

Martial Arts and Combat sports in Practice and in Curricula

The need for radically changing the curriculum regulation in Hungary arose at the beginning of the nineties. Following European models, Hungarian curriculum developers started to drift towards bigger autonomy and separate planning. As a result, the National Curriculum came into existence in 1995, and later the Cross Curriculum was formed (2001). Several new sports gained place in the new PE curriculum, e.g. martial arts, self defence. The objective of the study is the analysis of different curriculum requirements (National and Cross Curriculum) concerning martial arts and self defence, and examining their practical execution among the primary and secondary school PE teachers of Pécs. The survey included 65 questionnaires from 22 schools.

Introduction, aim of study

The need for radical changes in the curricular regulation in Hungary has been traceable since the transition of political regime, and it is still the most debated question regarding education. Since 1995, following European examples, the Hungarian curricula makers tried to open towards bigger autonomy and separate planning. This aim and creative work resulted in the National Curriculum (NC) that was first applied in the academic year of 1998/1999 for basic and secondary level educational institutions. The reform process has not been closed yet. The State Education Law prescribes the NC's supervision in every third year (since 2007 in every fifth year). Due to this revision modified versions were initiated in 2003, and 2007 at schools. Thematically the NC is a basic curriculum (BC) (core curriculum) on which local curricula (LCa) are set up. Cross curriculum (CC) as an intermediary curriculum between NC and LCa came into effect first in 2001, then as modified in 2003 and 2008.

The new curricular regulation's biggest merit, as its aim, is the separateness, the individuality of schools' and teachers' that is/can be a forward step in selecting the content of the curricula as opposed to former ones. If we observe the BC and CC holistically we can highlight the content variegation as a joyful novelty of the Physical education and sport educational field. This means on one hand the realization of Hungarian professionals' often urged recommendations, on the other hand the approach towards Western examples. The themes include such sport branches that follow the needs of the modern era and provide an opportunity for introducing students to more and more movement samples. The NC's 1995

version's new themes are: "Sparring exercises and games", "Self-defence and combat sports", "Preventions and relaxation", "Rhythmic gymnastics" and "Outdoor sports". These new bodily exercise or sport branches are challenging for teachers and physical education teacher training as well.

I've been practicing combat sports (karate, judo, jiu-jitsu) since I was 5 years old as athlete, and for 12 years as trainer (specialised trainer) too, this is why I am personally attached to "Sparring exercises and games" and "Self-defence, combat sports" themes. This is the primary motive in choosing this topic that is enforced by that since 2005 I instruct "Basics of combat sports" both as compulsory and optional subject at the Physical Education and Sport Science Institute of the University of Pécs for would-be sport professionals. I regard important the examination of the problem proposed in the title of this work due to my attachment to the topic. Besides this it cannot be withheld that the majority of the practicing physical education (PE) teachers' are not teaching combat sports.

Thus it is rightly asked: how many PE teachers can there be whose LCA include this educational field that is very useful and valuable for students? How many of them can there be who actively teach it or "only" introduce it with external help? Are the required teaching conditions are provided? Questions like these and similar arose in me and this is why I decided to examine the "Self-defence and combat sports" and "Sparring exercises and games" themes' curricular changes and their practical realization, the teaching situation of the themes.

Review of related literature

While collecting relevant literature to my topic I had to realize that there are only few publications that are about teaching combat sports or about its present situation at schools. Endre Németh's (2000) "*Combat sports in school physical education – historical premise and methodology*" (Küzdősportok az iskolai testnevelésben – Történelmi előzményei és módszertana) essay and Erzsébet Rétsági's (2001) edition of "*Manual for teaching physical education*" (Kézikönyv a testnevelés oktatásához) (5-8th grade) book's "*Self-defence and combat sports*" chapter deal with the theme. These two publications thoroughly examine the need of combat sports, the sports' effects on motor and personality development, introduce sparring exercises and games, and discuss the teaching of ground wrestling, judo and self-defence techniques supplemented with recommendations and pieces of advice. The essay compensates the lack of illustrations by pictures in other books on the described games and techniques that give great help in teaching.

Ernö Nagy's (2000) work was issued with similar title "*Combat sports in school physical education*" (Küzdősportok az iskolai testnevelésben), adjusted to curricula it gives a great help to PE teachers in connection with teaching combat sports (judo, ground wrestling, self-defence, sparring exercises and games). In

the book there is a guide to accident prevention and help giving during practice. Nagy mentions the material conditions but does not give any detail on how many schools have the required conditions for this subject-matter.

