

## APPLICATION POSSIBILITIES OF KARATE TRAINING ELEMENTS IN PHYSICAL EDUCATION

**Summary:** In their work the authors concern with an application of basic karate training elements in physical education, thematic part martial sports and games. They would give an idea of some content parts and some methodical processes in the basic karate training that is possible to apply by the martial games and other martial sports in physical education on elementary school level. This is a methodical contribution which aim is to provide more broad view to skilled public on the application possibilities of content and the old martial art of empty hand philosophy from Okinawa which is adapted to needs and particularity of children development on elementary school level.

**Key words:** karate, physical education, elementary school level, motivation to exercise, harmonic development of personality, basic karate techniques.

### Problems:

The wide spectrum of martial arts offers a lot of possibilities of their application in physical education. For instance in a form of the basic karate training elements which, with their content, principles and methodical processes, can have a very positive impact on physical as well as mental development of personality. It has been proved that the martial sports and arts, among which karate belongs inseparable, are highly effective methods to reach the harmonic development of personality (Ďurech, 1993). Unambiguously we can say that despite of the high popular and efficiency of mediums, methods and content of martial arts and games in educational process of children, these sports are utilized rarely in physical education (Adamčák, 2000; Bartík, 1999). This is a reason why we set great store by convincing teachers of all classes at system of education that they try to utilize some of proved elements like for example from karate. Of course with this process will be realized contents specification of education programs for students of sport `s education at universities (Vladovičová, 1998). Many of studies proved that level of theory but mainly level of practical preparation in this area is not good for future teachers in primary classes, students of faculties of education (Rozim, 1996). Children in period of younger school age pass a lot of physical and psychical changes, which knowledge, acceptance but mainly the right influence on their following development will able to have an important influence on quality of their harmonious personality development. A lot of authors describe this children`s period of development like "period of big changes" in all areas (**physiological** – changeability of growth functions and EEG displays, ...somatic- growth of extremities, higher weight, bigger volume of heart, ... **psychological**- development of intellect, fear from new surroundings, ... **emotional**- emotional addiction on family, frequent emotional tokens of behaviour, ... **social**- change of social surroundings, achievement of new social rank- student,...) (Kolláriková – Pupala, 2001; Jančoková, 1992; Karíková 2001).

In our work we tried exploit on lessons of physical education in 2. and 3.form on first level of primary school some elements of basic preparation in karate. We instructed lessons contested like this, two in each class of both forms in terms of unit of martial sports. We worked with children in the age of 8 until 11 years, at 6.primary school in Zvolen and at Primary school on Ďumbierska street in Banská Bystrica. From the total number of 126 children, who participated

our lesson was 42% boys and 58% girls. All of the materialized lesson, were under supervision of one teacher, Miroslav Sližik, Msc, the trainer of first class in karate and a long time member of representation of Slovak republic. At the same time, Sližik is also an author of contesting and methodic part of lessons that were materialized. After finishing both of our lessons, we are ascertaining children` s opinions in the form of anonymous questionnaires on our lessons. We used questionnaires that we worked out with four questions with a possibility of choice of answers and with one opened question. We asked children: if they liked lessons, if they were looking forward to the following lesson, if they found the exercises not very exciting, if they would like to come back to the techniques of karate sometime in the future and at the last if they know other fighting sports. As we did our best to orientate this contribution in contests mainly to methodic and contesting part of lessons of physical education , that we instructed , we mention only brief summarize of results in our inquiry. Mentioned results are expression in percentage of individual opinions and standpoints on our lessons. In general, we can claim, that that the differences between opinions of boys and girls on our lesson were minimal. Immediately in the first question for ascertaining positive and negative feelings from being on lessons, approximately 75% boys and 60% girls expressed very positive, than 20% boys and about 20% girls were neutral and only 5% boys and 10% girls express to our lesson negative. At the answers on other three questions the opinion was not expressively changing. In the last opened question we ascertained the biggest differences between the answers of boys and girls, where boys had in average for move than 1/3 better survey about the other fighting faculties than girls.

