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THE PECULIARITIES OF KYU DEGREE CHILDREN'S ATTESTATION IN AIKIDO

The article analyzes the peculiarities of the approach to the certification of children in aikido at the level of kyu. It is determined that the lack of regulations for attestations and the use of outdated programs does not allow to fully unleash the potential of children and leads to their loss of interest in aikido classes and further development.

The state of physical culture and sports activities of children in terms of preparation for certification at the children's level is revealed. It is determined that the absence of a competitive factor is not an obstacle to the formation of a special attitude to certification, but cultivates a special attitude to the partner on the tatami, based on respect for physical characteristics and psychological comfort and mental balance of the partner. All these factors teach to build competently not only the training process, but also the skill of social connections and relationships both on the tatami and in society.

It was found that the proposed optimization of children's physical culture and sports activities has a positive effect on the results of certification, the attitude of athletes and their parents to the training process, as well as improves the psycho-emotional and physical condition of children.

It is established that the traditional approach to the certification of children in aikido, assumes that the child is admitted to practice, and, accordingly, to the exam, from the age of eight. Under such conditions, the child reaches the first kyu and moves to adult certification levels at the age of fourteen, which is fully consistent with the conditions of the start of certification for adults. But the realities show that, today, more and more children begin to practice aikido at 6-7, and even at 4-5 years. It seems impossible for such children to wait 2-4 years to be admitted to the exam, because there are no competitions in aikido, and other forms of motivation, except for the exam and participation in children's educational seminars are not provided.

The authors of this article, based on their own experience and urgent needs of the organization, provide recommendations on the rules of aikido certification for children, as well as amendments to the provisions on certification requirements for children's Aikido athletes. In addition to the above, we consider important the fact that, given the age and level of prior training of children, we emphasize safety in performing both general and special physical training, which is

especially important during the certification, because every exam is accompanied by a high level of nervous and emotional stress.

The presented article is based on the principles of work underlying the Eurasia Aikido Organization, but this technique can be used for any school and federation, because in the foreground – features of physical and psycho-emotional age development of children in oriental martial arts.

Key words: aikido, kyu degree attestation, kyu examination, children in aikido, peculiarities of kyu attestation, peculiarities of kyu examination, children's attestation.

Степанюк С., Серпутько О., Максим'як Я., Коваль В. Особливості атестації на рівень кю для дітей в айкідо. В статті проаналізовано особливості підходу до атестації дітей в айкідо на рівні кю. Визначено, що відсутність регламенту проведення атестацій та використання застарілої програми не дозволяє повністю розкрити потенціал дітей та призводить до втрати ними інтересу до занять та подальшого розвитку.

Розкрито стан фізкультурно-спортивної діяльності спортсменів дитячого віку за умов підготовки до атестації на дитячі рівні кю. Визначено, що відсутність змагального фактору не є перешкодою для формування особливого ставлення до атестації, проте виховує особливе ставлення до партнера на татамі, що базується на повазі до фізичних особливостей, а також психологічному комфорту та душевній рівновазі партнера, що вчить грамотно будувати не лише тренувальний процес, а й навичку соціальних зв'язків та відносин як на татамі, так і у соціумі.

Виявлено, що пропонується оптимізація дитячої фізкультурно-спортивної діяльності позитивно впливає на результати атестації, відношення спортсменів та їх батьків до тренувального процесу, а також покращує психоемоційний та фізичний стан дітей.

Встановлено, що, традиційний підхід до атестації дітей в айкідо, передбачає, що дитина допускається до практики, і, відповідно, до екзамену, з восьмирічного віку. За таких умов, дитина доходить до першого кю та переходить на дорослі атестаційні рівні у чотирнадцятирічному віці, що цілком відповідає умовам старту атестації для дорослих. Але реалії свідчать про те, що, на сьогоднішній день, все частіше діти починають практикувати айкідо в 6-7, і навіть в 4-5 років. Для таких дітей вбачається неможливим чекати 2-4 роки, аби бути допущеними до екзамену, адже змагання в айкідо немає, а інших форм мотивації, окрім екзамену та участі у навчальних дитячих семінарах не передбачено.

Автори даної статті, виходячи із власного досвіду та нагальних потреб організації, надають рекомендації стосовно регламенту проведення атестації з айкідо для дітей, а також внесення змін до положень про атестаційні вимоги до спортсменів з айкідо дитячого віку. Окрім вищезазначених, вважаємо вагомим той аспект, що, при врахуванні вікового цензу та рівня попередньої підготовки дітей, ми робимо наголос на техніці безпеки при виконанні справ як загальної, так і спеціальної фізичної підготовки, що особливо важливо під час проведення атестацій, адже будь-який екзамен супроводжується високим рівнем нервового та емоційного напруження.

В представлений статті було взято за основу принципи роботи, закладені в основу Eurasia Aikido Organization, проте дана методика може використовуватися для будь-якої школи та федерації, адже на першому плані – особливості фізичного та психо-емоційного вікового розвитку дітей на фоні занять східними одноборствами.