Tibor Barna's (2006) "Wrestling is fun" (Játék a birkózás) book besides giving description on Greco-roman and free style wrestling techniques and tactics, it also gives detailed account on various sparring games with illustrations.

It is worth mentioning that the "School physical education and sport" theoretical and methodological specialised professional journal in its column called "This is how I teach..." (Iskolai testnevelés és sport, ed./szerk. Erzsébet Dr Rétsági) puts great emphasis on introduction of sparring games, and the possibilities of its teaching within school PE. These methodological works contain many very clever and applicable exercises and games for school PE. Yet I never found any survey on whether combat sports are included in PE curricula, or how many schools have the personal and material requirements for their teaching.

The regulations of NC's and CCa's content and their dates of issue and dates of modification can be found on the Ministry of Education and Culture's (Hungary) website.

Aims of study

- (1) Short examination and introduction of curricular (NC, CCa) regulations.
- (2) Detailed description of the situation of combat sports, sparring games and exercises, and self-defence teaching in Pécs (Baranya county, Hungary)
- (3) Recommendations in connection with teaching self-defence and combat sports for the parties involved.

Hypothesis

I suppose that presently neither the personal nor the material conditions are available for teaching combat sports or self-defence at schools. I also suppose that these contents are not included (exceptions allowed) in local PE curricula.

Methods

Data gathering

- (1) Document analysis: NC (1995/2003/2007) and CCa (2001/ 2003/ 2008), and Government directives
- (2) Questionnaire survey

Data procession

Statistics: Data were processed with descriptive and deductive statistics. Descriptive stats were done by MS Excel, deductive stats by SPSS (SPSS 13.0 for Windows). Causality as I examined qualitative descriptors is presented by the help of cross tables.

The questionnaire contains 18 questions that examine the combat sports, self-defence and sparring games and exercises themes within school PE teaching along the following topics:

- questions on application of combat sports, self-defence exercises, sparring exercises and games in school PE
- questions on teachers' preparedness, their former college and university education in relation to the previous topic
- questions on material requirements of teaching
- questions on teachers' personal impressions and attitude – is there a demand for combat sports among students, are the PE teachers willing to participate in specialised further education courses, etc.

Curricular changes in Combat sports and self-defence themes from 1998 till present

The themes of “Sparring exercises and games”, and “Self-defence, combat sports” were added to the later versions of NC that came into effect in 1995 but was first administered in 1998. Within the topics judo, aikido, wrestling (ground wrestling) were named and sparring games and exercises were also included in the documents.

The inclusion of judo and aikido is important from manifold points of view. During practicing these sport branches there is an accentuated possibility to develop personality in the right direction; dispel students' prejudice and false opinions towards combat sports; learn to control aggression, and exercises self-discipline; learn to cope with conflicts and get acquainted with a sport branch as a potential form of self-defence. Among the drafted aims and general development requirements of the 1995 version of NC's forward words the followings can be generated by combat sports: “(Students) should become such young adults that ... esteem their peers' achievements; are sure in their execution of movements; whose movements are coordinated, aesthetic and cultivated.” “They should acquire behavioural patterns to prevent threats.” “By their age relevant muscle built they should be able to master their body mass in various exercise situations.” “They should be able to perform controlled movements.” “They should acquire self-defence practices”, “Let their musculo-neural, rhythmic, reaction and spatial navigation ability develop, and they should master their body position with confidence in insecure unbalanced situations.” (NC, 1995, 249-50pp)

The CCA's 2001 versions based on NC appeared as an intermediary regulation with the aim to provide the unity of education-didactics, and on the first hand the transition between schooling institutes. They provide the uniformity that the knowledge elements compulsory for everyone are put in LCa according to the requirements and in the same time guarantee a level of separateness in curriculum

planning for schools. The CC's declared aim in connection with sparring games and combat sports are: "... that students should esteem their peers' achievements; ... accept a fair body-to-body combat; ... fair endurance of success and defeat in sparring exercises; ... develop motor abilities, this should be detectable in their performance; ... they should master their body position with confidence in insecure unbalanced situations" (CCa, 2001).

