

PHYSICAL EDUCATION

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Martial arts for children: difficulties in the teaching process from the coaches' perspectives

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Abstract

Background. Martial arts are characterized as a cultural-historical manifestation. The coach's role is essential for teaching different modalities to children in several contexts.

Problem and aim. To investigate difficulties in the teaching process based on the perspective of martial arts coaches.

Methods. This is a qualitative, descriptive study; 11 coaches were interviewed, and the interviews were analyzed using the content analysis technique.

Results. The results were organized into three categories: 1) difficulties with students and guardians, from which coaches reported difficulties regarding delays in the motor development of students, indiscipline, aggressiveness, distraction, lack of respect, and the negative influence of the family in certain situations; 2) difficulties with the teaching of the modality related to lack of materials, organization of students by age groups, adequacy of the learning content for different age groups and ranks in the modality, and divergence between entities that rule the sport; and 3) personal difficulties, in which teachers reported the scarcity of courses aimed at children's practice, the lack of higher education degrees, anxiety about competitive results, and difficulty leaving their comfort zone.

Conclusion. The authors conclude that to meet these needs, it is essential that the institutions that rule the modalities develop training courses for coaches, addressing not only the technical aspects of martial arts but also situations of the coaches' daily lives. Moreover, such courses should provide information that supports professional performance, such as class organization, planning of learning content, motor development, sports pedagogy, didactics, management, and entrepreneurship.

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Introduction

Martial arts, as a historical and cultural manifestation of humanity, are presented as a corporal practice of human movement in different contexts, from initiation to high-performance sport, in addition to being a leisure activity focused on health and self-defense [Johnson, Ha 2015; Kusnierz *et al.* 2017; Dziubinski 2020]. Moreover, authors have been contributing to the teaching and training process of several modalities of martial arts. These authors have presented methods and strategies that can assist teachers and coaches in their professional contexts, respecting the specificity of each martial art, the practitioner's development, and also the organization of the class [Avelar, Figueiredo 2009; Gomes *et al.* 2010; Jennings 2017; Cynarski 2018; Pereira *et al.* 2021].

From this perspective, the coach becomes fundamental for the development of martial arts practitioners in different aspects (behavioral, social, motor, and intellectual). Thus, investigations concerning coaches have presented perspectives of their performance focused on the specificities of their modalities, in addition to the protagonism to deal with situations based on the practitioners' needs [Mesquita *et al.* 2015; Paquette, Trudel 2018]. Accordingly, coaches who work with children of different age groups deal with daily situations of their practice, such as students' learning issues, the training environment issues, class activities, the relationship with students' families, as well as personal factors that can interfere in their teaching practice [Cote 1999; Callary *et al.* 2011]. Therefore, the existing complexity of the performance of children's coaches is noteworthy, resulting from difficulties of specific demands, which become part of their work routine [Tozetto *et al.* 2018; Nestic, Stupar 2020].

Studies have minimized such difficulties, proposing continuing training with the most varied topics, indispensably focused on teaching children [Chambers 2014; Johnson, Ha 2015; Tozetto *et al.* 2018; Pereira *et al.* 2021]. Conversely, these are still scarce when explicitly dealing with training aimed at specific martial arts modalities for children. Consequently, teaching is still more traditionally presented, passed on from master to student, and with training reproduced identically from adults to children, thus causing early specialization and, consequently, injuries and the students' abandonment of classes [Kozdras 2019; Pereira *et al.* 2021].

In this sense, researchers concerned with the teaching-learning process of martial arts for children centered on the performance of coaches, have focused on investigating teaching models, experience reports, and strategies to deal with the difficulties surrounding the coaches' routine [Gomes *et al.* 2010; Kusnierz *et al.* 2017; Dziubinski 2020; Pereira *et al.* 2021]. However, field studies on the difficulties encountered by coaches in their per-

formance are still developing. Hence, it is necessary to analyze the challenges that permeate the performance of coaches to present possible alternatives that can minimize these difficulties and thus enhance the pedagogical performance focused on the teaching-learning process of children practicing martial arts. Based on these considerations, this study investigates the challenges in the teaching process of martial arts coaches, considering the students, structural/organizational issues, the teaching of the modality, the relationship with the guardians, and the coaches' difficulties.

