84 - KODOMO: A METHOD OF KARATE IN 3 TO 5 YEARS

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INTRODUCTION

Karate is a Japanese martial art that came to Brazil in the 50s, with the Japanese immigrants. Its characteristic implies the formation of character, discipline, emotional control and mainly self-defense, this sport develops a strong relationship with the human motor. The practice of karate has expanded into different social groups, in Ceará, ASKACE was the first academy of Karate founded in 1967. In 2006 is created in the method ASKACE KODOMO as psychomotor approach for children 3 to 5 years. The method seeks to promote the harmonious development of the child and his motor development, providing opportunities for its practitioners improvements in self-confidence, socialization, decreased self-centeredness, and channel their abundant energy directing the child and their training for citizenship.Defining method as a way to come to an end, the Greek method. In the quotation below method the meaning is clear, including a work in progress, quotes the poet Antonio Machado: "Caminante no hay camino, if hare camino al walk." Francis Bacon in the nineteenth century defined the method as safe and sure "apply reason to the experience," ie, to apply logical thinking to the data offered by the sensitive knowledge. By being placed in this context, there was interest in understanding the influence of Karate in the psychomotor development of children.

Sports are in demand by families for initiation of their children as a child, usually between 5 and 6 years old, also happens in karate. However, the method KODOMO brings a different proposal, initiation sports is not the main focus, offers children the possibility of stimulation in the early stage of its development, uses the different environments and experiences during their lessons. The meaning of respect, hierarchy, attention will gradually be incorporated to the practitioners through the rite of the Shotokan style. In this method it is important to observe and respect the process of maturation, the differences and learning time. The aim to follow the behavior of a Dojo, Do = Path and Jo = Room, means that little by little this regard and the hierarchy will commonplaces of living children.

This research is relevant because it relates aspects of the psychomotor domain, Cognitive Affective and the method presented. This study is of interest to professionals in the field of Karate and Physical Education, as a scientific source on the subject.

CHARACTERISTICS OF KARATE

The philosophy of karate training is focused on a more critical and be strong to face all the challenges that people encounter in their day to day.

In order to maintain and improve health, Karate also has its benefits: Regular practice of this sport that provides the development of physical and mental health, and sport events are intended to determine the abilities of the athletes, not only the value competitions and results, this runs counter to the philosophy of sport, where the development of character through training is the main goal. For Silva (2004) The Karate may be defined as the search for balance between reason and feeling.According to Ratti and Westbrook (2006, p.439), "mental stability for total control and extent of coordinated power." This is the interpretation of the movements, basic strokes and kata (s) of Karate, which have the following characteristics: speed, strength, flexibility, balance, coordination and agility. However, the method KODOMO, seeks to increase balance, spatial structure, temporal orientation, body image, laterality, rhythm, perceptions, general dynamic coordination, fine motor coordination, posture, tone, breathing and relaxation.

CONCEPT WORKS PSYCHOMOTOR

According to Fonseca (2008) the psychomotor is defined as an interdisciplinary field that studies the relationship between the psyche and the motor.For the author, the psyche are mental elements comprising sensations, perceptions, emotions, feelings, fears, representations, ideas, constructions, etc.. Since the motor can be defined as mobility, field body, agility, dexterity, mobility and ease of moving voluntarily.

For Bueno (1998), the psychomotor involved with the overall development and harmony of the individual from birth. So is the link between the psyche and the motor. To this end, working with psychomotor behaviors that drive the action functional on the quality and measure possible to be perceived and which together form the payment of the human motor in one space and one time.

In this paper we seek to integrate aspects of psychomotor KODOMO to support the method. Thus, it is necessary to define the important elements that are developed in children, such as expansion of the balance, spatial structure, temporal orientation, body image, laterality, rhythm, perceptions, general dynamic coordination, fine motor coordination, posture, tone, breathing and relaxation. Below we explain each one.

-Balance

Is the notion of weight distribution over a space and there is a time to the axis of gravity. In the psychomotor development of children is necessary for her to become aware of their contact with the soil and the mobility of the joint of the foot and ankle for a good progression of balance. The balance still divided into static balance, dynamic and recovered.

-Structuring space

It is the awareness of the situation of things among themselves. It is possible for a person to organize themselves before the world around you, to arrange things among themselves, putting them in one place, to move them. You get a sense of direction (up, down, front, rear, left) and away (far, near, short, long) in integration.

- Temporal Orientation

For Fonseca (1983), the time orientation is bound to space and time involves rhythm.

- Rhythm

The praxis of rhythm, ie, the ability to play rhythmic structures by the notion of temporal evolution of the phenomena in the field of succession of the components of a homogeneous rhythmic structure (Fraisse,1976).

- Body Layout

It is the relationship between time and space.

