

mental state. In the process of auto-training, the transition of suggestion to self-hypnosis is completed, and self-regulation mechanisms are improved.

Reflections, reasoning. The main ways of translating suggestions and self-hypnosis into self-persuasion are the highest levels of self-awareness and self-regulation.

The systematic use of the presented system of methods allows one to penetrate quite fully and deeply into the athlete's system of relationships, formulate a program of future actions and experiences, and attitudes towards the implementation of these behavioral programs at the right moments of training and competition.

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Olha Serputko
orcid.org/0000-0001-8168-9134

Candidate of the Second (Master's) Level of Higher Education
Kherson State University

Aikido instructor

Eurasia Aikido Organization

Kherson, Ukraine

Svetlana Stepanyuk

orcid.org/0000-0002-6035-3575

Candidate of physical training and sport Sciences, associate professor

Associate Professor, Department of Theory and Methods of Physical Education Kherson State University

Ivano-Frankivsk, Ukraine

Inna Gorodynska

orcid.org/0000-0002-2111-9161

Candidate of pedagogical sciences, associate professor

Associate Professor, Department of Theory and Methods of Physical Education Kherson State University

Ivano-Frankivsk, Ukraine

Victoria Koval

orcid.org/0000-0003-0550-8631

Candidate of pedagogical sciences, associate professor

Associate Professor, Department of Theory and Methods of Physical Education Kherson State University

Ivano-Frankivsk, Ukraine

Yuriy Grabovsky

orcid.org/0000-0002-1854-5928

Candidate of pedagogical sciences, associate professor

Associate Professor, Department of Theory and Methods of Physical Education Kherson State University

Ivano-Frankivsk, Ukraine

STYLE-BASED ADULT MARTIAL ARTS GROUP COMMUNICATION STRATEGIES AND THEIR IMPACT ON SOCIALIZATION PATTERNS

The research explores communicative connections within adult martial arts groups, considering factors like martial art type, coaching style, and group dynamics. Physical education for adults extends beyond sports, emphasizing socialization. Analyzing communication strategies in Aikido and capoeira reveals distinct models that motivate sports in adulthood, foster a healthy group atmosphere, and support socialization needs. Aikido relies on a historical hierarchy, while capoeira lacks such structure despite strict technical standards. Both arts, non-competitive in adulthood, focus on recreational practice for joint mobility and maintaining physical well-being.

Key words: martial arts, aikido, capoeira, adults, socialization, communication strategies, psychology of sports.

Серпутько О., Степанюк С., Городинська І., Коваль В., Грабовський Ю. Стратегії комунікації в дорослих групах різних бойових мистецтв та їхній вплив на способи реалізації. В даній науковій розвідці розглянуто проблему методів побудови комунікативних зв'язків всередині груп з бойових мистецтв для дорослих спортсменів, адже не секрет, що на формування стратегій комунікації має вплив чимало факторів, серед яких і певний вид бойового мистецтва, його стиль та напрямок, програма, за якою працює група, особистість тренера, рівень ставлення до тренувань та підготовленість групи тощо. Тим не менш, метою фізичного виховання, особливо для дорослих, є не тільки спортивні та особисті досягнення, але й соціалізація, задля успішної реалізації котрої варто обирати найбільш ефективні способи комунікативних рішень та формування комунікативних звичок.

Через характеристики стану фізкультурно-спортивної діяльності спортсменів дорослого віку, нами було розглянуто стратегії комунікації в айкідо та капоєйра з метою аналізу різних моделей та виявлення найбільш ефективних та робочих форм спілкування та взаємодії, які сприяють мотивації занять спортом у дорослому віці, формують здорову та дружню атмосферу в групі, допомагають в реалізації потреб соціалізації та спілкування, як під час занять спортом, так і в повсякденному житті.

Виявлено, що комунікація в айкідо будується на історичній традиційній чіткій ієрархії між сенсеєм та учнями; сенпаєм, сенсеєм та учням, володарями чорних поясів і рівнів дан та кю тощо. В той же час, в капоєйра, не дивлячись на різницю техніко-тактичної підготовки, між володарями високих рівнів та початківцями такої ієрархії не спостерігається, хоча вимоги до чіткості виконання технік та форм є сталими та досить суворими. Варто зауважити, що обидва види бойових мистецтв не мають змагального напрямку та не дотримуються принципу вагових категорій, чи поділу за гендерним принципом, заняття ними в дорослому віці має здебільшого рекреаційний характер, направлений та подовження спортивного віку та підтримання мобільності суглобів і належного рівня фізичного навантаження.

