

211-0007

ISSN: 2423-835X

378 Tenjinchou Kamimaruko Nakaharaku

Kawasakishi Kangawhken Japan

International journal of martial arts

2017 2(2)

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J-INSTITUTE

Publication state: Japan
ISSN: 2423-835X

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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Peer reviewer
E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/martialarts.2017.2.2.01>

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Effects of YONGMOODO Exercises on Physical Fitness and Gait Ability in Body Imbalance Obesity Elementary Students

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Abstract

This study was to investigate the effects of yongmoodo exercises on physical fitness and gait abilities in the body imbalance obesity elementary students. The participants were divided into two groups: Yongmoodo exercise group(EG, n=20) and non exercise group(NEG, n=20). The EG took part in the functional balance mat for Yongmoodo exercise for 12 weeks. The results of this study were as follows: First, there were significantly increased in physical fitness in EG compared with NEG after 12 weeks. Second, there were significantly increased in gait abilities in EG compared with NEG after 12 weeks. As conclusions, this study confirmed that the functional balance mat for Yongmoodo exercise program could improve the posture alignment pursuant and gait abilities of body imbalance of obese elementary students.

[Keywords] *Yongmoodo Exercises, Physical Fitness, Gait Ability, Body Imbalance, Obesity Elementary Students*

1. Introduction

The physical imbalance caused by obesity in elementary school students was mainly due to the lack of physical activity along with westernized eating habits[1][2]. This trend has been continuously increasing for the last 20 years. This is a recent social problem as a risk factor for increasing the incidence of addictive diseases[3]. This decrease in the physical activity of the elementary school children is accompanied by a decrease in muscular strength and a decrease in basal metabolism. This leads to an imbalance of energy metabolism, inhibits the secretion of growth hormone. And it induces musculoskeletal dysfunction, which has a great influence on the deformation and disorder of the physical and functional aspects of growing elementary school students[4]. In addition, the physical dysfunction of the elementary school students in the growth period due to the decrease of the physical activity shows many changes in terms of growth factors such as physical imbalance and physical strength

such as exercise performance ability. This means that the improvement of health and physical fitness of elementary school students is growing as a national problem[5]. Particularly, during the elementary school age when the development and development are active, the regular exercise habits promote healthy physical fitness as the physical activity increases sharply. Healthy physical fitness induces stabilization of musculoskeletal system due to increased muscle strength, and stabilization of posture plays a role in maintaining a balanced body posture[6].

Thus, problems related to childhood obesity are well known, and a variety of exercise programs have been developed for solving the causes. However, the disadvantages of the newly developed various exercise intervention programs are mainly limited to school physical education and academic physical education, and the exercise program is not able to escape from the program which has been preceded. Also, Because of lack of research on the development of exercise equipment and exercise programs for the

elimination of physical imbalance among obese children among elementary school students, there is a need for continued research. Therefore, this study was to investigate the effects of Yongmoodo exercises on physical fitness and gait abilities in the body imbalance obesity elementary students.

2. Materils & Methods

2.1. Subject of study

This study was In this study, 40 elementary school students with a body fat percentage of over 26% and ages 10-12 were selected among the Yongmoodo trainees of Y Youth

Sports Club in D city. The subjects participated in this study were fully informed about the experimental purpose, experimental method and the exercise program under participation of the protector and the coach. The preliminary experiments for verifying the effectiveness of the exercise program and selecting the subjects using the functional mat which has been patented were conducted as a play form from March to April 2017. This experiment was carried out from June 2017 to August 2017. The subjects of the study were divided by 2 groups of Yongmoodo Exercise group(EG, n = 20) and Non Exercise group(NEG, n = 20) using random sampling. The physical characteristics of the subjects are shown in <Table 1>.

Table 1. Physical characteristics of subjects.

Items	Age(yrs)	Height(cm)	Weight(kg)	BMI(kg/m ²)	Body Fat(%)
Exercise group (N=14)	11.68±1.82	140.64±8.26	52.36±4.18	29.46±1.84	30.12±2.04
Non exercise group (N=14)	11.72±1.96	139.92±6.84	51.96±5.64	30.08±2.02	30.26±1.92

Note: M±SD.

2.2. Measure and method

2.2.1. Yongmoodo exercise

The exercise program using functional mats was composed of Yongmoodo textbook written by Kang Min-cheol[7] and Kim Byeong-cheon[8]. It composed of only rolling, spinning, and walking exercises considering the physical functions of obese elementary students.

This functional balance exercise program was performed for a total of 60minutes with 10minutes of warming up, 40minutes of main exercise, and 10minutes of cooling down in compliance with the exercise recommendation shown in ACSM[9]. Exercise was applied

at a frequency of 4 times a week for 12 weeks. The exercise program using the functional mat applies the incremental exercise load principle which increases the exercise intensity while increasing the range and the function mat of motion range and repetition time. So that the set maximum exercise intensity is not deviated. In addition, Yongmoodo rolling was carried out from the 20cm high elasticity mat to the incrementally low mat in consideration of the stability of the subjects by incremental exercise load principle. Yongmoodo spinning was carried out from a 10cm low elasticity mat to the incrementally high mat due to the characteristics of the movement to maintain body-centered balance, and specific exercise programs are shown in <Table 2>.

Table 2. Yongmoodo exercises program.

Stage	Exercise program		1~4 Week (reps/set/pad level)	5~8 Week (reps/set/pad level)	9~12 Week (reps/set/pad level)	Motion Fre- quency
Warm-up (10min)	Stretching					
Work-out (40min)	Roll	Forward roll, Back roll Leg open forward roll, Leg open back roll Leg close forward roll, Leg close back roll Forward roll gulleochigi, Back roll gulleochigi	5/3/20	5/3/15	5/3/10	RPE 8~10
	Turn	Side turn. Front turn, Back turn Front roll turn, Somersault	5/3/10	5/3/15	5/3/20	
	Gait	Walking in place Stand walking Continuous walking Knee walking Turn walking	50/3/10	50/3/15	50/3/15	
Cool-down (10min)	Stretching					

2.2.2. Physical fitness test

2.2.2.1. Push-up

The subject holds both hands with their shoulders wide and the fingertips of a 30cm high push-up bar go forward. The arms were placed at right angles to the ground, and head, shoulders, waist, hips, and legs were straightened. When the upper arms and shoulders of the arm were leveled, the arm came back to its original position. The total number of repetitions was recorded for 1minute.

2.2.2.2. Sit-up

The subject was instructed to draw up the knee in a lying position with both fingers behind the head. The upper body was raised in a lying position, and both elbows were brought to both knees and then lie down

again. At this time, both shoulders should be touching the floor without rebound. The total number of repetitions was recorded for 1minute.

