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ABSTRACT

The article presents the results of knowledge of the theoretical foundations of the attacking technique of army hand-to-hand combat at the initial stage of training.

Methodology. The pedagogical experiment was carried out with the participation of 24 RTU MIREA students.

Results. With the help of specially developed questionnaires, it was revealed that as a result of the implementation of the experimental methodology for teaching the technique of attacking actions of army hand-to-hand combat, taking into account the general and specific in its content, there was a significant increase in the level of knowledge among the students of the experimental group.

Conclusions. The obtained results of the study confirm the expediency of using active forms (problem learning) as a means of teaching the technique of army hand-to-hand combat, taking into account the general and specific in its content among students of the RTU MIREA university.

Key words: hand-to-hand combat, teaching methods of students, theoretical preparedness

INTRODUCTION

Training and improvement of the technique of motor actions in martial arts should be carried out taking into account individual characteristics and cognitive activity, which is accompanied by a continuous solution of the problem of the comprehensive physical development of those involved, at the level of an active process in the form of problem-based learning [1].

Solving the problem of the correct implementation of military hand-to-hand combat techniques according to the developed teaching methodology, taking into account the general and the particular in its content, requires students to be productive and, therefore, independently obtain new information, transforming passive learning into active knowledge. Active cognitive activity of students in the process of mastering the technique of attacking army hand-to-hand combat, taking into account the general and particular in its content, provides for the formation of interest in the process of cognition [2].

The developed methods and techniques of problem-based learning in the process of teaching students were used: at the initial stage of teaching the technique of motor actions of a particular group; at the stage when the mastered action is formed at the skill level; before the stage of improving technical skills, which contributed to the discovery of new knowledge and skills, and their application in practice. Independent search for knowledge by students occurred in the course of multilateral activities caused by a given or problematic situation.

The further aim of the study was to assess the knowledge of the theoretical foundations of the shock technique of army hand-to-hand combat among students at the initial stage of training before and after mastering the knowledge and skills of army hand-to-hand combat attack technique, taking into account the general and particular in its content.

Research methods and procedure

The pedagogical experiment was carried out with the participation of 24 students on the basis of RTU MIREA, who were divided into two groups (experimental and control) of 12 people each.

Students of the experimental and control groups were engaged in the elective course in physical culture and sports "Hand-to-hand combat" in the amount of 144 hours during the 2019-2020 academic year.

The students of the control group improved the skills of combat techniques of army hand-to-hand combat according to the traditional program of the elective course without taking into account the general and particular in the content of the basic technique of army hand-to-hand combat.

To assess the knowledge of the theoretical foundations of the attack technique of army hand-to-hand combat among students at the initial stage of training, before and after mastering the knowledge and skills of shock equipment of army hand-to-hand combat, taking into account the general and particular in its content, we developed a test questionnaire containing 5 blocks: tests by classification army hand-to-hand combat, on the topic of movement, on the topic of punches, on the topic of kicks and tests on the rack and stalls.

The obtained statistical data were subjected to mathematical processing to determine: the percentage in groups according to the correct answers, the total number of correct answers, the significance of the difference in the average group indicators according to the Student's method (t). The computer programs "Statistika", "Microsoft Excel" were used.

Research results and discussion

The study showed that during the initial testing of students between the subjects of the experimental and control groups, there was no statistically significant difference in the level of theoretical foundations of the army hand-to-hand combat attack technique ($P > 0.05$).

At the control stage of the study, after conducting a cycle of classes using the methodology developed by us for teaching the technique of attacking actions of army hand-to-hand combat, taking into account the general and particular in their content in the experimental group, we re-tested students from both analyzed groups using the previously used questionnaire test. Analysis of the obtained test data showed the results presented in Table 1.

