

An examination of a tactical learning model in kendo for introduction courses

Authors' Contribution:

- A** Study Design
- B** Data Collection
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Abstract

Study Aim:

To develop a learning model in kendo for introduction courses that encourages participants to understand the competitive and cultural essences of kendo through tactical learning. By doing this, this study also aimed to present material that is of use for introducing or improving introduction courses to encourage beginners to become regular attendees/practitioners in clubs.

Material/Methods:

The regulations of kendo matches and various studies on the structure of kendo skills were used to interpret ideas of '*waza*' in kendo and clarify the competitive and cultural essences of kendo. This was followed by discussions of why learning tactics is important in acquiring *waza*, and developing a new learning model for kendo by referring to teaching models of games and kendo

Results:

A new learning model for kendo introduction courses that consists of seven lessons was presented as well as how to provide learning situations in which participants are encouraged to understand the competitive and cultural essences of kendo through learning tactics in each learning stage.

Conclusions:

Kendo is 'something new' for many non-Japanese people. In introduction courses, therefore, it is necessary to provide not only the basic techniques, but also opportunities to understand the original competitive and cultural characteristics of kendo. This study has presented a new learning model to achieve this aim. However, this model needs to be improved and developed through practice and implementation in the future.

Key words:

kendo • tactics • introduction course • *waza* • learning model

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BACKGROUND

Kendo: A Japanese martial art which is practised by means of one-on-one striking between opponents wearing a set of armour called *kendogu* and using a bamboo sword called *shinai*.

Introduction Course: It provides people with some trial sessions of an activity for a certain period time.

In the previous paper published in the Archives of Budo Vol. 4, the author pointed out the following as future research tasks for furthering the spread and development of **kendo** in the world. One is to clarify the factors that non-Japanese practitioners decide on to continue kendo as well as factors for starting it. The other one is to devise and develop teaching methodologies and methods on how to lead beginners towards becoming regular practitioners [1].

As for the former, the author reported that in successful clubs there were common points such as:

Providing **introduction courses** and having a learning syllabus for *kyu* grade practitioners and effective management systems of dealing with collecting fees [2, pp. 25–26]. The author also reported some common reasons that young elite practitioners had decided to continue kendo and start to take it seriously through interviews with British students who belong to university kendo clubs in the U.K. These factors were that their training efforts were repaid, they discovered objectives in their training and they were influenced by their seniors and teachers who were seriously practising kendo and other martial arts [3].

As for the second point of leading beginners to regular practitioners, the author introduced the kendo coaching course revised by the British Kendo Association and the examinations of the coaching qualifications introduced by the Hong Kong Kendo Association. What could be learnt and what should be improved for further development of these associations and kendo in other countries was then examined [1].

In the above studies that examined how to lead beginners to become regular practitioners, the author has not yet presented any concrete ideas of a teaching and learning methodology and therefore attempts to in this study. Successful clubs have common administration points as previously mentioned; however, the area of examination for this study is the introduction course.

Introduction courses are courses that provide people who have no experience of kendo, but are interested in starting it, with the basic contents of kendo for a certain period of time. By providing this, it is expected that people who participate in this course receive the following advantages: One is that all participants can practise and progress towards the same aims. Although it is often the case that people at different ages, experiences and levels have to practise together in many countries outside of Japan [4], participants in introduction courses are all beginners and therefore have the same level and experience. One of the most significant values of kendo is that everyone can enjoy practising with anyone, irrespective of differences in age, level, physique and experience [2, p. 30]. It is also important, however, to provide beginners with opportunities to practise together and be in friendly rivalry with each other with the same aims and tasks. Introduction courses provide this opportunity.

The other advantage for participants is that it is totally up to them to decide whether they want to officially join the club to continue kendo after finishing their course. As already mentioned, an introduction course is done for a certain period of time such as two hours of training, once a week for seven weeks. Participating in an introduction course does not mean that they officially join the club, so they can stop kendo without any problems after they finish the course. Looking at this from the opposite point of view, this may be a factor that people can experience kendo easily. Also for some reason, even if some participants cannot continue kendo after their course, they can get a sense of achievement by receiving a certificate after they complete the course. This may make them feel that they would like to come back to kendo when they have a chance again in the future.