Materials and methods

By a qualitative design with descriptive character, the study sought to analyze the addressed situation [Patton 2002] thoroughly. Hence, this research method does not manipulate variables through experimental treatments, considering that the most significant interest is in the process itself, and its focus is on the teaching process's essence [Thomas *et al.* 2012].

Table 1. Characterization of the coaches participating in the research.

Pseudonym	Sex	Age	Martial Art	Experience in classes for children	State
Adam	Male	47	Judo	24 years	Espirito Santo
Alfred	Male	47	Judo	8 years	Espirito Santo
Dean	Male	46	Judo	29 years	Sao Paulo
Franklin	Male	38	Judo	15 years	Sao Paulo
Albert	Male	40	Karate	20 years	Sao Paulo
Desmond	Male	35	Karate	16 years	Sao Paulo
Philip	Male	42	Karate	24 years	Rio de Janeiro
Patrick	Male	43	Karate	21 years	Sao Paulo
Amy	Female	37	Brazilian Jiu-Jitsu	15 years	Sao Paulo
John	Male	49	Brazilian Jiu-Jitsu	19 years	Sao Paulo
Joseph	Male	36	Taekwondo	10 years	Sao Paulo

Participants of this study were selected by convenience [Creswell 2003] during their participation in a training course aimed at teaching martial arts to children offered by a public university in São Paulo, Brazil. Convenience sampling aimed to select participants who better understand the studied phenomenon [Creswell 2003; Patton 2002]. In this study, participants should: 1) be coaches of some martial arts; 2) teach this martial art to children for more than five years from a sports initiation perspective. Participants who were not coaches of any specific martial art and coaches who did not teach children were excluded from the research.

The research involved ten male and one female

(42±4,9 years old) coaches with 19±6,2 years of experience in four martial arts.

For ethical reasons, the names used are fictitious to maintain the confidentiality of the identity of the participants. This research was developed following the Guidelines and Regulatory Standards of Research Involving Human Beings and their complementary resolutions.

As a research instrument, semi-structured interviews were conducted; in addition to being adaptable and versatile, they provide greater clarification of the addressed issues when compared with questionnaires [Thomas *et al.* 2012]. The semi-structured interviews focused on aspects that cannot be directly observed, such as feelings, thoughts, intentions, and past experiences [Patton 2002]. In this sense, the interview allowed the authors to understand the interviewees' perspectives. Also, this instrument enabled the researcher to establish a better bond with the interviewee, consequently obtaining greater depth in the addressed issues [Negrine 1999].

The guiding question of the interviews was: what difficulties do you face in teaching classes of your martial art to children? All interviews were individually conducted with each participant and recorded via voice recorder in MP3 format. Subsequently, all interviews were transcribed, as suggested by Negrine [1999], to ensure impartiality and the absence of value judgments in the analysis. To analyze the interviews, the authors used the content analysis technique – which, according to Bardin [2011], consists of analyzing communications based on procedures categorized from the collected transcriptions.

Among the content analysis techniques, the category analysis model was chosen, which works based on the dismemberment of the text into categories or units [Bardin 2011]. From the different possibilities of categorization, the authors opted for the organization of themes, also known as thematic analysis, which, according to Bardin [2011], is simple and effective to apply in the condition of direct discourses, a fact that is suitable for the context of the conducted interviews.

According to Bardin [2011], the content analysis process undergoes three steps:

1. Pre-analysis – this is the phase of the organization; at this step, the goal is to develop the analysis plan, systematizing the initial ideas to conduct the following steps accurately. At this stage, documents that will be submitted for analysis are usually chosen; hypotheses and objectives are formulated, and the indicators that work as the foundation for the final interpretation are developed.

2. Exploration of the material – this step is nothing more than the systematic application of the decisions taken in the pre-analysis phase. This long, tedious phase consists of enumeration, decomposition, or decoding operations, depending on what was previously determined.