2.2.2.3. Side step

Three parallel lines were marked on the floor at 100cm intervals. When the subject did not step on the center line, the subject's right foot crossed the right line at the start signal. At this time, the number of times was set to 1. If the subject crossed the line to the right, he was returned to the first posture with a quick action. At this time, the number of times was set to 2. After returning, the subject performs a side step so that the left foot goes beyond the left line. At this time, the number of times was set to 3. This operation

was carried out for 10 seconds twice, and better score was recorded.

2.2.2.4. Sit and reach

The subjects were taken off their shoes and their knees were straightened so that both feet were in full contact with the vertical plane of the measuring instrument. The spacing of both shots should not exceed 5cm. The floor of both hands was straightened and the floor of the left hand was placed on the right hand of the hand so that it overlapped and prepared. The examiner pressed the knee lightly so that the subject did not bend the knee when bending the upper body forward. This measurement was taken twice and better score was recorded in units of 0.1cm.

2.2.2.5. Standing long jump

The subject stood so as not to cross the marking line on the foot plate, and allowed to jump forward after sufficient preliminary operation of the arm and torso. After the jump without stepping starting line, the rear end of landing spot was measured twice and better score was recorded in units of 1cm.

2.2.2.6. Skipping rope

The subjects warm-up for using rope skipping such as shoulder, waist, knee, ankle and wrist before rope skipping. The knee was bent slightly to reduce the impact, and the front of the sole was used instead of the entire sole. The total number of times was recorded for 1minute.

2.2.3. Gait ability test

The gait ability test was used to measure the temporal and spatial walking ability using GAITRite to collect quantitative gait analysis data on the patient's gait pattern[10][11]. The gait analyzer is an electronic walking board with a length of 7.32m, a width of 61cm, and a height of 0.6cm. 13,824 sensors with a diameter of 1cm are arranged vertically along

the walk plate at intervals of 1.27cm to collect information on temporal and spatial variables. The instrument collects the load of the experimenter's feet at a sampling rate of 80Hz per second when the experimenter walks and sends the information to the computer via the serial interface cable. The information on the collected temporal and spatial variables is shown in GAITRite GOLD Version 3.2 software. In this study, the subjects were allowed to stand at the front of the gait plate and then walked at the most comfortable walking speed by the verbal signals of the tester. The shoes were made comfortable according to the characteristics of the subjects. The pre-test and the post-test were measured under the same conditions. And this measurement was taken three times, the mean value was used.

2.3. Data process

For the data processing of the study, the mean and standard deviation of all collected data was calculated using SPSS 20.0(window statistical package). And paired t-test was performed for the significance test of before and after experiment in the group, independent sample t-test was performed for the experiment between the groups. The significance level was $p < .05$.

3. Results

3.1. Changes in physical fitness

Changes in physical fitness are shown in <Table 3>. As for the physical fitness of EG group, statistically significant differences were found in all variables of muscular strength($p = .000$), muscle endurance($p = .000$), flexibility($p = .000$), agility($p = .000$), power($p = .000$), cardiovascular endurance($p = .000$). In addition, statistically significant differences in the physical fitness changes of post-test between CG and EG were found in muscle endurance($p = .000$).

Table 3. The change of physical fitness.

Items	Group	Pre	Post	T*
Push-up	EG(n=14)	20.52±3.84	23.66±4.12	-4.102 ^{†††}
	NEG(n=14)	20.42±4.61	20.88±3.68	0.326
	t*	0.212	3.710 ^{†††}	
Sit-up	EG(n=14)	19.88±4.44	24.82±4.16	-5.002 ^{†††}
	NEG(n=14)	18.82 ±4.82	19.25 ±5.02	0.402
	t**	0.321	5.426 ^{†††}	
Standing long jump	EG(n=14)	16.22 ±4.84	20.88 ±4.62	-5.624 ^{†††}
	NEG(n=14)	15.99±4.62	16.13±4.88	0.326
	t**	0.338	5.016 ^{†††}	
Sit and reach	EG(n=14)	16.42±2.32	20.96 ±2.54	6.104 ^{†††}
	NEG(n=14)	16.95±2.37	17.06 ±2.42	-0.525
	t**	0.302	4.336 ^{†††}	
Side step	EG(n=14)	11.85 ±2.62	8.13±2.76	-4.288 ^{†††}
	NEG(n=14)	11.38±2.66	10.97 ±2.52	0.336
	t**	-0.404	3.206 ^{†††}	
Skipping rope	EG(n=14)	86.03±16.10	112.78±22.56	-14.060 ^{†††}
	NEG(n=14)	84.75±12.86	88.13±13.27	1.036
	t**	-0.448	12.602 ^{†††}	

Note: M±SD.

* Paired t-test between pre- and post-values in a group.

** : Independent sample t-test' results between pre- and post-values in both groups.

†,††, and ††† mean P<0.05, P<0.01, and P<0.001, respectively.

3.2. Changes in gait ability

Changes in gait ability are shown in <Table 4>. As for the gait ability of EG group, statistically significant differences were found in all variables of velocity(p=.000), cadence(p=.000), left step length(p=.000), right step length(p=.000), left stride

length(p=.000), right stride length(p=.000). But statistically significant differences in the gait ability changes of the post-test between CG and EG were found in all variables of velocity(p=.000), cadence(p=.000), left step length(p=.000), right step length(p=.000), left stride length(p=.000), right stride length(p=.000).

Table 4. The change of gait ability.

Items	Group	Pre	Post	T*	
velocity (cm/s)	EG(n=14)	31.26±9.12	38.14±11.46	4.204 ^{†††}	
	NEG(n=14)	30.92±10.21	31.14±10.82	-0.422	
	t**	0.388	-3.882 ^{†††}		
cadence (steps/min)	EG(n=14)	62.62±16.24	69.08±14.26	6.844 ^{†††}	
	NEG(n=14)	63.09±15.16	63.01±16.82	0.224	
	t**	-0.342	-6.062 ^{†††}		
step length	Left	EG(n=14)	24.06±5.12	29.04±4.06	5.824 ^{†††}

(cm)		NEG(n=14)	24.32±6.22	24.38±5.84	0.218
		t**	-0.296	-5.262+++	
	Right	EG(n=14)	23.88±5.62	28.88±5.02	6.462+++
		NEG(n=14)	24.06±6.06	24.33±4.84	-0.222
stride length (cm)	Left	t**	0.446	-5.990+++	
		EG(n=14)	47.82±11.16	52.88±10.94	6.606+++
		NEG(n=14)	47.94±8.36	46.92 ±10.94	-0.438
	Right	t**	-0.336	-7.422+++	
		EG(n=14)	46.72±9.28	51.98±10.82	6.026+++
		NEG(n=14)	46.36±11.06	46.44±10.88	0.206
	t**	0.242	-6.322+++		

Note: M±SD.