Ключові слова: бойові мистецтва, айкідо, капоєйра, дорослі, соціалізація, стратегії комунікації, психологія спорту.

Formulation of the problem. Despite the fact that both Aikido and Capoeira belong to traditional martial arts, even in their modern embodiment, having in many respects common training goals, they demonstrate completely different dynamics of communication in groups, which is explained by the unique characteristics and special cultural influence of each of these martial arts. Our task was to analyze the trends and strategies of communication in adult groups from the presented martial arts and to highlight those features that best contribute to socialization, adaptability, involvement in group life and sports in general and in adulthood in particular, because not only mental or physical needs are motivation to engage in sports, but also social aspects, among which communication occupies a special place.

The **purpose of research** was to analyze and determine style-based adult martial arts group communication strategies and their impact on socialization patterns.

Analysis of recent research and publications. In domestic science, considerable attention is devoted to the problems of communication within different social groups. Notable research by Kurban O. V. (2010) and Kholod O.M. (2018) highlights the importance of considering both the common purpose of a group's existence and the individual needs and interests of its members. However, within the realm of sports, particularly martial arts, this aspect has not been widely explored. Nonetheless, recent investigations by Chobotko M.A. (2023), Shalar O.G. (2021), and Stepanyuk S.I. and Serputko O.K. (2022, 2023, 2024) [7, 8] have examined various aspects of training among practitioners of aikido and capoeira across different age groups.

This research aims to study communication strategies within adult groups practicing various martial arts and analyze their impact on the implementation of communication and socialization components. Through this study, we seek to contribute to a deeper understanding of how communication dynamics influence social interactions within martial arts communities.

In our research, we employed several methods to address our objectives. These included:

1. **Analysis of literature sources:** we conducted a thorough examination of existing literature to gather relevant information and insights related to our research topics. This involved reviewing scholarly articles, books, and other sources to gain a comprehensive understanding of the subject matter.

2. **Theoretical analysis and generalization of scientific data:** we engaged in theoretical analysis to interpret and synthesize scientific data relevant to our research questions.

3. **Own experience of aikido and capoeira practice and teaching:** drawing from our firsthand experience as practitioners and instructors of Aikido and Capoeira, we incorporated insights gleaned from our personal involvement in these martial arts.

Results of the research and discussion. Communication within a martial arts group plays a vital role in creating a cohesive and conducive training environment, ensuring effective learning, and fostering teamwork and camaraderie among its members. Each martial art discipline embodies characteristics of a specific cultural layer in which it originated and developed, as well as distinctive features of its school and various other significant factors that undoubtedly influence communication within the group [4]. However, speaking in general terms, in order to develop a particular martial art and facilitate the productive functioning of an adult group, the following strategies of effective communication within a martial arts group are typically highlighted:

1. **Clear Instructions from Instructors:** instructors must clearly and comprehensibly communicate techniques, exercises, and training objectives to students. Practitioners should have access to understandable and clear demonstrations of techniques in various formats. While verbal explanations during classes are most effective, supplementary materials such as manuals, photos, and videos are equally important to ensure optimal comprehension and understanding. It is crucial for instructors to receive timely constructive feedback from students to understand the effectiveness of provided explanations and to adjust them

accordingly for a more comfortable training process, as well as to provide additional motivation aimed at improving skills and performance [3, 9].

2. **Open and Established Communication Channels:** provided the availability of open communication channels, students should feel free to ask questions directly to the instructor or collaboratively with peers, seek clarifications, and provide feedback on the execution of techniques or combinations. Despite the hierarchical principles adopted in martial arts, practitioners should be able to freely address instructors or senior group members with any issues or suggestions [10].

3. **Regular Team Discussions:** regular team meetings should be included in the training plan to establish common and individual goals, assess the group's progress, and address any questions or issues. These meetings provide all group members with the opportunity to express their thoughts, share experiences, and collaborate on training plans and strategies [2].