3. Result processing, inference, and interpretation – this is the final step; here, the results are processed to

become significant and valid. Based on these results, the researcher can propose inferences and make interpretations focusing on the intended objectives or even concerning unexpected discoveries.

Following this method of analysis, the transcriptions of the interviews were individually dismembered in recording units, which, according to Bardin [2011], are units of meaning of the text that can be expressed in words, sentences, or even in addressed topics. Subsequently, these units were thematically classified according to the emerging themes. The emerging themes raised in the individual interviews were also categorized into thematic groups, more comprehensive, considering the set of interviews. This categorization aimed to develop a cross-sectional thematic approach based on the themes permeating the entire interview collection. Afterward, the interviews' data processing, interpretation, and inference were carried out, analyzing both the meanings resulting from the individual themes and those resulting from the collective themes [Bardin 2011].

Results and Discussion

The obtained results were organized into three main categories: 1) difficulties with students and guardians, 2) difficulties with the teaching of the modality, and 3) personal difficulties. The results will be presented in topics with their discussion for better understanding.

1. Difficulty with students and guardians

Among the difficulties with students mentioned by the coaches, the discrepancy in the student's development is remarkable. Joseph states that “[...] *some have greater mastery of balance, others are more easily sociable, some are shier, others are more confident, so sometimes an activity that is good for one can create difficulties for the other.*” Adam, in his turn, specifically mentions the issue of the students' motor development: “[...] *the motor development of the child, which sometimes is delayed depending on the social situation.*”

Another difficulty indicated by the coaches is related to the student's behavior. Albert states, “*indeed, the greatest difficulty would be this lack of discipline of the children with whom we work.*” Among the main behavioral problems faced, Desmond mentions “*aggressiveness, lack of respect, understanding [...] how to understand the problem, to peacefully solve it [...]*.” Amy adds: “[...] *some are more distracted [...]*.” According to Philip, parents bring their children to martial arts to try to improve this behavior: “*Usually, the students [who] come to us already have some problem: they are very agitated, or they do not respect their mates.*” Dean mentions “[...] *I think this is the picture. There is a massive transfer, on the part of the families, of the responsibility of educating [from them] to projects, to the school, etc.*” Patrick corroborates and adds:

The teaching of fights, [of] martial arts, is significantly linked to discipline [...] the parents, who put their child in the school, think that the school will educate their child [...] as if only the practice of martial arts would suffice [...] this is something that, sometimes, will require us more time to explain, that this is not precisely what happens.

Parent's relationship with their children who practice martial arts is fundamental for the child's development within the modality. Adam considers their relationship with the student's parents his most significant difficulty:

[...] I understand that the child's family is the greatest difficulty when dealing with children [...]. There is no point in the teacher [...] wanting to follow one direction. The family wants [to follow] another, so [...] you must always have this dialogue so that a single direction is followed.

Philip mentions the resistance of some parents in accepting a pedagogically appropriate teaching approach of martial arts for children: "*parents think that [...] [it is] some kind of game, which is distancing itself a little bit from the essence of the fight.*" And he concludes, "*[...] it is a conversation that we must have, you must explain why, so it can work.*" Alfred reports the issue of distance between parents and children and how this ends up affecting the child's education:

[...] nowadays, most parents, for being too busy working [...], choose a school seeking to correct the child. [...] parents [...] dump [their children] in judo and ballet schools to see if the child can be someone because they do not have time to teach [them]. So, the way they already bring [...] the raw child, in need of love, affection, and even guidance to be someone [...] is what hinders [our job] the most.

