

KARATE AS A FORM OF TEACHING AND BEHAVIOR OF CHILDREN: THE ROLE OF THE PHYSICAL EDUCATOR

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Abstract: The present study aims to show the behavioral changes that practicing Karate-Do can bring to children. Bearing in mind that Karate is an auxiliary tool for improving behavior, contrary to what many people think, this Martial Art can contribute to aggressiveness or rebelliousness in children. Karate's main objective is the formation of character, through the philosophy present in this Martial Art and with its teachings and foundations, they contribute significantly to the child's education.

Keywords: Behavior, children and Karate.

INTRODUCTION

Modern Karate developed thanks to Master Gichin Funakoshi, who studied and modernized this Martial Art on the island of Okinawa. Through demonstrations, Karate was disseminated to the world. In 1921, Gichin Funakoshi gave the first public demonstration of Karate in Tokyo (BRENDA, 2010 apud LEANDRO; GRAÇA, 2016)

Karate arrived in Brazil in the 1950s, through the Japanese colony, initially in the state of São Paulo, then in other states of the country, with several Masters and different styles (CONFEDERAÇÃO BRASILEIRA DE KARATÊ, 2016 apud LEANDRO; GRAÇA, 2016).

Karate for children participates in a global way in development, as it works on motor and social characteristics, where it teaches respect, discipline and self-control (ALMEIDA, 2006 apud SANTOS, TONON and SOUZA, 2016).

Behavior in this study is understood as the child's reaction to a given situation, in the cognitive aspects, reasoning, concentration, memory, attention and creativity. Regarding the social aspect, it is related to people and to oneself (LEANDRO; GRAÇA, 2016).

The present study aims to show the positive contributions that the practice of Karate-Dô can provide to its practitioners, in the

behavioral aspect.

BRIEF HISTORY OF KARATE

There are no material records that talk about the beginning of the history of Karate, it is not known for sure who invented it or where it originated, only legends. (FUNAKOSHI, 1975). Karate had great influences from Chinese martial arts, but it was in the archipelago south of Japan Ryu-Kyu (Okinawa) where it is known as the birthplace of Karate-Dô. With the privileged location, immigrants from the Chinese court introduced Kempo (Chinese boxing) techniques to the island (GUIMARÃES, 2002). In Okinawa 1868, Gichin Funakoshi was born, who is known as the "father of modern Karate", who was taught by several martial masters on the island, then went on to teach his students later, and creator of the Shotokan style (BRENDA, 2010).

Gichin Funakoshi proposed several changes to Karate around 1900, both in the training methods and in the names used, his main work was to transform an art of war into a physical and spiritual activity (A.N.K.S, 2004 apud SILVA, 2005).

In 1902, a karate demonstration was given to Shintaro Ogawa, a school inspector from Kagoshima prefecture, who was impressed by the presentation. Sometime later, the result of Ogawa's report from the Ministry of Education came out saying that Karate became part of the school curriculum, thus ceasing to be a clandestine martial art (FUNAKOSHI, 1975).

The world war contributed to Karate being spread internationally, where some American soldiers learned the art in Japan, spread it and passed it on to the American and European population (FERREIRA, 2010).

In 1957, the first Karate-do championship was held in Japan, organized by the Japanese Karate Association, which aroused people's interest in the art across the country. Today it is considered an international sport, which is

divided into several styles, the best known of which are: Shotokan, Wando ryu, Goju ryu, Shito ryu and Shorin ryu (SILVA, 2005).

KARATE FOR CHILDREN

Karate is a sporting modality of great importance in terms of discipline, therefore, it transmits and cultivates good manners and respect. It develops the physique and mind, stimulating thought to be accurate and the body to obey with total synchrony, making the person calmer, confident and secure, being a positive factor for the child's formation (LOZANO, MANOEL and NEVES, 2009).

With practice, the child will make new friends, will also be exposed to new situations and rules, which will make them understand society better, respecting other people and being respected (ARANHA, 2006).