Ключові слова: айкідо, атестація на кю, екзамен на кю, діти в айкідо, особливості екзамену на кю, особливості атестації на кю, дитяча атестація.

Formulation of the problem. In our practice of teaching aikido, we have encountered such a problem that in the dojo there are almost no children of middle and older adolescents, i.e. 13-17 years. At the same time, the number of children and adults in our aikido classes has always been significant, and the technical and teaching level of our instructors has been constantly growing. The reason for the absence of this age group was that those children who came to the dojo at a very young age (5-7, and in some cases even 4 years), went all the way to the program for children's kyu until 11-12 years, sometimes they had to pause between these attestations because they were too young for them. At the same time, they can apply for adult kyu only after they turn 14, i.e. children had to wait 2-4 years, which is quite a long time, especially in childhood. It should be noted that both children and adults have the right to be tested for kyu twice a year on the recommendation of the instructor [2].

As you know, there are no competitions in aikido, which means that a child cannot win a medal or cup, no fights or team championship, that is, the external motivational moment in this case can only be certification, or training itself [7]. Therefore, by forcing a child to wait for many years, we are actually killing its motivation. In addition, athletes who began learning aikido later and perhaps less talented and less prone to oriental martial arts received the same levels of kyu simply reaching a certain age, which also negatively affected young athletes' self-esteem.

Our solution to this problem was the introduction of clear regulations for attestations, which would spell out all the above points, as well as update the program of attestation requirements for both children and adults, which would take into account all age, psychological and physiological characteristics of practitioners.

Thereby, the **purpose of research** was to develop the regulations that describe all the cases, connected with the question of age, technical level and physical development of the children practicing aikido. Moreover, to propose changes for the attestation program, concerning the aikido certification among children and adults.

Materials and methods of research. Working on the solving the mentioned tasks, we used such methods of

research as analysis of statistic information and literature sources, as well as elements of statistical processing.

To implement the problem our first step was to get a feedback from our students and their parents to understand the causes that make them continue training or made them to leave it. The next step was to get to know how our foreign colleagues decide the same and related problems. In addition, the main part of the research was studying and analyzing of modern and historical experience of scientists and practitioners of aikido study, represented in literature sources.

We have studied and analyzed a lot of literature on this subject, however, taking into account the fact that most schools have introduced aikido competitions for children, and the other half generally emphasize general physical training, which includes mostly gymnastics and athletics. Also considering that knowledge of the techniques, ukemi and movements of tai sabaki should be given only in adulthood, we concluded that in general the whole system of aikido certification for children needs to be reformed and move away from outdated dogmas. Therefore, we relied mostly on our own practice and understanding of the problem, actively using the analysis of children's physiology.

Presentation of the main material of the study. Having been teaching aikido for more than seven years, and having personally gone from the sixth kyu to the black belt, we can say that it is very important not to forget yourself in these moments of passing the stages of certification at any level. Moreover, it is important not to forget the difficulties one faced and always listen carefully to the students, because people and their worldview shape any kind of sports, martial arts and school. This is especially important when working with children.

The nuance of aikido is not only the lack of competition, although here some schools deviate from this rule, laid down by O-sensei, giving way to the commercial component of the process, i.e. making this martial art more attractive to people and sponsors. The main difficulty in learning Aikido is the combination of intellectual component, physical training, coordination of hand and foot movements, moving tai sabaki, interaction with a partner, the ability to work with the center and the ability to work with the partner center, and, of course, a deep understanding of combat art. After all, the goal of aikido is self-improvement, peace within oneself and peace with one's partner, and not victory over another person [6].

The above principles are difficult even for adults, so they require painstaking work over many years. In addition, it is much more difficult for children, for whom the predominant form of activity is playing. However, our goal is not just to teach children movements, but to lay the foundation for further study of Aikido, and, of course, for their physical development, correct posture, ability to interact with different partners not only on the tatami but also in real life, to be harmoniously developed individuals, and to be able to defend themselves.

In order for the training and interaction with an individual child, the group to be successful, it is extremely important not only to build the training process competently, but also to sum up the work in a timely manner. This is the task performed by attestations, or aikido exams. Attestation is a test, passing which the athlete must meet the requirements of the position at certain levels, which involve the implementation of techniques first in the role of nage, and then in the role of uke, or vice versa. The instructor pronounces the name of the technic in Japanese, with the uke carrying out the declared attack and the nage performing it. In addition to special physical training exercises, when certifying children's kyu, the examiner can give general physical training tasks that correspond to the age group [5].

Thus, given the above-mentioned problems we have encountered and the fact that children can come to aikido classes at any age, at any stage of their development, the traditional provisions of attestation for children's kyu proved to be irrelevant and such that need refinement.

Therefore, we have drawn up regulations for attestations for both adults and children. After all, up to this point, all the requirements for certification existed in oral form, as a tradition that originated from the founder of aikido. In addition, we have made some changes to the provisions on certification requirements for both children and adults.