Alfred also mentions the difficulty caused by the overprotection of some parents, which ultimately hinders the teaching process of the child: "*a child argued with another, so parents do not want to see that their children may also have a problem.*" Patrick, in turn, reports the difficulty with the view that some parents still have about sports and gender: "*[...] there is that vision that fighting is not good for girls, or its sole purpose is self-defense [...].*"

In a similar study, but focused on martial arts in Physical Education school classes, Pereira *et al.* [2020] investigated six Physical Education teachers from the elementary school system of a Brazilian region, in which participants also reported speeches focused on the behavior of students, and that some parents and guardians presented restrictions regarding the teaching of martial arts, consequently contributing to aggressiveness and lack of respect for the teacher and other people of the children's social life. Conversely, studies have presented the

importance of teaching martial arts to improve students' behavior. The behavioral elements should be incorporated into the classes in a broad and programmed way, thus contemplating dialogues based on discipline, empathy, respect for both the teacher, the colleagues, and the other individuals in society [Olivier 2000; Fett, Fett 2009; Kozdras 2019; Cirino, Pereira 2021].

Studies support sports practitioners' development of life skills (emotional control, respect, responsibility, empathy, and friendship, among others), inserting content during classes in an effective and transversal way [Camire *et al.* 2009; Ciampolini *et al.* 2020; Palheta *et al.* 2020]. In the case of fights, it will be up to the teacher to understand the importance of developing life skills systematically and in line with the sports training of practitioners [Cirino, Pereira 2021; Pereira *et al.* 2022].

In addition, the support that family members can offer is highlighted, which influences the teaching-learning process. Support can be established positively, thus motivating students to practice and assisting in their behavior; it may be established indifferently, which will heavily depend on the coach, in such a way as to motivate and teach the student without any influence from parents and guardians. Finally, it can be established negatively, which may cause emotional factors in the students for the practice (low self-esteem and stress) and affect their behavior. It may also generate abandonment [Maciel *et al.* 2021].

2. Difficulties with the teaching of the modality

This topic relates to the obstacles encountered in teaching the modality to children. Among these obstacles are the structural issues related to the materials used and the place where the classes are held. Concerning the shortage of materials, Alfred states that it is not a hindrance to his classes: "*[...] I try to work with what I have at the moment. Is there no belt? Is there no kimono? Let's do the activity without kimono, then [...].*" Albert also corroborates this line of thought: "*[...] you can adapt very easily, even if they [the students] are without kimono, even with sneakers [...] they have the lesson [...].*" Desmond states that

[...] as for materials, we adapt [ourselves], right? [You can] Try to adapt the recyclable; use the material that would be specific to a particular movement, for example, a breaking board [...] use it [...] for other things if it serves as a barrier for us to work jump, to the workforce, so the material issue we always have to improvise.

Dean emphasizes the importance of using materials in his classes for children: "*[...] you have to make [it] available so to make the class attractive [...]*" and adds, "*today, the major difficulty, in my case, is concerning material, equipment, even considering that I work with social projects.*" On social projects, Albert also reports the difficulty with the location for the practice: "*[...] in the project; we teach where it is available for us to teach,*

sometimes it's raining, so we work in the patio; it's sunny, so we work on the grass [...]."

Another issue that often becomes difficult for teachers is the organization of classes and age groups. In this regard, Amy reports, "I have a schedule with children from 4 to 13, 14 years old. The only difficulty I have is getting to work with all these age groups simultaneously." Franklin reports the difficulty with teaching specifically younger children: "So, for little children [...] their difficulty in understanding the movement." Joseph, in turn, mentions the difficulty of adapting the technical-tactical content of the modality to different age groups: "my greatest difficulty is the same age group, to identify which activity works with each age group [...] how can I apply it, because it is a fight of greater contact, [how to do the] activities without putting children at risk." Joseph justifies:

[...] the most technical part requires a lot of motor coordination, the union of movements, between walking, defending, and attacking. The technique is refined and covers a lot of all lower and upper limbs. Sometimes this is difficult, to be able to efficiently pass on the technique to the child.

Philip reinforces this obstacle: "the issue of the training not being thought of for children [...] movements, repetitions." Philip also reports the issue of age being incompatible with some techniques of certain ranks of the modality: "[...] sometimes I have children in a certain rank, but they cannot do specific types of movements due to their age." Philip also raises the question of the suitability of classes for the different ranks: "Sometimes you have a student who is already in a certain rank [...] then comes a new one [...] seeking to make an attractive class for all ranks is something that makes it difficult."