Table 1: The results of testing students of the experimental and control groups using a questionnaire about the Army hand-to-hand combat technique before and after the pedagogical experiment

| Question | First testing | | | | | | Retesting | | | | | |
|--|-----------------------------|-------|---------------------------------|----|-----|--------|-----------------------------|-------|---------------------------------|----|-----|--------|
| | correct answer, % of testee | | Total number of correct answers | | t | P | correct answer, % of testee | | Total number of correct answers | | t | P |
| | EG | CG | EG | CG | | | EG | CG | EG | CG | | |
| Army hand-to-hand combat classification tests | | | | | | | | | | | | |
| What is the fighting position in frontal stance | 25.00 | 16.67 | 3 | 2 | 0,5 | > 0,05 | 91.67 | 33.33 | 11 | 4 | 3.7 | <0,001 |
| What benefits of a high stand do you know | 33.33 | 25.00 | 4 | 3 | 0,4 | > 0,05 | 83.33 | 33.33 | 10 | 4 | 2.8 | <0,05 |
| Which combat stance is considered correct | 25.00 | 25.00 | 3 | 3 | 0 | > 0,05 | 83.33 | 41.67 | 10 | 5 | 2.3 | <0,05 |
| Movement Tests | | | | | | | | | | | | |
| What types of movement in army hand-to-hand combat mix | 33.33 | 41.67 | 4 | 5 | 0,5 | > 0,05 | 83.33 | 50.00 | 10 | 6 | 1.8 | > 0,05 |
| What movement mistakes are possible | 41.67 | 33.33 | 5 | 4 | 0,5 | > 0,05 | 75.00 | 33.33 | 9 | 4 | 2.2 | <0,05 |
| Movement Factors for Combat Success | 41.67 | 41.67 | 5 | 5 | 0 | > 0,05 | 83.33 | 41.67 | 10 | 5 | 2.3 | <0,05 |
| Punches tests | | | | | | | | | | | | |
| errors in the technique of striking with a | 16.67 | 16.67 | 2 | 2 | 0 | > 0,05 | 75.00 | 25,00 | 9 | 3 | 2.8 | > 0,05 |

| Question | First testing | | | | | | Retesting | | | | | |
|---|-----------------------------|-------|---------------------------------|----|-----|--------|-----------------------------|-------|---------------------------------|----|------|--------|
| | correct answer, % of testee | | Total number of correct answers | | t | P | correct answer, % of testee | | Total number of correct answers | | t | P |
| | EG | CG | EG | CG | | | EG | CG | EG | CG | | |
| straight arm | | | | | | | | | | | | |
| types of strokes used in competitions | 33.33 | 25.00 | 4 | 3 | 0,4 | > 0,05 | 66.67 | 25,00 | 8 | 3 | 2.82 | > 0,05 |
| Differences between a left hook and a straight punch | 50.00 | 41.67 | 6 | 5 | 0,4 | > 0,05 | 75.00 | 33,33 | 9 | 4 | 2.2 | <0,05 |
| Correct fist position | 41.67 | 50.00 | 5 | 6 | 0,4 | > 0,05 | 83.33 | 25,00 | 10 | 3 | 3.4 | <0,001 |
| Kicks Tests | | | | | | | | | | | | |
| roundhouse leg part | 41.67 | 33.33 | 5 | 4 | 0,5 | > 0,05 | 75.00 | 16,67 | 9 | 2 | 3.4 | <0,001 |
| What are the main mistakes in teaching kicking technique | 50.00 | 41.67 | 6 | 5 | 0,4 | > 0,05 | 83.33 | 25,00 | 10 | 3 | 3.4 | <0,001 |
| What types of kicks exist | 33.33 | 50.00 | 4 | 6 | 0,9 | > 0,05 | 75.00 | 25,00 | 9 | 3 | 2.8 | > 0,05 |
| Stance and take-downs tests | | | | | | | | | | | | |
| What captures are prohibited in army hand-to-hand combat | 33.33 | 41.67 | 4 | 5 | 0,5 | > 0,05 | 75.00 | 33,33 | 9 | 4 | 2.2 | <0,05 |
| What actions are prohibited in the stance in army hand-to-hand combat | 16.67 | 25.00 | 2 | 3 | 0,5 | > 0,05 | 66.67 | 25,00 | 8 | 3 | 2.82 | > 0,05 |
| Allowed actions in take-downs in army hand-to-hand combat | 25.00 | 16.67 | 3 | 2 | 0,5 | > 0,05 | 66.67 | 25,00 | 8 | 3 | 2.82 | > 0,05 |
| part of the foot for undercut | 16.67 | 25.00 | 2 | 3 | 0,5 | > 0,05 | 75.00 | 33,33 | 9 | 4 | 2.2 | <0,05 |
| more amplitude throw in the stance | 25.00 | 33.33 | 3 | 4 | 0,5 | > 0,05 | 66.67 | 25,00 | 8 | 3 | 2.82 | > 0,05 |

