

American JKA
Instructor Training Program
Report for the 6th Dan

Issue: Karate didactics and methodology

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The structure of a training unit

Target group

- ▶ Rank, age, education, club
 - University
 - People with disabilities
 - Previous knowledge, attention, motivation, etc

Didactics: What do I want to do?

- ▶ Common criteria for the ideal type of movement
 - e.g. during Tsuki from standing position: closure of the fist, position of the thumb, fist position, fist rotation, breathing, guidance of the elbow, alternate leading of fists
- ▶ Which of these criteria does the group meet...
 - generally?
 - within one training unit?

Methodology: How do I reach these learning targets?

- ▶ Analysis of the exercise
 - Isolated training of specific exercise details
 - Tsuki from standing position (particular sequences), without movement in ZKD
 - Subsequent assembling of the exercise by degrees
 - Operating with a partner or equipment (belts, punching bags, punching gloves, Makiwara)
 - A partner as correction instance
 - Usage of media (videos, films, pictures, animated illustrations, etc)
- ▶ Exercises for the training of kinesthetic sensation
 - With closed eyes
 - Break old motoric patterns (practice Kata on both sides, combination onto rear leg)
 - Usage of signal-words (heel pushes, clip around the ears); use the same signal-words in Dojo
 - Simple techniques first, followed by more complex and advanced techniques
 - Single techniques first, followed by movement
 - Slow accomplishment first, followed by quick and powerful accomplishment
 - Partial method
 - Entire method

The relevance of analyzers

(3 learning stages of sensomotoric learning)

Beginner

Optical analyzer in the foreground (also: tactile analyzer)

- For beginner-training best technician should be taken
- Correction must come from the outside (first of all in form of optical information + verbal addition)
- **Rough form of the exercise = 1st learning stage**

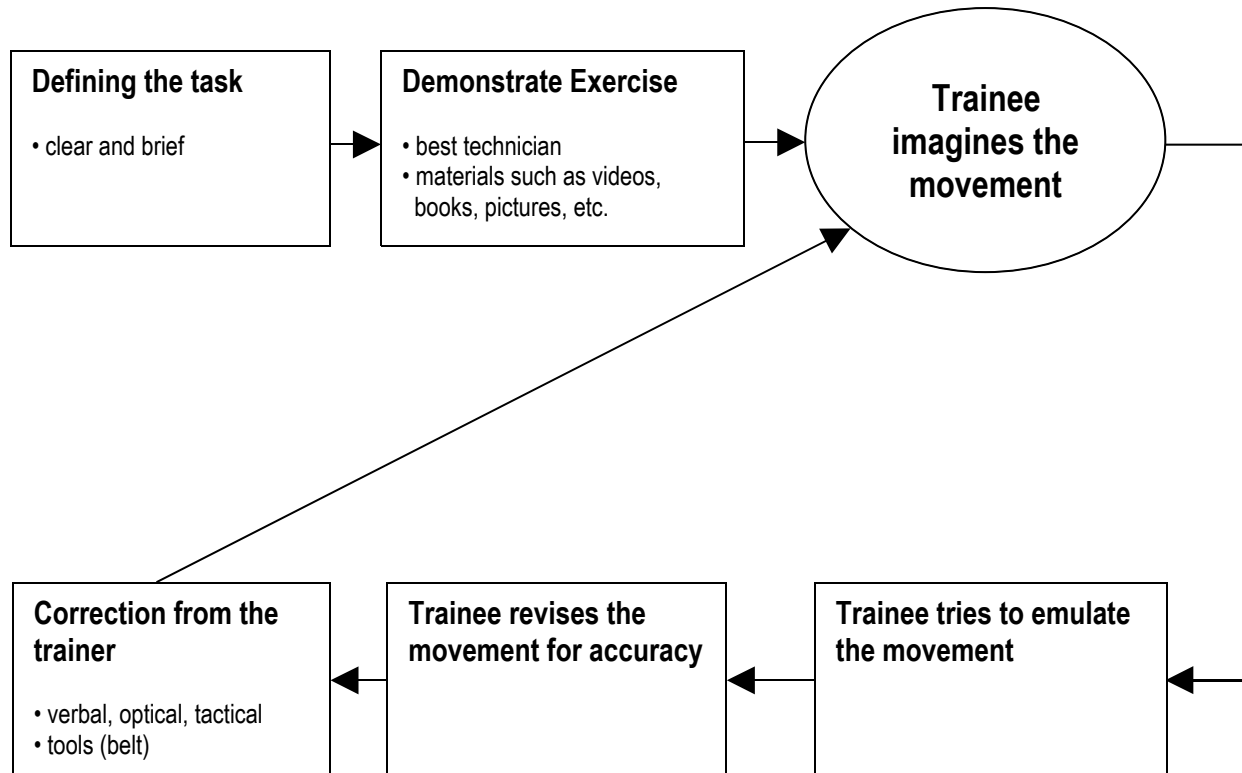
Intermediate

- Increasingly acoustic analyzers (processing of more detailed, verbal information possible)
- Average developed kinesthetic analyzer (trainee learns motoric sense)
- Correction from the outside through verbal information (moderate feedback through kinesthetic analyzer)
- **Fine form of the exercise = 2nd learning stage**

