

6. Бутук, О.И. Валютно-финансовые отношения / О.И. Бутук. – Киев : Знання, 2006. – 349 с.
7. Дзюблюк, О.В. Валютная политика / О.В. Дзюблюк. – Киев : Знання, 2007. – 422 с.
8. Райзберг, Б.А. Современный экономический словарь / Б.А. Райзберг, Л.Ш. Лозовский, Е.Б. Стародубцева. – 2-е изд., испр. – М. : ИНФРА-М, 1999. – 479 с.
9. Прусский, О.С. Организация деятельности коммерческих банков на валютном рынке Украины : дис. ... канд. экон. наук / Прусский О.С. ; Тернопольский государственный экономический институт. – Тернополь, 2006. – 234 с.

#### REFERENCES

1. Ed. Batishev S.J. (1999), *The encyclopedia of vocational training*, publishing house “АРО”, Moscow, Russian Federation.
2. Goncharenko S.U. (2000), *Vocational training: the dictionary*, publishing house ‘Higher school’, Kiev, Ukraine.
3. Ed. Kairov I.A., Petrov N.F. (1965), *The pedagogical encyclopedia*, publishing house “The Soviet encyclopedia”, Moscow, Russian Federation.
4. Semichenko V.A. (1992), *The concept of integrity and its realization in vocational training of the future teachers*, dissertation, Kiev, Ukraine.
5. Rezgo G.J. (2003), *Exchange business*, publishing house “The finance and statistics”, Moscow, Russian Federation.
6. Butuk O.I. (2006), *The currency – financial attitudes*, publishing house “Knowledge”, Kiev, Ukraine.
7. Dzubluk O.V. (2007), *Currency politics*, publishing house “Knowledge”, Kiev, Ukraine.
8. Rajzberg B.A. (1999), *The modern economic dictionary*, publishing house “INFRA-M”, Moscow, Russian Federation.
9. Pruskiy O.S. (2006), *Organization of activity of commercial banks in the currency market of Ukraine*, dissertation, Ternopol, Ukraine.

**Контактная информация:** rostislavkostenko@rambler.ru

*Статья поступила в редакцию 12.12.2013.*

**УДК 796**

### **ПОЛ И ЗНАНИЕ О СПОРТИВНЫХ И БОЕВЫХ ИСКУССТВАХ КАК ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ ЗАДАЧИ ОБУЧЕНИЯ**

*Цезарь Кушнерец, доктор педагогических наук,*

*Александра Радовска, доктор психологических наук,*

*Опольский технологический университет, Ополье, Польша,*

*Евгений Федорович Орехов, доктор педагогических наук, профессор, ректор,*

*Уральский государственный университет физической культуры (УралГУФК),*

*Челябинск, Россия,*

*Валерий Федорович Костюченко, доктор педагогических наук, профессор,*

*Национальный государственный университет физической культуры, спорта и здоровья*

*имени П.Ф. Лесгафта, Санкт-Петербург (НГУ им. П.Ф. Лесгафта, Санкт-Петербург),*

*Россия*

#### **Аннотация**

Целью занятий единоборствами было и по-прежнему остаётся познание самого себя, объединение тела и ума, достижение определённого результата. Достижение технического и двигательного совершенства в борьбе – это второстепенная цель. Спорт, а ещё чаще единоборства? в общественном мнении признаются носителем многих желательных ценностей и функционируют как воспитательная система детей и молодёжи. Анализ информированности населения о значимости спортивных единоборств в процессе формирования личности показывает более высокий уровень знаний в группе мужчин. Однако в области таких видов спорта как каратэ (шотокан и кеку-

синкай), дзюдо оказалось, что уровень знаний выше у женщин. Результаты проведенных исследований показывают, что намерения заниматься спортом вообще и единоборствами в частности в три раза более выражено у мужчин, чем у женщин.