4. **When Each Group Member is a Teacher:** recognizing the importance of communication within the group and collaboration through partner work. Instructors should encourage students to effectively communicate with training partners by providing their own explanations and interpretations of techniques, which may be more understandable than those of the instructor. Additionally, partners should offer feedback and support during training sessions and sparring. On the other hand, recipients should learn to accept constructive criticism and support adequately, analyze it, and derive benefit for themselves and the team [6, 7].

5. **Modern Technologies:** these may include messengers convenient for all, social media groups, or online forums for exchanging information, updates, and educational resources. Creating a dedicated group chat or online platform for participants to communicate, ask questions, and share ideas, with the obligatory support from moderators, is a wise solution [8].

6. **Example of Communication and Training:** instructors and senior group members should set an example, demonstrating effective communication skills and fostering a positive learning atmosphere. Encouraging respectful communication, active listening, and mutual support among group members [9].

7. **Individual Approach:** recognizing that each student is a unique individual with different learning styles, goals, and challenges, individual attention and personalized instructions should be an integral part of group work to satisfy specific needs and ensure that all students feel valued and supported [10].

8. **One's Achievement is a Collective Achievement:** every new achievement should be noticed and recognized, regardless of whether it is mastering a new technique, earning a belt, or demonstrating sporting excellence, perseverance, or a successful demonstration [3].

9. **Constructive Conflict Resolution:** conflict is a natural social phenomenon that can arise in any group, but it is important to resolve it constructively. This requires open dialogue facilitated by trust in the instructor and the group, encouragement of active listening and empathy during conflict resolution or misunderstanding, and the search for mutually beneficial solutions to maintain harmony within the group [8].

10. **Positive Learning Environment:** an adult martial arts group is a cultural center characterized by mutual respect, encouragement, and support, where students can challenge themselves, learn from mistakes, and develop both individually and as part of the group [5].

By implementing these strategies, martial arts groups can establish effective communication practices that enhance the learning experience, promote teamwork, and create a supportive community environment for all members.

Indeed, every martial art and each group within them, irrespective of stylistic orientation, possesses distinct characteristics. The individual perceptions, experiences, and personal traits of practitioners contribute to the creation of a unique communicative atmosphere within each martial arts community. It's often the allure of this unique atmosphere, rather than specific techniques or practices, that attracts individuals to a particular martial art.

While the physiological principles governing the human body remain consistent across different martial arts, it's primarily the psycho-emotional component that varies significantly. This psychological and emotional aspect plays a decisive role in shaping the appeal and effectiveness of a martial art for practitioners. Therefore, understanding and appreciating the individual nuances of communication within each martial arts community is essential for both practitioners and observers alike [2, 5, 8].

Drawing from our experience, we can pinpoint specific features that significantly influence communication strategies within adult martial arts groups. In the context of Aikido, the following characteristics are notable:

- **Traditional Formality:** despite Aikido's global reach, it retains the formality and hierarchical structure rooted in traditional Japanese culture. This is evident in communication, particularly in interactions with instructors and senior sensei, where respect for authority and adherence to etiquette are paramount [7].

- **Correction for Harmony:** aikido emphasizes unity and harmony, both within the group and for individual practitioners. This philosophy extends to communication, where corrections are viewed as pathways to improvement and alignment with the principles of Aikido. Corrections are not seen as criticism but as opportunities for growth and understanding [1].

- **Clear Instruction and Practice:** communication in Aikido classes is characterized by clarity and directness. Instructors provide detailed instructions, and students diligently follow these guidelines. While questions are encouraged, there is an expectation of attentiveness and respect for the instructor's guidance [9].

- **Quiet Atmosphere in the Dojo:** aikido classes maintain a serene atmosphere conducive to focused practice. Extraneous conversations are discouraged as they detract from the effectiveness of training sessions. Attention is directed towards the sensei's instructions and the precise execution of techniques, fostering an environment of concentration and discipline [4].

By recognizing and understanding these unique features of communication within Aikido groups, practitioners can enhance their learning experience and cultivate a respectful and harmonious training environment.