Starting the practice of Karate for a child is ideal for their integral development. From the age of four, children can begin the sport, thus improving their motor repertoire, improving their mobility and development levels, increasing self-esteem, coordination, general aptitude and respect for others (ALMEIDA SILVA, 2009 apud AIRES, TEIXEIRA and BERLEZE, 2014).

When well guided, Karate can bring several benefits to the child who practices it, who is in the development process. Correct practice as physical activity teaches how to control aggressive impulses; thus the child obtains physical and mental balance (SASAKI, 1989 apud ARANHA, 2006).

THE ROLE OF THE PHYSICAL EDUCATION PROFESSIONAL

A Karate teacher who is not qualified can often result in inappropriate behavior from students, as the teacher is highly influential in children's education (COLOMBO, 2014).

Teachers, through a broader perspective, must study the behavior of their students in

fights, they will find ample opportunity to prevent, educate, guide and correct failures so that they can improve the personality and maintenance of the physical and mental health of students (NEVES, LOZANO and MANOEL, 2009).

These are the aspects that can interfere with the psychological well-being of students, including the exercises performed, the environment, the instructor and even the student himself. Thus, Physical Education teachers, through the practice of Karate, can reduce stress, anxiety and worries, as breathing work is part of Karate, thus improving students' concentration (SAMULSKI and LUSTOSA, 2004 apud JUNIOR, 2007).

Physical Education professionals have a task of great importance, carrying out research on the practice of martial arts with children, creating space for exercise, recording and dissemination, ensuring that this cultural manifestation is not forgotten (BRASIL, 2009 apud SILVA; BARRO, 2012).

MATERIALS AND METHODS

This work turns Karate into a study tool. This is a descriptive research with an integrated literature review. The searches were carried out on websites on the topic of the influence of Karate on children's behavior, the purpose of which was to describe the most relevant aspects of the subject. This approach is necessary to understand the factors that can promote improvement in the discipline of practicing children.

Searches were made in electronic databases considered reliable in scientific circles. They are: Scientific Electronic Library Online (SciELO), Google Scholar.

Access was made via the internet and bibliographical reviews in the library of the Faculty of Social and Agricultural Sciences of Itapeva using the key words in Portuguese: behavior, children and Karate.

RESULTS AND DISCUSSIONS

Martial arts bring several benefits to practitioners, which refers to motor, cognitive and affective-social development, highlighting the control of aggression and respect for others and social posture (FERREIRA, 2006 apud SILVA; BARRO, 2012).

Martial arts practices are capable of contributing to a reduction in aggressiveness, thus providing self-knowledge and knowledge of other cultures (MANOEL, 1995 apud SILVA; BARRO, 2012).

According to Silva and Barro (2012), who carried out exploratory and bibliographical research, using questionnaires for parents, students and regular teachers, which consisted of questions based specifically on the behavior of children practicing Karate., making a comparison before and after the start of the practice. This proposal made it possible to establish and confirm that Karate promotes respect, discipline and socialization.

According to the study by Leandro and Graça (2016), a questionnaire was applied to parents/guardians who had children who practiced Karate for at least six months. The questionnaire consisted of questions regarding the children's behavior, there were also questions about Bullying and

the knowledge of parents/guardians of this Martial Art, making it possible to affirm that Karate contributes greatly to the behavioral development of children.

Karate, as a martial art, can serve as a sport and a physical exercise, and can therefore provide practitioners with numerous benefits. Having a great contribution to the formation of citizenship and also being a great promoter of health (CONFEE, 2002 apud SANTOS, TONON and SOUZA).

FINAL CONSIDERATIONS

Being able to see that Karate has been a great and important tool for the education of children, as they follow the philosophy of life originating in Japan (COLOMBO, 2014).

When well guided, Karate can bring several benefits to the child who practices it, who is in the development process. Correct practice as physical activity teaches how to control aggressive impulses; thus, the child obtains physical and mental balance (SASAKI, 1989 apud ARANHA, 2006).

It can be stated, according to the authors referenced in the present study, that after the beginning of the practice of Karate there was a significant change in the children's behavior, with a view to improving behavior, showing the values acquired from this Martial Art.

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