

## STUDY ON IMPLEMENTING A MODERN AND DYNAMIC SELF DEFENSE AND SELF CONTROL SYSTEM FOR STUDENTS

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**Abstract:** The study herein is required for substantiating the means and methods that are available to the students against the urban violence, both at physical and mental levels. The study relies on a sociological research work at the university center in Bucharest and on the reference, written and recorded. This list is quite thorough, yet full of errors, since the combat techniques and means are taken out of the context; hence its presentation is minimum. The study results highlight 18 modules of self-defense and self-control for students and 5 basic combat methods. The people who studied such modules and methods at private martial arts clubs under the supervision of the author were successful during the physical and mental aggressions that they or their families were subjected to.

**Key words:** *students, self defense, modules, scholar curriculum.*

### Introduction

The phenomenon of the urban violence has recorded a peak since the beginning of the year 2017 when many vicious and unwanted events occurred, resulting into deaths and severe lifetime handicap. At the time of their development, they were extensively described in mass-media (television, radio, newspapers, magazines and Internet). Nevertheless, such events are only the tip of the iceberg' that was accessible to the public opinion and the law enforcement authorities. We believe that many others remained unknown, due to multiple and complex reasons.

This paper features our point of view, derived from studying the possibility to implement a modern and dynamic system of self-defense and self-control for students, in using the techniques in the Martial Arts for Self-defense and Self-control among the students in various universities.

Several mentions need to be made, such as :

- the current students (socially heterogeneous from any perspective) have different anthropologies and motivation within the 20-60 year range (and even beyond 60) but what they share is their need for knowledge and motor skills to be applied from the sector of the Martial Arts, with functions in Self Defense and Self Control, due to the violent social phenomena.
- the social motivation of the students (their personal schedule is overloaded) for selecting the physical education class of self-defense is for their recreation and not for doing a certain sport training ! These students are the best case scenario when choosing movement, sport and health over clubs, bars and discos that are "springing up like mushrooms after rain" around the universities and

student dormitories.

- the current physical training of the students today leaves much to be desired, as they find themselves in the impossibility to do some basic and simple exercises in gymnastics, let alone the specific physical training, represented by complex and applied motor skills required for the purpose stated in the Self Defense and Self Control. Only one physical education class per week is way too little in order to correct the psychological and motor deficiencies (very often, they are hidden and chronic) and to achieve an appropriate psychological and physical growth.

### Material and methods

The study herein uses written and recorded references about various styles of martial arts, in parallel with a sociological research conducted in Bucharest and based on interview, surveys and observation, in order to extract what is better and interesting in this field. The main world video library "www.youtube.com" provides a large number of free and valuable lessons about the physical Self Defense and Self Control where the police officers, masters and experts in different styles of Martial Arts introduce this issue from both the attacker and the victim perspectives. Moreover, the Internet accommodates a great number of download-able e-books, free of charge, on the Martial Arts, Self Defense and Self Control.

### Results

Upon the examination of the necessities of the students regarding Self Defense and Self Control, a model of modular school curriculum in the academic environment was designed. This is an

introduction in nutshell of such modules: module 1 - theoretical and methodical fundamentals, module 2 - general and specific physical training, module 3 - "kihon" (jp.) = shadowed boxing, module 4 - applied biomechanics, module 5 - basic techniques of attack and defense, module 6 - Judo and combat techniques, module 7 - psychology, module 8 - combat in and from disadvantageous positions, module 9 - sparringpartner study of the no weapon combat techniques, module 10 - study of the combat techniques with improvised household weapons along with agricultural and sapper weaponry, module 11 - the basics of the defense against the knife attacks, module 12 - advanced combat techniques with / or against the white weapons, module 13 - rescuing the attacked people, module 14 - first medical aid, module 15 - management of multiple attacks of an increased violence, module 16 - theoretical fundamentals against the fire weapons attacks, module 17 - techniques of nature survival, module 18 - eclectic individual study.