### **What is the commission and the aim of the sports-and-move education in primary level?**

We think that the first and the foremost is the **motivation** of children to move regular. Creation of optimal biorhythms, health and hygienic habits and stereotypes. We can not forget to mention the influencing on the whole physical and psychomotor development, development of intellect and characteristic qualities of children in this age. And at last we mention also some move, as we think same important aims of this instructing and educating process like the development of movement` s skills, which is characterized by individual sensitive époques. Our opinion and also the opinion of other experts, who occupy with problems in developing conditioning and coordinating skills of children in younger school age is development moving skills and psychomotor development as important in the process of upbringing and education in the primary level as in education theoretical subjects itself, which creates the main part of this process. Lots of sports pedagogues still try for innovation but mostly the specific elements of sport preparation in individual sport discipline at the lessons of physical education in terms of concrete units of themes (Novotná, 2000; Mandzák, 2002) This trend of development in terms of move education in all levels of educating is as we think right and requesting for the most effective achieving educating aims. We agree with Michal (1998) that this trend of development and innovation need to be apply in structures out of sport` s school activities at school` s sport centers, which are very important to increase the affectivity in educational system.

### **What does karate offer to us and what utilization could it have at physical education`s lessons?**

Karate with its more than 2000 years history has in continuity with its own evolution very strong roots in his essence, sense, contents and total philosophy which remained until this time practically not change (Lind, 1996; Nakajama, 1994). Conception and apprehension of philosophy this martial art – fight without gun, unambiguously follows from its plentiful history which has still spoken about ethics and morale, versatility and complex body`s and spirit`s development in each age of human life. Karate is famous with its pretensions on precisions, honour, justice, respect, discipline, self – control and nature respect to authorities. Karate training is directed on general coordinating

abilities with its systems and methods is directed for optimal general development children's personality, his mind and psychic (Mannini, 1998; Aschieri, 1992; Zemková, 1999). This martial art offers to children a big set stimulating, interesting and untraditional moving activities, which manage to evoke an attention and interest in movement inside them spontaneously. On the base our present practical experiences from our several years training practice and plentiful theoretical knowledge we suppose that just items of karate and his principles can manage by effective way to minister forward adaptation children for: new life – rhythm, new more difficult responsibilities, harder self – discipline, deliberating observation, resolution, personal responsibility, precision, straightness, relation to self – rights and responsibilities and for spontaneous relation to authorities.

### **Elementary sport's preparation in karate**

The purpose of the first lap elementary sport's preparation in karate is development of general movement's abilities and acquirement of basic specific skills. Its subject is choice fight games, specific stretching exercises but the most it is rehearsal and education of basic karate techniques. Into the first lap of basic training we refer these basic techniques and technical karate systems:

- *cuki - waza* – technique of buffets
- *geri -waza* – technique of kicks
- *uke - waza* – technique of blocks
- *dači - waza* – technique of stances
- *tai - a aši - sabaki*- [movement of body and legs] displacing in stances]
- *yakusoku-kumite* – rehearsal of techniques, stances and displacing in pairs

The children are in this phase of the sport preparation acquainted with karate technique, which they acquire little by little by system of visually – motor operated learning (object – lesson) and by system of movement's repetition. Rehearsal's methodic of individual karate techniques involves various requests, principles and fundamentals of effect and sufficiency – sensational – mobile education of children in younger school age (Manniny, 1998). We recommend for all that from right – meaty – methodical way, to refer to this preparation's lap the easiest techniques and movements which are children able to perform in this age. We refer them in this logical order:

- from easy techniques forward more difficult
- we perform exercises on the standing at the beginning and then in movement
- we start to teach stations and then hand's techniques [buffets, blocks], kick's techniques, then follows rehearsal of locomotion in stations together with learned execution techniques and as the last we refer so – called yakusoku – kumite – rehearsal of techniques in pairs
- to the content of technical part of preparation we refer cordial exercises or stretching

For the coach and teacher is very important to receive children in this age with consideration on density their movement's period. The coach or the teacher must be still considerate, flexible, consistent, useful to quickly react (to answer questions of children) but the most he must be able to nail, to motive the children.