Thus, introduction courses are expected to be an effective system to lead beginners to becoming regular prac-

tioners. At the same time, however, there is a question whether this type of course truly provides participants with opportunities to experience and understand the competitive essence of kendo. For example, examining the contents of introduction courses provided by some clubs in the U.K., the main aims are to experience and acquire the individual basics of kendo. In many cases, these courses start with practising basic footwork, body movement, *shinai* (bamboo sword) control and striking the air by imagining an opponent in front. This is followed by attempting an actual strike on experienced practitioners in armour. Practice to experience and acquire interpersonal skills that are the core skills in kendo are provided in a situation where a sequence of movements is pre-arranged. Direct strikes on each other are avoided and strikes are stopped just before touching an opponent as seen in “*Bokuto-ni-yoru Kendo Kihon-waza Keiko-ho (training method for fundamental kendo techniques with a bokuto)*” [5]. Although there are some clubs that provide participants with opportunities to try free sparring with each other or against experienced practitioners, little time is allocated for this in most cases.

Considering the competitive essence of kendo, in other words, the original characteristic of kendo that other sports do not have and that makes ‘kendo’ kendo. It is the interpersonal nature where two practitioners attempt to attack and defend targets (*men*: head, *kote*: fore arms, *do*: trunk, *tsuki*: throat) with weapons (*shinai*) in order to score a point. It seems natural to think that introduction courses should provide the fundamental and basic contents of kendo because participants are beginners. Kendo is, however, ‘something new and never seen’ for many people in many countries [6]. This is why providing participants who are not sure if they will officially join a club and continue kendo after finishing the introduction course, with opportunities to experience and understand the essence and thrill of ‘something new’ is also important. Therefore, it is thought that providing opportunities to experience and understand **tactics** and structures of attacking and defending will provide this experience. How to create opportunities to strike under interpersonal situations, how to lure an opponent to strike where one wishes him/her to and how to counterattack against it will be appropriate as contents of an introduction course and, as a result, will motivate the participant to continue kendo.

In this study, an attempt was made to develop a **tactical learning model** for kendo for introduction courses as an example of a teaching and learning methodology for leading beginners to become regular practitioners in countries outside Japan. By doing this, the author aimed to present material that can be used to introduce and improve introduction courses in clubs.

Waza: A term used in budo. In kendo, a waza consists of preparation stage for creating opportunities for striking, execution stage for actual striking, and completion stage for showing that the strike was executed with one's own will.

Tactics: In sports, it is a means of acting patterns by a player or group to play reasonably and rationally in each situation in a game.

Learning model: It shows a whole structure of developmental learning process that consists of learning stages.

METHODOLOGY AND STRUCTURE

This study is the first in a series of studies that aims to develop a teaching and learning model in kendo for introduction courses. This study aims to develop a theoretical model for tactical learning in introduction courses by reviewing the author's previous work and similar studies. This will be followed by implementing the model in an actual situation in the next study. The structure of this study is as follows.

Firstly, in order to clarify the competitive essence of kendo that distinguishes it from other sports, ideas of 'waza' in kendo are examined by reviewing various studies. Secondly, the importance of tactics in practicing and acquiring 'waza' is discussed by clarifying that tactics are essential elements of 'waza'. Thirdly, as an example of a teaching and learning model that emphasises the above two points, based on the learning model of kendo within the physical education curriculum at Japanese junior high schools developed by the author, a tactical model of kendo for introduction courses is introduced. Finally, some points in implementing this model and future tasks to develop a teaching and learning model in kendo for introduction courses is described.

IDEAS OF 'WAZA' IN KENDO

To understand the interpersonal nature that is the competitive essence of kendo, it is essential to understand the idea of 'waza'. According to the *Japanese-English dictionary of kendo* [7, p. 110], 'waza' is explained as "a motor skill which is gained through long, hard training, and a striking movement which has a standard form". Actually, however, this is too simple and misses a very important point. *Waza* should not be explained as individual techniques, but should be explained in terms of interpersonal skills [8]. The following explains the basis of this with an introduction of the conditions of a valid strike in kendo.