The paper herein includes our proposal for a pedagogical implementation of the modules with the students. To this purpose, we introduce the structure of the 5 types of attacks that can be both physical and mental. We mention that the idea of attack or defense is closely connected with the particular action of the person in question, since the same technique can be used in both attack and defense ! The study on the combat methods (physical and / or mental) substantiates the five means by which a combat situation can occur. It is worth saying that neither physical attack method is only for attack as it also has a defense component; similarly, neither physical method is purely physical, since it has a mental component. [1,2,3]

These attack / defense methods are: 1. Single Direct Attack (abbr. SDA); 2. Attack by Combination (abbr. AbC); 3. Attack by Immobilization (abbr. AbI), 4. Indirect attack (abbr. IA) and 5. Attack by absorption (abbr. AbA). [1,2,3]

To study them is mandatory for the students enrolled in academic courses of Self Defense, so they will understand the delicate mechanisms that are happening mystically many times, under the sensorial threshold of perception. There will be considered the way the attacker and the victim express themselves physically and mentally during the combat situation. We also point out at the main pedagogical elements by which the situation is correctly evaluated, hence a better understanding of how the potential victim will be

able to manage it. Examples of methods are done both physically and mentally. The examples of psychic fighting methods are presented succinct because we want to protect students who not have good implementation of physical combat methods. Violence and emotional psychological reactivity by the aggressor can be easily increased by the victim through fatal errors because "the injured animal is often more dangerous" [1]

**1. Single Direct Attack (SDA):** is the simplest and most known combat method and its goal is to reach the target as soon as possible with the least effort. An example of a single direct physical attack is the arm blow, while the mental one is imperative in the form of "hook it, leave, stay, etc." Attention to non verbal communication that makes the difference between victory and defeat! This combat method does not need preparing feints to distract attention of the opponent. It is mainly used by the beginners in Martial Arts, by people with various disabilities and by also the Senior Masters. The last ones rely on the inferior reaction time of the opponent, on their good and quick judgment of the combat parameters (the distance and the displacement of the opponent, the tempo and their momentary opportunities, etc) but also on their vast and superior training. SDA combat method is equivalent with the "sen no sen" technology in the Japanese Martial Arts. The attack and the defense are conducted simultaneously. The psychological impact is extremely strong. Not only does this successful combat action discourage the attacker but it also annihilates him, even though the defense response was a mental and not physical action. Once the action succeeds upon the attacker, he will be taken out and there is no need for feedback (retro action - reverse connection) to continue the fight. The feedback is still necessary when multiple and varies attacks are encountered! [1,2,3]

**2. Attack by Combination (AbC)** is the combine attack method aiming at diverse targets. It is the most known and used and the feedback is essential to continue the fight. This is where the complexity between the physical and mental action comes in, and their combination is the key to success. In general, all masters in Martial Arts use this mixture of simultaneous mental and physical attack that is leading to a cognitive dissociation and the attacker's brain stops working coherently. Example: while the verbal commands are verbally addressed to the attacker "go away, do your business", physical combat actions are applied at the same time, to ease the victory. In this case scenario, the neuro-linguistic

programming is an immobilization of a psychological nature, with no direct physical contact. Natural sequences of complementary movements are considered, so that the personal and particular biomechanics of your own body is maximized (the personal anthropology and anthropometrics), while all the advantages of the position are taken to a maximum and the exposure of your own target areas to a minimum. This attack method is favored by the “strickers”, since their “job” is to throw blows continuously. Any trained striker will kick at his own and personal pace. The purpose of each blow in the series is to explore the open areas, physically and mentally that the opponents provides and decide which combat technique follows. Favorite target is the face because it best representation of the opponent and in addition the hitting of the face leads to motor and sensory incapacity. [1,2,3]

We introduce didactical examples of physical combat techniques borrowed from karate that use this method of “attack by combination”:

- the quick execution of the “kizami zuki jodan” technique, closely followed by “gyaku zuki chudan”. The former technique is to parameterise and fixate the opponent in one spot by blinding and stopping the sensations and perceptions upon the environment, while the later technique will knock out the opponent in a degree of over 90%.

The senior fighters who rely on combinations focus their combat actions only on the opponent’s reaction and on the openings coming from his defense. The masters in Martial Arts always keep the optimum combat distance by small distance excursions (not seen or perceived by the opponent) that varies depending on the situation, so as to maintain balance and the upper hand during combat and for giving opening blows to the opponent.

