

Summaries

Amar Ait Ali Yahia et Michel Calmet - The contribution of unclassified techniques to the offensive activity of judokas medalists in the category (-60 kg) at the 2004-2012 Olympic Games.

Objective: The purpose of this study was to assess the impact of unclassified techniques, produced by creativity but not yet included in the official classifications, on the offensive activity of judokas medalists in the category (-60 kg). Material and methods: The deferred observation covered the sixty-two (62) fights that took part twelve (12) medalists judokas (3 Gold, 3 Silver and 6 Bronze) during the Olympics 2004, 2008 and 2012. A comparison of the variables justifying offensive activity using classified and unclassified techniques was carried out. Results: The analysis of results obtained confirmed the dominant role of unclassified techniques in the offensive activity of these medalists thanks to their high frequencies, wider registers, better scores and higher productivity. Conclusion: Their integration into official classifications for the resolution of technical and tactical problems, which are complex, would be desirable for the development of high-level judo.

Key words: Judo, Olympic Games, medalists, offensive activity, unclassified techniques, performance.

Duprat Eric - The notion of opposition at the heart of team sport analysis

In team sports, the primary rules of the game are based on the logic of the game itself. The main characteristic is the systematic opposition relationship between attack and defense. Trying to understand this opposition association is essential for all students invested in the singularity of the activity or its essence. It is therefore based on the fact that you must be in possession of the ball in order to try to reach the opposing target and score a goal. However, while players and teammates have to manage simultaneously the possession of the ball and the attack of the opposite target, the opponents try to recover the ball and defend its own target. From this point of view, it is possible to build effective learning situations for student's development by analyzing and understanding the opposition of players, and using it as a pedagogical source of learning.

Key words: team sports, opposition, learning situation

Gomes Mariana S.P., Carnus Marie France, Terrisse André - Analysis of combat sports teaching practices in the university: two case studies of professors in STAPS

This study aims to analyse two different combat sports professors, one for Fencing and the other for Savate French Boxing (SBF), to students from the same university in France in the Unit of Formation and Research in Sciences and Techniques of Physical and Sportive Activities (UFRSTAPS), to describe their differential logic. The research question is about the nature of the differences observed in terms of treatment of this activities according to the point of view of the two singular professors and their sportive background. Clearly these activities are different in what concerns history and content, but both are part of the combat sports spectrum. What this research tries to put in evidence is the reasons that explain this difference in treatment, either their experience as competitors or as teachers, what embraces the work of the Team of Research in Clinic Didactiques in Physical and Sportive Education (EDiC) and its theoretical framework (Carnus & Terrisse, 2013).

To achieve that, we tried to define the fighting knowledge (*savoir combattre*) that the teacher can transmit in this activities, by using categories of analysis of the teaching practice, such as the devolution process and other didactique variables (opposition relationship, decontextualized repetition and arbitration).

We observed that the difference concerning the sportive background of the professors has influence in the reasons why Jean (Fencing) and Roger (SBF) teach in different ways in the same domain. Thus, this research puts in evidence the fact that each professor makes his own choice according to what he has experienced either as a practitioner, Physical Education student or as a teacher.

Key words: PE Practical analysis, Clinical didactics, Teaching, Combat Sports, Martial Arts

Emmanuelle Forest et Chantal Amade-Escot - Comparing the manners of teaching fitness within an inclusive education perspective: case studies in vocational high school in France and Sweden

This article is part of a comparative didactic research. It aims at identifying how two physical education teachers, one French and the other Swedish, contextualize their teaching practice at vocational high schools for the purpose of 'inclusive education' of their students in working groups. The study is based on a hybrid theoretical framework that articulates the concepts of 'teaching traditions' and 'manners of teaching' developed by Swedish didactics, with the Joint Action in Didactics framework developed in the Francophone approach. In the first section we present the research problem, which is related to the question of inclusive education in its epistemic dimension. In the second section we sketch the theoretical framework used and we discuss the theoretical compatibility of the two approaches as well as the relevance of the proposed hybridization. After a brief presentation of the method, based on video observations and interviews, we expose the research findings by analyzing two fitness lessons in physical education at vocational high schools: one in France, the other in Sweden. Two scales of comparison are used: the first one, macroscopic, is about the organization and structuring of each lesson; the second one, microdidactic, focuses on various teacher-students' transactions considered as emblematic of the observed teaching practices. The double scale of analysis allows characterizing the 'manners of teaching' of the two teachers in relation to the 'teaching traditions' identified in the curricular pre-constructs of the two countries. The comparative approach carried out accounts for the singular way in which knowledge is studied and co-constructed in the classroom during fitness lessons. The two case studies reveal the meaning of inclusive education the two teachers bear in mind and how they implement it with their students at vocational high school. The findings highlight that both teachers envision inclusive education at different time scales that go beyond the scope of students' schooling. If independent team work is valued by the two teachers as favoring inclusive practices in their classrooms, the modalities of its implementation and the expectations attached to it differ in light of, among other things, the teachers' interpretation of the national curriculum. On the other hand,

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the generic feature that goes through the observed practices underscores a common purpose for increasing student physical engagement in the tasks. Within specific modalities at each site, this purpose is unfortunately accompanied by a poor significance of the knowledge studied: In a word far away from a real 'epistemic inclusive education'.

Keywords: Manners of teaching; Teaching traditions; Joint Action in Didactics; Comparative didactics; Vocational high school; Inclusive education, Fitness; Physical Education.