**Ключевые слова:** боевые искусства, боевые спортивные состязания, знание.

**DOI:** 10.5930/issn.1994-4683.2013.12.106.p91-97

## **SEX AND KNOWLEDGE ABOUT SPORTS AND MARTIAL ARTS AS FACTORS DETERMINING UNDERTAKING TRAININGS**

*Cezary Kushnierz, Ph.D. of Physical Education,*

*Aleksandra Rogowska, Ph.D. of Psychology,*

*Opole University of Technology, Faculty of Physical Education and Physiology, Opole, Poland,*

*Evgeny Fedorovich Orekhov, the doctor of pedagogical sciences, professor, Rector,*

*Ural State University of Physical Culture, Chelyabinsk, Russia,*

*Valery Filippovich Kostjuchenko, the doctor of pedagogical sciences, professor,*

*The Lesgaft National State University of Physical Education, Sport and Health, St. Petersburg, Russia*

### **Annotation**

Gaining knowledge about ourselves, attaining specified state of mind and awareness and unifying body with mind have been, and still are, the goals of practicing martial arts. Achieving technical and movement perfection in combat constitutes secondary goal resulting from constant self-improvement and connected to it practices. Tricks of the trade survived until the present day by the intermediary of warriors and in present times, they often constitute a form of practicing old traditions. Sports, and even more often, martial arts, in public opinion, are recognized as the carrier of numerous required values and they function as an educational system for children and the youth. The goal of this paper is to check the knowledge of combat sports and martial arts of people who are not following any training and specifying its impact on undertaking training in future. The analysis of results shows higher level of knowledge in the group of men. However, in the scope of disciplines such as karate (Shotokan and kyokushinkai), judo, women declare higher level of knowledge than men. The results of the presented research indicate that the intention of training sports and martial arts in future is nearly three times more frequent among men than women.

**Keywords:** martial arts, combat sports, knowledge.

### **INTRODUCTION**

Asian martial arts enjoy widespread attention in numerous European countries; their many centuries-old tradition and pedigree are factors triggering interest among candidates for trainings and those already pursuing training. Scientific research on combat sports and martial arts are multifaceted. Cynarski [1, 2] Cynarski, Sieber, Litwiniuk [2, 3] undertook attempts at specifying the social reception – perception and understanding of sports and martial arts in Western culture countries. Other author's state that martial arts with centuries-long tradition, in public opinion, are seen as a carrier of numerous desired values and they function in Eastern cultures as a system of education for the youth. Apart from health values, they served moral education, reducing social brutality; they provided positive patterns of behavior at the same time constituting a source of self-satisfaction [4, 5, 6, 7, 8]. Herrigel [9] offers description of benefits of this type of exercises, namely: the skill of preventing aggression, the skill of controlling own emotions, the capability of calm reactions in situations of threat. Since the '80s of the 20th century, rapid development of various unarmed combat disciplines is observed, their popularity and the attention school youth and adults pay to them triggered the development of various styles and combat schools. However, a question arises, namely: what is the factor making candidates select one out of many kinds of unarmed combat?

The goal of this paper is to verify the knowledge of people who are not training concerning combat sports and martial arts and specifying its impact on undertaking training in future.

## MATERIAL AND METHODS

### Participants

The research comprised 192 individuals divided into three groups: adults ( $n = 60$ , including 30 women and 30 men), students in high school ( $n = 67$ , including 37 girls and 30 boys) and students in upper primary schools ( $n = 65$ , including 35 girls and 30 boys). Average age of people subject to research in every group was as follows: 26, 18, 16 years.

### Measurement

The method of diagnostic survey, the poll technique was applied in the research. The questionnaire was used as a research tool. It was composed of 8 questions concerning self-evaluation, knowledge about the following combat sports and martial arts: boxing, kickboxing, karate Shotokan, karate kyokushinkai, judo, taekwondo, ju-jitsu and aikido. Moreover, respondents specified the following demographic data: sex and age.

