



## Information about the subject

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 280212 **Name:** Adversary Sports

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** 2) Obligatory Formation module.

**Subject Matter:** Sports Fundamentals. **Type:** Compulsory

**Field of knowledge:** Ciencias de la Salud

**Department:** Physical-Sports Disciplines and Activities

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

282A	<u>Ignacio Tamarit Grancha</u> ( <b>Responsible Lecturer</b> )	ignacio.tamarit@ucv.es
282B	<u>Helio Carratala Bellod</u> ( <b>Responsible Lecturer</b> )	helio.carratala@ucv.es
282C	<u>Clara Gallego Cerveró</u> ( <b>Responsible Lecturer</b> )	clara.gallego@ucv.es
282D	<u>Helio Carratala Bellod</u> ( <b>Responsible Lecturer</b> )	helio.carratala@ucv.es
282X	<u>Clara Gallego Cerveró</u> ( <b>Responsible Lecturer</b> )	clara.gallego@ucv.es



## Module organization

### 2) Obligatory Formation module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills.	18,00	Body Language	6,00	1/1
		Perceptual Motor Skills	6,00	1/2
		Physical Activity in Nature	6,00	2/2
Sports Fundamentals.	42,00	Adapted Sport and Inclusive Physical Activity	6,00	2/2
		Adversary Sports	6,00	2/1
		Individual Sports	6,00	2/1
		Motor Learning and Development	6,00	1/1
		Native Sports and Games	6,00	1/2
		Team Sports	6,00	2/2
		Training Theory and Practice in PA	6,00	2/2



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Describe and use the theoretical knowledge about the origin and historical evolution, the technical, tactical and regulatory foundations of adversary sports.
- R2 Develop and put into practice methodological progressions for the acquisition of technique and tactics in adversary sports.
- R3 Select, interpret and explain, both orally and in writing, relevant information on the theoretical-practical content of adversary sports.
- R4 Demonstrate and apply the theoretical-practical contents for their use in the educational, recreational and competitive field of adversary sports.
- R5 Observe, detect and correct technical-tactical issues in the field of adversary sports to analyze the degree of acquisition of skills in different contexts.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG2 Know how to apply information and communication technologies (ICT).		X		
CG3 Develop skills to solve problems through decision making.			X	
CG4 Convey any related information properly both in writing and orally.			X	
CG5 Plan and organize any activity efficiently.			X	
CG6 Develop interpersonal relationship skills and teamwork, both in international and national contexts and in interdisciplinary as well as non-interdisciplinary teams.			X	
CG7 Be able to carry out critical reasoning using the knowledge acquired.			X	
CG9 Know and act within the ethical principles necessary for proper professional practice.				X
CG10 Develop skills for adaptation to new situations and for autonomous learning.			X	
CG11 Develop skills for creativity, initiative and entrepreneurship.	X			
CG13 Be able to apply theoretical knowledge in practice.				X
CG15 Transmit the knowledge acquired both to people specialized in the matter and to people not specialized in The subject in question.			X	
CG19 Develop habits of excellence and quality in professional practice.				X
SPECIFIC	Weighting			
	1	2	3	4





CE 4.1 Fluently develop procedures and protocols to solve unstructured, unpredictable and growing problems complexity, articulating and displaying a domain of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive body activities and dance, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for all the population and with emphasis on populations of a special nature such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and / or prescribed by a doctor), attending to gender and diversity and in any sector of professional intervention of physical activity and sport (teaching formal and informal physical-sports; physical and sports training; physical exercise for health; direction of physical activity and sport).

X

CE 5.4 Identify, organize, direct, plan, coordinate, implement and carry out technical-scientific evaluation of resources organizational and material resources and sports facilities, including their basic and functional design as well as adequate selection and use, for each type of activity, in order to achieve safe, efficient physical and sports activities and healthy, adapted to the development, characteristics and needs of individuals and the type of activity, space and entity in any type of organization, population, context and in any sector of professional intervention of physical activity and sport and with emphasis on special populations and guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.

X

CE 6.2 Analyze, review and select the effect and efficacy of the practice of research methods, techniques and resources and Scientific work methodology, in solving problems that require the use of creative and innovative ideas.

X

CE 7.1 Know and know how to apply the ethical and deontological principles and of social justice in the performance and professional involvement as well as having habits of scientific and professional rigor and a constant attitude of service to citizens in the exercise of their professional practice with which improvement, excellence, quality and efficiency are intended.

X



CE 7.2 Know, elaborate and know how to apply the ethical-deontological, structural-organizational conditions, professional performance and the regulations for the professional practice of Graduates in Physical Activity and Sports Sciences, in any sector professional of physical activity and sports (formal and informal physical-sports education; physical and sports training; exercise physical for health; direction of physical activity and sports); as well as being able to develop a multidisciplinary work

x

CE 7.3 Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduated in Sciences of Physical Activity and Sports as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the goals and benefits of physical activity and sport in an adequate, safe, healthy and efficient way in all the physical-sports services offered and provided and in any sector professional of physical activity and sports.

x



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5	50,00%	Carrying out a project.
R1, R4, R5	40,00%	Written / oral and / or practical tests.
R2, R3, R4, R5	5,00%	Attendance at interviews, seminars and practical activities.
R2, R3, R4	5,00%	Autonomous work.