EG/Exercise group, NEG/Non Exercise group

*: Paired t-test between pre- and post-values in a group

**: Independent sample t-test results between pre- and post-values in both groups(pre/a, post/b)

t, ++, and +++ mean $P < 0.05$, $P < 0.01$, and $P < 0.001$, respectively.

4. Discussion

The purpose of this study was to compare the effects of Yongmoodo exercise program on physical fitness and gait ability of the body imbalance obesity elementary students.

Obesity is a typical metabolic disorder that causes unbalanced energy metabolism by inducing an increase in body fat due to irregular eating habits and a decrease in physical activity, and it is reported as a risk factor for increasing the incidence of musculoskeletal and nervous system diseases[12]. This obesity induces physical dysfunction due to decrease in physical activity of elementary students in growing age, and this shows more severe dysfunctions in developmental aspect of elementary students[12]. Physical dysfunction due to physical imbalance is associated with dysfunctional musculoskeletal nervous system, leading to physical dysfunction and chronic diseases of growing elementary students[13]. This physical imbalance is a factor that impedes the movement of neck, back, back, pelvis, knee, and ankle, which is called physical connection chain through musculoskeletal deformation and it is a serious problem in terms of growth and development[14] The purpose of this study was to evaluate the effect of Yongmoodo exercise program on the performance of mats with 25% elasticity and

40% restitution. As a result, it was found that elementary students with obesity during the growing period had an excellent effect on eliminating the physical imbalance and walking ability. These results are consistent with the results of a study in which an increase in physical activity of a growing elementary student has an effect on the physical balance ability[15], and the physical activity of the growing elementary student has a strong relationship with physical fitness and physical function[16][17]. In addition, the results of Park et al.[18], which reported the effect of the exercise program for obese elementary school students, were derived.

Although many studies have been conducted on various physical exercise programs to improve physical function and to recover physical imbalance in elementary students, mat exercises have been selected as the most effective exercise methods. In this study, all the programs such as rolling, turning, and walking were performed on the mat, so that the Yongmoodo exercises were the most popular among the exercise methods in the aspects of playing and growth. In addition, the difference in the elasticity and restoring force of the mat has a great effect on the exercise performance[15][16], and the elasticity and restoring force of the functional mat used in

this study will have a great influence on the improvement of the physical function of the elementary students. The results of this study suggest that the Yongmoodo exercises have a positive effect on the physical fitness and gait ability of obese elementary students through improvement of coordination and body stabilizing. These results support a report about the physical stability on the mat[17][18] and the physical effects of mat exercises[19]. This mat movement is reported to be the most effective in enhancing the motor function of the growing elementary students and promoting the harmonious development of the body[20], and the physical stability and balance ability of the growing elementary students. In this study, it was confirmed that improvement of physical imbalance through Yongmoodo exercise affects positively the improvement of gait ability. The results of the study showed that the increase in the balance ability of obese children positively affected the improvement of gait function[21][22]. Also obesity improvement through obese children's physical activity leads to stabilize left and right displacement of body center during walking, and it shows a stable walking pattern with uniform movement at the knee and ankle joint angles[18][23]. Thus exercise program using functional mat is an effective exercise program for obese elementary school students' physical fitness and walking ability in obese elementary school students who showed unresponsive support.

5. Conclusion

The purpose of this study was to compare the effects of Yongmundo exercise program on physical fitness and gait ability of obese elementary students.

1. As for the physical fitness of EG group, statistically significant differences were found in all variables of muscular strength, muscle endurance, flexibility, agility, power, cardiovascular endurance. And statistically significant differences in the physical fitness changes of post-test between CG and EG were found in muscle endurance.

2. As for the gait ability of EG group, statistically significant differences were found in all

variables of velocity, cadence, left step length, right step length, left stride length, right stride length. And statistically significant differences in the gait ability changes of the post-test between CG and EG were found in all variables of velocity, cadence, left step length, right step length, left stride length, right stride length.

This study suggests that Yongmoodo exercise program is an effective exercise for obese elementary students' physical fitness and gait ability. In addition, it is thought that it is necessary to develop appropriate training for obese elementary students to repetitive training in order to perform detailed and stabilized operation through improvement of physical unbalance and stabilization of posture.

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Publication state: Japan
ISSN: 2423-835X

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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Peer reviewer
E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/martialarts.2017.2.2.10>

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The Aesthetic Value of Demo Competition in KOREAN HAPKIDO

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Abstract

This study is aimed to examine about the aesthetic contents that appeared in the Hapkido demo competition from the aesthetic viewpoint. Hence, this study is progressed on the basis of previous researches, books, and publications related to aesthetics concerning chivalry, thereby aiming to logically figure out aesthetic aspect of the Hapkido demo competition. The logical investigation into aesthetic elements of the Hapkido demo competition led to having approached a technical value, artistry, and physical beauty that are seen in the demo competition. Based on this, aesthetic value was tried to be closely examined logically.

The following conclusions could be possibly obtained.

First, there are many games of the Hapkido demo competition. But most of them are progressed by team. Conquest and harmony of a technical difference between teams are also important at this team-based partial-arts event. But the demonstration of techniques based on three principles of the Hapkido skills is important. What does not damage the body through considering an opponent based on the win-win principle with perfectly controlling the opponent as well in a state of being not lost the center even while switching to all directions in a situation of requiring an attack and a defense even if being the demo competition leads to allowing players and spectators to be capable of perceiving aesthetical contents and experiencing experiential element through a sense of accomplishment caused by satisfaction and high athletic performance.

Second, there is also a case that the Hapkido demo competition is finished just in a few seconds from the start to the end. But there is a case as well that is continued for about 5 minutes. A theatrical meaning is contained in demo. Thus, players or spectators can have the artistic experience. As a piece of movie is an outcome according to an effort of a writer and an actor, the wonderful and beautiful demo at the demo competition is a result of an effort that a demo player inspires a soul. Thus, this outcome comes to be recognized to be one genre of arts. Considering this, the Hapkido demo competition can be mentioned to be high in artistic value.

Third, a traditional discipline method in Hapkido can be considered to step up the manifestation out of the body through 'a control of internal breathing' with seeing it as the conformance of the breathing method and the body movement. A Hapkido demo player's strong and soft body well circulates Ki and Hyeol(blood) through a breathing method, promotes emotional balance and stability, reinforces the mind, thereby becoming the foundation of proceeding with being in harmony with mind and body. Hence, a demo player comes to point to the essence of martial arts dubbed Simshinilyeo under the direct connectivity with a human being's life

[Keywords] Martial Arts, Hapkido, Aesthetic Value, Demo Competition, Techniques

1. Introduction

As for the beginning of Hapkido in South Korea, it has been continued for over 60 years while Choe Yong-sul returned from Japan in

1948, opened a Hapkido dojang for the first time in Daegu, and then spreaded a technique, thereby having been developed quantitatively and qualitatively with settling into

our traditional chivalry. This growth in Hapkido is leading to allowing many Hapkido organizations to open an event for a game pattern as chivalry sports including the popularization as knighthood[1].