### Procedure

The research among students of upper-primary schools and high schools took place in the Comprehensive High School Complex no. 4 in Gliwice (7th Upper-primary school and 7th Comprehensive High School). It covered classes of the following profiles of education: general, mathematic, foreign language and sports. Adults subject to research responded to questions in the Sports and Recreation Centre in Gliwice and in the employment establishment and fitness club in Piekary Śląskie. Respondents were selected at random. Participants were informed about the goal of the research and the participation was voluntary.

Respondents' answers were subject to statistical analyses with the application of the "STATISTICA 8" software. Analysis of correlations with the use of non-parametric Pearson's Chi2 test was realized. Moreover, the logistic regression was applied to select factors having impact on the declared willingness to train martial arts in future.

## RESULTS

The analysis of results concerning respondents' knowledge on the subject of combat sports and martial arts indicates higher level of knowledge among the group of men. However, in the scope of disciplines such as karate (shotokan and kyokushinkai), judo, women declare higher level of knowledge than men. The analysis of correlation between the sex and the planned training of sports or martial arts indicated statistically significant correlation Chi2 (1) = 7.54;  $p = 0.006$ . Compliant to the previous result (higher knowledge level among men), more men ( $n = 27$ ; 14.1%) than women ( $n = 14$ ; 7.3%) declared future active participation in trainings. Correlations between the knowledge of particular styles of combat and sex and future training of combat sports and martial arts are shown in table 1.

The dependent variable in the logistic regression model was the intention to train combat sports and martial arts in future. 9 factors were included in the analysis: sex and knowledge of particular styles of combat such as boxing, kickboxing, karate Shotokan, karate kyokushinkai, judo, taekwondo, ju-jitsu and aikido. Bivariate regression and multivariate regression were realized in order to find predictors of the willingness of active participation in combat sports and martial arts, presented in detail in table 2.

Predictors of the intention to train martial arts in the bivariate model of logistic regression were sex and declared by respondents' knowledge of such martial arts as boxing kickboxing, ju-jitsu and aikido. In general, we may say that nearly three times more men compared to women would like to train martial arts in the future. Moreover, people who declared knowledge about boxing, kickboxing, ju-jitsu and aikido (see table 2 for more details) would like to undertake trainings. When all the independent variables were simultaneously included in the multivariate model of logistic regression, the only predictor of future training of martial arts turned out to be the declared knowledge of kickboxing. Therefore, we may state that broad knowledge about kickboxing is the best indicator whether a given person intends to engage him or herself actively in martial arts.

Table 1

The number and percentage distribution of answers indicating the knowledge of particular combat styles in correlation with sex and declared future training of combat sports or martial arts

(the marked results are significant on the level:  $p^* < 0.05$ ;  $p^{**} < 0.001$ ;  $p^{***} < 0.0001$ )

