

04 - THE TRAINING PROCESS OF JIU-JITSU COACH

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doi:10.16887/89.a1.4

INTRODUCTION

Jiu-Jitsu (JJ) is a martial art from the East, highly specialized on ground fighting, with a huge range of maneuvers to manipulate the opponent into a suitable position to apply a submission technique embracing joint-locks and chokeholds (SILVA et al., 2018). Despite of its origin, the JJ has close identity to Brazilian people as a consequence of its historical relation to the Gracie family, which was responsible for recreation this fighting, developing the Brazilian Jiu-Jitsu (BJJ). The Gracie Family was accountable for the dissemination of the BJJ and for its recognition as combat sport, that is worldly acknowledge as high performance sport and in full expansion. (VASQUES, 2013).

Currently, the BJJ is represented in society for many national and international sports federations. Amongst them, the Confederação Brasileira de Jiu-Jitsu (CBJJ) is highlighted, which also represents the International Brazilian Jiu-Jitsu Federation (IBJJF). The CBJJ is recognized as the most relevant sports federation of this combat sport, as a result of its impotence in social and sportive field of the BJJ (CBJJ, 2016).

According to Drigo (2009), the sportivization process and the dissemination of martial arts in general have brought to the combat coaches new demands of fields of knowledge, which transcend the capacity of training by the Craft Apprenticeship System (RUGIU, 1998). However, Drigo (2009) says that this kind of apprenticeship system is still present in the training process of the masters in martial arts in Brazil. Besides, the new demands from labor market to the martial arts coaches has required their professionalization, it means, the professional performance must be based on scientific knowledges, especially the ones from the sport sciences.

The reflections regarding training and performance as master of martial arts in Brazil gained evidence with the process of regulation of the physical education profession, which occurred in 1998 (GONÇAVES JÚNIOR, DRIGO, 2001). This matter is still a concerning to the researchers from professional training area. But, there is still no effective proposal of training to the combat coaches that content the many views about this process of training and performance in Brazil. In a legal context, despite of the regulation of physical education profession (BRASIL, 1998), there is no consensus regarding the requirement of the University graduation in physical education to perform as a combat coach in Brazil, being that the Craft Apprenticeship System is the basis of the training to the coaches of this corporal expressions (DRIGO et al., 2011).

The martial arts coach training has been analyzed by investigations with judo, which have demonstrated that the training process have incorporate some professional aspects, it means, it was identified the inclusion of scientific knowledges from sport sciences area, especially in a context of high performance level, showing a possible transition from Craft Apprenticeship System to Professional System of training (DRIGO et al., 2011; TAVARES JUNIOR, 2014).

All above context and the new demands to the JJ coaches lead us to an important question: What are the current characteristics of the JJ coach training process in Brazil? To answer this question, the present study analyzed the JJ coach training from Confederação Brasileira de Jiu-Jitsu, taking as reference both the "Craft Apprenticeship System" (RUGIU, 1998) and the "Profession Concept" (FREIDOSN, 1996) theoretical backgrounds.

METHOD

The present study is a qualitative research, characterized as case and exploratory study that adopted documental analysis as scientific method to data collection and analysis of the investigated phenomenon (ALVES-MAZZOTTI; GEWANDSZNAJDER, 2000).

The sports universe of JJ has an expressive number of national and international sports federations in Brazil. Therefore, considering the objective of this study, the authors decided to analyze the documents related to the training of coaches from the CBJJ. This decision has taken based on three criteria: I) the CBJJ is the oldest sports federation from JJ universe; II) the CBJJ regulate and organize sports events of JJ in Brazil and around the world; III) The World Jiu-Jitsu Championship from CBJJ/IBJJF is the most important sports event in international scene.

There was no requirement for approval of the present study by a Research Ethics Committee, once the present investigation is strictly documental, which sources are available on the open website to the general public for consultation (BRASIL, 2013).

Table 1 shows the documents that were obtained on September 2016 by digital means (internet) and analyzed in this study. All documents are available to the general public on the CBJJ website.

Table 1 – Available documents on the CBJJ website.

