a relative equivalent of advanced student or professor helper and represent mainly an outstanding martial arts competitor (active or retired), and involved to: *“those persons with knowledge, capacities and experiences that assure the necessity of using them in order to help in the martial arts preparation process of another people”*.

Instructor (Sensei, Sabonmin, Sifu, Shidoshi): This category can be assumed as a relative equivalent of a person graduated in a school for the sphere of sport training or martial arts, as well as those ones who have finished the middle universitary studies in the same sphere. It involves to: *“those persons with enough knowledge, capacities and experiences in their sphere, that guarantee the development in a competent way in the martial arts preparation process of another people”*.

Professor (Renshi): This category can be assumed as a relative equivalent of a person graduated in university studies in the sphere of sport training or martial arts. It involves to: *“those persons with wide and deep knowledge, capacities and experiences in their sphere and other related to this, that are ready to face in a competent way the preparation, updating and improving of other persons in martial arts.”*

Master (Kyoshi): This category can be assumed as a relative equivalent of a person graduated from a Master Degree in the sphere of sport training or martial arts. It involves to: *“those persons with very wide and deep knowledge, capacities and experiences in their sphere and other related to this, that are ready to face in a competent way the preparation, updating and improving of other persons in martial arts and other spheres relatives, transmitting and producing their own teachings .”*

Grand master (Hanshi, O sensei): This category can be assumed as a relative equivalent of a person graduated from a Doctorate Degree (Ph.D.) in the sphere of sport training or martial arts. It involves to: *“those persons with the widest and deepest knowledge, capacities and experiences in their sphere and other related to this, that are ready to face in an excellent way the preparation, updating and improving of other persons in martial arts and other spheres relatives, transmitting and producing their own teachings .”*

Super Master (Doshu, Meijin): This category can be assumed as a relative equivalent of a person graduated from a Doctor Honoris Causa in the sphere of sport training or martial arts. It involves to: *“those persons with extraordinary knowledge, capacities and experiences that with their creations has helped the sphere.”*

Important notes from the system:

We are not taking into account the category of Shihan because of its relative sense, with express: the person with higher rank in a specific community.

We are not taking into account many categories usually mentioned such as Soke, Kaicho and Kancho, (Founder, director or owner of the martial institution) because all of them express only an administrative responsibility, not always involved directly with teaching.

The categories of Auxiliar Instructor, Instructor and Professor; because of their low rank, even when it can be reached with an integral evaluation; they should mainly be reached in a pregradual school way. For that, candidates need to satisfy several studies involved with martial arts that include mainly:

- History
- Philosophy
- Physiology
- Biology
- Biomechanics
- Biochemistry
- Pedagogy
- Didactics
- Methodology
- Ethics
- Management
- Psychology
- Morphology
- Sociology
- Sport training
- First aids

Those studies can be done in two optional alternatives:

In an intensive way:

- One year for Auxiliary Instructor
- One year for Instructor
- One year for professor – trainer

In an extensive way (recommended):

- One year for Auxiliary Instructor
- Two years for Instructor
- Two years for professor – trainer

On the contrary the categories of Master and Grand Master, because of their high rank, should mainly be reached in an integral evaluation of results, success and contributions. Nevertheless, candidates can also receive some kind of help in postgradual school.

This integral evaluation, in order to quantify the satisfaction of the competences and capacities mentioned before, involves the following activities:

- Analysis of the curriculum vitae.
- Performance of a model class.
- Analysis of criteria from students, work colleague and chief.
- Presentation and defense of a scientific material about any topic from sphere.

Each of those activities has their own point scale, and the final amount of it allow locating the candidate in the corresponding category, in the way that can be seen in the chart.

Cualitative evaluation	Cuantitative valuation	Competence level	Evaluation indicators	Category
Outstanding		V	Have full conditions to face successfully in a individual way the preparation process of other people	Super Master
Excellent	80-100	IV	Have plenty of conditions to face successfully in a individual way the preparation process of other people	Grand Master
Very good	60-79	III	Have great conditions to face successfully in a individual way the preparation process of other people	Master
Good	40-59	II	Have advanced conditions to face successfully in a individual way the preparation process of other people	Professor
Enough	20-39	I	Have the minimum conditions to face successfully in a individual way the preparation process of other people	Instructor
No good	- 20	NO COMPETENT	Doesn't have the minimum conditions to face successfully in a individual way the preparation process of other people	NO CATEGORY

The Grand Master category should be the profile expected to reach by any teacher.

The Super Master (Doshu, Meijin) category should only be given in a casuistic analysis. Therefore, not all the persons with the Grand Master category should expect to receive it.