For 1-4th graders, under the title of "sparring exercises and games" there are mostly playful exercises aiming at developing conditional and coordination skills, and preparing for later curricula's combat sports elements. Here the pulling-tossing, arm lifting and pinning down, lift out and getting-behind and exercises in pairs are focused on. Students already experience body-to-body combat, their own muscle force, how to estimate their peers' power, and the pleasure of games with a lot of different kinds of movements. In the 4th grade the ordering of ground wrestling and "liberation from wrist hold" shows the approach towards a specific sport branch. In 5-8th grade the valuable personality characteristics like surmounting to fear, abiding rules, concentration, coping with difficulties and failure, empathy etc. can be improved on this field very well. In the centre there is the acquisition of precise self-defence techniques through ground wrestling, aikido and judo. Besides the tossing-pulling and games, acquisition of breakfalls and liberations – already sport branch specific techniques – is also highlighted. Mastering the breakfalls is also needed in everyday life, most of all as preventions of severe injuries. In 7-8th grade already sport branch specific techniques begin, as in judo with simpler throws (hip throw) and in aikido with liberation from pinning down and strangle hold. The over-head throw recommended in 8th grade is very objectionable profession wise as it is one of the most accident-prone techniques. Being a high arched throw the defender (uke) has to be very well prepared to execute a good breakfall. In 9-12th grade further development of conditional skills, acquisition of new technical elements for preparing to and later in the 12th grade already for execution of combat stand in the focus. (CCa, 2001)

After the revision of NC in 2003 concerning combat sports a restriction is detectable. I think that according to the declared developmental tasks by which the requirements have to reflect the sex differences, the determinacy of output, differentiation between sexes appears as the curriculum offers combat sports primarily for boys and aesthetic sports for the girls. (NC, 2003) The document does not mention precise sport branches. This might cause a discrepancy in the transition between schools and in the uniformity of perspective.

As for combat sports (judo, ground wrestling, aikido, sparring exercises and games) the 2003 version of CCa falls in with the 2000 version. In primary school curricula in the 6-8th grade besides judo and wrestling and games, aikido is also included; among secondary school regulations in 9-10th grade wrestling and sparring games, in the 11th grade judo's breakfall and rolling techniques, and

wrestling, in the 12th grade also wrestling and in case of judo “acquisition of new elements and sparring in pairs according to competition rules” are in the curricula. (CCa, 2003)

The 2007 version of NC’s “The school education-didactics’ common values” chapter highlights what laws and regulations define the NC’s characteristics, one of which is the assurance of equality between sexes. Nevertheless like in the 2003 version of NC the differentiation between sexes is apparent. I believe that acquiring the techniques connected to judo like breakfalls and rolling or also the self-defence exercises and mini sparring (games, ground wrestling) are key importance to girls as well in their motor skill and personality development. Girls also need to learn how to cope with conflicts, practice self-assertion, and how to overcome stress and aggressivity within controlled environment. The most prominent modification is that from 1-4th grade there are no combat sports, or sparring games in the curriculum. Only creepings and rollings can be very loosely connected to our topics. In 5-6th grade basics of combat sports, simpler sparring-like competitions appear with the already mentioned sexist differentiation – for boys only. Here the teachable sport branches are not stated in any form, the word “self-defence” is totally absent which modifications lead to teachers’ perplexity in relation to curriculum content. (NC, 2007)

In the 2008 versions of CCa, to act on NC, there are combat sports only in 5-6th grade. Great emphasis is put on sparring games, also ground wrestling, judo and self-defence are (only) mentioned. In 7-8th grade sparring games, ground wrestling and self-defence techniques are included, bigger emphasis is put on tactics that can be applied during sparring (tackling, defence, attack, etc.). Judo is not mentioned. It is worth citing that while in the 1995 version of NC mentions specific throwing and wrestling techniques, in the 2008 version none of them are present. Recommendations for 9-10th grade mention judo, ground wrestling, self-defence and various forms of sparring games, and render 10% of the time interval available for these topic (7-8 lesson hours / academic year). In 11-12th grade these topics also appear, only I think that they are defined superficially like: “Students should perform the given subject’s techniques correctly in imitated street fight. They should be able to apply one or two elements in unexpected situations.” (CCa, 2008)

From examining the curricula many conceptual inaccuracy can be deduced that does not convey a unified approach towards the teachable sport branches. In case of judo always the breakfalls and rollings appear, and teaching of (undefined) “new technical elements”. These generalities result in the superficiality and negligence of teaching the topic, even more it might result in its total slight.