Desmond, in his turn, reports the difficulty in adapting the traditional issues of the modality for the teaching of children:

My greatest difficulty is to find this rupture with the traditional, but without failing to pass on the techniques to them, [...] to achieve in a pedagogical way, in a playful way, [...] to pass on everything: the importance of karate, the blows, the techniques, the budo-related part, the philosophical part [...].

John mentions the disorganization of the entities that rule the modality: "[...] my modality is a mess, it has several federations, several entities, each one thinks to be doing the right thing [...]."

And he also reports that this disorganization ultimately affects the events of the modality: "[...] sometimes children will fight in a championship, there is no fight, no experience, and they end up winning the championship without a fight [...]."

The teaching of martial arts still permeates the paradigm of traditional teaching, which does not differentiate the contexts and ages of students, always having the same training/class for both. This teaching is supported

by behavioral and technical methods, which emphasize analytical gestures focused on the excessive repetition of the technique outside the context of fighting. Another relevant aspect is that these methods prioritize order aiming at the passivity of the students, in which the coach has the knowledge, gives orders, and the students are mere passive gestural reproducers [Rufino, Darido 2012; Olivio Junior *et al.* 2021; Pereira *et al.* 2021].

Teaching models centered on the functional principles of fights have been developed to break with traditional models, namely: the model proposed by Pereira *et al.* [2021], in which he prioritizes games with combat characteristics in judo, namely the standing fight (approach, contact, creation of opportunity, imbalance, application, and projection) and the ground fight (transition and ground fight). These actions are called functional units and were proposed by Olivio and Drigo [2015], based on a teaching of judo aimed at the training of judokas, through a pedagogy that considers the act of fighting and sports training. Teaching models and proposals for teaching fights, to prioritize the aspects and characteristics of the act of fighting, have also corroborated in the continued training of coaches, moving away from the so-called artisanal teaching [Olivio, Drigo 2015].

Conversely, for such difficulties and these paradigms to be broken, it requires teaching methods that meet the children's needs, according to the students' current development stage and based on aspects related to playfulness and the aspects present in the fights. In this sense, researchers address methods that insert the student in the center of the process, founded on structuralist epistemological bases, in which the game is a teaching strategy with playful and pedagogical aspects, in addition to inserting tactical and technical elements related to the martial arts modality that will be taught [Gomes *et al.* 2010; Lopes *et al.* 2016; Jennings 2017; Kusnier *et al.* 2017; Pereira *et al.* 2021].

When dealing with difficulties concerning materials, investigations with martial arts teachers have presented that teaching often ends up being compromised or even neglected by the student [Jennings 2017; Pereira *et al.* 2021]. Conversely, regarding teaching martial arts to children, adaptations and creating materials for training can be found as a palliative solution, in addition to environments adapted for practice. Still, it is not an adequate solution, considering materials and resources indispensable for the identity of martial arts (tatami mats, clothing, kick pads, among others), aiming at a teaching-learning process in its entirety [Olivier 2000; Lopes *et al.* 2021; Pereira *et al.* 2021].

Another point worth mentioning concerns the planning for the teaching of the modality. Martial arts have a lot of content, ranging from conceptual (history of the modality, rules, philosophy, among others), behavioral (values and proper conduct), to procedural (technical-tactical content) aspects. Hence, planning is

necessary for the organization of the range of content to be addressed coherently at the level of children's development and with pedagogical progression [Olivier 2000; Rufino, Darido 2012; Pereira *et al.* 2017].

In this sense, researchers have pointed out that some coaches of martial arts do not present a curricular organization of the learning content to be developed, do not structure long-term planning, and do not even prepare lesson plans [Del Vecchio, Franchini 2006; Gomes, Avelar-Rosa 2012; Pereira *et al.* 2021]. Conversely, authors have been striving to break with the paradigms found, providing pedagogical proposals and curricular organizations to assist in the elaboration and systematization of the content to be developed, significantly contributing to the teaching-learning process of different martial arts [Gomes *et al.* 2010; Drigo *et al.* 2011; Cavazani *et al.* 2013; Pereira *et al.* 2021].