Expert

- Dominating kinesthetic analyzer
- Nearly no correction from the outside required, self-correction possible
- **Precise form of the exercise (i.e. stabilization of the fine form in conjunction with variable disposability) = 3rd learning stage**

The process of sensomotoric learning



Note: If correction advice is insightful, it will usually easily accepted by trainees.

Conditions for a good error correction

Advanced observation skills of the trainer

- Own advanced motoric experiences
- Own advanced teaching experiences
- Detailed knowledge of motion-sequences and underlying biomechanical principles of the technique
- Own proper motoric presentation
- Knowledge of corrective measures and experiences for motoric improvement

Types of errors

Beginner errors

- Typical for beginners: the trainer needs to know such errors and be prepared for targeted revising

Habitual errors

- Already automated errors that consistently occur in extreme situations (examinations, competitions, etc.) – there is a lot of exceptionally long and patient correction work to manage

Tough errors

- Lead to the failing of a technique and are often the result of insufficient correction during the acquisition of the rough form of that technique. The trainer has to intervene immediately if a technique causes any risk of injury.

Fine errors

- Deviate slightly in detail from the ideal movement of a technique.
A short correction reference enables an ideal movement

Methods of error correction

Verbal

- Acclamations or movement instructions are most effective if they take place immediately or just after the incorrect execution if possible

Visual

- Demonstrate the correct movement execution to the trainee, especially the correct movement dynamics

Tactile

- A led movement is forced by touching the trainee (e.g. Tsuki – lead the elbow close to the body)

Sensitive

- Letting the trainee focus on his perception of how the technique is done correctly through pulling, pushing, throwing, etc.

Comparison of “wrong” and “right”

- Drawing the trainee’s attention to the right point
- **Attention** – a problematic method, because trainees could also apply to a false movement execution!
 - ▶ The accent has to be on the correct movement execution
 - ▶ Always conclude the correction with the correct movement execution

Forcing the trainee to demonstrate the movement in an exaggerated form

- Leading the trainee's attention to the most important points

Proving, that a movement would be inexpedient

- Imparting the required comprehension into the resulting error (e.g. Kage Tsuki – the elbow doesn't detach from the body during the initial movement)

Refer to similar movements

- e.g. Tsuki

Isolated training of the incorrect detail of a technique

Returning to previously restrained movements

- Followed by a gradual enhancement of the requests

Psychological conditions

- Abolishing of fears (e.g. being struck)
- Therefore it's recommended to lead the training under eased circumstances

Physical conditions

- Most important with children and adults, who are not involved in any other sportive activity

Main Points

- Individual error correction
- Only one error should be corrected at once – no simultaneous error correction
- It's best to give error correction advice immediately or just shortly after the error
- Give enough time for eliminating errors
(no speedy switching to the next known error after only one or two correct movements)
- **Never correct in a discriminating way!**
("you will never learn it!", "what bullshit are you doing there?")
- **Always compliment trainees for improving their technique!**

Compliments, compliments, compliments and compliments!

Structure plan for a written formation of training units

1. Verbalization of the training unit

- The verbalization of a training unit provides a rough target projection on the aspired training intentions (e.g. introduction of..., enhancement of..., consolidation of...)

2. Conditional settings for a lesson

- Analysis of the target group of trainees (beginner/advanced) for elaborating conspicuousness, achievement motivation, internal and external receptional terms

3. Didactical analysis

- Emplacement of the lesson within the whole conception
- Didactical analysis of chosen learning matter for the lesson
- Didactical reduction and classification of the learning matter

4. Verbalization of the superior training target for the lesson

- The superior training target characterizes the resulting comportment of the training group after a lesson, according to give a statement on their competences (“the trainees should be able to...”)
- Verbalization of subtle learning targets in observance of the 4 fields of learning (motor, cognitive, affective, social)

5. Methodical-organizational frame

- Methodical decisions (repertory of methods)
- Usage of media and tools

6. Scheduling of the progression of training units

- Rough structuring: 3 Parts – warming up / acquirement / exercise and inspection
- Description of single movement tasks with assignment to the required partial training targets
- Description of methodical arrangements depending on the objective target