**3. Attack by Immobilization (AbI)** represents the combat technique that is specific to the “traditional Martial Arts” and it is largely forbidden and not used during the sport competitions. This combat method is extremely violent, as multiple traumas can occur. That is why it does not study very much in classes where sports disciplines from Martial Arts are practiced. Immobilization and / or catching are physical and / or mental. Again we draw attention to verbal and nonverbal communication that makes the difference between victory and failure. [1,2,3]

These attack techniques and methods by physical immobilization stand out as a hidden meaning of the “blocking” in the Martial Arts. They are numerous, diverse and different, but we can

classify them for an easier understanding in only 6 (six) technical procedures (see also the practical applications of Taichichuan):

0. “Juji uke” (a cross like circular block that generates all the other block techniques by later circular movements);

1. “Jodan uke” (a circular block at high level, to defend the head);

2. “Chudan uchi uke” (a circular block at the medium level from inside to outside);

3. “Chudan soto uke” (a circular block at the medium level, from outside to inside);

4. “Chudan shuto uke” (a circular block with the palm edge at the medium level, from inside to outside / middle knife hand block);

5. “Ghendani barai” (a circular forearm block at the inferior level).

**Observations** [1,2,3] :

The masters in the Martial Arts point out to the fact that the block itself is a blow with your own body upon the opponent’s body. The block comprises the pre block, which is the deviation of the attack, followed by the completion of the combat action by striking with your own body segment upon the opponent’s body. The execution of the pre block is often faulty and is ignored from various reasons, hence the failure in executing the blocks occur.

All these “blocks” are circular, in order to ease the effort in execution and movements.

All these six basic combat techniques lead to the other existent ones, by extrapolation.

A practical example of AbI is a type of defense via “jodan uke” against the “mawashi zuki” will go through an intermediary stage of crushing the elbow by an articular technique “kansetsu waza”, and the final stage is to have direct arm blows upon the attacker’s face.

The special characteristic of the traditional and non competition Martial Arts is the direct arm blows, since the perpendicular linear perspective hinders the correct and timely identification of the distance, speed and hitting angle - it is practically impossible to have a psychological immobilization and the physical contact is not needed. The phenomenon of rebound is also used, thus avoiding an excessive work on the agonist antagonist muscles, in a crank and connecting rod system. After executing the “going” movement, the extremity comes back on the same trajectory, due to the rebound force, developed by the perpendicular impact on the target, while the antagonistic muscle only guides the finesse of the retreat of the extremity, yet does not execute any traction, thus saving time and energy. In addition,

the percussion of the immobilization opponent is devastating (see Wing Chun style techniques). [1] The combat method via physical immobilization comes from the simple control of certain parts of the opponent's body, which leads to less possibilities, attitudes and skills of him to move in order to defend, since the projection of the center of gravity is usually outside the support polygon of the body. The person will not fall to the ground unless he is allowed to do, but that fall will be the least favorable as possible. The police will immobilize first a noisy and lively suspect, calm him down verbally and then they will talk about the incident, while everything is happening with a physical hold upon the suspect. The fundamental and predominant component of the combat method through attack / defense by immobilization is physical but it is also has certain psychological and mental ones, to a lower extent.

**4. Indirect attacks (IA)** represent the combat method that is used against certain strong attackers who have a good defense but who react briskly and harshly to a single attack. This fact comes from the weakness of the attackers to the feints, which means that they have an insufficient training on certain components. When the opponent reacts violently after a feint, this will give you some hints about his combat parameters (where he will be and what he intends to do). After giving your opponent these parameters, you have the time and space because he becomes static and he can be taken down fast. Since the feint is a psychological blow given to the opponent, this method of the indirect attack is the best solution of combining the physical and the mental fight. Psychological blow made attacker psychological knock out for at least one second. See cognitive dissociation of the attacker's brain.

It is quite important for us to find an array of specific forms of combat in the Martial Arts under the umbrella of indirect attacks, such as delayed attack, postponed attack, interrupted attack, resumed attack, continued attack, direct, indirect, progressive, regressive, over the perception threshold, at the limit of the perception threshold, under the perception threshold, etc, where the differences between them are minor, but yet significant.

The indirect attacks are the perfect and favorite manner of the masters in the Martial Arts to open the combat in the attack by a feint or by a false non targeted attack, followed by a lateral displacement of the attack line in a dead angle where the victim finds it very difficult to see. The purpose of the indirect attack is to simultaneously

win energy, time and distance towards the opponent, so that we can later strike him through the opening that he did to himself by himself by a feint or the false attack that was at first initiated by us. [1,2,3,4]

It is essential that a displacement to another combat position should be inlaid between the false and the real attacks, in order to baffle the opponent. In Karate, these combat methods are called "kirikaeshi" and are made known to the population by the master in Russian Martial Arts "РУССКИЙ РУКОПАШНЫЙ БОЙ СИСТЕМА", - the Russian hand to hand combat system. The use of the indirect attack is based on the manipulation of thoughts, perceptions, experiences and sensations that the opponent has and will have during the fight. Psychological speaking, the stages are as such : "feeling, pause, ..., emotion". See also the projection of the first cinema movie (produced by the Auguste and Louis Lumière) where the spectators from the room fled horrified.