The *Japanese-English Dictionary of Kendo* explains that a strike is considered as valid when the following conditions are met: 1) showing a fullness of spirit, 2) appropriate posture, 3) striking a *datotsu-bui* (target area) of the opponent, 4) with the striking region of one's own *shinai*, 5) while using correct *ha-suji* (cutting angle), and 6) expressing *zan-shin* (the state of alertness both mental and physical, against an opponent's counterattack)' [7, p. 142].

'Showing a fullness of spirit' in 1) means striking or thrusting while expressing one's full spirit by vocalising the name of a *datotsu-bui*. In kendo the *shinai* is used as if it was a *katana* (Japanese sword), showing high spirit by

vocalising the name of a *datotsu-bui* is based on the idea that "a second chance is never given in life or death situations in real fights. Full spirit that supports one to bear and overcome this pressure is therefore necessary" [9, p. 94]. 'Appropriate posture' in 2) means keeping the head and the body straight, striking or thrusting at an opponent from this stable and natural posture by facing the opponent straight on, and completing the strike or thrust by maintaining it [10, p. 152]. As for 'datotsu-bui' in 3), it consists of four zones in kendo; *men*, *kote*, *do* and *tsuki*. The *Japanese-English Dictionary of Kendo* explains that the *men*-zone covers the right and left sides of the head that should be the area above the temples. The *kote*-zone is the right forearm, but the left forearm is also included if the opponent holds the *shinai* with his/her left hand forward for *chudan-no-kamae* (middle guard posture) and when the opponent takes other *kamae*. The *do*-zone covers the right and left sides of the *do* (trunk area) and the *tsuki*-zone covers the throat. All these zones are protected by armour [7, p. 154]. 'Strike region' in 4) refers to the part of *jin-bu* (the cutting side) called *mono-uchi* where force is used most effectively, and it is the region extending from around the *naka-yui*, (a thin strip of leather tied around the *shinai* about one quarter of the full length of the *shinai* from the tip) to the tip [7, pp. 65–67]. 'Using correct *ha-suji*' in 5) means, as Article 10 in the Subsidiary Rules of the Regulations of Kendo *Shiai* and *Shinpan* dictates, executing a strike made in the same direction as *jin-bu* of *shinai* [11, p. 5]. As regards to '*zan-shin*' in 6), it is described as the body posture and state of mind in which even after striking, one is alert and ready to respond instantly to any counterattack by the opponent [7, p. 111].

In other words, the above conditions of a valid strike can be called achievement tasks. In actual matches, two competitors attempt to attack and defend against each other to achieve the tasks or make the other unable to achieve the tasks. There is no concept of 'own goal' in kendo and there cannot be a valid strike that happens by accident. To attack and score, it is necessary for competitors to create opportunities for striking. It is also necessary for them to show that their strike did not happen by accident but was executed and completed with their own will after successfully striking.

The former is explained as '*seme*' and the latter is explained as '*kime*'. These 'will' and 'acts' that are executed before and after striking are parts of a *waza*, which consists of three stages, 'preparation', 'execution' and 'completion' as Figure 1 shows.

WAZA

Unlike other sports such as football and basketball where if a ball is put in a basket or goal it is counted



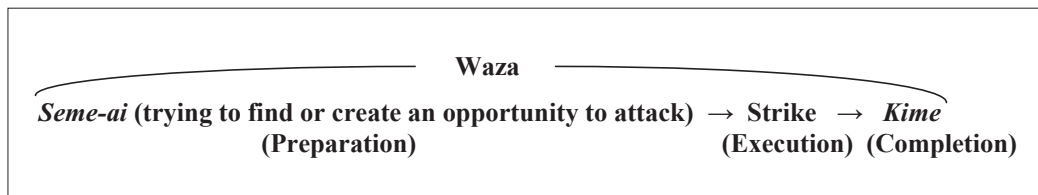


Figure 1. Structure of a waza.

as a point no matter how a player's posture is upset, to score in kendo, a competitor is required to complete his/her strike as *waza* after striking is executed. This is one of the original characteristics of kendo. The author believes what should be provided in an introduction course is an opportunity to experience and understand this competitive characteristic because it is something original in kendo.