Vantages of the system:

- Its requirements are joined in a holistic way, in order that they can be used as a unique structure.
- Assure a selection of requirements based on sciences involved in the social duty of candidates, allowing evaluating only what the candidate needs.

- Assure an evaluation and classification based on the exact measurement of its requirements, allowing that a candidate understand his exact strong and weak subjects, either if he receive the expected category or not.
- Increase the integral development of candidates, because evaluate what he actually is able to do in a professional situation expressed in results.
- Join theory and practice.
- Assure changes in what the candidates know, and what they can do with their knowledge and experiences.

As a ending words about the system, with all respect from those authors with different criteria, our only intention is to make an evaluation and classification system closer to the way that world in functioning at present in the pedagogical international sphere, and we don't think at all it is the best can a person do, but the best we can do so far. If later either ourselves or another person, offer a better idea, the only that martial community should do is to follow it in order to help the evolution of martial arts.

ACCS: ADVANCED COMMANDO COMBAT SYSTEM OF CQB FOR SPECIAL OPS

Komal VS

Development of Military Martial Arts:

Military Close Quarter Combat (CQB) Arts are very different from Civilian Martial Arts. Tracing the development of Military Martial Arts (Now also called 'Combatives'), it all started with World War II, when British Army started developing a quick system of Hand to Hand Combat called UAC. This was hastily compiled with major influence by judo & wrestling. Thus they used to catch a punch, grab a kick, grab a bayonet thrust at them and throw! Very impractical, but this method spread all over the allies as UAC.

ACCS : Advanced Commando Combat System

Till the late nineties, Military Martial Arts were not in spotlight. The British Unarmed Combat was adopted by most Allies & by the armies who derived support from the British.

Today, in the modern era, most armies all over the world, have reviewed their Unarmed Combat systems & CQB systems & began the process of modernization. In India, a Doctor couple by names [Prof. Dr. Deepak Rao & Dr. Seema Rao] have made significant efforts in bringing about modernization of Close combat Arts. Their system named the Advanced Commando Combat System, (ACCS) is derived from their research & study of training over 15,000 soldiers from the Indian forces.

Let us compare ACCS to other Military Martial Arts:

	ACCS Military Martial Art of Indian Origin	Other Military Martial Arts
How was it founded?	Estb by a systematic Research over 12 years	Are modified versions of same old British UAC
How many were trained?	Imparted to 15,000 soldiers & police	only taught as part of Basic course during trg
Course Duration?	Courses are Specialized & committed: full time.	Courses are Basic & only for a few hours of reg trg
Who are trained?	Only Instructors are trained to propagate further	Only Recruits are trained
Official Appreciation by Army HQ	Founders received official Army Chief Appreciation	Founders have no official appreciation from force HQ
What is the Syllabus?	Complete Close Quarter Combat System	Only Hand to Hand Combat
How it is taught?	Army Top Brass invite Founders for Official ACCS 1-2 week long courses at Force Formation HQs for trg Instructors in ACCS modern methods. Courses are on CQB applications for Spec Ops & CT Ops with Simulation.	Martial Artists run 2 day courses outside Army locations call it "SWAT" & "Military" ! etc & invite a few forces personnel to participate in their spare time alongwith many Civilains. Only Martial Arts are taught under guise "CQB"

It is to be noted that the Rao couple have devoted their life to training soldiers from the Indian forces & never accepted any compensation for their work. Their efforts & research in

modernization has received official appreciation from the Indian Army Chief in 2001. ACCS represents the first few of the newer generation Military Martial Arts & the art has chosen to remain low profile, non commercial & dedicated to training the Indian forces.

Recognition

The Art ACCS today is recognized as the Ninth Military Martial Art in the world after British UAC, American Combatives, German H2H, Russian Sambo, Israeli Haganah, Chinese Defendu & Gung Fu, Japanese Samurai Budo, Italian Army arts. This recognition is via American, European & Asian (Japanese & Chinese Bodies). However the real acknowledgement comes from the fact that ACCS has got popular with the Indian armed forces for over 14 years – which is an acknowledgement of a Military art by the second largest Military in the world. The ACCS research has been acknowledged by the CHIEF OF ARMY STAFF APPRECIATION twice in 2001, and 2005. No other Military martial art in the world has received such a high honor. It is also an art that has over 300 official endorsements from Top Brass of Army, Air Force, Naval Chief, DGPs, NSG, MARCOS, GARUD, BSF etc. And it is totally INDIAN.