3. Personal difficulties

Regarding personal difficulties, Adam reports the scarcity of courses focused on the area of fights: "*My greatest difficulties are finding more qualified training courses focused on the fighting part [...] it is complicated, there are not many opportunities.*" Amy agrees and adds: "*the major difficulty I have [...] is to seek more information [...] sometimes I need a piece of information to improve the class, [to know] how do I evolve the class [...]*." Joseph, in his turn, mentions how the lack of a higher education degree affects his performance as a teacher:

[...] what really affects me is the lack of a course, a Physical Education program, to be trained in the area to be able to understand more about the subject. I feel it would be easier if I had more professionalization in the area. I understand the technique, but I do not understand the content concerning the movement part of the best development activities that may help me. Sometimes I blindly focus on taekwondo [...], an old thing [...].

Anxiety about competitive results is one of the personal difficulties pointed out by Alfred:

[...] My greatest difficulty is wanting to achieve results faster. And then I have to learn to take it easy at that point. Because, sometimes, the quick result is not desired. I think that the more balanced, slower result is more solid. The quick result ends very fast too.

Philip, in his turn, points out that despite performing more specialized work for children, based on the content of the Physical Education course, he feels insecure as for this type of approach not bringing as many results as the more traditional one:

[...] when I look back, [to] what had even produced results, in terms of medals and all, I would not do it again, you know!? But at the same time, that is precisely what raises doubts. [...] Today, I'm no longer at

the top to see if this student, when he/she gets there, will give me the same result as he/she gave me before. [...] I really wished [we could make] this comparison of what we did in terms of technicality, in search of medals, with what we do now in search of better learning [...].

Patrick reports the difficulty in leaving the comfort zone: "*[...] sometimes we also go with the flow, it is comfortable, right? It is okay the way it is. There are plenty of students and all, right? So sometimes we settle in.*" Albert, in his turn, raises the financial question as a difficulty: "*[...] we understand that there will not be much monetary gain, right?*". Amy also stresses this issue: "*[...] I didn't think I would be able to work with fighting [...]*."

The training of martial arts coaches is still predominantly traditional. That is, a "grandmaster" has the knowledge, and apprentices learn through reproduction. In this regard, Drigo *et al.* [2011] performed a survey based on the entities that rule judo in Brazil and reported that earning a black belt is the prerequisite to working as a sports coach, and its training, as such, is strictly related to the technical-tactical aspects of the modality. This type of training lacks essential pedagogical, management, and marketing information.

Studies conducted on judo coaches with a higher education degree have shown that classes continue to be predominantly developed following the traditional method, that is, according to the knowledge acquired in the experience of the coach as a student in the modality and the degree in Physical Education little influenced the teaching strategies adopted [Silva, Tavares Junior, Drigo 2008; Cavazani *et al.* 2013; Gomes *et al.* 2013].

These results show that higher education has not yet been enough to generate significant changes in professional performance. Gilbert, Gallamore & Trudel [2009], after analyzing more than 200 studies carried out in four decades, state that an approach based on solving problems that occur in daily life may be the most suitable for applying knowledge in real and complex situations in addition to providing medium and long-term knowledge retention [Gilbert, Gallamore, Trudel 2009]. Taking this into consideration, to have a fundamental change in the professional practice of coaches, a better articulation between academic content and their practical application is necessary, providing a foundation for coaches to deal with the daily demands and situations.

Conclusion

Based on the results, the fragility of the professional performance of coaches of martial arts with children can be observed in the following areas: 1) organization and planning related to the organization of classes and ranks; planning of content to be taught for different age groups and ranks along with the materials that will be used in

this process; 2) knowledge of motor development, sport pedagogy, and didactics to teach the content to different age groups as well as to deal with behavioral issues and possible motor impairments that students may present; 3) management and entrepreneurship to develop a more professional approach in their area to financially prosper as a teacher of martial arts, breaking with out-of-date conceptions related to the exclusive need for competitive results to achieve professional success; and 4) communication to align goals with the guardians of the students so that they positively participate in the teaching process of children along with the clarification of misconceptions about martial arts that parents often idealize and project in their children.

