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Analysis and Suggestions of KOREAN Junior High School MARTIAL ARTS Curriculum

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Abstract

The physical activities that are carried out in school education are the most characteristic element that distinguishes physical education (PE) from the other subjects. Through these physical activities, we keep our body and mind healthy, cultivate social adaptability, and ultimately develop our own life to enhance our capabilities to contribute to the local community and national development that we belong to. Especially, physical education curriculum is very important for junior high school students who have strong physical activity and sensitivity, so I would like to make suggestions through analyzing the operation of martial arts curriculum that is aiming at mind and body training.

In terms of the changes in the physical education curriculum, it had not had systematic curriculum until it established the 1st curriculum under the US armed forces. The 1st curriculum was enacted on August 1, 1955, and the 2nd curriculum in 1963, the 3rd curriculum in 1973, the 4th curriculum in 1981, the 5th curriculum in 1987, the 6th curriculum in 1992, and the 7th curriculum was revised in 1997 and operated until 2007. After this, while the 7th curriculum has been maintained in the 2007 revision curriculum, in which junior high schools changed their differentiated curriculum into differentiated instruction, also the divisions such as "step by step type" or "intense and supplementary type" were abolished. Since the intensive classes have been strengthened, classes have become available for each semester. However, the hours of alternative course were reduced by the five-day school week.

The martial arts education of Korean junior high schools started to appear from the 3rd physical education curriculum, operated as physical arts from the first grade to the third grade of junior high school. The contents of physical education curriculum were different for boys and girls, for example, soccer and physical matches were only for boys, dance was for girls only, and gymnastics was clearly distinguished for boys' and girls'.

The junior high school martial arts education is a challenging activity among five contents areas (health activities, challenging activities, competitive activities, expression activities, leisure activities) in the 2007 revised physical education and curriculum, and is an activity to challenge the physical skill of others who are moving, which includes sports like ssireum, taekwondo, and kendo. However, due to the nature of martial arts education, it is difficult to achieve the learning goals because of the lack of instructors and martial arts classes based on the educational curriculum.

The martial arts occupy an important area as not only a mental education for human formation but also fitness training for a physical education. In other words, martial arts are appreciated by training the body to improve physical fitness and health, and as a self-defense to protect oneself. Therefore, it is necessary to construct systematically in order to achieve the goal of martial arts education of Korean junior high schools as follows.

- 1) The martial arts education in the school should be systematically organized by the annual plan.*
- 2) It is necessary to expand the professional manpower who are in charge of martial arts education at school.*
- 3) Organize the martial arts education systematically according to the level of the students and conduct them in a step-by-step manner so as to acquire the ability to protect oneself from danger.*

The purpose of this study is to analyze the martial arts curriculum of Korean junior high schools and to understand the martial arts spirit, which will help the martial arts operate systematically in the physical education curriculum.

This study suggests strategic approaches to the sport market by analyzing the effects of sport participants' personality on motivations participated in sport activities and the interrelation of personality, participation motivation and decision factors in purchasing sport products.

A total of 737 effective responses over 15 years old, living in the capital city in Korea were chosen by using convenience sampling technique. The data were analyzed using SPSS 20 and Amos 20.

The personality of sport and leisure participants seems to have a positive effect on introverted motives for participation in sport activities. In addition, their personalities have a positive effect on extroverted motives for participation in sport activities. Sport and leisure participants' personalities also have a positive effect on product factor and have a positive effect on the image factor in purchasing sport products.

On the other hand, sport leisure participants' personalities do not seem to have a positive effect on external factors in purchasing sport products directly. It was also found that sport leisure participants' introverted motives do not affect the product factor in purchasing sport products positively. Similarly, sport leisure participants' introverted motives do not affect image factor in purchasing sport products. In addition, their introverted motives do not affect external factors in purchasing sport products. Sport and leisure participants' extroverted motives also do not seem to affect the product factor or the image factor in purchasing sport products. However, extroverted motives affect the product factor in purchasing sport products positively.

Through the study, it is possible to see the potential value of sport activities in the sport market. Further study on the interrelationship between various personalities of sports and leisure consumers and the decision factors in their purchases is expected to be helpful for leading consumer market in sport industry.