Subjects

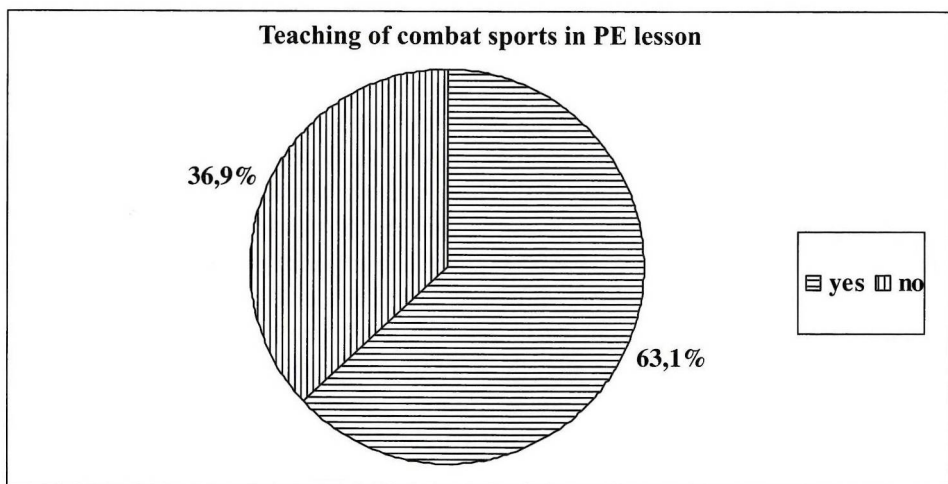
The participation of Pécs's primary and secondary school PE teachers was anonym. From 22 schools 65 questionnaires were sent back. List of schools is in the 1st appendix. The questionnaire was issued in the academic year of 2008/2009, 1st semester.

Results

My aim was to get an overview on the present situation of teaching combat sports, sparring exercises and games, and self-defence in Pécs. My supposition that only few PE teachers include combat sports, sparring exercises and games, or self-defence in their curricula was not confirmed by the questionnaires.

For question "Do you teach combat sports, sparring exercises and game, or self-defence within school PE" of the 65 completed questionnaires 63.1% said "yes", 39.6% gave "no" as answer. (Figure 1.)

Figure 1: Distribution of teaching of combat sports
Source: own research (2008)



The surveyed group's 86% graduated in Pécs, 8% in Budapest, 6% in other higher education institutes (Szeged, Szombathely, Eger) which is not surprising as we surveyed schools in Pécs. Concerning the taught contents it is visible that the PE teachers prefer sparring games and exercises, and ground wrestling. I believe this is due to the quite easy rules of ground wrestling, and that there is no material or equipment need of sparring games. Altogether 6 persons taught judo, 8 persons self-defence and only one teacher aikido.

Surprising for me, but there is no correlation between the sex of the teacher and whether he or she teaches these exercise types. I suppose if the sample were bigger there would be correlation on 5% significance level. (Table 1.)

Table 1: Relationship between PE teacher's sex and teaching of combat sports
Source: own research (2008)

PE teachers sex -teaching combat sports

			Teaching		Total
			yes	no	
Sex	Male	Count	25	9	34
		Expected Count	21,4	12,6	34,0
		% of Total	38,5%	13,8%	52,3%
	Female	Count	16	15	31
		Expected Count	19,6	11,4	31,0
		% of Total	24,6%	23,1%	47,7%
Total		Count	41	24	65
		Expected Count	41,0	24,0	65,0
		% of Total	63,1%	36,9%	100,0%

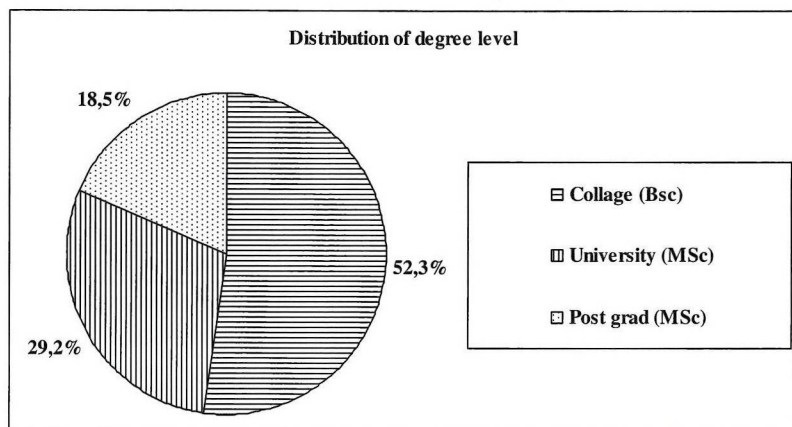
Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	,227	,067
Nominal	Cramer's V	,227	,067
N of Valid Cases		65	

Those not teaching combat sports (24 teachers) for the question “what is your reason for it” mostly (18 pers.) said either that there was no such subject during their teacher training or they don't feel prepared enough to teach these kinds of exercises (12 pers.).