Specifics features of ACCS

What is unique about this art is that ACCS is strictly a Military Art, with easy to learn techniques that require more fitness, ruggedness & knowledge rather than precision, skill & years of practice. Also the situations that ACCS trains in is not inside the ring or wrestling arena or street, but for situations like Close Quarter battle Ops, Room Combat, Confined Space Combat like Aircrafts, Close Quarter Ground Clearing & Occupation and Special Operations.

Our art ACCS today is the only Military art in the world which is totally Military based without any civil influence of Judo, Karate & Sport Shooting. It is also the only indigenous art with no mimicking of British Snap Shooting or US Tunnel Vision Shooting techniques. It is also the only art that covers the full gamut of CQB from Hand to Hand to Reflex Shooting, Sentry Termination, room Combat, Small Team Tac etc

Reflex shooting of ACCS

Weapon to Weapon W2W application: The ACCS is well known for its innovative technique of close quarter shooting, predominantly developed for sport shooting and CQB operations. The technique is different from conventional shooting in two respects a) It advocates carrying the rifle barrel pointing upwards while engaging the target b) shooting by aiming only with the foresight as angle of deviation is minimum at close quarters. ACCS claims that this reduces the reaction time and improves shooting accuracy

Sentry Termination applications

Weapon to Hand W2H application: ACCS has many varieties of dagger terminations to the neck, abdomen and kidneys. Different techniques are employed to cause hemorrhage within body cavities rather than external bleeding leaving no signature in a covert operation.

Edged weapon defense and defense to firearm threats and attacks

Hand to Weapon H2W application: ACCS has techniques of avoiding the arc of thrust of edged weapon attack and deflecting the line of fire while threatened by a firearm. ACCS has developed a special technique called bullet evasion where the defender ducks the line of fire during alignment of the firearm attack.

Methods of bare handed killing

Hand to Hand H2H application: Five scientific methods such as suffocation, choking, strangulation, hanging and garrote and cardiac tamponade are executed via various techniques.

Confined space combat applications

ACCS teaches use of intra-aircraft objects to function as weapons in aircraft combat. Pens, spoons, plastic bags, blunt objects of everyday use such as bottles, torch, bags etc are employed as modified weapons to achieve its cause.

Conclusions

The face of modern day military martial arts is changing with most armies adopting realistic systems. We must make clear differences between civilian applications and military application of combat arts.

SIMMEY-DO, THE INVISIBLE WEAPON

Kahil Salam

Style Simmey-do, was created on the base basis of the school kyokushin-Kai karate. This school, which was created by the great Japanese master, Masutatsu Oyama. It was translate with most rigid among all Japanese schools of karate of past century. Style Simmey-do absorbed in itself the effective technique of blocking, impacts by hands and by feet rejecting everything what is excess and shown its ineffectiveness in combat.

Style absorbed the mass of methods of utilized in the struggles according to different rules of different styles. Throwing technology is one of the components of the bases of style Simmey-do. The source of throwing technology became the rich arsenal of the school of jiu-jitsu, the ancient style of Samurai. The tactics of conducting battle was developed on basis of Thailand school "Muay-Thai". In this school, for the first time practiced the impacts by the feet lower than housing. In the traditional Japanese karate similar impacts were considered inappropriate, and they were forbidden. Masutatsu Oyama, was the first Japanese master, who introduced these impacts into the base basis of his school.

The difference in the style Simmey-do is in fact that in it you find sufficiently many elements from these schools of the combat skills, which make it universal. Time and practice proved that athletes passing the course of preparation by the style Simmey-do, can successfully participate in the competitions of different level in any rules.

THE KARATEDO OF FUTURE. A NEW CONCEPTION OF MARTIAL ARTS

Roberto Gonzalez Haramboure

Do you imagine a Karate do style without katas and grades, and where everything is taught in a different way and order? Don't be afraid, I have a logic explanation for all this, and I want to share it with you.

General basics.

In life, everything should be seen from a dialectical point of view. The word "dialectic" comes from the greek "debate". From a philosophical point of view it is known as: the science of general laws of movement and evolution of nature, thinking and human society" Dialectic assumes that everything is always in change and movement, and also offers the chance to know the world and improve it.

It is undeniable that the origin of those changes lies in the relation of old and new things (one way of expression of martial arts yin yang). About this subject tradition comes from the Latin terminology "tradere" that means deliver. Tradition is all this that one generation receives from other before and, because of its value, it delivers to the next ones. It involves values, beliefs and heritage from a particular community; transmitted mainly in oral way and known as folklore or "people wisdom".

On the other hand Science, according to C.I.T.M.A. (1996), is known as the: "Amount well worked of proved facts that can be showed experimentally in a practical situation"¹¹

According to the relation that joins those two topics Alexandre, in his Nobel Prize receiving speech, explained that vitality in tradition lies precisely on its capacity of renewing in order to go on being useful. Therefore tradition and revolution are two identical words.