Analyzed Documents
<i>Ficha de Cadastro</i>
<i>Proposta de Diplomação</i>
<i>Histórico de Faixas</i>
<i>Sistema Geral de Graduação</i>
<i>Solicitação de Registro de Academia</i>
<i>Livro de Regras</i>

The Bardin's methodological assumptions were assumed to the data analysis regarding to the "Content Analysis" (BADIN, 2009). The determination of corpus was based on the rule of relevance, it means there were documents selected which had the potential to provide relevant information concerning the matter investigated. Then, the leitura fluutuante was performed, which consisted of reading several times the documents as the means to create a close connection between researchers and data, in order to potentialize the scientific point of view regarding to the analyzed phenomenon. This procedure allowed

identifying the terms related to the figure of sports coach. The context in which the terms have found has analyzed with the goal to attribute a meaning/significance to each term, emerging what Bardin (2009) calls of *unidade de registro*. Lastly, the categorização has performed, which has consisted on process to put together all *unidades de registro* with the same meaning/significance in one specific category.

It is worth mentioning that the authors of this study are black belts in JJ, with over 15 years of experience. Hence, both researchers have close relation with social and sports universe of the JJ, which helped them to perform the methodological assumptions above presented. Thus, the documental analysis carrying inside it, besides the objectivity, the researchers' subjectivity, which are able to read the analyzed documents in a different way than someone who do not have this close relation to the social and sport universe of JJ (BARDIN, 2009).

RESULTS and DISCUSSION

The results that emerged from documental analysis indicated that the person who have the black belt is considered the figure which represent the sports coach in the JJ sports universe. This finding corroborate with the results from researches that investigated the process of training of the sports coaches of martial arts in Brazil, which identified that the role as coach is attribute to former athletes. Such phenomenon evidences a training conception to sports coach that relating "know how to do" with "know how to teach" as the main characteristic to perform this pedagogical function in martial arts schools (BENITEZ; BARBIERI; NETO, 2007; CAVAZANI, 2012; DRIGO, 2009; DRIGO et al., 2011; SILVA; SOUZA NETO; BENITES, 2009).

The documental analysis did not demonstrate evidences regarding to an obligation to do any kind of training courses to perform as a JJ coach. Besides, it was not identified any mention concerning to a requirement of graduation in Physical Education Undergraduate Course or a registration at Regional and Federal Professional Councils in Physical Education to work as JJ coach. These findings show the detachment between the sports coach training process and the academic knowledges (sports sciences), and a complete disconnection between the CBJJ and the Professional Councils in Physical Education, it means, both the training process and the professional activity supervising are independent of the academic and professional fields in Physical Education. Similar context was observed in the universe of others modalities of martial arts (BENITEZ; BARBIERI; NETO, 2007; CAVAZANI, 2012; DRIGO, 2009; DRIGO et al., 2011; SILVA; SOUZA NETO; BENITES, 2009). This context strengths the affirmation that the regulation of the Physical Education as profession, which occurred just over 20 years ago (BRASIL, 1998), promoted an unprecedented discussion regarding to the training and performance of the martial arts coaches, and its link with the Physical Education professional and academic fields (GONÇALVES JR; DRIGO, 2001). However, there was not a legal and/or training process outcome that was able to promote a close link between Physical Education and Martial Arts fields.

Considering all contexts above and the results of the present study, it is evident that the background knowledge to perform as JJ coach is acquired throughout the trajectory of the practitioner from white belt to black belt. This knowledge has been transmitted by black belts (JJ coaches) to their students during the ordinary training sessions, without an effective interference of the CBJJ, that only determine the minimum age require for each belt (graduation) and the minimum periods of permanence in each one.

The results indicated that the JJ presents a similar teaching-learning structure to the Craft Apprenticeship System, being tied to old methods of teaching from old culture of the martial arts. According to Rugini (1998), the Craft Apprenticeship System has four basic features: I) the disciple essentially learn by doing; II) the master is the central person which is legally responsible by their students, and have total respect from them; III) the master has all autonomy to determine the methods of teaching-learning process; IV) The routine of physical exercises can form the moral as much as formal theoretical study; V) The learning activities are as if they were secret practices.

In the same sense, studies regarding to the process training of judo coaches in Brazil indicate that this process does not has formal link with the physical education field, neither academic nor professional (DRIGO, 2009; DRIGO et al., 2011). However, the same studies evidence that the reflexion concerning the regulation of the Physical Education as profession affected the structures of the Craft Apprenticeship System presenting in judo. One aspect mentioned by these studies is the judo organizational system, which gives autonomy to the Regional and State federations regarding to the graduation process for black belt, but with a central control of the Brazilian Judo Federation. Besides, there is a centralized international control of the judo by International Judo Federation, which also interferes on the training process for black belts (DRIGO, 2009; DRIGO et al., 2011). The sport federation analyzed in this study was created in 1994 and is present in the sportive scene of JJ in many countries. However, the CBJJ is only one among others sports federations which represents the JJ in Brazil and internationally. This shows that the JJ maintain similar organizational structure of the Craft Apprenticeship System, in which there were a plurality of regulatory associations, the learning activities were as if they were secret practices, and the process of teaching was not centralized and systematized (RUGINI, 1998).