[Keywords] *Middle School, Martial Arts, Physical, Education, Instructional*

1. Introduction

Physical education distinguishes it from the other subjects by conducting physical activities which are the most characteristic element in its curriculum. These physical activities are to improve physical and mental well-being, to develop social adaptability, ultimately to develop their own lives to improve their quality of life, to lead not only oneself but also others to live safely from various dangers in everyday life, and to develop competencies to contribute to community and national development[1].

Health and physical strength have historically been one of the most important roles that have been pursued in physical education[2].

In recent years the greatest concern of people around the world is the well-being, highlighting a healthy lifestyle. A healthy lifestyle is formed by the comprehensive lifestyle such as exercise, eating habit, stress management, safe living environment. Cultivating a good lifestyle means that one learns regular

lifestyle through physical education. Especially, physical education curriculum is very important for junior high school students who have strong physical activity and sensitivity. The martial arts education aiming at mental and physical training cultivates self-management ability and becomes a major concern in terms of safety accidents which are happening in and outside of schools and school crisis education[3].

Korean physical education curriculum began with the establishment of the 1st curriculum in 1955 and was revised until the 7th curriculum. From the 3rd physical education curriculum, it has been suggested that physical matches as martial arts that are taught only to boys, but the fact is that martial arts education is not operated properly at the school fields. When the 7th curriculum was abolished, the 2007 revised curriculum is being operated and martial arts education is classified as a challenging activity[4].

Therefore, the purpose of this study is to analyze the situation of Korean martial arts education, and to present the direction of martial arts education in Korea junior high

school by examining the necessity and goal of martial arts education

2. Changes in Physical Education and Its Curriculum

In 1945, Korean school education was transformed from totalitarian colonial education to democratic self-centered education. The curriculum created at this time was called 'Syllabus Guideline', and the curriculum of the syllabus guideline was a document describing in detail the instructional contents with the curriculum and the time allocation of each school as well. But since the syllabus guideline was not enacted with enough time, it could only enumerate the topics to be taught by each subject, without mentioning of the goal of the instruction or the notices of instruction.

In the case of the subject of physical education, the first syllabus guideline was established by the Korean Gymnastics Federation in 1945 in the US Military Transition, and the second was established in 1948 after the establishment of the government as in the 'Syllabus Guideline'. Physical education in this period was a required subject from elementary school to high school. It was called 'Gymnastics' during the Japanese colonial period. Changed its name to 'Public Health' in elementary school, 'Physical Education Public Health' in junior high school, and 'Physical Education' in high school[5].

In the 1st curriculum, unlike gymnastics, athletics and swimming were included in sports area in junior high schools. It can be understood indirectly that the gymnastics at this time had different educational meaning than sports. The most remarkable feature of this period is the different content of education for girls and boys in junior high schools.

The goals of physical education in the 2nd curriculum were characterized by being presented in different formats depending on the class. The goals of physical education were presented for each class in regular elementary junior high·high schools. In particular, grade level goals were presented as sub-goals for junior high schools. The detailed contents

of physical education goals according to the 2nd curriculum consisted of five goals: physical goal, emotional goal, cognitive goal, hygiene and safety, and recreation, in which the first curriculum remained intact[6].

The contents of the 3rd physical education curriculum were subdivided the areas from 6 into 9 areas in the case of junior high schools compared to the 2nd. In particular, 'Circulation Movement' and 'Order Movement' were newly added. This can be understood as reflecting the situation of Korea at that time. The contents of physical education curriculum during this period were presented differently for boys and girls. In junior high schools, soccer and physical matches were only for boys, and dance was for girls only, and the gymnastics were clearly distinguished for boys' and girls'.

The goals of physical education in the 4th curriculum were divided into 'curriculum goal' and 'grade goal' for each school and class. The grade goals were characterized by being presented the objectives with contents for junior high schools. The contents of physical education of the 4th curriculum did not change much compared to the 3rd curriculum, It can be estimated that this was the time to become the parent in setting up the curriculum and content area of the 5th, 6th, 7th physical education curriculum.