- Laterality

It is the motor capacity of integrated perception of the two sides. Canongia (1986) says handedness is "the use of preference of the members of one half to the other body." This is also corroborated Boulch Le (1987) defines as "the translation of a predominant motive led to direct segments or left and in relation to an acceleration of maturation of sensory and motor centers of the cerebral hemispheres."

- Perceptions

It is the bridge of relationship between individuals in their external environment.Besides the ability to recognize the stimuli for discrimination, the selection and identification in its correlation with previous experience. (Frostig,1987).

- Coordination General Dynamics

It is considered as a possibility to control the broad movements of our body. It allows the possibility of getting different muscle groups independently, inhibiting parasite movements, such as paratonia and synkinesis. Coordination global dynamics controls and organizes large muscles to perform complex movements.

- Fine Motor Coordination

It is the coordination between vision and touch, are regarded as the ability to control the small muscles for exercise refined as: painting, collage, and other fittings.

- Posture

It is directly related to the tone, constituting a unit whose tonic postural control facilitates the ability to channel the energy tonic needed to perform the gestures, or take action to extend the body at a given position.

- Tonicity

Refers to a state of muscle tension, which appears in relaxation while slightly contracted. Necessary for the harmony of gesture and body's balance.

- Relaxation

It is a form of psychomotor activity in which it aims to reduce psychological stress leading to muscle relaxation. The relaxation is considered the opposite of the tone and contraction and regulation seeks to encourage an organic rhythms.

- Breathing

There is a relationship between respiratory centers and cortical parts of the brain.Breathing is subject to the influences cortical conscious and unconscious. The conscious control has certain limitations: When the concentration of CO2 in the blood reaches a certain level to trigger automatic breathing.

Although many papers in the area of psychomotor (Fonseca, 2008 and Gallahue, 2005), one realizes that few studies relate this theme as the practice of karate practitioners with 03 to 05 years of age. The next session will explain the methodology of work.

METHODOLOGY

This study has the methodological design observational occasional participant, it was developed from the interaction between researchers and members of the situation investigated. Researchers develop this method since 2006, from observations of the participants karate classes. The method description will be made at the next session based on experiences, the authors of psychomotor studies.

METHOD

The KODOMO method, had as its principle psychomotor stimulation for children 3 to 5 years through karate, these children, as the neglected sports in most regions of Brazil. The method becomes particularly because we believe that children need to know your body and develop the concept of body schema. The body schema can be considered as an intuition of the whole, or an immediate knowledge that our body in a static position or in motion, in different parts of their relationship with each other and, especially in relations with space and objects (LE BOULCH, 2001). This means that the development of body scheme starts from the lived experience of the individual, based on availability and knowledge you have of your own body and its relationship to the world around him.

In traditional karate class applies the kihon, kata and kumite. In the method we apply the kata KODOMO play in which the activities are directed and adapted to everyday situations of a child, for example, learning how to fall safely (a possible fall), get rid of a bite, a push , the slap of his colleague, avoid a crash, dodge an object, and other everyday situations. The KODOMO has a playful nature as a mechanism to develop children more enjoyable. An example of play activity is a race of animals that explores the imagination of children to imitate the movement of the alligator, dog, tiger, crab, frog, bear, kangaroo, etc.. The activities are carried out in the dojo adapted for children in this age group and in areas outside the dojo as psychomotor circuits through role-play (imitation of animals) and games of make-believe, like, skip a hole, through a bridge, dodge objects and walking in tight spots, untying knots of rope and other forms.

For Fonseca (2008), the enriched environments lead to a stimulation significantly more than the poor environments. In KODOMO produce various stimuli, changing environments, command auditory, visual commands, aiming to develop the basic skills of movement of children, such as balancing on one foot, walking, running, throwing, receiving, picking, etc..

In karate class usually uses one's own body and method for training KODOMO beyond the body's own material is used for recreational psychomotor stimulation as balance beam, tunnel, cones, ropes, balls, rubber bands, when new objects are inserted. Another important feature of the method KODOMO is the interaction between children participation of companions, and direct participation of parents.According to Fonseca (2008) the child's learning and development depend on interactions between biological and social. These interactions are important to contextualize the child in the socio-cultural environment. There's a difference between the traditional method and the method of Karate KODOMO, which refers to changing lanes. In traditional karate have a white belt and then the yellow, since the method KODOMO have the blue stripe that comes right after the white, creating an intermediate step until the yellow band, from 5 years.Blue was chosen because it is for these children represent a strong association and involvement.

It can be seen in this method a concern to develop psychomotor skills. These stimuli have a psychomotor cognitive response more efficient and can help the child to become a critical person and social relations more solid. It is important to highlight the differences between the practice of karate child, such as activity and sports initiation method KODOMO purposefully focused in the areas psychomotor, affective and cognitive having as background Karate. In the table below (Table 1) summarizes the main differences.