### Observations

- The student will be able to keep the evaluation instruments passed during the 3 years following the first enrollment.
- It is necessary to obtain 50% in all the instruments to pass the subject. If this criterion is not met, the student will be graded with a maximum of 4.5 in said call.
- Attendance to the practical sessions indicated in the schedule is mandatory. In case of not attending 80%, the student will not be evaluated during that academic year in accordance with article 8 of the UCV exam regulations (it will appear as a Not Presented).

### Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M2 Group dynamics and activities.
- M3 Practical lesson.
- M4 Presentation of content by the teacher.



- M5 Laboratory practices.
- M7 Small group discussion.
- M8 Resolution of problems and cases.
- M9 Attendance at practices.





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M4</p>	R1, R2, R4	20,00	0,80
<p>PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer room, library, etc. Meaningful construction of knowledge through interaction and student activity. M2, M3, M5, M9</p>	R3, R5	34,00	1,36
<p>TUTORING: Supervision of learning, evolution. Small group discussion. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M4</p>	R1, R2	2,00	0,08
<p>EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M4, M8</p>	R1	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to expose or deliver in classes and / or in tutoring. M2, M3	R2	25,00	1,00
SELF-EMPLOYED WORK: Study, individual preparation of exercises, works, memories, to expose or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M3, M8	R5	65,00	2,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1 Introduction and conceptualization of adversary sports.	Historic evolution of opposing sports. The institutionalization and sportive process of opposing activities. Concepts and characteristics of opposing sports. Classification criteria of opposing sports.
2 Functional analysis of adversary sports.	The action game as unit of analysis in sport. Basis of opposing sports: space, time, communication, regulation and strategy. Aspects that configure the functional structure of opposing sports. Basis of the fitness in the sport. Physical demands.
3 Technical-tactical fundamentals and basic characteristics of adversary sports.	Basic techniques. Tactic and strategic basis. Characteristics and generalities of types of sports. Learning exercises. Basic tactic situations. Tactic phases. Learning exercises.
4 Analysis and performance of adversary sports sessions.	Carrying out practice seasons. Specific planning. Types of training. Learning exercises of different combat sports with grappling. Carrying out practice seasons. Specific planning. Types of training. Learning exercises of different racket sports. Carrying out practice seasons. Specific planning. Types of training. Learning exercises of different combat sports with impact. Adapted intervention programs: Senior, wheelchair, psychic and sensorial disability.
5 Initiation and progression to the teaching of adversary sports.	The learning /teaching process of the technique, tactic and strategic of sport: Physical education, 3rd age, sport schools, etc.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1 Introduction and conceptualization of adversary sports.	2,00	4,00
2 Functional analysis of adversary sports.	6,00	12,00
3 Technical-tactical fundamentals and basic characteristics of adversary sports.	15,00	30,00
4 Analysis and performance of adversary sports sessions.	2,00	4,00
5 Initiation and progression to the teaching of adversary sports.	5,00	10,00



## References

### **BASIC BIBLIOGRAPHY:**

- Alarcia L., Alonso C.J. & Saucedo, F. (2000). Esgrima con sables de espuma. UD primaria y secundaria. Madrid: Esteban Sanz.
- Balmaseda, M. (2011). Análisis de las acciones técnico-tácticas del boxeo de rendimiento. Universidad del País Vasco, Vitoria-Gasteiz.
- Correa, J. (2014). 60 estrategias de tenis y tácticas mentales: entrenamiento de fortaleza mental. Madrid: Finibi Inc.
- F.I.E. (2009). Reglamento para las pruebas. FIE, Lausanne.
- González, C. (2011). Caracterización técnico-táctica de la competición de combate de alto nivel en Taekwondo. Efectividad de las acciones tácticas. Universitat de Barcelona, Barcelona.
- Guedea, J.A. (2005). ¡Vivir el judo III! artículos y reflexiones de un profesor de judo, fundamentos de judo. S.L.: March Editor.
- Gutiérrez-García, C. (2004). Introducción y desarrollo del judo en España (de principios del siglo XX a 1965): el proceso de implantación de un método educativo y de combate importado de Japón. León: Universidad de León.
- Gutiérrez-Santiago, A. (2008). El parámetro temporal en la actividad físico-deportiva: especial referencia al judo y otros deportes de adversario. Sevilla: Wanceulen.
- Harrington, P., Mifune, K. y Nishioka, H. (2005). El libro total del Judo. Madrid: Tutor. Hernández, M. (1989). Iniciación al badminton. Barcelona: Gymnos.
- Keum-Jae, L. (2005). Taekwondo Textbook. Seoul: Kukkiwon.
- Kyong Myong, L. (2001). Taekwondo Kyorugi. La competición. Barcelona: Hispano Europea.
- Littleford, J. y Magrath, A. (2013). Tenis: golpes y tácticas. Madrid: Tutor.
- Uzawa, T. (1981). Pedagogía del Judo. Valladolid: Miñón.
- Ruiz-Sanchis, L., Ros, C., & Bastida, A. (2016). Iniciación a la esgrima escolar. Secundaria. Barcelona: Inde
- VVAA (1993). Esgrima. Madrid: Comité Olímpico Español. Atienza, D. (2000). Deportes de lucha. Madrid: Inde