Certainly, when examining communication within a capoeira group, several key features stand out:

- **Interactivity and Expressiveness:** capoeira's Afro-Brazilian heritage encourages practitioners to utilize various forms of communication beyond combat techniques. Movement, music, vocalizations, and verbal language all play integral roles in communication. Rather than focusing solely on defeating opponents, capoeira emphasizes studying and interacting with them [3].

- **Inclusiveness and Active Socialization:** capoeira fosters a sense of community where everyone, including participants in the roda (circle), musicians, and spectators, actively engages in the experience. Playful jokes, music, and clapping contribute to a positive social atmosphere and a feeling of camaraderie among participants [6].

- **Less Formal Hierarchy:** while respect for experienced capoeiristas is important, capoeira groups often have a more relaxed approach to hierarchy compared to traditional martial arts. Teachers can be addressed by name, promoting a friendly and informal communication style that encourages open dialogue [2, 3].

- **Fluid Movement and Adaptability:** capoeira's improvisational and fluid movements require participants to be responsive and adaptable. Communication within the group reflects this flexibility, with practitioners attuned to each other's actions and responding in a coordinated manner, fostering a dynamic and cooperative environment [5].

It's important to recognize that these descriptions are based on personal experiences and general observations of martial arts practices. While these features may not be universally applicable to all capoeira groups, they are reflective of the cultural and historical contexts that shape communication dynamics within the art form. Each group may develop its own unique communication style, influenced by its members and specific cultural influences.

When discussing socialization within martial arts, the focus shifts to the individual athlete's personality and their adaptation to the environment of their chosen art. The degree to which a martial art, its group values, and communication methods resonate with an individual depends on their perception of the material, learning progress, and overall experience within the group. This can influence whether a person remains in the group or seeks out alternatives, such as a different martial art or physical activity.

Despite studying adult athletes, our research highlighted an important communicative factor – the need for opportunities for multifaceted personal development within the training process. Even as adults with formed personalities, athletes benefit from ongoing development. Coaches should recognize and address this need when designing training programs and methodologies. By incorporating opportunities for personal growth, coaches can enhance athletes' overall experience and foster long-term engagement and satisfaction within their chosen martial art.

While traditions and cultural phenomena form the core of each martial art, it's crucial to recognize that societal communication is constantly evolving. Therefore, the goals and methods of martial arts must adapt to meet the needs and demands of modern individuals and society as a whole. This responsibility falls on the shoulders of coaches and sports managers, whose primary objective extends beyond sports championships to fostering mentally and physically healthy communities.

By acknowledging the evolving nature of communication and societal needs, coaches and sports managers can ensure that martial arts remain relevant and beneficial in the contemporary world. This might involve integrating modern teaching methods, addressing mental health concerns, promoting inclusivity, and fostering a supportive environment for personal growth and development. Ultimately, their efforts contribute to building not only skilled athletes but also resilient and well-rounded individuals who positively contribute to society.

Conclusions. In comparing two martial arts like Aikido and Capoeira, the objective wasn't to determine which form of communication and socialization is superior, but rather to use them as examples of traditional martial arts that have retained significant cultural elements. By examining these practices, the aim is to explore how communication is constructed, the issues it addresses, and what coaches and managers can focus on to encourage adult athletes to participate in martial arts.

Aikido and Capoeira offer unique insights into communication within martial arts settings. Aikido emphasizes elements like silence within the dojo, hierarchical respect, and the joy of self-discovery through practice. Communication in Aikido extends beyond verbal language, relying on non-verbal cues, trust, and mutual understanding among practitioners.

On the other hand, Capoeira embodies interactivity, expressiveness, and inclusivity. Participants engage in call-and-response traditions, fluid movements, and playful interactions, fostering camaraderie and socialization. Communication in Capoeira is dynamic, incorporating music, movement, and vocalizations to convey messages and build connections within the group.

For sports coaches and managers looking to motivate adult athletes to join martial arts, understanding these communication dynamics is crucial. They should emphasize the cultural richness and diversity of martial arts, highlighting how they promote physical fitness, mental discipline, and social bonding. Additionally, coaches can create inclusive and supportive environments where athletes feel valued and empowered to explore their potential through martial arts practice.

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