Knowledge of combat styles	Sex n (%)		Future training n (%)	
	Woman	Man	Yes	No
<b>Boxing</b>				
knows	36 (18.8)	69 (35.9)	37 (19.3)	98 (51.0)
doesn't know	66 (34.4)	21 (10.9)	4 (2.1)	53 (27.6)
	Chi2(1) = 3.28		Chi2(1) = 9.92**	
<b>Kickboxing</b>				
knows	35 (18.2)	52 (27.1)	32 (16.7)	55 (28.6)
doesn't know	67 (34.9)	38 (19.8)	9 (4.7)	96 (50.0)
	Chi2(1) = 10.62**		Chi2(1) = 22.54***	
<b>Karate Shotokan</b>				
knows	48 (25.0)	35 (18.2)	22 (11.4)	61 (31.8)
doesn't know	54 (28.1)	55 (28.67)	19 (9.9)	90 (46.9)
	Chi2(1) = 1.30		Chi2(1) = 2.31	
<b>Karate Kyokushinkai</b>				
knows	29 (15.1)	28 (14.6)	17 (8.9)	40 (20.8)
doesn't know	73 (38.0)	62 (32.3)	24 (12.5)	111 (57.8)
	Chi2(1) = 0.17		Chi2(1) = 3.46	
<b>Judo</b>				
knows	68 (35.4)	53 (27.6)	31 (16.1)	90 (46.9)
doesn't know	34 (17.7)	37 (19.3)	10 (5.2)	61 (31.8)
	Chi2(1) = 1.24		Chi2(1) = 3.54	
<b>Taekwondo</b>				
knows	32 (16.7)	27 (14.0)	17 (8.8)	42 (21.9)
doesn't know	70 (36.5)	63 (32.8)	24 (12.5)	109 (56.8)
	Chi2(1) = 0.04		Chi2(1) = 2.82	
<b>Ju-Jitsu</b>				
knows	34 (17.7)	40 (20.8)	24 (12.5)	50 (26.0)
doesn't know	68 (35.4)	50 (26.1)	17 (8.8)	101 (52.7)
	Chi2(1) = 2.49		Chi2(1) = 8.80**	
<b>Aikido</b>				
knows	37 (19.3)	37 (19.3)	23 (12.0)	51 (26.5)
doesn't know	65 (33.8)	53 (27.6)	18 (9.4)	100 (52.1)
	Chi2(1) = 0.47		Chi2(1) = 6.78**	

Table 2

**Logistic regression**

Factors	Future training OR (95%CL)	
	Bivariate model	Multivariate model
<b>Sex</b>		
Women	1	1
Men	2.69 (1.30-5.57)	1.94 (0.86-4.34)
	p = 0.01	p = 0.11
<b>Knowledge of combat styles</b>		
<b>Boxing</b>		
knows	1	1
doesn't know	5.00 (1.68-14.9)	2.33 (0.70-7.80)
	p = 0.004	p = 0.17

Factors		Future training OR (95%CL)	
		Bivariate model	Multivariate model
Kickboxing			
	knows	1	1
	doesn't know	6.21 (2.75-14.3)	3.80 (1.41-10.22)
		p = 0.00001	p = 0.01
Karate Shotokan			
	knows	1	1
	doesn't know	1.71 (0.85-3.44)	0.82 (0.30-2.26)
		p = 0.13	p = 0.70
Karate Kyokushinkai			
	knows	1	1
	doesn't know	1.97 (0.95-4.05)	0.85 (0.28-2.58)
		p = 0.07	p = 0.77
Judo			
	knows	1	1
	doesn't know	2.10 (0.96-4.62)	1.11 (0.40-3.10)
		p = 0.06	p = 0.84
Taekwondo			
	knows	1	1
	doesn't know	1.84 (0.89-3.78)	1.03 (0.38-2.78)
		p = 0.10	p = 0.96
Ju-Jitsu			
	knows	1	1
	doesn't know	2.85 (1.40-5.81)	1.14 (0.43-3.03)
		p = 0.004	p = 0.79
Aikido			
	knows	1	1
	doesn't know	2.51 (1.23-5.08)	1.55 (0.62-3.84)
		p = 0.01	p = 0.34

## DISCUSSION

Research conducted by Hoff [10] shows that martial arts themselves do not assure valuable impact on training participants. Their proper communication in line with the ideology is needed together with complete and consistent teaching and educating young participants. Moreover, it is necessary to have proper understanding of the specificity of the path of combat arts combined with the need of having particular knowledge. It seems that those factors have considerable impact on social reception of combat sports and martial arts.