With regard to Hapkido event in South Korea, it was not used officially the name called Hapkido, but was used the name dubbed the national Martial Arts Event in the initial stage of the event. The competitions in the 1970s were progressed just a sparring competition without a division of a special game. The demo competition was given just the demonstration of a pilot group to participants[2].

The beginning of a demo competition showed a form of a systematic game with being organized the Korean University Hapkido Association(present: Korea Hapkido Competition Federation) in 2003. Unlike a sparring competition, the demo competition is a game of competing with establishing and demonstrating a theme by team through being formed focusing on skills, falling down, and kicking that are the representative skills of Hapkido. Techniques in Hapkido can be divided into bare-hand skills and weapon skills. The bare-hand skills includes wrist skills, clothing skills, Bangkwonsul, kick defense, Seonsul, arrest skills, and entraining skills. weapon skills includes short-stick skills, cane skills, tethering skills, and fan skills[3]. As the Hapkido techniques is a joint technique as a skill peculiar to Hapkido, it is a technique of beating an opponent through cracking joints and pressing a vital point

This techniques can be properly performed a skill with feeling at home only when being repeatedly practiced at a training hall for a long time. The training in techniques may be the process of exercising the body and the mind and of realizing the importance of human beings in the process of learning techniques, rather than the principle of controlling an opponent. As the training in techniques is a practicing method of defending with hitting, breaking, and throwing through using an opponent's force when the opponent attacks, it may be said to be characterized by taking a training form of exchanging techniques while prohibiting an excessive

competition with the mind of harmonizing with the opponent[4].

To perfectly carry out Hapkido techniques, the skill of being properly reflected three principles in Hapkido needs to be conducted. As for the principle in Hapkido, first, as the principle of circle, it pursues the curve-linear technique along with the linear technique and has a meaning as saying of being able to beat an opponent just with a change and a conversion in movement itself. Second, as the principle of water, it implies to smoothly suppress an opponent's concentrated power like the running water. Third, as the principle of harmony, it is the principle of overwhelming an opponent through drawing the mutually different circular motion of the opponent and me into my circular movement[5].

If Sulgija(defender) and Batgija(attacker) come to repeatedly train with understanding the Hapkido principle at the Hapkido martial arts competition, they come to possibly show the beauty of Hapkido technique at the martial arts event through increasing accuracy and difficulty level with being added power to technique and with getting faster. In terms of rightly displaying Hapkido techniques, Sulgija can subdue Batgija thoroughly without making an effort only when performing skills with understanding and applying three principles of Hapkido. The demo competition, which shows these techniques, can receive exclamation and applause with saying "wonderful", "beautiful" from viewers. Thus, watching leads to being capable of experiencing the appreciation and beauty with seeing the nice techniques, which are shown at the Hapkido demo competition, and the image of players who participate in a game[6].

The aesthetics of the Hapkido demo competition may expect the improvement in a human being's recognition capability, creation ability, and aesthetic capacity through expressing the body of being switched a feeling of internal mental process and through demonstrating artistic Hapkido techniques as well as the beauty, style and dignity when rehearsing Hapkido techniques. This aesthetic approach can lead to expanding and developing a range of the Hapkido demo competition[7].

A research relevant to the aesthetics of Hapkido as chivalry sports can be said to be nonexistent now. As a research on aesthetics in case of other chivalry games, a numbers of scholars such as [6][8][9][10][11] attempted the logical approach of aesthetics to chivalry through getting close from the aesthetic perspective with seeking an essential meaning of chivalry. However, in case of Hapkido, there is no prior research of aesthetic approach, thereby being in a state of being lacking in the logical approach.

Accordingly, this study is aimed to examine about the aesthetic contents that appeared in the Hapkido demo competition from the aesthetic viewpoint. Hence, this study is progressed on the basis of previous researches, books, and publications related to aesthetics concerning chivalry, thereby aiming to logically figure out aesthetic aspect of the Hapkido demo competition.

2. Aesthetic Understanding of Korean Hapkido Techniques

Aesthetics implies academic approach of beauty and can be considered to be learning that understands the essence and structure of beauty, which is contained in nature or life and art. As beauty is a meaning of adjective called 'beautiful', its application scope is extremely broad. What is 'beautiful' has a far-reaching subject of including an act of things, thinking, verbal image, descriptive & experimental elements that exist under the structure between a human and a human and between a human and nature [12].

As aesthetics is the philosophical department, which has a theme as beauty, art, and sensuous cognition, what is called philosophical indicates the learning of pointing to a more fundamental and essential figure, which is rather prescribing its distinctiveness, not as the specific image. Academic department implies a learning field of having the segmentation problem system, not simply the intuitive recognition. At this time, what is called aesthetics can be defined as philosophical department of having a theme as beauty, art or sensuous cognition. Thus, as aesthetics is what establishes the standard of evaluating

beauty, it is a research of beauty that appears in nature and art including dance, theater, sculpture, picture and composition [13].

In the West, an artificial work and a natural beauty phenomenon are divided by classifying the value judgment of beauty, respectively, into the truth of pursuing the truth, the goodness of seeking moral value, and the beauty dubbed beautifulness, with premising a division of art and aesthetic thing. On the other hand, the East is not being divided an artificial work and nature through action called art. That is to say, in the Eastern aesthetics, a meaning of truth, which reflects correct truth, needs to be consistent with a concept of beauty, and to mutually correspond even to a meaning of goodness, which pursues right moral value. A concept of beauty in an oriental meaning is what it has true beautifulness, namely, beauty when a meaning of goodness is expressed as a virtue that a human being has in the process of being expanded into a sacrificial and moral meaning [14].

As our traditional martial art contains many elements of forming beauty, it mingles with the principles such as harmony, balance, rhythm, and symmetry. Harmony is what achieves harmony with being combined a variety of diverseness. Balance shows poise in the left-and-right volume. Rhythm indicates a state of showing dynamic expression according to the repetition of a constant unit in the spatial placement of a form or color. Symmetry implies a state that a part is integrated into the whole by being established a relationship of consistency and harmony between a part and a part in an object [13].

As techniques in Korean Hapkido is the core of Hapkido skill, it is the generic term for all the techniques of beating an opponent. What is most important when carrying out techniques is not to depend on fitness or power, but to be performed by building the ki in the body up based on the principle. In other words, it is what knocks down an opponent's balance using small force with moving location in a stable way focusing on Danjeon [5]. Most of Hapkido techniques are performed skills when an opponent attacks first. Thus, Sulgija's central movement can be said

to be very critical. Only the performance of techniques according to 3 principles of Hapkido in the stable posture leads to being formed wonderful and beautiful skills.

