

ORGANIZATIONAL ASPECTS OF KYOKUSHIN KARATE TRAINING

T. S. Plachynda, B.I. Shut,

National University «Yuri Kondratyuk Poltava

Polytechnic», Poltava, Ukraine

Key words: Kyokushin karate; technique and tactics; training process; athlete; coach.

Research relevance. In the current context of the growing popularity of martial arts as an effective means of physical education and comprehensive personal development, the importance of improving the organization of the training process is increasing. One of the leading types of martial arts actively developing in Ukraine is Kyokushin karate. This discipline is characterized by high demands on athletes' physical, technical, psychological, and moral-volitional preparedness. Kyokushin karate is classified as a high-injury-risk sport due to the intense physical load and the contact nature of competitive activities. Consequently, athlete training in this discipline is impossible without the involvement of qualified professionals who can ensure both the effectiveness of the training process and the safety of its participants. Modern educational programs in higher education institutions do not consider the specific requirements for training such specialists. The lack of standardized professional training programs for

Sportedu.am

Kyokushin karate coaches limits the possibilities for the effective implementation of contemporary training methodologies.

The relevance of this study is determined by the need for a scientific rationale to develop effective approaches for organizing training in Kyokushin karate. Such approaches can enhance athletic performance, reduce the risk of injuries, and contribute to the harmonious development of the athlete's personality. Therefore, examining the specific features of the training process in this martial art is a crucial task for both coaches and researchers in the field of physical culture and sports.

Research aim, problems. This study aims to highlight peculiarities of organizing the Kyokushin karate training process to enhance the effectiveness of athletes' physical, technical, and psychological preparation during the competition preparation period.

Research methods and organization. The study employed methods including analysis and synthesis of scientific literature, also pedagogical observation. In order to assess the level of skills, competencies, and the development of physical

and psychological qualities, the method of pedagogical testing was employed. The study was conducted over the period from May 2025 to June 2025. Training sessions were organized three times per week, each lasting one hour and comprising a preparatory part (10–15 minutes), a main part (40–45 minutes), and a concluding part (5–10 minutes). The preparatory part included a warm-up aimed at enhancing joint mobility, coordination, flexibility, and preparing the musculature for the subsequent workload. The main part focused on physical conditioning, the practice of hand and leg striking techniques, tactical exercises, conditioning of striking surfaces (fists, shins), body and leg hardening, as well as sparring. The concluding part encompassed stretching, relaxation, and psychological-methodological activities. This pilot testing of athletes was designed to preliminarily evaluate the selected methodology, identify emerging tendencies, and delineate the principal directions for further research. To determine the percentage increase, a comparative analysis of physical fitness indicators was conducted. The collected data were processed using statistical methods, enabling the calculation of changes, and a correlation analysis was performed to identify interrelationships among the examined indicators.

Research results analysis. Domestic and foreign scientific and pedagogical literature highlights certain aspects of optimizing the educational and training process in the system of training athletes, in particular: G. Bezverhnya, G. Gonchar argued that for effective and high-quality training of specialists it is necessary to constantly improve the existing systems of training and the development of personal qualities in future specialists. Therefore, it is necessary to regularly analyze current methods of training specialists in physical culture and sports, as well as to find new, alternative methods that have good prospects for implementation [3].

The professional competence of coaches in various sports, as noted by N. Bashavets, R. Fedorishchak, O. Bondarovich, V. Ovcharuk, and A. Ruban, plays an important role in their professional activities. It begins to form and develop in the student years while receiving professional education. However, if it is not developed or actively maintained through self-improvement and continuous learning, it will remain at the level of a young novice specialist [2].

Applied professional competencies of martial arts coaches are an important essential characteristic that determines the sports qualification of martial artists and undoubtedly ensures their readiness for competitive activity under different

conditions, according to N. Bashavets, B. Kindzer, Y. Taimasov, V. Artemenko. In addition, it is important to improve the professional competencies of coaches in martial arts and other sports by enhancing their use of modern pedagogical technologies during independent work and in the system of their professional training, which significantly intensifies the formation of professional competencies in martial artists [1].

From our point view, the high standards set for the professional training of Kyokushin karate coaches are well justified, as the training process in this martial art involves a combination of strength exercises, contact combat techniques, psychological preparation, and the cultivation of endurance and discipline. This demands significant physical and moral – volitional preparedness from athletes and a high level of professional competence from coaches.

Each karate style is characterized by kata specific to the given variety due to the resources of kime techniques and accent. Kata is a set of predetermined moves that present the fight against imaginary opponents. Kata competitions are referred to as «bug games»; at tournaments the athlete who wins the system more precisely and thus makes fewer mistakes. Additionally, kumite sports competition can take

place in four formulas, i.e. semi contact, full contact, mix fighting, knockdown. These styles have adopted those kumite formulas that are adequate to the philosophy of fighting a particular karate variety [6].