Supported on this idea, the pedagogical paradigm in martial arts should be integral competencies, known as: a psychological configuration that joins several cognitive, metacognitive subjects; as well as motivation and other personal qualities, controlling the real and effective performance in a specific sphere, according to a product built in a specific historical context. Among those competencies, the best theory is about integration and contextualization, in which competencies are considered as complex and joined units that include psychological contents that assured an efficient performance with success in a specific context.

Therefore in Karatedo (an martial arts in general) the main goal should be the satisfaction of the following competencies:

Attitude: refers to a personal disposition, with specific values and interests.

Concepts: refers to a theoretical part, concepts, theories, that support the practical performance.

Procedures: refer to methods, techniques, strategies that can be used in order to reach a goal.

Those competencies should also have inner topics involved in martial arts such as improve the body and mind functions and guarantee self defense; but as a medium purposes in a way to reach the final purposes mentioned before, involved with working for a better society.

In order to reach those goals it is necessary to use constructivist theory, in which knowledge is known as a personal building of the reality that man can do because of its relation with the world. After those general basics, we will explain the main specific basics.

¹¹ Ministerio de Ciencia, Tecnología y Medioambiente (C.I.T.M.A.), "Glosario de términos de mayor empleo en el sistema de ciencia e innovación tecnológica" Editorial Publicien, Ciudad de La Habana, 1996. P 13.

Teaching contents:

In Karatedo, and almost the rest of martial arts, exist two modalities: Kata (way) and kumite (fight); with this mutual undeniable relation and benefits. On that case... ¿why are they so different? Lets see:

Kata: Performance completely automatically and mechanically based on memory resources.

Kumite: Performance completely spontaneous and creative.

In order to solve those differences, and also to satisfy constructivist's requirements, kata should not be taught as such. On the contrary, as kumite do, students should receive the isolated techniques and build his own kata. About those topics it is necessary two explanations:

- The performance of this kata should satisfy technical requirements of kata in general.
- This decision never searches the elimination of traditional kata, but actually we haven't found the way to keep both together.

Also about taught contents, it is necessary to find a way of use (in a right methodologically way) the contents to improve inner bioenergy (KI). It has been always a proper topic of martial arts, unfortunately with a poor and deficient use.

After explained the contents to teach, we will explain the order of doing it.

Order in teaching:

A well spread idea in Karatedo is that a person should learn first to stand, then to walk and finally to perform other movements (techniques). About it, if we study the body functioning we can see that brain controls the rest of the parts. With its nervous impulse information comes out of the brain and goes by spine to all the body cells.

On that case nervous impulse goes from up to down (head to body), and from in to out (spine to outside)

This explanation assured the necessity to teach movements following this order: First hands, after chest and abdomen, and finally legs.

Improving details about it, but based in the same explanations, into a body segment happens the same: Usually we can see that sensei teaches suki and after empi (hiji ate) explaining it is more difficult. On the contrary, remember that nervous impulse comes first and easier to elbows than to hands. On more details, specifically about biomechanics:

- In the trajectory of suki performance, we should do always otoshi empi (hikite), Ura suki (uraken), shita suki, tate suki, and only finally the classical suki.
- In the trajectory of uraken or tetsui performance, we should do always yoko empi

Also about the hands, usually sensei teaches to close the hand in a fist in order to perform movements that way and after (thinking more difficult) teach movements with open hands such as nukite, shuto, teisho, etc.

On that case remember that in natural position hands are always open (easier) and it is a necessary psychological and physical energy to close it (harder)

With the legs happens the same:

- Before almost every kick we should perform mae hiza geri

After explained the contents to teach and its order, we will explain the way of doing it.

Methods of teaching

On the same way explained in the purpose of teaching, the main methods to use should be those in which teacher is a helper in the process of learning in the students, such as: analytical, heuristically, problems resolution, inductive, intuitive, deductive, abstraction, comparison, etc.

Ways of evaluation

In all evaluation there are always several requirements to satisfy. Without minimizing the importance to the rest, we should explain the most important ones for almost everybody: Objectivity and relation with teaching and social duty.

Those aspects, in the case of students, can be controlled in the following way:

Relation with teaching and social duty.

On that case students are prepared mainly for tournaments and examinations, so these similar contents should be examined. But according the way of teaching (in a constructivist way) ranking examination should be done with the same situations.

Objectivity: In almost all the rank examination activities, the results are based on a “general sensation” about the candidate. This empirical procedure can cause lack of justice (in favor or against it doesn't matter) A good way to avoid this is to establish the evaluation normative in a quantitative and qualitative way. On that case jury examiner should know exactly the weak and strong points of candidate in order to decide correctly.