Unlike the previous curriculum, the physical education content of the 5th curriculum was divided into the psychodynamic area, the cognitive area, and the definitive area.

The characters of physical education in the 6th curriculum were describing the definition, characteristics, and direction, in that the general characteristics of physical education were firstly presented and the character of school and class were followed in the lower part. This section emphasizes the realization of exercise needs and the pursuit of health through the development of physical abilities and ability to adapt to the environment. It also emphasizes the succession and development of athletic culture, physiological efficiency through physical activity, psychologi-

cal stability, spatial perception, object manipulation ability, and the purpose of improving physical interaction ability[7].

The 7th physical education curriculum was the same as the 6th Curriculum, but the 'Method' was renamed to 'Teaching Learning Method'. The purpose of physical education was defined as a subject that contributes to the improvement of human 'quality of life' by pursuing both intrinsic values such as the realization of the need for movement and the succession and development of the athletic culture and extrinsic values such as enhancement of physical fitness and health, emotional refinement, improvement of sociality[8].

With the 2007 revised curriculum was running, martial arts education was classified as a challenging activity.

3. Martial Arts Education Status

Since the 3rd curriculum, martial arts education has been started in junior high schools by teaching physical matches only to boys. Currently, it is classified as a challenging activity in the 2007 revised education curriculum, which led to including comprehensive understanding, performance, and appreciation activities of the target and physical matches in the challenging activity of 8th grade[9].

Especially in the 8th-grade challenging activity, either the target challenging sports or the physical match challenging sports is individually emphasized, or the common and the details of the target and the physical match challenging sports are emphasized together depending on each school. Examples of physical activities presented in the 8th grade include shooting, archery, bowling, taekwondo, and ssireum, which constitute contents of which are integrated on the history of target/physical match challenging sports, scientific principles, methods and functions of sports, courage and manners, sports analysis and appreciation through selected physical activities. Physical activities in the 8th grade include Korean folk sports. These physical ac-

tivities focus on the understanding and experience of traditional physical activities of Korea, and at the same time enhance the proper understanding of traditional physical activities through comparing it with that of foreign countries[10].

Challenging activity is an activity that challenges individuals' physical excellence and physical abilities of others. It puts emphasis on the process of establishing personal challenge goals and trying hard to achieve them. In other words, it focuses on developing the ability to lead the future life by understanding their own potential and overcoming the obstacles and limitations that one faces.

Challenging activity is divided into areas called 'Record Challenge' in the 7th grade, 'Target Physical matches' in the 8th grade, and 'Action Challenge' in the 9th grade. As the record challenge is to challenge the record established by himself/herself or others, it refers to activities that pursue the best athletic ability through personal efforts. In particular, the challenge of speed is divided into speed challenges such as 100m running, 400m running, and the distance challenge such as high jump, long jump, shot throw, the discus. The target or physical match challenges include challenges to a fixed target, archery, kendo, and so on. The motion challenge is to challenge the best possible motion and attitude, including maru, vaulting, and beam event which progressively change their movement patterns[11].

As mentioned above, the junior high school physical education curriculum suggests martial arts education but the class progress is not systematic. The martial arts education is one of the physical education curricula which is aimed at mind and body training and cultivates self-management ability and is necessary for safety accident and school crisis education in and out of school[12].

4. Conclusion

The purpose of this study is to analyze the martial arts curriculum which is operated in the junior high school's physical education

curriculum in Korea and to present the curriculum according to the necessity and goal of junior high school martial arts education.

1) There is a need to improve the contents and the method of martial arts education which is carried out in school according to the annual plan. It is also necessary to develop textbooks and programs for martial arts education so that it can be treated as a necessary area based on students and schools.

2) The school should expand the professional manpower in charge of martial arts education. In order to enhance the effectiveness of martial arts education in schools, it is necessary to strengthen the training of teachers who are in charge of martial arts education and to find ways to train mentors who are in charge of martial arts education.

3) It is necessary to systemize martial arts according to the level of students and periodically implement them so that they can learn martial arts as a mental education for human formation and a physical education for fitness training to achieve the educational goals.

4) Through the school education of martial arts, a variety of crisis response techniques should be provided to students.

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