In the modern boxing, Manny Pacquiao is the one who best personifies this type of indirect attack. The victim reacts violently to the feint and he is compelled to catch up with the real attack that has been left unnoticed in the initial stage of the confrontation. The displacements, the feet game, the attitude are usually incorrect but efficiency comes exactly from this complex and coherent set of specific parameters where the mimics, verbal and non verbal communication, gestures, etc. confuse and make the difference in gaining the victory. A physical incorrect and incoherent attack is faked in order to hide the real mental attack that wills imbalance the opponent. Following the success of the mental attack, classical and biomechanically correct physical attacks can come after.

**5. Attacks by absorption (AbA)** are equivalent with the classical counterattacks that we consider static actions of counterattack. We believe these combat methods as fundamental for the non physical [4] defense against the verbal and behavioral psychological attacks. The attack by absorption put the opponent into a situation where it is easy to launch an offensive by a false opening that we have intentionally created and, hence, the opponent creates his increasing vulnerabilities in defensive that he is not aware of and we can successfully exploit. We think that this is one of the most valuable combat tactics, since it entails the opponent to make mistakes to our favor. Once the opponent is fully engaged in the attack, he is unable to adjust his position, distance, tactics and

his actions and responses during the fight are permanently changed towards his own defense, since the attacker has the sensations and the perceptions already falsely directed.

These attack methods by absorption profitably implements what is called “the principle of suppleness” presented in Judo by founding master Prof. PhD. Jigoro Kano, thus tactically luring the opponent to certain inefficient combat actions. Similar with Aikido, there is the principle of “taking, twisting and striking” - “you enter into your opponent like a triangle, you maneuver him circularly and strike him down like a square”, presented by founding master Morihei Ueshiba. At first, you have a false surrender in order to gain certain victory later. Herein there will be applied the psychological basic techniques of manipulation “foot in the door” and the “door in the face”, described by Prof. PhD. Bogdan Ficeac in his book “Tehnici de manipulare” [4]. Such techniques of communication and manipulation are successfully applied upon the non physical attacks of a psychological nature. [4].

The psychological defense is non physical and it can be achieved both against the verbal and behavioral psychological attacks and also against the physical attacks (under well mastered conditions). Conducting attacks by absorption, either physical or mental, is similar with the logical implications of: “if you do this, ... , this will be the consequence”. A implies B is equivalent with Non A implies Non B. The grooming is done by verbal and non verbal communication by feints, displacements and movements of the trunk, head and of the entire body. We will let the opponent to attack repeatedly and when he thinks that he is on top of things, there occurs a hidden and unpredicted breach in the defense that we capitalize on by lateral displacement and counterattack, which secures us the victory. [1,2,3,4]

Whoever conducts the “attacks by absorption” in combat fight, will do it in two ways, as below: 1. At first, he will attack the opponent in repeated yet false series, with no purpose of striking and stop the fight for a moment to evaluate the situation. The breach in the opponent’s defense comes as a result of his confusion and of the natural counterattack; then the attacker comes with a violent charge and wins the confrontation. 2. A certain area is left open and he invites the opponent to attack with techniques that he does not master, and then in anticipation, when the attacker starts launching his strikes, he will do the same but in a devastating manner. This is the “sen

sen no sen” technology in the karate and it represents the anticipative counterattack.

Examples of physical attack / defence methods by absorption [1]:

- the chin is left open and the opponent is invited to attack with “kizami zuki jodan”, when the attack is about to start, the “nagashi zuki” comes in response, executed with a lateral step.

- the left part of the chin is left open and the opponent is invited to attack with his right hand “mawashi zuki jodan”, right when the attack is being launched, the other fighter takes a lateral forward step (to the left side of the opponent), blocks the attack with the forearm and counterattacks with the same “mawashi zuki jodan”. The kinetic and circular moment is backwards; being so large, it will easily take the opponent down, even though he is trying to block the counterattack.

To prove that we are well prepared and better master the techniques that we have been attacked with, we recommend the use of this attack method [1].