Those aspects, in the case of teachers, can be controlled in the following way:

Relation with teaching and social duty.

Teachers are formed to teach (its social function) so, contrary to many persons, the most important things of them are not the technical performance but the pedagogical and methodological way they use to guarantee that their students achieve its goals. About this idea one author said that: “It is very important to be sure that what we are evaluating is what we can consider a disable performance (...) We should identify the exact mission of teachers, and based on that, which are the necessary knowledge, experiences, capacities and attitude”

On that case, Dan level under this idea should disappear for teachers because changes the entire picture in a wrong way. About this, instead of worrying in the improvement of technical performance to reach a high Dan, teachers should worry about the satisfaction of several conditions more important on his duty such as: Methodology, research, knowledge, demonstration (involving technique), organizations, education, attitude, operations, procedures, etc.

Therefore, instead of worrying about which Dan to reach, they should develop to teacher's levels, such as:

Auxiliary Instructor (Sempai): Represented mainly by outstanding athlete (retired or not), or a person with similar conditions and involves to: *Those persons whose knowledge and experiences allow the necessity of used them in contribution to educative process of other people.*

Instructor (Sensei): It can be assume as the relative equivalent to a person who has finished the medium level in teachers school, or those who has reached the medium trajectory in a university teachers studies, and involves: *Those persons with enough knowledge and experiences that guarantee the development of other people in a competent way.*

Professor (Renshi): It can be assume as the relative equivalent to a person who has finished the university teachers school, and involves: *Those persons with wide and deep knowledge and experiences that guarantee the development and improvement of other people in a competent way.*

Master (Kyoshi): It can be assume as the relative equivalent to a person who has reached and academics Masters level, and involves: *Those persons with very wide and deep knowledge and experiences that guarantee the development and improvement of other people in a competent way in the sphere, transmitting and producing knowledge.*

Grand Master (Hanshi): It can be assume as the relative equivalent to a person who has reached a Doctorate level, and involves: *Those persons with very wide and deep knowledge and experiences in the sphere and other related that guarantee the development and improvement of other people in a competent way, transmitting and producing knowledge. It is the ideal profile of model to follow by any person involved in teaching.*

Super Master (Doshu): It can be assume as the relative equivalent to a person who has reached an Honorius Cause Doctorate level, and involves: *Those persons with extraordinary knowledge and experiences, that with his acts and creations has developed the sphere.*

But how ca teachers reach those categories? Lest see:

Objectivity: Those categories can be reached only when the candidate satisfy the expectations mentioned before, on that case by the following evaluation exercises and normative

Ways of evaluation	Points
Competitive results of his athletes	20
Presentation and defense of a thesis	20
Develop and defense of a model class	20
Contributions to the sphere	20
Criteria of athletes	10
Criteria of chief	10
TOTAL	100

According the amount of points received, candidate can be classify this way:

Qualitative evaluation	Quantitative evaluation	Competence level	Evaluation criteria	Category
		V	Desarrollo excepcional en toda su extensión y envergadura	Doshu
Excellent	80-100	IV	Desarrollo acabado en toda su extensión y envergadura	Hanshi
Very good	60-79	III	Buen desarrollo pero posee algunas limitaciones a superar	Kyoshi
Good	40-59	II	Moderado desarrollo con diversas limitaciones a superar	Renshi
Enough	20-39	I	Desarrollo incipiente con múltiples limitaciones a superar	Sensei
Not good	- 20	NOT COMPETENT	No posee el desarrollo mínimo para asumir el proceso docente-educativo	NO CATEGOR Y

Necessary closing words.

We don't want to finish the present article without mention the criteria of the author who said that criticism is not to bite, to dig, it is not to look in the black points that make ugly the beautiful work; it is to point with noble intention the defects and to vanish the shadow.

Therefore if the reader (as a budoka) feels bad reading, please understand that I (as a budoka) felt on that same way when writing. I am sure that martial arts will never develop only by kind words, but by well intention criticism to solve the problems. On it particular case, I am not saying that my solution is the best, only the best I have find so far.

I am sure that many of the ideas expressed here will need a long time to be understood and used, but in the meantime we are finishing the design of a new Karatedo style that involve all this. For the interested ones don't worry, you will know about it soon.

In the text there are some subjects that we have not explained a lot, because they art part of another materials, that can be read by the compilation showed in bibliography.

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**INTERNATIONAL JOURNAL OF COMBAT MARTIAL
ARTS AND SCIENCES ICMAUA
No. 6, 2007**

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