Techniques is divided largely into bare-hand technique and weapon skills. The bare-hand skills implies to control an opponent's attack with the bare hands. Weapon skills implies what an opponent attacks with a weapon or what Sulgija overpowers an opponent with a weapon. The Hapkido techniques pursues the curve-linear movement rather than the linear movement in a stable posture, and needs to be shown soft and natural movement, not the strained skills of using force. Also, it should be performed with the principle of adapting oneself to nature with a method of changing it into my desired direction as if water flows while accepting an opponent's force without inversely standing against an opponent's force. Thus, the movement of carrying out techniques is outstanding in mildness and harmonic beauty, thereby being able to be considered to be aesthetic martial arts of being noticeable in artistry.

However, the Hapkido Demo competition is being progressed with forming a team, thereby being difficult to obtain a good result through doing well just alone. It is progressed with making a team, thereby being capable of showing the high-level martial arts only when displaying high-level skills along with the team-based technique available for well adjusting the appropriate timing of performing skills such as falling down, kicking, and techniques of being made with performing skills.

3. Aesthetic Feature and Structure in the Demo Competition of Korean Hapkido

The beginning in the demo competition of Korean Hapkido was naturally demonstrated in the training education of being carried out in the process of a higher level review in the 1960s by the Heuk Choo Kwan Association. A rise in participatory dojang led to having been opened with a name of a demonstration competition. Thus, the competition rules were enacted at the National Summer training event in 1974. The competition was begun

with a name of the National Martial Arts Competition in 1978 after being enforced a sport with games such as bare-hand skills, weapon skills, falling down, and group demonstration. And then it was begun in the form of martial arts with demonstration in each region and by dojang unit[15].

Following this, Hapkido in South Korea was founded the Sport for All Nationwide Hapkido Federation with joining the National Council of Sport for All in 1998. An event was begun by receiving an administrative and budget support from a government agency. The Korean University Hapkido Association(present: Korea Hapkido Competition Federation) was organized with a concentrated mind of willingly pursuing the Hapkido spirit along with a game pattern of having a character of Korean Hapkido in 2003. Thus, a competition came to be performed that was developed further compared to the demo competition, which had been carried out before, while newly making the demo competition match rules.

Competition events were proceeded with the group demo competition, the individual demo competition, and the fall down competition. The group demo competition is developed for 5 minutes with being formed over 10 persons by team, constructs demo competition with Hapkido skills such as techniques, falling down, and kicking, and heightens style and beautifulness through using music. The individual demo competition is available for participating in a match only when necessarily practicing for a considerable time by which two persons in Sulgija and Batgija make a team. In the individual demo competition, event 1(grabbing skills) comprised 2 wrist skills and 2 clothing skills. Event 2(bare-hand defensive skills) consisted of 2 Bangkwonsuls and 2 kick defense. As Event 3(weapon defense skills) includes 4 weapon defense skills, it is performed 4 skills by freely selecting short sword, long sword, bamboo sword, etc. As Event 4(special self-defense martial art) includes 4 special self-defense skills, four skills are performed by freely choosing fan skills, tethering skills, short-stick skills, swagger-stick skills, etc. The group demo competition and the individual demo competition are performed on a flexible mat. It is carried out the

group demo competition on 12m×12m and the individual demo competition on 8m×8m. Evaluation is made with etiquette, proficiency, difficulty level, artistry, and accuracy. As a fall down skills competition is composed of length fall technique and height fall skills, it is a game of competing how far or how high it falls using skills with running 10m×2m and then clearing a hurdle[16][17].

The beauty of Hapkido demo competition is expressed with originating from each characteristic of players who seek beautifulness, but is being embodied as the beauty of exercise, which is prescribed with the considerably formal unity or the physical legitimacy compared to beautifulness of a natural object, and expresses with further heightening aesthetic consciousness, which is scattered out of the Hapkido demo competition, thereby being what offers a frame of beautifulness to a player or a spectator. Seeing specific contents of this frame, those are involved a player's physical form, the artistry on a martial arts work, the beautifulness of having appeared during training, a place of martial arts, a uniform form & color, a harmony between martial arts and music, and those of giving aesthetic mood to spectators at the demo competition[18].

A form of being carried out at the Hapkido demo competition consists mainly of a team with 2 persons or over 10 persons. Thus, the high-level demo competition can be shown to spectators through overcoming and competing a technical difference among players. The experience at a stadium will be able to have the united experience of emotion and excitement. The demo competition has a competitive element of deciding the ranking. Referees' determining victory and defeat in a situation of a game, which is carried out dramatically, may stir up tension in players or spectators. The aesthetic experience of the Hapkido demo competition may be available through allowing spectators, who are looking at players' demonstration such as techniques, kicking, falling down, etc. of being proceeded with giving a shout of concentration in a demo situation, to repeatedly let out interjections and exclamations.

The aesthetic element of the Hapkido demo competition allows diverse skills that players acquire through training to be possibly performed rightly, thereby implying a value of improving a human being's physical beauty to a high level because of being interested even in the ethical aspect of well controlling own movement for the virtue and the correct behavior of being pursued by philosophy as well as sensitivity and emotional capability available for creatively accepting this with being in charge of communication between self and other person and with forming cultural value of seeking a human being's beautifulness in the holistic human aspect.

4. Aesthetic Elements of the Hapkido Demo Competition

4.1. Technical beauty of the hapkido demo competition

The key of athletic beauty relies upon a motor skill. The objective of exercise, of course, does not depend only on creating beauty or experiencing exercise, but relies ultimately upon enhancing skills. Thus, even the action of aesthetic consciousness is included in the constantly changing physical exercise.

The skills of exercise is the key essence of motor action. An exercise performer's skills can be explained with a method of showing or being seen through making "what is invisible" visible. What is visible explains two things in a situation of a sport itself and in a method that a sportsman is seen oneself. It is difficult to regard athletic beauty as the main property of exercise in a situation of a general game. However, the aesthetic element in the Hapkido demo competition can directly increase an effect of physical skill[19].

The beauty of the Hapkido demo can be realized when the stabilized central movement is performed in a situation of carrying out skills. In other words, there is no difficulty in displaying skills only when well maintaining own center while performing the Hapkido skills. Seeing the demonstration of senior instructors who trained Hapkido for a long time,

they dominate with striking down an opponent's center through the central movement in a stable posture even if young players attack with seizing the wrist or throwing a punch. This technique is not what is done by force, but is performed quickly and succinctly without being broken the center even amidst fast movement. As a discipline method for the stabilized central movement in performing Hapkido, there are Danjeon breathing and a switching method. Danjeon breathing is one of the methods available for performing technique in a stable posture without losing balance in moving to the front & the rear and to the left & the right through training physical regions of corresponding to the center of our body. And a switching method seeks the curve-linear movement rather than the linear movement in an upright state with lowering posture and relaxing the body based on three principles of Hapkido, thereby being capable of perfectly suppressing in a stable posture with knocking down an opponent's center from the opponent's attack[5].