### **COMPLEMENTARY BIBLIOGRAPHY:**

- Anguera B., González C. & Iglesias X. (2007). Valores en guardia. Revista apuntes de educación física y deportes. 87, 35-53.
- Ballery, L. (1978). Lutte. París: Amphora.
- Barbot, A. (1988). Contenidos de enseñanza en los deportes de combate con agarre. Revista de Educación Física. Renovación de Teoría y Práctica, 21, 8-14.
- Beke, Z., & Polgar, J. (1976). La metodología de la esgrima con sable. La Habana: Orbe.
- Boulat, R. (1973). Lutte, Judo, Sambo: Progresion Sportive de L'école au Club. París: Education Physique et Sport.
- Cabello, D. (1999). Fundamentos del Bádminton. De la iniciación al alto rendimiento. Málaga: IAD.
- Cabello, D. (2002). Manual específico para el entrenador de Bádminton - Nivel I. Madrid: FESBA.



- Castarlenas, J. L. (1990). Deportes de Combate. Aproximación Conceptual y Pedagógica. Revista Apuntes de educación física y deportes, 19, 21-27.
- Castarlenas, J. L., & Molina, P. (2002). El judo en la educación física escolar. Barcelona: Hispano Europea.
- Cechini, J. A. (1989). El Judo y su razón kinantropológica. Gijón: G.H. Editores.
- Clery, R. (1976). L'éscrime aux tríos arme. Paris: Anphora.
- Dopico, J., Iglesias, E., & Romay, B. (1998). Judo. Habilidades Específicas. Santiago de Compostela: Lea.
- Famose, J.P. (1992). Aprendizaje Motor y dificultad de la tarea. Barcelona: Paidotribo.
- Fargas, I. (1991). Taekwondo. Alta Competición. Madrid: Taekwondo Team.
- García, G., & Morante, J.C. (1994). Metodología del entrenamiento de la técnica en el bádminton. Perspectivas de la Actividad Física y el Deporte, 15, 9-13.
- Hernández, J. (1994). Análisis de las Estructuras del Juego Deportivo. Barcelona: INDE.
- Hernández, M. (1984). Disfruta tu tiempo libre con el bádminton. Madrid: CSD.
- Hernández, M. (1989). Iniciación al bádminton. Madrid: Gymnos.
- Hernández, M. (1999). Deportes de pala y raqueta. Madrid: CSD.
- Huertas, F., Estevan, I., & Tortosa, J. (2009). Nuevas tendencias al entrenamiento para el alto rendimiento deportivo. Valencia: Servicio de publicaciones de la Universidad Católica de Valencia.
- Kano, J. (2001). Judo Kodokan. Madrid: Eyras
- Kronlund, M. (1984). Enseñanza de la esgrima de florete. Madrid: Gymnos.
- Le Bouch, J. (1991). El Deporte Educativo. Barcelona: Paidós Ibérica.
- Martínez, G., (2005). Educación Física y ajedrez. Valencia: gráficas Marí Montañana S.L.
- Ruíz Pérez, L. (1994). Deporte y aprendizaje. Madrid: Visor.
- Ruíz Pérez, L. (1995). Competencia Motriz. Madrid: Gymnos.
- Sato, N. (1992). Ashi Waza. Barcelona: Paidotribo.
- Szabó, L. (1982). Fencing and the master. Budapest: Corvina Kiadó
- Thirioux, P. (1970). Escrime moderne aux tríos armes. Paris: Anphora.
- Torres, G. (1993). 1000 ejercicios y juegos de actividades de lucha. Madrid: Paidotribo.
- Villamón, M (1999). Introducción al Judo. Barcelona: Hispano Europea.
- VV.AA. (1992). Judo I. Madrid: CSD.
- Wo, L. (1984). Taekwondo. Barcelona: Editors S.A.
- Won Il, L. (1982). Taekwondo. Técnicas superiores. Barcelona: Hispano Europea.

## WEBSITES:

- <http://www.arajudo.com/>  
<http://www.esgrima.es/>  
<http://es.atpworldtour.com/>  
<http://fie.org/es>  
<http://www.ftm.es/>  
<http://hajimejudo.blogspot.com/>  
<http://www.itftennis.com/abouttheitf/>



Universidad  
Católica de  
Valencia  
San Vicente Mártir

# Course guide

Year 2024/2025  
280212 - Adversary Sports

<http://www.judoinfo.com/>  
<http://www.rfejudo.com/>  
<http://www.rfet.es/>