As in teaching all kinds of subjects, it is also significant in teaching combat sports what type of education have the teachers had, and on what quality level they acquired combat sports. To answer these problems 7 questions concerned teachers' formal training. 29.2% said they received university (Master) level, 18.5% college + post grad (Bachelor and then Master) level, 52.3% college (Bachelor) level education. (Figure 2.)

Figure 2.: Distribution of degree level in the surveyed group
Source: own research (2008)



In respect of the relationship between the mentioned themes and level of education we may say, that those having bachelor degree report “teaching” or “omission” of the themes in 50-50% proportions. 78.9% of university degree (19 pers.), and 75% of post grad degree holders (12 pers.) teach these theme. (Table 2.)

Table 2: Relationship between degree level and teaching of combat sports
Source: own research (2008)

Degree level - teaching of combat sports

			Teaching		Total
			yes	no	
Degree	Collage (BSc)	Count	17	17	34
			50,0%	50,0%	100,0%
	University (MSc)	Count	15	4	19
			78,9%	21,1%	100,0%
	Post grad (MSc)	Count	9	3	12
			75,0%	25,0%	100,0%
Total		Count	41	24	65
			63,1%	36,9%	100,0%

The higher the degree the more likely to have received better instructions in combat sports which might be the reason why teachers are willing to teach these exercises. College graduates’ 15.2%, university graduates’ 89.5% and post grads’ 58.3% got combat sports lessons during their studies. We can see that the proportion of college graduates not receiving necessary formal instructions in the theme is high. This might be the reason for their shyness related to teaching combat sports.

There is a significant correlation between the acquisition of combat sports and the willingness to teaching it ($p < 0,05$). In this respect it is crucial whether teachers received and what quality of formal instruction in the theme. (Table 3.)

Table 3: Relationship between teaching of combat sports and their studying during teacher training

Source: own research (2008)

Teaching of combat sports - studying combat sports during teacher training

			Studying combat sports during teacher training		Total
			yes	no	
Teaching	yes	Count	22	18	40
		% of Total	34,4%	28,1%	62,5%
	no	Count	7	17	24
		% of Total	10,9%	26,6%	37,5%
Total		Count	29	35	64
		% of Total	45,3%	54,7%	100,0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	,251	,044
Nominal	Cramer's V	,251	,044
N of Valid Cases		64	

PE teachers were allowed to give more answers concerning their combat sport instructions during their studies. The majority mentioned judo (21 pers.), then self-defence (12 pers.), ground wrestling and wrestling (8-8 pers.). Aikido was mentioned the least, and other types of combat sports were named only once each like boxing, fencing, kick boxing, karate or kempo.

PE teachers' 44.8% studied for 2 semesters, 48.3% for one semester, 3.4% for 3 semesters, also 3.4% under "general sport knowledge" lessons had some combat sports, and 12.5% chose these themes also as optional subject. Of the 65 answers 24% received only practical, 76% had theoretical lessons as well. For teaching combat sports theoretical knowledge is a must as knowing their rules, history and philosophical background is inevitable. Also very important to know

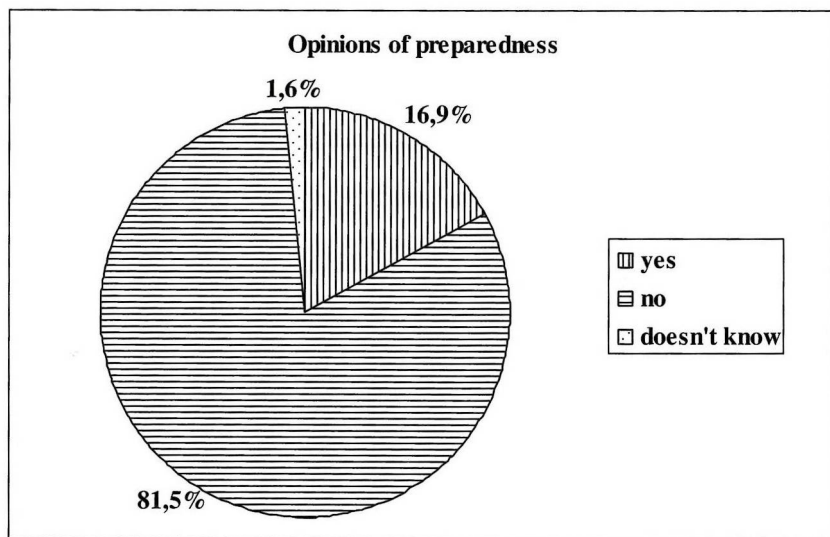
accident prevention, methodology and basics of first aid which are organic part of theoretical lessons for would-be PE teachers.