In another study regarding judo, Tavares Junior (2014) showed that there is an attempt to overcome the Craft Apprenticeship System to professional one in high performance level. The author showed that the Craft Apprenticeship System, which is represented in judo by the graduation of black belt, has been complemented for a professional training through the undergraduate courses, and, consequently, by the valorization of scientific knowledges. According to Tavares (2014), this changing is not an initiative from any sport association linked to judo. That worry concerning a better professional qualification is fruit from personal efforts of the judo coaches. Despite of these coaches have wide practice knowledge regarding judo, they looked for scientific knowledges as a mean of to complement and improve their professional perform. The judo coaches that participated in Tavares' Junior study did not mention any incentive from the CBJ, or other sports association linked to judo, to do a continuing education course (TAVARES JUNIOR, 2014).

CONCLUSION

The documental analysis appointed that the training process to be a JJ coach, represented in this study by the process to get the black belt from CBJJ, has similarities to Craft Apprenticeship System, since it were observed some aspects of this teaching pedagogical model, such as: I) the coaches essentially learn by doing; II) the "black belt" is the central person which is legally responsible by their students; III) the JJ is represented by several sports associations which have close similarities to the structure of the "Craft Apprenticeship System"; IV) the CBJJ concedes to the coaches wide autonomy regarding the learning process; V) the learning activities are as if they were secret practices.

These results sustain the hypothesis that the reflexions promoted by regulation of Physical Education Profession in Brazil, that occurred at the end of the nineties and called attention to the necessity of scientific background to prescription and supervision of sports activities, did not promote significant change on the JJ organizational structure and on the body knowledge required to achieve the black belt graduation.

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THE TRAINING PROCESS OF JIU-JITSU COACH

The regulation of Physical Education as profession raised a reflection regarding to the necessity of professional training of martial art coaches. The Jiu-Jitsu (JJ) is a martial art that has improved itself as combat sport, with increasing number of its practitioners and strong connection with Brazilian people. The present study analyzed the process training of JJ coach taking as reference both the "Craft Apprenticeship System" and the "Profession Concept" theoretical backgrounds. The document analysis by means of Bardin's Content Analysis Method was the research technique assumed to the data collection and analysis. The documents analyzed were obtained from the website of the Confederação Brasileira de JJ (CBJJ), in 2016. The results showed that the training process of JJ coach has close similarity to the "Craft Apprenticeship System", presenting the following aspects: I) The coaches essentially learn by doing; II) The "black belt" is the central person which is legally responsible by their students; III) The JJ is represented by several institutions which have close similarities to the "Craft Apprenticeship System"; IV) The CBJJ concedes to the coaches wide autonomy for the learning process; V) The learning activities are as if they were secret practices. Based on these results, it is considered that both the discussion promoted by regulation of physical education as profession, which called attention to the necessity of scientific background in the process training of sport coaches, and the sportivization and dissemination of the JJ were not able to stimulate the introduction of scientific knowledges in the training process of JJ coaches.

Key words: Craft Apprenticeship System. Professional Training. Sport Coach. Jiu-Jitsu.