According to the proposed regulations, now children can participate in certifications from the age of 6 (and not only from 8, as it was before). For those children who are certified from 6-7 years, the ranking of kyu starts from the 10th level (10-1 kyu). For those children who start attesting at the age of 8 and later (up to 14 years old), the ranking of kyu starts from the 8th level (8-1 kyu) [1].

A child can take the children's kyu level exam until he or she reaches the age of 14, after which he or she is a candidate for the general (adult) kyu level. If a child starts attesting at the age of 6-7, provided he/she is assigned a 1st kyu, he/she may apply for a general kyu attestation from the age of 12, with the permission of the trainer.

Children who pass the attestation for the general level of Kyu from the age of 12 are certified according to the following scheme: 6.2, 6.1, 6, 5.2, 5.1, 5, 4.2, 4.1, 4, 3, 2, 1st Kyu.

Children who pass the attestation for the general level of kyu from the age of 14 are certified according to the following scheme: 6th kyu, 5, 4, 3, 2, 1st kyu.

Attestation, both for adults and children, at the level of kyu is conducted twice a year, according to the calendar plan approved by international aikido organizations [4].

In addition, in each age group, we recommend the following gradation when divided into pairs: boys and girls 6-8 years; boys and girls 9-11 years old; boys and girls 12 years old; boys and girls 13-15 years old; juniors 16-18 years old. The specified number of years of the athlete must be completed in the calendar semester of the certification. The pairs can be mixed (at the discretion of the coaches) [3].

The qualification level of the participants must meet the requirements of the regulations for attestations. Participants have the right to apply for a level higher than available, or (only on the recommendation of the coach), two levels higher.

In addition to introducing regulations and updating certification provisions, in order to maintain interest in such a discipline as aikido, we recommend holding workshops, demonstrations, outdoor activities, camps, mixed classes, together with representatives of other martial arts and Budo disciplines. It is important to show children that adults in different martial arts treat each other with respect, do not neglect each other's knowledge and experience, but constantly learn and

communicate amicably, towards a common goal.

Conclusions. Thus, although aikido training does not involve competitive activities, it is still worth paying special attention to certifications, as they are a motivating factor for technical, physical and psycho-emotional growth of athletes, especially when it comes to children. If 10 years ago the lower age limit for children who started their way to Aikido was 8-9 years, today it is mostly children aged 6-7, which requires instructors who work with children, not only to develop new methods and forms of work, but also reforming the system of teaching and certification. In particular, the authors of the article present their own developments based on real coaching practice, taking into account the age characteristics of young aikidokas and motivational sphere of their sports activities, and, importantly, provide a timely and gradual transition to adult certification.

Thereby, we suggest, instead of the traditional standard system of attestation for children's kyu, which consists of 8 levels, starts at eight years and provides for the transition to adult levels from 14 years. For those athletes who start practicing aikido from the age of 6-7, introduce a 12-level ranking system for kyu, the transition from which to adult levels will begin at 12 years. At the same time, for such children to provide also a new approach in ranking on kyu and at delivery on adult levels. Namely, instead of traditional 6-level system to enter 12-level, that is, 6.2, 6.1, 6, 5.2, 5.1, 5, 4.2, 4.1, 4, 3, 2, and 1st kyu, in which the program of the corresponding kyu (these are 6th, 5th and 4th kyu) will be evenly distributed between their derivatives (6.2, 6.1, 6, 5.2, 5.1, 5, 4.2, 4.1, 4 kyu). Thus, both children who started practicing aikido at the age of 6-7 and at the age of 8 and older will be able to reach the same level without risk to their health. As well as without enduring long pauses waiting for permission to move to other levels of certification up to the status of a candidate for a black belt (Shodan) at the age of 18. This practice will improve the motivation of children to practice aikido, update outdated methods of work and involve more children in recreational sports activities.

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ПЕРСПЕКТИВИ ВПРОВАДЖЕННЯ ВАРІАТИВНОГО МОДУЛЯ «СПОРТИВНОЇ БОРОТЬБИ» У ФІЗИЧНОМУ ВИХОВАННІ ШКОЛЯРІВ

В дослідженні на основі теоретичного аналізу та узагальнення даних науково-методичної та спеціальної літератури, а також джерел інформаційної мережі Інтернет розглянуто інформацію щодо значення елементів спортивної боротьби у фізичному вихованні школярів. Основною метою нашого дослідження було вивчити особливості впровадження варіативного модуля «спортивної боротьби» у фізичному вихованні школярів. У роботі зазначено, що заняття боротьбою є одним із дієвих засобів фізичної підготовки підростаючого покоління, що також позитивно впливає на емоційний, інтелектуальний та соціальний розвиток особистості учнів. Результатами впровадження варіативного модуля «Спортивної боротьби» виховання в учнів навиків роботи в колективі, пізнати правила ведення «чесної гри», прагнення до здорового способу життя, самостійно організовувати заняття фізичною діяльністю, повага до партнера, підвищення самооцінки, зростання пізнавальної активності та мотивації, залучення до загальнолюдських цінностей та ідеалам олімпізму та їх