What is important eventually is that all the Hapkido demo skills can be aesthetically recognized and experienced regardless of what the technique is performed under which objective. Even in addition to arts, there are many other actions that may be said to be technical. Also, there is a value to be considered to be aesthetic when being described in this way. These actions are preformed skillfully and smartly and are made the best effort for a goal. Accordingly, the aesthetic experience of technique cannot be limited only to art. The skills in the Hapkido demo competition arts event can be experienced from their own perspectives. Their aesthetic experience can be made regardless of what its actions are perceived or not as a goal.

Like what the artists obtain aesthetic experience amidst their own expressive movements, even the players who participated in the demo competition have aesthetic experience from their aesthetically practiced skills. It means that the skillful players can feel an aesthetic pleasure at the same time with exhibiting own technique in a match field. The performance of skills at the demo competition is primarily followed victory or defeat, of

course. It is not easy to experience an aesthetic pleasure in a situation of deciding victory and defeat. But what players can get aesthetic satisfaction relies upon paying attention to an aesthetic flow of own skillful movement. Players' practiced skills may be an intellectual material enough to be valuable and appreciated when looking backward, as well as the origin of aesthetic experience available for being enjoyed momentarily.

4.2. Artistic beauty of the hapkido demo competition

In many artistic activities, the beauty, style, technique, etc. can exist as what is mutually independent. But considering wonderful forms and brilliant techniques, each of those things cannot exist absolutely. The reason is that a showy play, which is made only with skills, may happen once in a while, but that the completion and beauty in the whole play are not made accidentally, and that the inconsistent play cannot receive a favorable evaluation[18].

In light of this, the height in beauty can be felt when being performed technique efficiently and perfectly at the Hapkido demo competition, namely, when being agreed by the demo player's technique and intended performance. The unintended skills cannot be regarded as aesthetical. It is natural to receive a fully aesthetical or artistic evaluation from the skills of demo competition. Especially when the great performance is done through excellent skills, a piece of fantastic and poetic art is created that is intentionally expressed the acting skills. However, as for the beauty that is shown at the Hapkido demo competition, its beauty is not what is expressed merely through physical movement or external line. Even this dynamic beauty is completed as one dynamic beauty by being combined a player's physical movement and mental ideology in which own subjective experience is immanent.

Even if being not a play, the demo competition can be considered to be the dramatized emotion by spectators as in a theater. That is because spectators join its action while being together with the demonstration in martial arts players doing the actor's role at the game.

As if one art work is an outcome of an artist's effort, the wonderful and beautiful demonstration at the demo competition is a result of effort in a demo player. Thus, this outcome comes to be recognized as one genre of the arts. And we generally come to possibly feel the impression of being felt with experiencing the art, above all, while experiencing the bright demonstration of the demo competition. In light of this, the Hapkido demo competition can be evaluated to be high in artistic value[20].

The art pattern in the Hapkido demo competition needs to pursue beauty. The establishment of the Hapkido demo aims to develop it into the right direction through instructing the process of art pattern in movements. Thus, the demo competition in the art pattern not only increases physical strength but also promotes a human being's emotion and makes mental world abundant in light of sentiment. This is because of being in charge of a role as a bridge, which links demo competition and art, with being found beauty during the Hapkido demo competition, with being newly created movements, and with being appreciated art world with a new angle in many directions[18].

4.3. Physical beauty of the hapkido demo competition

Most of the martial arts players are acquired a skill stage by stage through the repetitive technical movement no matter who you are. The ability is shown when our body comes to be free from the fixed skills, namely, in a condition of being immersed in exercise itself. This is what is perceived artistry in a state of being committed own body fully through the repeated exercise for long hours. The thought of functionalism in martial arts puts priority on winning a victory rather than a virtue for becoming the fully human such as self-perception, a meeting with other person, and self-realization through the aesthetical experience in a host of sports action. Thus, an individual's qualitative elements come to be lost. The action through chivalry will require an effort through the considerate thinking and introspection on own act rather than being blindly performed.

The thought as saying that the base of martial arts is begun and left from the skills of the body originated from Chuang tzu's Thought. Shouting only for Do with the mouth results in belonging just to the idea without the body, the spirit without the body. Failing to raise the skills in the body up to the extremism leads to being unable to enter Do. The highest Do is completed only when reaching the state of idleness by which the technique in the body accords with the mind[21]. Sushin does not mean that a physical existential form called body is done by some means or other, but is relevant to the process of studying the whole life along with the personality of living with having such existential form as a medium of expression. Thus, a case of telling about a lesson of cleaning the body implies to wash the mind at all times. What uses the mind implies to employ the body[22].

The understanding about martial arts can be approached in various angles. But there will be no room for dissent over the argument as saying that the physical exercise is just the key essence of martial arts. Martial art has usefulness in diverse values. But it is undeniable for all the utilities in such value to be made on the basis of Chegi, namely, of physical activity of moving the body. Hence, the physical exercise of moving the body is one of the most basic elements in human existence [23].

A traditional discipline method in Hapkido can be considered to strengthen the manifestation out of the body through 'a control of internal breathing' with seeing it as the conformance of the breathing method and the body movement. Thus, it becomes the true discipline in a state of Simshinilyeo available for moving own body with getting active in blood circulation through being stimulated muscles, ligaments, joints, etc. by being broken and twisted joints during the discipline. Accordingly, the considerable practice for the demo competition leads to getting smooth in the body and to being corrected posture. It can be said to be true discipline of the Hapkido demo only when carrying out the practiced techniques with the win-win spirit

through the courtesy and respect for an opponent of having been realized through a breathing training.

5. Conclusion

This study aimed to figure out an aesthetic value of the martial arts event through integrating the Hapkido demo competition and an aesthetic theory. The logical investigation into aesthetic elements of the Hapkido demo competition led to having approached a technical value, artistry, and physical beauty that are seen in the demo competition. Based on this, aesthetic value was tried to be closely examined logically. The following conclusions could be possibly obtained.

First, there are many games of the Hapkido demo competition. But most of them are progressed by team. Conquest and harmony of a technical difference between teams are also important at this team-based partial-arts event. But the demonstration of techniques based on three principles of the Hapkido skills is important. What does not damage the body through considering an opponent based on the win-win principle with perfectly controlling the opponent as well in a state of being not lost the center even while switching to all directions in a situation of requiring an attack and a defense even if being the demo competition leads to allowing players and spectators to be capable of perceiving aesthetical contents and experiencing experiential element through a sense of accomplishment caused by satisfaction and high athletic performance.