### **The structure and the content of our effective lessons**

The lesson (long 45 minutes) we has dealt into these parties:

- Introduction - length of duration: 10-15 min. (warm up, stretching)
- Main part - length of duration : 20 min. (rehearsal of karate techniques)

- Final part - length of duration: 10 min. (change of measured sensational activity to spontaneous – games)

Introduction and final part both of weaned away lessons in one class has not changed in the content only resources and systems has not changed. For example: the content is game, mediums are individual types of game and systems are individual abilities of their organization. It means that we tried to refer different games and stretching exercises in each lesson.

### Introductory part :

- **the lesson started with traditional salutation “REI” in pose *musumi-dači*** (bow with heels together but tiptoes are not together). **Children were lined up in one queue.**
- **at the beginning we utilized same fighting games like :**

**1. Feet pushing:** Two partners sit against each other on the ground, hands behind their backs, touching each other by their feet. Hearing the teacher’s order, they start pushing each other by their feet, keeping the permanent connection. They can move only by the help of their hands on the ground. The fight is over when one of the partners pushes out the other one from the initial position, or after 30 seconds. The result of fight after the time limit is judged by the teacher.

**2. Wrestling by Palm Pushing:** Face-to-face in a standing position, elbows bent, the wrestlers place their palms against the opponent’s palms. The winner is the wrestler, who by jerk or feign movement, manages to move his opponent.

The most complex variant of this game is to have the wrestlers stand on logs cut in two down the middle (vertically).

Other different variants of the same game:

- the wrestlers face each other in a squatting position,
- the wrestlers face each other in a squatting position on one leg,
- on their knees, one against the other, each wrestler tries hard to overturn the other by pushing him,
- the wrestlers kneel down and fight by executing holds.

**3. Runaway horses:** The two wrestlers take a back-to-back position by hooking each other’s arms, elbows bent. Each starts pulling. The winner is the wrestler who manages to make his opponent step back. For this type of exercise the wrestlers may also hold each other by the hands.

**4. Wrestling by pushing:** The wrestlers are in a standing position, face-to-face, or back-to-back, with their arms folded (in front or behind, depending on the position) and start pushing with the body. The winner is the wrestler who succeeds in pushing his opponent beyond a marked line or a given object. The same game may be organised for two against two wrestlers or more, and also from different initial positions.

There are several options:

- pushing with the back between horizontal bars,
- pushing with shoulders’ back to back,
- pushing with shoulders on all four,
- pushing with shoulders in a standing position,
- pushing with the extended hands placed on the opponent’s shoulder,

**5. Wrestling by Arms Pushing:** Each of the wrestlers tries to push the arm of his opponent. The winner is the wrestler who makes his opponent bend his arm at the elbow. Alternate the arms, left and than right.

Other Variants:

- The wrestlers hold a stick with both their hands, each pressing as much as he can attempting to overcome the resistance of the other. Success in this effort determines the winner.
- Each wrestler, after having placed the same arm on the opponent's nearer shoulder, forcefully presses the opponent's biceps with the arm.