For providing firm professional background for PE teachers, I believe that great emphasis should be put on combat sports instruction in teacher training. Most of all because in many times students meet sport branches belonging to this umbrella term for the first time in their life during their teacher training. I found it important to ask about whether there were any PE teachers practicing combat sports in their free time. 86,2% is not practicing or have never practiced it, 13,8% said that they have already practiced some kind of combat sport in their life.

Question 11 asks about *teachers' own impression on their preparedness*. 17,2% feels that they are prepared for teaching combat sports, 82,8% feels the opposite, 1,6% did not give an answer. (Figure 3.)

Figure 3: PE teachers' preparedness in relation to combat sports

Source: own research (2008)



Out of those who do not feel themselves prepared only half of them (50,9%) said that they involve external help as trainers, or colleagues. I rate it positive that PE teachers' 62,5% would be willing to participate in specialized further education courses with related content, and only 37,5% refrained from this. (1,5% said they "don't know") Among those teaching combat sports within school PE there is a significant relationship between willingness to participate in specialized further education courses and the teaching of the mentioned contents ($p < 0,05$) So in their case there is a greater willingness to participate in specialized further education courses, which might be interpreted as they would like to gain more and useful knowledge in relation to contents they teach. (Table 4.)

Table 4.: Relationship between teaching of combat sports and willingness to participate in specialised courses

Source: own research (2008)

Willingness to participate in specialised courses - teaching combat sports

			Willingness of participation in specialized courses		Total
			yes	no	
Teaching	yes	Count	29	11	40
		% of Total	45,3%	17,2%	62,5%
	no	Count	11	13	24
		% of Total	17,2%	20,3%	37,5%
Total		Count	40	24	64
		% of Total	62,5%	37,5%	100,0%

Symmetric Measures

		Value	Approx.
Nominal by nominal	Phi	,267	,033
	Cramer's V	,267	,033
N of Valid Cases		64	

On 5.2% I found significant correlation between willingness to teach combat sports and the date of graduation within the surveyed group (Table 5.)

Table 5: Relationship between date of graduation and teaching combat sports

Source: own research (2008)

Categories of date of graduation - teaching combat sports

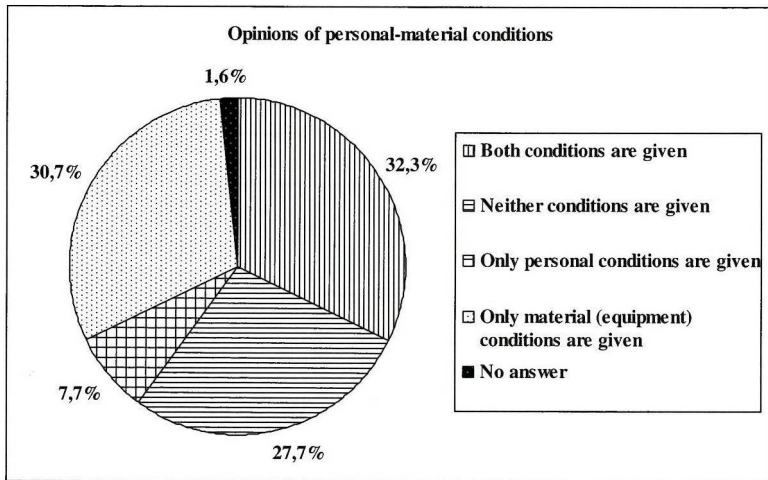
			Teaching		Total
			yes	no	
Date of graduation	Elder PE teacher	Count	14	12	26
		% of Total	21,9%	18,8%	40,6%
	Middle aged PE teacher	Count	12	9	21
		% of Total	18,8%	14,1%	32,8%
	Young PE teacher	Count	15	2	17
		% of Total	23,4%	3,1%	26,6%
Total	Count	41	23	64	
	% of Total	64,1%	35,9%	100,0%	

Symmetric Measures

		Value	Approx.
Nominal by	Phi	,304	,052
Nominal	Cramer's V	,304	,052
N of Valid Cases		64	

I find the difficulties of teaching combat sports partly in personal, and partly in material lack of matters. For examining this issue I had 2 questions. The results are in Figure 4.