TABLE 1 - Characteristics of the child and the method Karate KODOMO

Caracterísitcas	***Karate* Infantil**	***KODOMO***
Ages	Start of 5 to 6 years	Age range, 3 to 5 years
Class Time	60 minutes	Around 45 minutes.
Application in the classroom	*Kihon, Kata e Kumite*.	*Kata* Ludic, psychomotor stimulation
Exercises in class	Fundamentals of Karate and pre-Games sports.	Circuit psychomotor Games representation (Imitation of animals), and games of make-believe.
Espaço físico	Dojo (sala de treinamento).	*Dojo* tradicional, *Dojo* adaptado, Áreas externas em diferentes ambientes.
Material Used	The body itself, material to support training.	Besides the own body, matters of psychomotor stimulation (balance beam, tunnel,balance logs, cones, balls varied in size and color, sticks, string, rubber bands, balloons, John stubborn Figures for interaction, Mats, number of colored rubber , etc.
Didactic	Calling attention to the ritual.	Highlighting the play with constant changes in their activities and breaks.
Habilities	Specialized motor skills are characterized by the fundamentals of sports movements.	Fundamental motor skills consist of basic movement skills in childhood: running,throwing, jumping, kicking, catching. (Gallahue, 2005).
Parent participation	Relative.	Direct - greater parental affective interaction in the classroom.
Stage of development	The child breaks free of the instinctual situations, recognizes its own personality, reaching self-awareness. The movements are responses to actions desiring (WALNUT,2010).	The movement occurs in response to the intentionality of mental representation. Thechild can draw the movement is about something itself, the movements fail torespond immediately to an instinctual need to adjust themselves to external situations(FONSECA, 1996).
Symbol	*Shotokan* Tiger	*KODOMO* (stylized Japanese child)
Belt Examination	Traditional	Circuit Psychomotor
Graduation	From white belt to yellow.	From White belt to blue.

DISCUSSION

There is a clear indication of the appropriate methods for performing karate for children, youth and adult, however, seems not to exist in the literature so far proposed to use karate as a tool for development of children between 3 to 5 years.Historically appear practices adopted in swimming (XAVIER-FILHO, 2001) study in which the water motor development at this age.

KODOMO The method allows an exploration of the movements of the child gradually expanded their fundamental movement skills that will serve as the basis for more complex movements. To Gallahue (2003), the various life experiences for the children raise the level of fundamental motor skills, and this will provide a basis for the emergence of motor skills and engage in specialized activities such as games, sports in the future.

During the classes we observed that the children began to interact more with the teacher and carry out the proposed activities more closely. They constantly drove to the teacher interested in carrying out and fulfilling activities. This feature is difficult for students in this age group that is easily devolve. The possibility of exchanging white belt to blue encouraged children and parents make this achievement and continue the practice of karate.

In relation to the physical space in KODOMO method, we observe that the spaces contain adopted and perceptual sensory data that help children understand their bodies, understand the nature and environment around them, their characteristics and therefore beyond the Dojo other spaces should be used.

CONCLUSION

Childhood experiences with karate has been reported with a level of adherence and positive responses as the motor area and psychological (Figueiredo, 1994), but there are still studies that show how karate can develop the playful side as the method brought KODOMO. According to Fonseca (2008), the conditions of learning depend on social and psychological factors

and is closely linked to the biochemical activity of the brain, which justifies the development of the child. These conditions must be worked out early, so that method brings important contributions not only to practice karate child, but also brings reflections on the child's development and learning through a variety of stimuli.

In the case of teaching children from 3 to 5 years, the practice of karate should not only teach through movement, also through the principles of respect, courtesy, loyalty, perseverance and justice, contributing to various aspects of development of the child. The method behind KODOMO reflections on how teachers can impart knowledge with the integrated child development.

However, for the approach in question must be considered the training of teachers and parents and caregivers interested in participating in activities. It is recommended that the educational institution worry to understand the peculiarities of children and invest in the acquisition of various materials and psychomotor training of teachers. Only through new ideas and a new way of doing it is possible to advance. Focusing on the integration between karate and psychomotor stimulation, we agree that the act of making KODOMO was present in the method, how the fields psychomotor, affective and cognitive guided the harmonious development of children aged 3 to 5 years, during this particular practice of Karate. We propose that this method can help to reflect on new practices karate and child development.