Second, there is also a case that the Hapkido demo competition is finished just in a few seconds from the start to the end. But there is a case as well that is continued for about 5 minutes. A theatrical meaning is contained in demo. Thus, players or spectators can have the artistic experience. As a piece of movie is an outcome according to an effort of a writer and an actor, the wonderful and beautiful demo at the demo competition is a result of an effort that a demo player inspires a soul. Thus, this outcome comes to be recognized to be one genre of arts. Considering this, the Hapkido demo competition can be mentioned to be high in artistic value.

Third, a traditional discipline method in Hapkido can be considered to step up the manifestation out of the body through 'a control of internal breathing' with seeing it as the conformance of the breathing method and the body movement. A Hapkido demo player's strong and soft body well circulates Ki and Hyeol(blood) through a breathing method, promotes emotional balance and stability, reinforces the mind, thereby becoming the foundation of proceeding with being in harmony with mind and body. Hence, a demo player comes to point to the essence of martial arts dubbed Simshinilyeo under the direct connectivity with a human being's life.

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Publication state: Japan
ISSN: 2423-835X

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/martialarts.2017.2.2.19>

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In Times of Crisis: Exploring the Utilization of JUDO Techniques by the KOREAN Youth

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Abstract

Historically speaking, Judo in Korea has been a largely popular sport as gold medals were won at all Olympic games. Conferring an honorary doctorate degree in Judo to the then Russian prime minister Vladimir Vladimirovich Putin in 2010, Korea is such a powerful Judo nation, followed by awarding an honorary 7th dan in Judo from the Korea Judo Association.

In Korea, training Judo helps people to achieve a positive mental and physical attitude while building respect for others and forming an awareness of order in society. In addition, they learn about how to defend themselves and keep their body safe while pursuing physical development.

Furthermore, through the offensive and defensive training, people grow their athletic capabilities such as agility, flexibility, coordination, responsiveness, and endurance, while achieving spiritual development such as cooperation, calmness, and discipline. In addition, through practice games, they could develop such a positive attitude as for judgment and compliance.

In recent years, however, crimes have turned increasingly violent, strategic, and brutal compared to the past, and crimes involving physical harms are operating as more intelligent, thereby making it very difficult to apprehend criminals. It is also a most serious threat to security, which makes the fear of crime far much more realistically perceived than other crimes.

Therefore, the purpose of Judo training to defend themselves by the Korean youth has become prominent, and as a result of exploring which Judo techniques may be utilized in times of crisis such as crimes in this research, the "connection techniques" and "reciprocal techniques" would be most useful.

[Keywords] *Martial Art, Judo, Crisis, Connection Techniques, Reciprocal Techniques*

1. Introduction

1.1. Need for research

The history of the Korean martial arts began with the ancestors' self-defensive instinct to prevent the intrusion of foreign forces and for self-sustaining lives as per the principle of survival of the fittest, and incrementally turned into different forms according to geography, ideology, and culture by each region. The Korean Judo has developed into the martial art it is today by Jigoro Kano's combining philosophical ideologies with the techniques of the Japanese martial art called Ju-Jitsu

which grew from regional, cultural, historical, and ideological factors of Japan[1].

Today, Judo is one of the most popular martial arts sports that has garnered a lot of Judo population around the world to the extent it has been designated as an official Olympic sport, and in Korea, it has achieved such a high performance results in the Olympic games, and offers additional points in the recruitment of civil servants such as police, and in the police administration department across all Korean colleges and universities, it is a mandatory to train Judo.

This is so because the mental training is carried out by training the body through offense and defense in Judo training. In other words, through the offense and defense, the body is harnessed and strong will is formed. In addition, it is also believed that Judo training helps to form social attitude and habits.

Recently, however, the purpose of Judo training of the Korean youth is to acquire self-defense techniques and protect themselves against crimes.

Therefore, this research has explored and discussed the current status of Judo training

institutions for the Korean youth, the system of dan promotion, and the utilization of Judo techniques in times of crisis.

1.2. Previous researches

Research on the utilization of defensive techniques of Judo has not yet been conducted to this point in time, and no direct research has been conducted either. Therefore, this research is distinct for exploring the defensive techniques of Judo. The following <Table 1> summarizes the utilization of Judo's defensive techniques.

Table 1. Previous researches.

Researcher	Major details
Jin (2010)	Provides objective data which could help create value for Judo as a security martial art for the performance of a perfect security duty and enhance Judo's value as a security martial art[2].
Cho (2009)	Recognizes Judo's value as a security martial art for systematizing Judo's techniques based on Judo's spirit and principles and its training methods and presents strengths of Judo by developing such techniques[3].
Cho (2008)	Corrects and supplements weaknesses of Judo and provides data for raising the impact of gaining points during games for Judo players as well as providing instructions for Judo techniques[4].

2. Judo Training Institutions in Korea

Currently, as for the Judo training institutions in Korea, there are Judo training institutes across the nation, middle and high schools, and colleges and universities operating Judo related departments.

The current status of the certified Judo training institutes is as follows: 72 in Seoul,

40 in Busan, 20 in Daegu, 16 in Incheon, 7 in Gwangju, 13 in Daejeon, 8 in Ulsan, 88 in Gyeonggi, 13 in Gangwon, 19 in Chungnam, 6 in Chungbuk, 31 in Gyeongnam, 50 in Gyeongbuk, 14 in Jeonnam, 24 in Jeonbuk, and 10 in Jeju. In addition, the status of the team of elementary, middle, and high schools in Korea, which are registered as Judo teams with the Korea Judo Association, has been summarized as follows in <Table 2>[5].

Table 2. Status of youth judo teams in Korea.

Classification	Status
Elementary school division	7 in Seoul, 3 in Busan, 5 in Daegu, 8 in Incheon, 2 in Gwangju, 3 in Daejeon, 3 in Ulsan, 15 in Gyeonggi, 15 in Gangwon, 6 in Chungnam, 6 in Chungbuk, 9 in Jeonbuk, 4 Jeonnam, 8 in Gyeongbuk, 7 in Gyeongnam, and 8 in Jeju.
Middle school division	10 in Seoul, 8 in Busan, 5 in Daegu, 5 in Incheon, 2 in Gwangju, 4 in Daejeon, 4 in Ulsan, 17 in Gyeonggi, 11 in Gangwon, 10 in Chungnam, 5 in Chungbuk, 4 in Jeonbuk, 6 Jeonnam, 15 in Gyeongbuk, 10 in Gyeongnam, and 14 in Jeju.