IMPORTANCE OF TACTICAL LEARNING IN INTRODUCTION COURSES

Learning tactics or tactical learning plays an important role in the teaching and learning of *waza* with the idea of the whole process of 'preparation', 'execution' and 'completion' as interpersonal skills. The main phase when performing a *waza* is striking, but as already mentioned, whether an attempted strike becomes successful depends on the 'task' before and after striking in addition to executing an accurate strike in the main phase. The 'task' before striking is *seme* and the 'task' after striking is *kime*.

Explaining what these are in more detail, *seme* is to break the opponent's physical and mental posture or to make ones opponent react and respond as one wishes. These are executed effectively by using footwork, body movement and *shinai* control cooperatively in intentional or reflex responses to interpersonal situations with the opponent. As seen from the above, *seme* is inseparably connected with tactics, which makes clear the importance of tactical learning in kendo training.

As for references and materials related to tactics in kendo, there are some books and papers for those who have relatively long years of experience in training [12,13]. There are also articles that are often written in kendo magazines and make comments on top-level players' matches from tactical points of view. However, there is little material related to tactics for those who have little experience and low levels. The author, therefore, has presented some articles that divide practitioners into three different levels of *kyu* grade practitioners, 1st *dan* to 2nd *dan* and 3rd *dan* to 5th *dan*, and examine how tactics should be learnt at each stage [14–16].

As for materials related to tactics in kendo for beginners, by referring to ideas from 'Teaching Games for

Understanding' developed in England [17–20], the author attempted to develop a tactical approach to kendo within the physical education curriculum at Japanese high schools and presented the results of this approach [21]. In this study, the tactical approach was implemented in an action research process for one year at a Japanese high school. It aimed to develop learners' skills as well as tactical understanding and also to develop their understanding of traditional attitudes and etiquettes required in kendo as a traditional Japanese martial art. The results of a multiple-sided analysis of data collected by written tests, skill tests, questionnaires, interviews and so on proved that the tactical approach employed achieved the aims. The subjects of the study also expressed positive opinions and evaluations about the lessons. Based on this study, the author revised and improved this approach and has attempted to develop a tactical model of kendo for junior high school students [8]. The results of implementing this model are currently being analysed.

What is gained through the above references and studies is that learning tactics is important not only to understand the competitive essence of kendo, but also to understand its cultural essence. A finding of the study on teaching kendo to Japanese high school students by the author revealed that showing ones gratitude to ones opponent by following formal manners and controlling ones psychological excitement and other emotions, is accepted by learners more easily when explained after they actually experienced attacking and defending against each other, rather than being explained in a one-sided way from teachers before practising [21]. Therefore, tactical learning where practitioners learn a means of attacking and defending under interpersonal situations provides good opportunities to learn etiquettes and forms that are individual to Japanese martial arts.

A TACTICAL LEARNING MODEL OF KENDO FOR INTRODUCTION COURSE

The tactical model for introduction courses presented in this study consists of seven learning stages in seven lessons as figure 2 shows. At each stage, learning situations where participants can develop their understanding of the cultural and competitive essences of kendo through learning tactics and try what they have learnt