It can be concluded that to meet these needs, it is essential that institutions that rule the modalities develop training courses for coaches, addressing not only the technical aspects of martial arts but also situations that occur daily and providing information that supports professional performance, such as class organization, planning of content, motor development, sport pedagogy, didactics, management, and entrepreneurship. Coaches are better prepared to deal with the different demands that arise in daily life, making the modality better disseminated, especially for children and young people.

The practical implications of this study were consolidated in pedagogical actions for the construction and transformation of the teaching of struggles to children and young people, demystifying the beliefs that still perpetuate in teaching. For future coaches, the study is concerned with their training, as an organized training program is emerging that can be effective so that the future coach has pedagogical competence and confidence to teach fights to children and young people in the modality to be developed.

As limitations, this study presents the reduced number of coaches, the non-observation of training sessions, and not having analyzed the planning of the participating coaches as well as the evaluative methods that also impact the teaching-learning process. Taking this into consideration, the authors recommend, for future investigations, methods aimed at observing the training sessions and analysis of documents as well as studies that focus on students who are practitioners of martial arts.

It is worth noting that, for the coaches, this study can significantly contribute to the reflection on the encountered difficulties which impact teaching, besides extending to the training institutions of coaches to rethink their practices. Finally, regarding the scientific field, the study presented a selection of coaches' difficulties that impact their daily lives and especially the education of children, in such a way that this study is a new reference to support discussions about coaches, paradigms of the practice of martial arts, and the teaching-learning process.

Disclosure statement

The authors declare no conflict of interest.

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Sztuki walki dla dzieci: trudności w procesie nauczania z perspektywy trenerów

Słowa kluczowe: walka, sztuki walki, trener, wychowanie fizyczne

Streszczenie.

Wprowadzenie. Sztuki walki są charakteryzowane jako przejaw kulturowo-historyczny. Rola trenera jest niezbędna w nauczaniu dzieci różnych procedur w różnych kontekstach.

Problem i cel. Zbadanie trudności w procesie nauczania w oparciu o perspektywę trenerów sztuk walki.

Metody. Jest to jakościowe, opisowe badanie, w którym przeprowadzono wywiady z 11 trenerami, a wywiady przeanalizowano za pomocą techniki analizy treści.

Wyniki. Wyniki zostały podzielone na trzy kategorie: 1) trudności z uczniami i opiekunami, w których trenerzy zgłaszali trudności dotyczące opóźnienia w rozwoju motorycznym uczniów, niezdyscyplinowania, agresywności, rozproszenia uwagi, braku szacunku i negatywnego wpływu rodziny w niektórych sytuacjach; 2) trudności z nauczaniem procedur związane z brakiem materiałów, organizacją uczniów według grup wiekowych, adekwatnością treści nauczania dla różnych grup wiekowych i rang oraz rozbieżnościami między podmiotami rządzącymi sportem; oraz 3) trudności osobiste, w których nauczyciele zgłaszali niedobór kursów ukierunkowanych na praktykę dzieci, brak wyższych stopni, niepokój o wyniki rywalizacji i trudności z opuszczeniem strefy komfortu.

Wnioski. Autorzy stwierdzają, że aby sprostać tym potrzebom, konieczne jest, aby instytucje, które rządzą modalnościami, opracowały kursy szkoleniowe dla trenerów, obejmujące nie tylko techniczne aspekty sztuk walki, ale także sytuacje z codziennego życia trenerów. Ponadto takie kursy powinny dostarczać informacji, które wspierają profesjonalne wyniki, takie jak organizacja zajęć, planowanie treści nauczania, rozwój motoryczny, pedagogika sportu, dydaktyka, zarządzanie i przedsiębiorczość.