High school division	7 in Seoul, 3 in Busan, 4 in Daegu, 3 in Incheon, 1 in Gwangju, 3 in Daejeon, 3 in Ulsan, 7 in Gyeonggi, 7 in Gangwon, 7 in Chungnam, 2 in Chungbuk, 5 in Jeonbuk, 4 Jeonnam, 8 in Gyeongbuk, 4 in Gyeongnam, and 4 in Jeju.
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As such, Judo instructions and training are offered at elementary, middle, and high schools across the nation. In addition, universities are also taking the lead in Judo training with a more systematic system for nurturing

Judo professionals, and the number of universities operating Judo related departments is approximately 22. The following <Table 3> demonstrates those with Judo related departments by region.

Table 3. Status of colleges and universities operating judo department nationwide.

Classification	Status
Seoul (2)	Korea National Sport University, Hanyang University
Busan (3)	Dong-A University, Dong Eui University, Youngsan University
Daegu (2)	Keimyung University, Taegu Science University
Incheon (1)	Inha University
Daejeon (1)	Mokwon University
Gyeonggi (3)	Kyonggi University, Yong In University, Yeosu Institute of Technology
Gangwon (1)	Hanzhong University
Chungbuk (1)	Cheongju University
Chungnam (1)	Sun Moon University
Jeonbuk (1)	Wonkwang University
Jeonnam (1)	Sehan University
Gyeongbuk (3)	Kyungwoon University, Daegu Arts University, Yeungnam University
Gyeongnam (2)	Masan University, International University of Korea

As such, in Korea, not only Judo training institutes but elementary, middle and high schools are providing Judo training, and there are universities across the nation operating a rather more specialized and distinct training system.

The dan promotion process in the Korean Judo can be performed by Judo training institutes for the 1st dan and 2nd dan, including the dan application and review, whereas for 3rd and 4th dan, promotion application is taken from the Judo training institutes, followed by the dan promotion review at the regional Judo associations.

3. The System of Judo Dan Promotion in Korea

The dan promotion review starting with 5th dan is applied through the Korea Judo Association, and the review is held February, May, August, and November of each year.

Meanwhile, Judo dan holders are entitled to additional points and enjoy a special recruitment opportunities for civil servant positions, and most representatively, the National Police Agency recruits approximately 50 Taekwondo, Judo, and Kendo specialists, demonstrating such a high public confidence in the training of martial arts.

The special recruitment of applicants with martial arts background are said to have the strength to raise the stature of police and enhance field operation capabilities according to the recruitment specialists at the National Police Agency.

4. Research Results: Defensive Utilization Capability of Judo Techniques

4.1. Connection techniques of judo

Until now, Korea has faced many crimes, and even very recently, the crimes are threatening the social safety directly and indirectly. In addition, the tension in the northeast Asia has such a special characteristic that terrorism can arise to Koreans of important positions. Therefore, among the Korean youth, the “connection technique” is said to be most appropriate for overcoming a crisis situation among the Judo techniques, and the most representative opinions are as follows.

“Connection techniques play the role of a further upgrade to Judo techniques.” (20170610_BDH_W)

“When you could not dominate your opponent at once, they are highly utilized as application techniques.” (20170717_KH_M)

“They are useful in that you can use them to suit in a variety of situations such as pushing and pulling your opponent.” (20170410_KMR_M)

“You can completely dominate your opponent by throwing your opponent by utilizing the connection techniques.” (20170426_KSH_M)

The rapidly evolving northeast Asian situation has formed a new sense of value in a new era, and Korea has implemented various se-

curity policies. In the midst of these, the Korean youth said that the connection techniques are most likely to succeed among the Judo techniques in times of crisis at the crime scenes.

4.2. Reciprocal techniques of judo

While Korea has achieved democratization through the rapid political and economic growth since the 1980s, the expansion of group behaviors and excessive political participation by the civil society have confused discipline and order, and consequently, created concerns and threatened the foundation of the social community.

In addition, Korea is now faced with the possession of a variety of illegal weapons, which is causing social problems. Therefore, the Korean youth said that the “reciprocal techniques” are most likely to succeed among the Judo techniques in times of crisis as the second highest opinion, and the most representative opinions are as follows.

“Reciprocal techniques are a very important part of learning and using defensive techniques.” (20170501_KSG_M)

“If your opponent is attacking you first, you can use reciprocal techniques to use your opponent’s force to dominate your opponent.” (20160419_JHH_M)

Since its liberation from Japan in 1945, Korea has experienced terrorism such as Alsam, which mainly took place during the times of political confusion on the Korean Peninsula. For instance, in 1945, Song, Jin Woo, president of Dong-A Daily, was assassinated in his residence, and in 1947, Yeo, Woon Hyeong was attacked in 1947. In 1949, Kim Goo was assassinated, and in 1971, former president Kim, Dae-jung’s car was hit by a dump truck. In 1987, Molotov cocktails were thrown at presidential candidates Roh, Tae Woo and Kim, Young Sam, and in 1991, eggs and flour were thrown at acting prime minister Jung, Won Shik. In 1999, paint and eggs were thrown at former president Kim, Young Sam, and in 2002, eggs were thrown at former president Roh, Moo Hyun. IN 2006, former president Park, Geun Hye was attacked in the front of Hyundai Department Store in Seoul.

5. Conclusion

In Korea, president is the head of state, and is the supreme ruler representing the state against foreign countries, has the duties of protecting the independence and territorial integrity of the state, maintaining the state and the constitution, and for the peaceful reunification of the country.

In addition, under the democracy in Korea, political party and electoral system are operating as key factors, and the electoral system has the essential task of securing policy decisions for the benefit of the people by fully guaranteeing the political participation of the people with sovereign right, and reflecting the political will of the people in the composition of the state agencies. For political parties, elections are the only legitimate means of acquiring political power.

To discuss the current circumstances in the northeast Asia, the United States has placed such a highly intense economic sanctions against North Korea in 2017, as it released the atomic bomb over Hiroshima in Japan in 1945 after placing economic sanctions against Japan, further to raising military options.

In this respect, the attempts of assassination of major Korean individuals and the threat of social security may be said to be very important.

Judo is a martial art through which you use your bare hands to wrestle with your opponent utilizing offensive and defensive techniques, and you train your body by practicing throwing, pressing, squeezing, and breaking techniques, thereby training your mind.

It is also an economic and reasonable utilization technique of force which you can use to scientifically systemize the guiding principle and adapt to the force of your opponent while using your opponent's force to dominate your opponent.

Through this research, I have investigated as to which are the most useful techniques to protect the Korean youth by Judo training under crisis situations in facing the political crisis of the northeast Asia and crimes within Korea, and consequently, the "connection

techniques" and "reciprocal techniques" are most found to be most useful.

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Publication state: Japan
ISSN: 2423-835X

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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<http://dx.doi.org/10.22471/martialarts.2017.2.2.25>

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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 school 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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