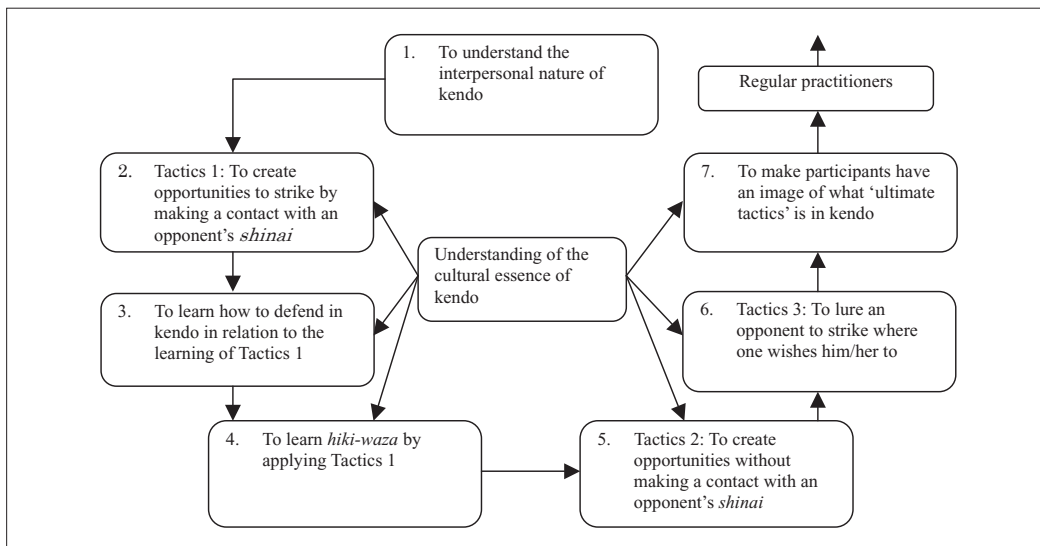


Figure 2. A tactical learning model for introduction courses.

in free fencing and modified matches are described. The following explains the learning contents at each stage.

LESSON 1

Participants are encouraged to understand the interpersonal nature of kendo in the first lessons. They learn striking actions with the idea of 'complete each cut with a fast swing, correct angle and sudden stop' in interpersonal situations which is one of the technical characteristics of kendo. For example, the participants make a fan-shaped formation facing an instructor and try the above striking actions towards each cutting target area by following the instructor's actions. Points such as how to hold a *shinai*, how to place their feet and where to keep the height of *shinai* are not explained in details here but only a few points such as 'turn ones face, body, toes and the tip of *shinai* towards the instructor, and swing down towards the instructor's target area with correct cutting angle and stop' are given. Also in this lesson, to make them experience attacking and defending and deepen their image of interpersonal skills of kendo, how to react to the instructor's attack to each target area against them and counter-attack is questioned and then encouraged to attempt it.

The above practices are done by taking enough distance between the instructor and the participants and they try to cut in the air. This is a make-believe play in a way. It is important, however, for the instructor to encourage the participants to take it seriously by making them understand a fundamental attitude of kendo which is 'practise seriously with the *shinai* and use it as if it was a real sword'

After the participants understand this, they are provided with an opportunity to understand the structure of

waza and acquire basic movements and basic *waza*. As an example, '*ippon-uchi-no-waza* (a *waza* with a single cut) in 'training method for fundamental kendo techniques with a *bokuto*' where a sequence of movements is pre-arranged between the attacking side and receiving side is used. This training method consists of nine different *waza* that practitioners are required to start with *kamae*, then strike after catching an appropriate opportunity provided by the receiving side, showing *zanshin* and coming back to *kamae* in the original position. In this process, the participants are advised not to immediately take one step back after striking and show *zanshin* just as a form, but to stay for a few seconds and keep vocalising the name of the target after striking. This is to make them understand the idea of *kime* that makes clear that ones strike is executed with a strong will. This idea that is not seen in other sports and is essential in learning kendo and understanding this idea at an early stage will make learning tactics and techniques in later stages easier.

LESSON 2

In this stage, the participants learn how to put on armour consisting of *kote* (a pair of gloves), *do* (trunk protector) and *tare* (hip protector). This is followed by learning 'to create opportunities to strike by making contact with an opponent's *shinai*' as 'Tactics 1'. For example, they try to create opportunities and strike the target areas of *men*, *kote* and *do* (*men* strike is stopped just before actually striking on the target) by using techniques such as deflecting the tip of an opponent's *shinai* off the centre and winding their own *shinai* around an opponent's *shinai*. In this process, the instructor introduces some examples of these techniques with demonstrations. After striking, the participants are required to complete their

strikes as *waza* by using *kime* and by following the same points as the training method for fundamental kendo techniques with a *bokuto*.

