

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Karate-Do as a Means to Implement Humanistic Approach in Sports Education

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Abstract

The current research presents the study of the pupils' emotional sphere dynamics during traditional Karate-Do classes organized according to a special programme at the beginning and at the end of the course. Specially organised classes foster pupils' emotional well-being and enrich their subjective experience.

Eighty participants ranging from 14 to 15 years old adolescents took part in this study. They were divided into two groups: 1) Sport Karate (controlled) and 2) Traditional Karate-Do (experimental). As part of the study, Traditional Karate-Do classes were organised for adolescents from the experimental group. Doskin's test „Feeling. Activity. Mood.” was used to capture the participants' emotional states.

It has been statistically proved that during the traditional Karate-Do classes the pupils' emotional state has improved. Statistically significant differences in evaluating pupils' mood and feelings have been found before and after the traditional Karate-Do classes. In general, the emotional changes have been positive, which indicates the existence of participants' emotional well-being.

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Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: adolescents; humanistic approach; Physical Education; sport Karate; traditional Karate-Do.

1. Introduction

The problem of adolescents' education and upbringing remains extremely topical today. There exist various approaches to the estimation of pupils' abilities at a certain age period supported by various strategies and approaches to the educational process: behaviourism and social instruction theory (Skinner, 1976), cognitive

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(Bruner, 1990), constructive (Burr, 2003; Gergen, 2009), interactive (Dewey, 2009), heuristic (Kahneman, & Tversky, 1982; Montessori, 1995), activity-based (Davydov, 2004).

Instruction is often declared as an interaction process in which a teacher cooperates with pupils. The teacher's activity in the process of education and upbringing is quite often reduced to his/her ability to explain, retell, demonstrate and activate pupils' minds. However, pupils passively absorbing the study material under the teacher's guidance do not participate in the study process with genuine interest. It may be stated that instruction has only a formal character: the teacher processes the information, passes it to the pupil, and the pupil comprehends, memorises and reproduces it on the teacher's demand. The children are only required to be obedient, disciplined, diligent, careful and to have good memorisation skills, which makes them just 'teaching objects'. As a result, it blocks the development of pupils' independence, initiative and wish to be active. It results in adolescents' becoming passive as personalities and learners. One of the principles of teaching and upbringing in education is the pedagogical process humanisation (Bozarth, 1997; Combs, 1990; Rogers, 1957; Maslow, 2007). The humanistic approach to the educational process is an opportunity to discover the pupil's individual features, to raise the pupil's awareness of his/her activity and its purpose.

The humanistic approach to Physical Education (PE) includes both: cultivating pupils' health and a healthy life style, as well as developing their soul and body harmony and personal growth. Humanism in PE is based on the pupil's subjective experience and his value-motivational orientation at sport activity. Not only do pupils' knowledge, skills, habits and motion activity develop in this process, but also their personality, spiritual and moral features. Sport activities within the humanistic approach framework offer a personal growth perspective (Dyson, 2002; Eitzen & Sage, 2008; Orlick, 2006; Stolyarov, 2005).

The harmony between one's physical and spiritual is a foundation for personality development in oriental martial arts as oriental martial arts are a complex harmonious development, upbringing and education system of a pupil's physical, intellectual, moral and spiritual potential (Lu, 2003; Masatoshi, 2009; Mikryukov, 2003; Obodynski & Cynarski, 2004; Sasaki, 2006). The Karate-Do as one of oriental martial arts classes motivates self-development and personal growth by means of providing theoretical and practical knowledge. The Karate-Do classes are organised in accordance with the pupils' individual peculiarities and abilities; therefore, they raise the pupils' awareness of the process and purpose of their activity (Takasuke, 2009). However, it may be noted that in practice in oriental martial arts classes for children and adolescents more attention is paid to their technical and physical training than to their moral and spiritual development. The emphasis is made on high sport achievements without the consideration of the educational effect on the pupil's personal development. Thus, we may admit that the humanistic approach to PE is also topical for Karate-Do classes as it ensures active and harmonious personality development.

2. Methodology of Research

2.1. General background of research

The system of humanistically-oriented teaching process principles includes didactic, general sport and oriental martial arts pedagogical principles realisation through mutual enrichment in Karate-Do classes. The system of methods applied during the humanistically-oriented Karate-Do teaching process includes word, demonstration, exercise and play method. The thematic conversation is considered to be one of the most important teaching devices, which motivates learners to go in for Karate-Do.

The humanistically-oriented Karate-Do teaching process methodological aids system also envisages Karate-Do methodological aids (*Kihon; Kata; Kumite*) and PE methodological aids (marching, general development, practical, acrobatic and attention exercises) interconnection and interaction.

2.2. Participants

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