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KODOMO: A METHOD FOR KARATE IN 3 TO 5YEARS

ABSTRACT

The objective of this study is to describe a method developed by ASKACE - School of Shotokan Karate-Do as a way of teaching, had its beginning in 2006. The KODOMO's name means child in Japanese, was chosen to represent this method that seeks the psychomotor development of children aged 3 to 5 years. It is understood as infant motor development, the changes in this process, which involves both the maturation of the central nervous system, the interaction with the environment and stimuli received during the development of the child. The theoretical reference presents the introduction of Karate in Brazil and Ceará. The method defines and describes characteristics of the KODOMO method through the practice of Karate, and its influence on psychomotor development of children. In this study are approached the motor areas constitutive of children 3 to 5 years, and the KODOMO method can develop learning through practice psychomotor exploring bodily functions. We conclude that the KODOMO method classroom learning is developed as a holistic process that involves the entire body. So we observed the development of physical aspects and the cognitive, affective-emotional and motor in action and in the process of learning for life.

KEYWORDS: Karate, psychomotor, children.

KODOMO: UNE MÉTHODE DE KARATÉ DANS 3 À 5 ANS

RÉSUMÉ

Le but de cet article est de décrire une méthode développée par ASKACE - École de Shotokan Karate-Do comme un moyen d'enseignement, a eu son début en 2006. Le nom Kodomo, signifie enfant en japonais, a été choisi pour représenter cette méthode, qui vise le développement psychomoteur des enfants âgés de 3 à 5 ans. Il est entendu que le moteur augmente, les changements dans ce processus, qui implique à la fois la maturation du système nerveux central, l'interaction avec l'environnement et des stimuli reçus pendant le développement de l'enfant. Le cadre théorique présente l'introduction du Karaté au Brésil et Ceará, définit la méthode et décrit les caractéristiques de la méthode Kodomo par la pratique du karaté, et son influence sur le développement psychomoteur des enfants. Ce papier traite les zones motrices constitutifs des enfants de 3 à 5 ans, et la méthode Kodomo peut développer l'apprentissage par la pratique psychomotrice explorer les fonctions corporelles. Nous concluons que la méthode Kodomo d'apprentissage en classe est conçu comme un processus holistique qui implique l'ensemble du corps. Donc nous avons observé le développement des aspects physiques et cognitifs, affectifs-émotifs et moteur dans l'action et dans le processus d'apprentissage pour la vie.

MOTS-CLÉS: Karaté, psychomoteur, les enfants.

KODOMO: UN MÉTODO DE KARATE EN 3 A 5 AÑOS

RESUMEN

El objetivo de este trabajo es describir un método desarrollado por ASKACE - Escuela de Shotokan Karate-Do como una forma de enseñanza, tuvo su inicio en 2006. El nombre de Kodomo, significa niño en japonés, fue elegido para representar a este método que busca el desarrollo psicomotor de los niños de 3 a 5 años. Se entiende como motor de aumento, los cambios en este proceso, queinvolucra tanto a la maduración del sistema nervioso central, la interacción con el medio ambiente y los estímulos recibidos durante el desarrollo del niño. El marco teórico se presenta la introducción del Karate en Brasil y Ceará, define el método y describe las características del método de Kodomo a través de la práctica de Karate, y su influencia en el

desarrollo psicomotor de los niños. Este artículo trata sobre las áreas motoras constitutiva de niños de 3 a 5 años, y el método Kodomo puede desarrollar el aprendizaje a través de la práctica psicomotriz exploración de las funciones corporales. Llegamos a la conclusión de que el método de Kodomo aprendizaje en el aula se desarrolla como un proceso integral que involucra todo el cuerpo. Así se observó el desarrollo de los aspectos físicos y cognitivos, afectivos-emocionales y motoras en la acción y en el proceso de aprendizaje para la vida.

PALABRAS CLAVES: karate, psicomotricidad, los niños.

KODOMO: UM MÉTODO NO KARATE DE 3 A 5 ANOS

RESUMO

O objetivo desse trabalho é descrever um método desenvolvido pela ASKACE – Escola de Karate-Do Shotokan como forma de ensino, teve o seu início em 2006. O nome KODOMO, significa criança em japonês, foi escolhido para representar este método que busca o desenvolvimento psicomotor de crianças de 3 a 5 anos. Compreende-se como incremento motor, o processo de mudanças neste, que envolve tanto a maturação do sistema nervoso central, quanto à interação com o ambiente e os estímulos dados durante o desenvolvimento da criança. O referencial teórico apresenta a introdução do Karate no Brasil e Ceará, define método, e descreve características do método KODOMO através da prática do Karate, e sua influência no desenvolvimento da psicomotricidade das crianças. Neste trabalho são abordadas as áreas motoras constitutivas das crianças de 3 a 5 anos, e como o método KODOMO pode desenvolver a aprendizagem por meio da prática psicomotora explorando as funções corporais. Concluímos que nas aulas do método KODOMO a aprendizagem é desenvolvida como um processo global que envolve todo o corpo. Assim foi observado o desenvolvimento de aspectos corporais e os domínios cognitivo, afetivo-emocional e motor nas ações e no processo de aprendizagem para vida.

PALAVRAS-CHAVE: Karate; psicomotricidade; crianças.