In the next stage of this lesson, they learn to apply Tactics 1 by taking advantage of an opponent's typical reaction. For example, the opponent tries to deflect back by bringing his/her *shinai* back after their *shinai* is deflected off the centre. So even if one tries to strike *men* after deflecting an opponent's *shinai* from ones right to left, the opponent will try to prevent it by bringing his/her *shinai* and deflect back. By cleverly using the opponent's attempt and lifting ones *shinai* slightly up when the opponent tries to deflect back with his/her *shinai*, one will be able to make the opponent swing and miss and strike *kote* which should be open as a result of the opponents *shinai* movement. It is needless to say that the importance of using *kime* after striking is also emphasised in this stage.

At the end of this lesson, modified sparring against volunteered practitioners in full armour is introduced. The participants focus only on attacking for 30~45 seconds and try to strike experienced practitioners who try to block every attack the participants attempt. They are encouraged to make the most use of the tactics that they have learnt. The purpose of this modified sparring is to make the participants realise how important it is for them to make their *shinai* handling, footwork and body movement work together under interpersonal situations in order to execute accurate strikes with stable posture and necessary and sufficient striking force. In the modified sparring, it is expected that they will be trying to touch the target areas with their *shinai* without keeping their back straight but by leaning their upper bodies forward as a result of attempting to deflect the experienced practitioners' *shinai* off the centre and outwit them. Instructors are required to lead the participant to realise how to strike an opponent from technical points of view after making them realise it from tactical points of view.

Understanding of the importance of showing ones gratitude to an opponent is also important learning content that is explained to the participants after experiencing the modified sparring. As already mentioned, the author's study on teaching kendo to Japanese high school students revealed that learners accepted why they were required to show their gratitude to their opponents more easily when it was explained after experiencing attacking and defending than having it explained in a one-sided way before experiencing attacking and defending. This will also work in the same way for the participants who tackle kendo as 'something new' in introduction courses.

LESSON 3

In this stage, sparring between the participants is introduced by dividing them into attacking and defending sides. The participants learn how to create opportunities before striking when they are on attacking side and they learn how to defend against an opponent's attack when they are on defending side. Through learning how to attack and defend, they are also encouraged to realise the importance of acquiring basic footwork, body movement and *shinai* control that are the fundamentals for quick and sharp *seme*, striking and accurate and efficient defence with stable posture.

Strangely enough, methods of defence are seldom taught but left to practitioners' self-learning by experience in many clubs. However, as the author points out elsewhere [15], learning proper defence techniques at an early stage of training will be useful towards helping to learn high level tactics and how to react and counterattack against an opponent's attack at later stages of training.

Instructors are required to provide the participants with appropriate situations of understanding the above competitive characteristics. Through the experience of this sparring, instructors are also required to create appropriate situations to understand and show their gratitude to each other at appropriate timing as well as the awareness of the importance of acquiring the basic techniques.

LESSON 4

In this stage, they review what they have learnt so far and also learn *hiki-waza* (attacking moving back). The practitioners are informed that they cannot only attack moving forward but can also attack moving back in kendo and are encouraged to try to learn how to tactically create opportunities for *hiki-waza* by applying Tactics 1. Through this learning, they are expected to understand the tactics that are in common between attacking moving forward and attacking moving backward. It is important for instructors to make the participants understand that it is still important to execute 'strike-*kime*' even if they attack moving away from their opponent. At the end of this lesson, modified sparring between the participants is again introduced and the participants are encouraged to attempt to use *hiki-waza*.

LESSON 5

In this stage, the participants learn how to create opportunities without making contact with an opponent's *shinai* as 'Tactics 2'. Here they learn how to create opportunities to strike without using techniques such as deflecting the tip of an opponent's *shinai* off the cen-

tre and winding their own *shinai* around an opponent's *shinai*, but by making use of typical reactions that are seen in beginners' kendo. When beginners are attacked, they tend to move their *shinai* to directions that their opponent moves their *shinai*. That is, what is often seen is when their opponent lifts up their *shinai*, beginners lift up their *shinai*. When their opponent moves their *shinai* to the left, beginners also move their *shinai* to the left. Tactics 2 makes use of this characteristic, where the participants learn how to create opportunities to strike a target area by pretending to attack a different target area. It will also be possible for instructors to encourage the participants to apply Tactics 2 when they try to attack moving back if they understand this theory. It will be also possible for instructors to encourage the participants to create their own way of applying these tactics. The participants are also encouraged to learn where and what they need to look at and how to use their footwork and body movement to develop their defensive skills against Tactics 2.