Results of the research indicate that sex has crucial impact on the attitude to combat sports and martial arts. Similar results were achieved by Cynarski et al. [2, 3] in research in the southern part of Poland. Compliant to the theory of justified action [11] the intention to participate in martial arts and combat sports and the stereotype concerning brutality of martial arts and combat sports turned out to have significant impact on the attitude. Those who associated combat sports and martial arts mainly with brutality and those who did not foresee training combat sports and martial arts in future presented low level of commitment to those disciplines of sports, particularly visible in connection to the cognitive component of the attitude. It seems that for the dissemination of combat sports and martial arts, a broad education concerning this subject is necessary. Knowledge, as the basic component of attitude, may constitute motivating factor and may direct the intention for active participation in combat sports and martial arts. Cynarski et al.[12] research also shows that knowledge is a crucial determinant of attitudes to martial arts, and the presented results indicate its crucial impact on undertaking training. At the same time, the author states its low level among students in upper-secondary schools and high

schools. Theory indicates that the attitude changes together with gaining experience. Compliant to the concept of the mere-exposure effect by R. Zajonc [13], the more often we encounter a given phenomenon; the more positive is our attitude to it. Organizing unarmed combat competitions in schools and encouraging the youth to frequently support teams at competitions; introducing elements of martial arts to physical culture classes at school seem to be a good path for popularizing those disciplines.

The results of the presented research indicate that the tendency to train combat sports and martial arts in the future concerns men nearly three times more often than women. The knowledge of combat styles has also significant impact on the decision to undertake combat sports and martial arts trainings in future. The simple logistic regression model shows that foreseeing active participation in combat sports and martial arts increased six times among people who declared knowledge about kickboxing, five times in the group of people having knowledge about boxing, and nearly three times among people having knowledge about ju-jitsu and aikido. When the multifaceted model was applied, only the knowledge of kickboxing turned out to be the predictor of the willingness to pursue training in combat sports and martial arts.

### CONCLUSION

Research conducted in groups of people who are not training allow for achieving important information connected to the perception of combat sports and martial arts by outsiders. At the same time, they constitute the expression of the knowledge and interest in specific forms of sports activity. Changes in the scope of physical culture in the Polish population, the increase in the interest of sports activities mainly among adults and a broad offer of competition sports activities for children and school youth constitute important challenges for combat sports. Their attractiveness and popularization in school environments constitute a fundamental opportunity for further cultivation of many centuries-old traditions and development.

### REFERENCES

1. Cynarski W J. Travel for the study of martial arts. *Idō – Movement for Culture, Journal of Martial Arts Anthropology*, 2012; 12, 143-151.
2. Cynarski W, Sieber L, Litwiniuk A. Asian Martial Arts in the European and American reception, 2006; 6 (6), 252-260.
3. Cynarski W J. Teoria i praktyka dalekowschodnich sztuk walki w perspektywie europejskiej, 2004; Wyd. UR Rzeszów.
4. Skelton D. L, Glynn M. A, Berta S. M: Aggressive behavior as a function of taekwondo ranking. *Perceptual and Motor Skills*, 1991; 72, 179-182.
5. Chunlei Lu: Eastern martial arts and violence prevention. Reversing a stereotype. *Archives of Budo*, 2008; 4, 32-36.
6. Twemlow S, Biggs B, Nelson T, Vernberg E, Fonagy P: Effects of participation in martial arts – based antibullying program in elementary schools. *Psychology in the Schools*, 2008; 45 (10), 947–959.
7. Kuśnierz C: Values associated with practicing modern karate as a form of cultivating old Japanese Bushido patterns. *Ido Movement For Culture. Journal of Martial Arts Anthropology*, 2011; 11 (4), 1-5.
8. Theeboom M, Dong Zhu, Vertonghen Jikkemien: Traditional Asian martial arts and youth: Experiences of young Chinese wushu athletes. *Archives of Budo*, 2012; vol. 8 no.1.
9. Herrigel E. *Zen, In the art of archery* (R.F.G. Hull, trans.). New York, Vintage Books, 1989.
10. Hoff F F, *Budo-Quo vadis?*, Dao. *Magasin Fernostlicher Lebenskunst, Sonderheft*, 1999; 92, 70-74.
11. Ajzen I. Nature and Operation of Attitudes. *Annual Review of Psychology*, 2001; 52, 27–58.
12. Cynarski W J, Kuśnierz C, Witkowski K.; Polish students' knowledge and their attitudes towards martial arts and combat sports. *Ido Movement For Culture. Journal of Martial Arts Anthropology*, 2012; 12, (3), 5–9.
13. Zajonc R B. Attitudinal effects of mere exposure. *Journal of Personality and Social Psychology, Monograph Supplement*, 1968; 9, 1–27.