Figure 4.: Opinions on personal-material conditions
Source: own research (2008)

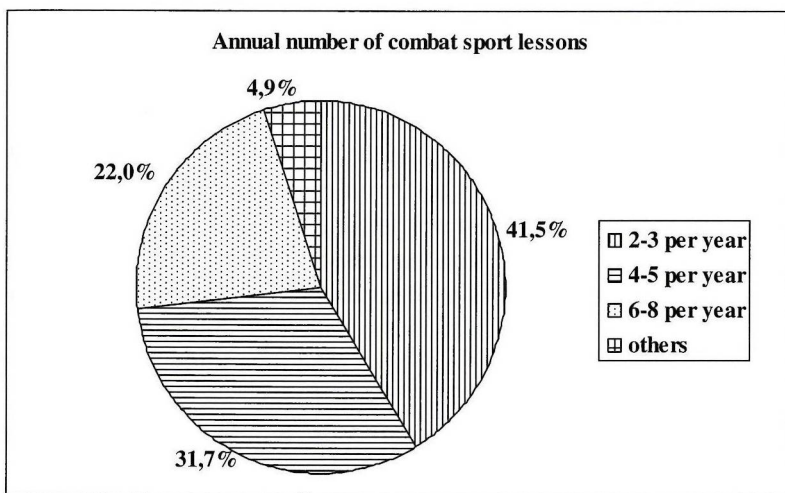


Only 32.3% of PE teachers' said that they have all the material and personal conditions in their school, 27.7% said neither conditions are given.

Material conditions were surveyed in question 14 for which teachers could give more than one answer. The answers reveal that more schools have enough quantity of mats or portable mats. 11 persons reported having permanent set of mats. 76.9% reported that they have equipments for sparring games with equipment. If we sum up the questions on the material conditions, we can conclude that in 64.1% the conditions are given, but in 59.4% personal conditions lack.

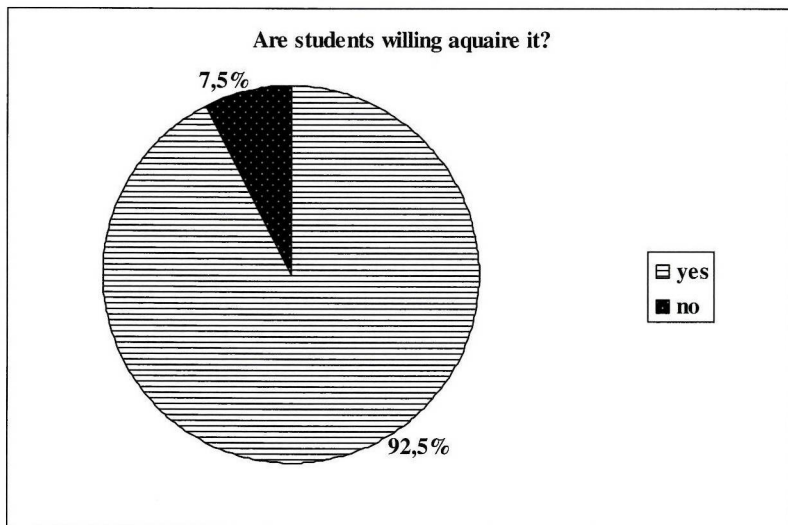
For the question of how many lesson hours PE teachers provide for certain topics in each grade the following picture appears: 41.5% 2-3 lessons per year, 31.7% 4-5 lessons per year, 22% 6-8 lessons per year and 4.9% gives 15-20 lessons per year dependent on conditions and grade of students. (Figure 5.)

Figure 5: Distribution of combat sports lesson hours annually
 Source: own research (2008)



I was curious to know the teachers' opinions on how much students are interested in combat sports. PE teachers' 61.5% said that students are gladly willing, 36.9% said that students are not willing to acquire the basics of combat sports. If we observe only the answers of those teaching combat sports the ratio is 92.5% on students' positive attitude towards combat sports. (Figure 6.)

Figure 6: PE teachers' experience in relation to application of combat sports within school PE lessons
 Source: own research (2008)



Summary, recommendations

My supposition that only few PE teachers include combat sports, sparring exercises and games, and self-defence in their curricula in the light of the questionnaires was not confirmed so I have to reject my hypothesis. This is very hopeful for me because the survey revealed that the majority of the PE teachers abides the curricular regulations, and undertake the teaching of a relatively new content.

The survey confirms that the biggest problem regarding Pécs is that the personal conditions for teaching combat sports are lacking.

- For PE teachers gaining firm professional background teaching combat sports should have emphasis in their teacher training.
- Besides practical instruction theoretical lessons should be also provided.
- Parallel to raising the number of lesson hours a high standard requirement system can be put up.
- It might help to acquire combat sports or to build a positive attitude towards it if visits to clubs were initiated or trainers, specialized trainers would be asked to participate in school lessons.
- During teacher training emphasis should be put on those sport branches that are included in curricula like judo, ground wrestling, self-defence techniques, aikido and sparring exercises and games. (Foreign curricula are strictly forbidding boxing, thai boxing, kick boxing etc.)
- For those not having had formal instruction in combat sports during their teacher training, or they are willing to learn it, specialized further education courses should be organised by teacher training institutions involving professionals.
- A temporary solution is that the local government employs sport professionals (trainers, specialized trainers) to instruct combat sports at schools.
- My opinion is that teaching sparring exercises and games should have no obstacles as they do not need any sport specific knowledge from students, but they are valuable regarding motor skills and sparring ability (and the connected personality characters) development.