LE PROCESSUS DE FORMATION DE L'ENTRAÎNEUR DE SPORT DE JIU-JITSU

La réglementation de la profession d'éducation physique et sportive (EPS) a suscité un débat sur la nécessité de la professionnalisation des entraîneurs en arts martiaux. Le Jiu-Jitsu (JJ) est un art martial en croissance comme sport de combat, avec une augmentation continue du nombre de pratiquants. Cette étude a analysé le processus de formation de l'entraîneur de JJ à la lumière des théories des Écoles Professionnelles et du Concept de Profession. L'analyse documentaire a été adoptée comme la technique d'enquête, avec l'analyse de contenu servant de référence méthodologique pour l'analyse des données. Les documents examinés ont été obtenus sur le site de la Confédération Brésilienne de JJ (CBJJ) en 2016. Les résultats ont montré que le processus de formation de l'entraîneur de JJ présente des similitudes avec les Écoles Professionnelles et les aspects suivants ont été identifiés : Les entraîneurs apprennent essentiellement en pratiquant; La ceinture noire est la figure centrale représentant également les praticiens; Le sport est représenté par plusieurs entités qui ressemblent aux syndicats; La CBJJ donne aux entraîneurs une autonomie dans le processus d'enseignement; Les activités d'enseignement sont basées sur un savoir-faire secret. Donc, l'on considère qu'aussi bien les discussions promues par la réglementation de la profession de EPS, qui se penche sur le besoin d'une base scientifique dans la formation des entraîneurs de sport, ainsi que le processus de « sportification » et de diffusion de JJ n'ont pas encouragé l'introduction des éléments académiques scientifiques dans le processus de formation de l'entraîneur de JJ.

Mots-clés: Écoles Professionnelles. Formation professionnelle. Entraîneur de sport. Jiu-Jitsu

EL PROCESO DE FORMACIÓN DEL TÉCNICO DEPORTIVO EN JIU-JITSU

La reglamentación de la profesión de Educador Físico (EF) propició la discusión sobre la necesidad de profesionalización de los técnicos en artes marciales. El Jiu-Jitsu (JJ) es un arte marcial en plena ascensión con constante ampliación del número de practicantes y posee fuerte identidad con el pueblo brasileño. El presente estudio analizó el proceso de formación del técnico en JJ considerando las referencias teóricas de las escuelas de oficio y del Concepto de Profesión. El análisis documental fue la técnica de investigación adoptada, teniendo el Análisis de Contenido como metodología para el procesamiento de datos. Los documentos investigados fueron obtenidos en el sitio de la Confederação Brasileira de JJ (CBJJ) en 2006. Los resultados demuestran que entre el proceso de formación del técnico en JJ y las Escuelas de oficios hay similitudes, identificando los siguientes aspectos: I) los técnicos aprenden esencialmente practicando; II) el Cinturón Negro es la figura central que responde legalmente por los practicantes; III) el deporte es representado por diversas entidades que se asemejan a las Asociaciones Profesionales; IV) La CBJJ confiere a los técnicos amplia autonomía; V) Las actividades de enseñanza configuran una actividad secreta. Basándose en estos resultados, consideramos que tanto las discusiones promovidas por la reglamentación de la profesión de EF, que indica la necesidad de bases científicas en la formación de técnicos, como el proceso de esportivización y difusión del JJ, no fomentaron la inserción de elementos académicos científicos en el proceso de formación del técnico en JJ.

Palabras clave: Escuelas de oficios. Formación profesional. Técnico deportivo. Jiu-Jitsu.

O PROCESSO DE FORMAÇÃO DO TÉCNICO DESPORTIVO DE JIU-JITSU

A regulamentação da profissão de Educação Física (EF) propiciou a discussão sobre a necessidade de profissionalização dos técnicos de artes marciais. O Jiu-Jitsu (JJ) é uma arte marcial em plena ascensão enquanto esporte de combate, com aumento constante do número de praticantes e que possui forte identidade com o povo brasileiro. O presente estudo analisou o processo de formação do técnico de JJ a luz dos referenciais teóricos das Escolas de Ofício e do Conceito de Profissão. A análise documental foi a técnica investigativa adotada, tendo a Análise de Conteúdo como referencial metodológico para a análise dos dados. Os documentos investigados foram obtidos no site da Confederação Brasileira de JJ (CBJJ), em 2016. Os resultados demonstraram que o processo de formação do técnico de JJ possui semelhanças com as Escolas de Ofício, sendo identificados os seguintes aspectos: I) Os técnicos aprendem essencialmente fazendo; II) O faixa preta é a figura central que responde legalmente pelos praticantes; III) O esporte é representado por diversas entidades que se assemelham às Corporações de Ofício; IV) A CBJJ confere aos técnicos ampla autonomia no processo de ensino; V) As atividades de ensino configuram um fazer secreto. Com base nesses resultados, considera-se que tanto as discussões promovidas pela regulamentação da profissão de EF, que atenta para a necessidade do embasamento científico na formação de técnicos desportivos, quanto o processo de esportivação e disseminação do JJ, não fomentaram a introdução de elementos acadêmicos científicos no processo de formação do técnico de JJ da atualidade.

Palavras-chaves: Escolas de ofício. Formação profissional. Técnico desportivo. Jiu-Jitsu.