This specific method is useful when:

- there is a big difference in value and / or experience between the two fighters. The experienced person usually has deficiencies in the physical training (due to the old age and injuries) and he will give the lead to the less trained but more aggressive.

- we make sure that the attacker will not say no to the “offer” that we are making to him.

- we are careful with its use since an essential and particular feature of this attack by drawing is the anticipation of the opponent’s attack and also of our possibilities of counterattack by anticipation, so that we will not let the opponent any chance in time and space to have it his way.

A good final example for the five attack / defense methods above is watching the boxing game for the world champion title in the professional boxing at super heavyweight category between George Foreman and Muhammad Ali, on 29 October 1974, in the city of Kinshasa, the capital of the former Zaire, now the Democratic Republic of the Congo. The specialists called this game “Rumble in the Jungle”. During the match, all these five attack / defense methods at the physical and mental levels were used, due to the extremely high stake. The two sportsmen even talked to each other, in verbal psychological attacks, while fighting. A documentary movie was made after this game, called “When We Were Kings”. These attack methods are used diversely and variedly, depending on the technical and tactical

particularities of the opponents and on the favorable moments during the fight. [1,2,3,4]

### Discussions and conclusions

The sociological study has emphasized a minimum 18 modules of Self Defense for the students, while the references went with 5 attack / defense methods, as they were pedagogically introduced above. This systematic presentation of the physical self defense module and of the combat methods is meant for the students enrolled in the self defense courses and for the beginners in martial arts, so as to facilitate and clear up the combat issues for them. We notice that these 5 attack / defense methods can be in general also executed with the inferior extremities; for the sake of learning, they are recommended to start working with the upper extremities.

As a general conclusion upon the Self Defense modules for the students, we believe that the order of study needs to be identical with ours. The incomplete and random study will trigger blind spots in their knowledge and the psycho motor skills that are required in the Self Defense. The example of these 5 methods was made predominantly at the physical level for self defense classes to protect unprepared students. Details of psychological implementation are found in many applied psychology books (NLP books), but these must be correlated with previous general and specific physical training at the level of appropriate technical and tactics. Psychological exemplification is in fact a simple extrapolation of physical techniques and can only be used by those who have solid foundations in their physical defense because the risk of heavy injuries is increased in physical struggle due to the aggressor's emotion! This is why examples of psychic fighting techniques through attack and

defense are reduced in the present work because we want to protect beginner students in the auto defense art. In terms of the 5 attack / defense methods, we define the following cycle: attack → counter attack → counter - counter attack = attack, ..., and victory is yours ! [1]

To the best of our knowledge about the higher education in Romania, these modules and methods are not part of the curriculum. In order to introduce them, the Department of Physical Education and Sport of each University has to have the approval of the University Senate. Similarly, the dynamics of the social mechanics from the urban violence perspective (physical and mental) compels the students to have a daily access (5 hours per week), optionally upon request, to the self-defense courses. This process involves both a decision from the Senate and also an appropriate logistic capacity.

The students enrolled in the Self Defense courses need to do an individual and group study on the previously presented modules and methods so that they can combine them quickly and efficiently in any situation. The people who studied such modules and methods at private Martial Arts clubs under the supervision of the author were successful during the physical and mental aggressions that they or their families were subjected to.

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Self-defense (self-defence in some varieties of English) is a countermeasure that involves defending the health and well-being of oneself from harm. The use of the right of self-defense as a legal justification for the use of force in times of danger is available in many jurisdictions. Physical self-defense is the use of physical force to counter an immediate threat of violence. Such force can be either armed or unarmed. In either case, the chances of success depend on various parameters, related to The article is intended to cover the new strategies to individual activity of students dealing with the self-management of study process organization providing quality higher education, strengthening mobility for better learning in the framework of competence/learning outcome-based, student-centered approaches to learning, teaching and assessment. It presents the main competences of individual activity throughout students' careers, major tasks and trends of individual activity, essential criteria for individual work assessment and modern teaching technologies. Many students also lacked self-direction toward their learning, including but not limited to setting goals, self-monitoring their learning, and self-reflecting on their progress. They relied heavily on their instructors in a teacher-centered learning environment. They hardly had personal initiatives to make improvements in their poor. There was severe lack of technological equipment such as computers, LCD projectors and other modern technologically and digitally-assisted devices. Power supplies played an essential part in worsening the learning context as power was available, sometimes, only 4 hours a day, more or less. Such challenges led to poor and deficient employment of learning opportunities that students might benefit from.