As a result of the implementation of the cycle of classes using the methodology developed by us for teaching the technique of attacking actions of army hand-to-hand combat, taking into account the general and particular in their content, statistically significant differences were revealed in the experimental group in the level of theoretical foundations of the shock technique of army hand-to-hand combat. So, at the beginning of the study, most of the students of the experimental and control groups could not correctly answer most of the questions about the technique of army hand-to-hand combat, at the control stage, these indicators improved significantly and had more positive dynamics among the students of the experimental group.

The results of the survey of students showed that, in contrast to the initial testing, when re-identifying the theoretical knowledge of the basics of hand-to-hand combat, the majority of students in the experimental group answered questions about the combat position taken in the frontal stance; the advantages of a high stance;

variants, when the left-handed and right-handed combat stance is considered to be correctly used, they answered correctly (from 83.3% to 91.7% depending on the question of the block), while in the control group the dynamics of improvement in theoretical knowledge was low and amounted to 33.3% up to 41.7% of the students surveyed.

If most of the students during the first testing did not know what types of movement forward, backward, to the side along an arc exist in army hand-to-hand combat, could not list movement errors, incorrectly indicated the factors that affect success in a duel due to movement technique, then at the control stage, the majority of students in the experimental group indicated the correct answers to the above questions (from 75% to 83.3% depending on the question of the block), in the control group, from 33.3% to 50% of the respondents correctly answered the block tests on the topic of movement.

Most of the students of the experimental and control groups, before the training, did not know the types of errors that exist in the technique of striking with a straight hand, could not list the types of strikes used in hand-to-hand combat competitions, did not know how a side strike differs from a direct strike in hand-to-hand combat, and also what should be the correct position of the fist when striking with the hand. At the control stage, the majority of students in the experimental group indicated the correct answers to the above questions (from 66.7% to 83.3% depending on the question of the block), in the control group, from 25% to 33.3% correctly answered the block tests on the topic of punches the students surveyed.

Similar results were obtained when testing students on the questions of the block about the technique of kicks. At the ascertaining stage, most of the students of the experimental and control groups did not know which part of the leg the roundhouse kicks were delivered, could not list the types of basic mistakes that occur in teaching the kicking technique, did not know what types of kicks exist. At the control stage, the majority of students in the experimental group indicated the correct answers to the above questions (from 75% to 83.3% depending on the question of the block), in the control group, from 16.7% to 25% correctly answered the block tests on the topic of kicks the students surveyed.

At the control stage, most of the students of the experimental group indicated the correct answers to the questions about which clinches are prohibited in army hand-to-hand combat, about prohibited types of actions in the stance, about what actions are allowed to be carried out in take-downs, which part of the foot is used for hooking and which throw in the stance is more amplitude (from 66.7% to 75% depending on the question of the block), in the control group, from 25% to 33.3% of the students surveyed answered correctly to the block tests on the topic of the stance and take-downs.

At the same time, it was revealed that there is a statistically significant difference in the level of theoretical knowledge between the testee of the experimental and control groups.

CONCLUSIONS

Based on the developed questionnaire, we tested 24 students at the initial stage of training, when the basis of the technique of motor actions of a particular group is being mastered, and at the end of the first year of training in army hand-to-hand combat.

Our evaluation of the effectiveness of the methodology for the initial training of university students in the technique of attacking army hand-to-hand combat, taking into account the general and particular in its content, showed an increase in the level of knowledge of the theoretical foundations punching technique among the students of the experimental group. Comparing the results obtained between the students of the analyzed groups, we obtained confirmation of the effectiveness of the developed and tested methodology for teaching the technique of attacking actions of army hand-to-hand combat, taking into account the general and particular in its content, which is statistically proven: the students of the experimental group had the results that exceeded the control when answering 11 questions from 18 (61%). This allows us to recommend the developed methodology in the process of teaching university students the technique of attacking actions of army hand-to-hand combat.

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