LESSON 6

The tactical task in this stage is to understand how to lure an opponent to strike where the participants wish them to. For example, the participants learn some tactics that they slightly raise the tip of their *shinai* and show opening to lure their opponent to strike *kote*. They also learn how to counterattack against an opponent's strikes after successfully making them strike. Counterattacking is not something that practitioners who are at an early stage of learning can acquire easily, but something where many practitioners end up with getting confused with how to deal with an opponent's attack if they do not understand a sequence of movements of each *waza*. It is important, therefore, that instructors limit types of *waza* that the participants are expected to learn and choose *waza* such as *kote-nuki-men* (luring an opponent to strike *kote* and miss, then counterattack *men*) and *men-nuki-do* (luring an opponent to strike *men* and miss, then counterattack *do*) that will be relatively easy for them to successfully perform.

'Modified sparring 3' is introduced after learning the above. Participants practise in pairs and the pairs are divided into attacking and counterattacking sides. The counterattacking side tries to lure the attacking side to strike where they wish them to. The attacking side must attack where the counterattacking side lures the attacking side to strike to, but the attacking side tries to attack quickly so that they can strike before the counterattacking side tries to react.

One of the factors that practitioners can practise and demonstrate a high level of performance irrespective of

aging and decline of physical abilities is that they can take advantage of their opponent's power and speed, make their opponent attack as they wish and have the skills to counterattack. In this stage, it is important for instructors to make the participants understand this depth of skills in kendo.

LESSON 7

The final stage of this model is not the stage where the participants try to acquire something new, but the stage that aims to make them understand the process of developing their techniques, tactics and skills in the future and have an image of 'ultimate tactics' in kendo.

So far in this model, the participants have learnt various tactics executed with footwork, body movement and *shinai* handling. *Shinai* handling has been especially emphasised and they have learnt how to create opportunities by making contact with an opponent's *shinai* and also without making any contact. In these processes, developing the participants' understanding was emphasised and they were encouraged to tackle their learning by becoming aware of tactical principles and making tactical and technical tasks clear to them.

In this final stage, what they are encouraged to understand is a future developmental process where they improve their techniques, become able to execute tactics intuitively and perform skilfully. Although it is up to the participants whether or not they will decide to continue kendo after the course, understanding the future developmental stage will help them to maintain their interest in kendo and develop their viewpoint to enjoy watching kendo even if they do not continue to participate.

Also in this stage, they are encouraged to have an image of kendo where they decide not to make tactics which is the highest level of tactics in kendo. Making the decision not to make tactics is an expression of 'fighting without making tactics but with *mushin* (the state of no-attachment)' from a tactical point of view. Fighting with *mushin* does not mean fighting without thinking, but means fighting with the state in which the mind is not preoccupied with anything as the meaning of *mushin* is defined [7, p. 66, 22, p. 110, 23, 24]. To fight with such a state of mind, practitioners need to have reached the highest level of techniques, tactics and skills. Practitioners who can research this level are only those who have had a long period of training with trial and error and originality and ingenuity. Kendo performed by such practitioners is economical and rational and they achieve maximum effect by minimum effort with a performance that sticks to the basics. They have no problem with disadvantages of physique, age,



physical abilities and their kendo also impresses those who watch and makes people realise the depth of kendo.

In the case of many of non-Japanese practitioners, there is little opportunity to watch such kendo and even less to actually practise with practitioners of this level. Instructors need to explain to the participants and make them have an image of this kendo that is performed with the 'ultimate of tactics'.

SUMMARY

This study examined teaching methodology and methods in terms of providing the competitive and cultural essences of kendo in order to lead kendo beginners

to regular practitioners. Tactical learning was taken up to provide these essences and a tactical learning model for introduction courses was examined, based on the ideas of Teaching Games for Understanding and the authors' previous studies.

The model examined in this study needs to be implemented and it also needs to be improved and developed through this implementation. The model in this study was based on clubs where participants in introduction courses would be provided with a set of armour. A learning model for introduction courses where participants practise without armour also needs to be examined in future studies.

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