I find it important that the would be and the already practicing PE teachers should be aware why is it important to teach combat sports at schools, what kind of values they convey to students' personality development. Not to mention their effect on motor skills or the fact that we can define by the help of the answers for the questionnaire that: students are open and gladly willing to acquire the basics of combat sports.

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MORVAI–SEY KATA

HARCMŰVÉSZET ÉS KÜZDŐSPORT A GYAKORLATBAN ÉS A TANTERVEKBEN

Hazánkban a '90-es években nőtt meg az igény a radikális tantervi módosítások iránt. Az európai modelleket követve a magyar tantervfejlesztők elkezdtek a nagyobb autonómia és az önálló tervezés irányába hajlani. Ennek eredményeképpen a Nemzeti Alaptanterv 1995-ben lépett életbe, a Kereszttanterv pedig 2001-ben formálódott meg. Számos új sportág kapott helyet az új testnevelés tantervben, pl. a harcművészet és a küzdősport. A kutatás célja a különböző tantervi követelmények (Nemzeti Alaptanterv és Kereszttanterv) elemzése a harcművészetekre és a küzdősportra vonatkozólag, illetve ezek tényleges megjelenése a pécsi általános és középiskolák testnevelő tanárainak gyakorlati munkájában. A kutatás 65 kérdőívet elemez 22 iskolából.

Appendix

SCHOOLS PARTICIPATING IN THE SURVEY

1. ANIKÓ UTCAI ÁLTALÁNOS ISKOLA
2. APÁCZAI NEVELÉSI ÉS ÁMK 1. SZ., 2. SZ. ÁLTALÁNOS ISKOLA ÉS GIMNÁZIUM
3. BÁRTFA UTCAI ÁLTALÁNOS ISKOLA
4. FELSŐVÁMHÁZ UTCAI ÁLTALÁNOS ISKOLA
5. ILLYÉS GYULA ÁLTALÁNOS ISKOLA

6. VÁROSKÖZPONTI ISKOLA- JÓKAI MÓR ÁLTALÁNOS ISKOLA
7. MECSEKALJAI ISKOLAKÖZPONT JURISICS UTCAI ÁLTALÁNOS ISKOLA
8. KOCH VALÉRIA KÖZÉPISKOLA, ÁLTALÁNOS ISKOLA ÉS ÓVODA
9. VÁROSKÖZPONTI ÓVODA, ÁLTALÁNOS ISKOLA ÉS ALAPFOKÚ MŰVÉSZET-
OKTATÁSI INTÉZMÉNY – MEZŐSZÉL UTCAI ÁLTALÁNOS ISKOLA
10. MIROSLAV KRZLEZA ÁLTALÁNOS ISKOLA ÉS GIMNÁZIUM
11. PÉCSI TESTNEVELÉSI ÁLTALÁNOS, KÖZÉPISKOLA ÉS GIMNÁZIUM
12. PTE – I.SZ. GYAKORLÓ ISKOLA PTE TK
13. DEÁK FERENC GYAKORLÓ GIMNÁZIUM ÉS ÁLTALÁNOS ISKOLA
14. TESTVÉRVÁROSOK TEREI ÁLTALÁNOS ISKOLA
15. PTE BABITS MIHÁLY GYAKORLÓ GIMNÁZIUM ÉS SZKI.
16. CISZTERCI REND NAGY LAJOS GIMNÁZIUMA
17. SZÉCHENYI ISTVÁN GIMNÁZIUM ÉS SZKI.
18. PÉCSI KERESKEDELMI, IDEGENFORGALMI ÉS VENDÉGLÁTÓIPARI SZAKKÖZÉP-
ISKOLA ÉS SZAKISKOLA
19. POLLACK MIHÁLY MŰSZAKI SZAKKÖZÉPISKOLA ÉS SZAKISKOLA
20. RADNÓTI MIKLÓS KÖZGAZDASÁGI SZAKKÖZÉPISKOLA
21. PÉCSI MŰVÉSZETI SZAKKÖZÉPISKOLA
22. 500.SZ. ANGSTER JÓZSEF SZAKKÉPZŐ ISKOLA