**- we realized stretching with utilization oriental systems e.g. Suzuki's system of department flexibility, which is working on principle of isometric muscles contraction as follows stretching the muscles**

### Main part of first lesson

#### **drilling main poses**

1. *musumidači* (MD) – the pose with heels together but tiptoes are not together, knees are straight
2. *heikodači* (HD) – legs are temperately astride, soles are parallel, knees are temperately shrugged, it is for drilling techniques in a standing position
3. *šikodači* (SHD) – legs are wide astride, knees are shrugged to the shape of letter L, soles are tended to like in pose musumidači
4. *hazenkucudači* (fighting pose – BP) – pose with one leg out advance, knees are temperately shrugged, it is for performed techniques in a standing position and also in movement in combination with other poses

#### **drilling choice punches**

1. *seikenčokucuki* – in pose HD, straight hit to the chest, hand is closed to fist (“seiken”) and hit is straight forward, right and left hand are changing and one of them is always pulling forward to body
2. *oicuki* – in pose BP, it is same hit like seikenčokucuki but hit is realized with only one hand and it is the hand which leg is in front
3. *giakucuki* – again in pose HD, it is the same hit like seikenčokucuki, hit is realized with only one hand which leg is behind

#### **drilling choice blocks**

1. *učiuke* – in pose HD, block with shrugged hand tended to out of body, hand is closed to fist, blocking the middle part of body from internal side
2. *sotouke* – in pose HD, block with shrugged hand tended from outside in front of body, hand is closed to fist, blocking the middle part of body from outside
3. *ageuke* – in pose HD, block with shrugged upward hand, hand is closed to fist, blocking head
4. *gedanbaraj* – in pose HD, block from shrugged position, hand is stretch out to bow tended to down and it is closed to fist, blocking the lower part of body

#### **drilling the choice kicks**

1. *maegeri* – in pose BP, forward direct kick, kick is with bending tiptoe, fingers upward (“koši”)
2. *mawašigeri* – in pose BP, forward kick on bow, kick with straight instep
3. *jokogeri* – in pose BP, direct kick on side, kick with little toe side of sole

### Main part of second lesson

- **repetition previous techniques from the first lesson**
- **drilling techniques in couples** yakusoku-kumite - children stand in pose BP opposite each other in safe distance, they have divided tasks defender/aggressor, both exert aggressive and defensive techniques which are

determined and controlled by teacher (e.g. aggressor –perform hit giakucuki, which is tended to the opponent's trunk and defender –defend himself with block sotouke), in this part of lesson is very important discipline and teacher's organisative abilities.

### Final part

- **final part of lesson we give a time to play some games which are for development perceive, speed of reactions, tactical abilities and balance. We utilized games like that:**

**1. Sticky hands** :Two partners are joined together by using the same hand on both sides, i.e. either their right or left hand. The role of the first one is to move and guide the partner without any use of power. The main task is to concentrate on the leader by means of the contact between their palms. This activity should be done within 30-60 seconds, without the use of strong pressure between palms.

**2. Fast hands** : Two partners are kneeling or crouching against each other, their hands are lowered. The palms of the first one are opened upward (attacker), the palms of the second one downward, i.e the defensive role. They slightly touch their connected palms. The teacher gives a clear signal. The attacker tries to grasp quickly his opponent palms, and the other partner tries to do the same thing. They do it 5-10 times, and then change their role. Each partner gains for every successful grasp one point.

**3. Leg trip:** Face-to-face, with hands on the shoulders of the opponent, the two wrestlers try hard to throw each other off balance. The winner is the wrestler who forces his opponent to contact the mat with a part of his body other than his feet.

We finished the lesson with salutation, same like on the beginning. It means all of us did the bow "REI" in pose "musumidaci". During the lesson at every repetition we tried to count in foreign languages like for example: Japanese, English or German. The most interesting for children, was counting in Japanese and also together with another Japanese expressions from karate.

In the end we would like to state on foundation our experiences, that it is important to try improve the quality and concreting the martial sport's lessons in framework of studying physical education at universities. The positive results, which are attributed to this area of physical education can be unambiguously demonstrate so we regard as important to give a time and proper attention to this problematic of martial sports and arts in process of education. Only good quality prepared teachers with broad theoretic but mainly practical knowledge at each areas of physical education can install trend to improve quality of educational process.

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