УДК 615.825

**К ВОПРОСУ ПРИМЕНЕНИЯ ОЗДОРОВИТЕЛЬНЫХ ТЕХНОЛОГИЙ НА  
ЗАНЯТИЯХ ФИЗИЧЕСКИМИ УПРАЖНЕНИЯМИ СО СЛАБОСЛЫШАЩИМИ  
ДЕТЬМИ**

*Галина Герасимовна Лукина, кандидат педагогических наук, доцент,  
Татьяна Валерьевна Соловьева, кандидат педагогических наук,  
Российский государственный педагогический университет им. А.И. Герцена  
(РГПУ им. А.И. Герцена), Санкт-Петербург,  
Вера Игоревна Садовская, учитель-дефектолог,  
Детский сад «Кудесница» компенсирующего вида Петроградского района  
(ГБДОУ «Кудесница»), Санкт-Петербург*

**Аннотация**

В статье представлен один из вариантов решения проблемы повышения эффективности занятий физическими упражнениями со слабослышащими детьми дошкольного возраста. Для подобного контингента воспитанников характерны такие нарушения физического развития, как нарушения статического равновесия, пространственной ориентации и ритмических способностей. Предметом исследования является содержание занятий физическими упражнениями, обеспечивающие коррекцию нарушений статического равновесия на основе инновационных педагогических технологий. Из наиболее популярных предпочтение отдано футбол-гимнастике, т.к. положительное влияние упражнений с футболом заключается в возможности развития функции равновесия одновременно с развитием силы и гибкости. Полученные результаты свидетельствуют о явной тенденции к улучшению состояния статического равновесия и демонстрируют необходимость расширения спектра физических упражнений и условий их применения на занятиях физическими упражнениями со слабослышащими детьми в условиях дошкольного учреждения.

**Ключевые слова:** дошкольное учреждение, дети, имеющие нарушения слуха, футбол-гимнастика, статическое равновесие.

DOI: 10.5930/issn.1994-4683.2013.12.106.p97-101

**TO THE QUESTION OF HEALTH-IMPROVING TECHNOLOGIES APPLICATION  
IN PHYSICAL EXERCISES CLASSROOMS WITH HARD-OF-HEARING CHILDREN**

*Galina Gerasimovna Lukina, the candidate of pedagogical sciences, senior lecturer,  
Tatyana Valeryevna Solovyova, the candidate of pedagogical sciences,  
The Herzen State Pedagogical University of Russian, St. Petersburg,  
Vera Igorevna Sadovskaya, the teacher-speech pathologist,  
Kindergarten of “Kudesnitsa” of a compensating type, Petrogradsky district, St. Petersburg*

**Annotation**

One of options for the solution of the task to increase the efficiency of physical exercises classrooms with hard of hearing children at preschool age has been presented in the article. For such contingent of pupils the following deviations in physical development as violations of static balance, spatial orientation and rhythmic abilities are observed. Object of research is the content of physical exercises classrooms, providing correction of the deviations of static balance on the basis of innovative pedagogical technologies. From the most popular, the preference has been given to the fitball-gymnastics, since the positive influence of exercises with the fiball consists in possibility for development of the function of balance simultaneously with force and flexibility development. The received results testify to the obvious tendency for improvement of the static balance condition and show the need in expansion of the range of physical exercises and conditions of their application in physical exercises classrooms with hard of hearing children