For example, the Shotokan style emphasizes semi-contact kumite, i.e., point-based sparring with limited physical contact – allowing hand and foot attacks to the head and torso, as well as sweeps and throws. In contrast, the Kyokushin style applies knockdown (or knockout) kumite, a form of full-contact sparring where the goal is to conclude the match decisively. Thus, the nature of combat and systematic preparation is characteristic of specific karate styles.

Sports competitions provide a foundation for the personal development of athletes, shaping their attitudes toward competition and fostering spiritual self-improvement. Through the medium of sport, karate enables practitioners to better understand various life situations and to internalize fundamental moral principles. Sport also exposes individuals to their own weaknesses and lack of motivation, with each such encounter strengthening their belief in their own capabilities. Nevertheless, the philosophy and mental aspects of karate transcend stylistic differences. Therefore, the personal development of

the karateka is considered one of the foundational elements of this martial art.

The core components of Kyokushin karate are kihon, kata, and kumite, which together form the foundation of the training process. Kihon refers to the fundamental techniques of karate, including punches, kicks, blocks, and stances. Mastery of kihon is mandatory for beginners and providing their initial introduction to Kyokushin karate. In the subsequent stages of training, kihon is studied through consistent repetition and reinforcement of previously learned material. A distinctive feature of kihon practice among experienced athletes is its emphasis during the off-season between competitions, as well as its integration with kata practice.

Kata are pre-arranged sequences of techniques performed without a partner. Each kata represents a series of offensive and defensive movements against an imaginary opponent. In Kyokushin karate, kata possess have both traditional and functional significance, helping to develop rhythm, timing, spatial awareness, and internal discipline. In Ukraine, kata competitions are held relatively infrequently compared to other European countries, though they have a dedicated following.

For many beginners, kumite is the most appealing element of Kyokushin karate. Although kumite resembles sparring in other combat sports, it follows its own

set of rules. Kumite fosters the development of tactical thinking, endurance, combat reflexes, decision-making speed, and emotional resilience under real fight conditions. Due to its dynamic nature and practical focus, kumite stands as the primary competitive discipline in Kyokushin karate and attracts the largest number of practitioners.

The development of correct technique in Kyokushin karate must begin from the very first training sessions. Technical errors established at an early stages are extremely difficult to correct later. This highlights the critical responsibility of the coach, who must not only possess a high level of technical proficiency but also employ an effective methodology for step-by-step instruction. In every sport discipline, there is a generally accepted standard for basic technique – a model to which the beginner must adhere.

Technique should be systematically and correctly developed from the very beginning of a training. A poorly formed technique is very difficult to correct. In every sports discipline there is a generally accepted and taught standard of basic technique. This standard serves as a model that beginning competitors must imitate.

Standard technique must be consistent with biomechanics principles and

its effectiveness is conditioned by physiological capabilities of the organism. One should not confuse a basic (model) technique with a master technique. Having acquired a basic technique, a master adapts it to their needs and psychomotor abilities. A beginning adept should not imitate it without any criticism. After mastering the basics everyone individualizes a technique according to his/her own talents [7].

Technique teaching should be considered a specialized process that involves strain, coordination, movement abilities, motor memory, agility, motivation, emotions and attitude. One can distinguish three stages of technique teaching: preliminary – cognitive, medium – associative, final – connected with versatile and deliberate action [7].

The initial (cognitive) stage is characterized by the formation of a general understanding of movement structure. At this stage, the athlete becomes familiar with the execution technique, its elements, the logic of movement, and the most common errors. Movements are generally imprecise, generalized, and require considerable volitional effort as well as conscious attention and focus.

The intermediate (associative) stage involves the consolidation of motor actions through repeated practice, aimed at improving precision, rhythm, and efficiency.

During this phase, conditioned reflex connections are actively formed, motor memory develops, and coordination improves. The number of technical errors decreases, and movements become increasingly automated.

The final stage, associated with conscious and variable performance, reflects a high level of technical skill automation and the ability to apply movements flexibly in dynamic competitive situations. At this stage, movements are performed with high accuracy, without the need for constant conscious control, and with consideration for situational factors and tactical demands.

We assert that the goal in developing technique should be the formation of a motor skill in which the technique is executed automatically, allowing the athlete to focus attention on performing the action at the right time, in the right place, and at the required speed. The more firmly ingrained the motor skill is through precise repetition in various conditions and contexts the less effort is required to execute it during sparring or training. When an athlete maintains an optimal strength reserve while performing a technical action, they can focus on coordination and precision. This is the pathway to athletic mastery.

In his work, V. Platonov emphasizes that «the aim of sports training is to achieve the highest possible level of technical-tactical, physical, and psychological preparedness for a given individual, as determined by the specifics of the sport and the demands of achieving the highest possible results in competitive activity».

The main objectives addressed in the training process include:

- mastering the techniques and tactics of the selected sport;
- ensuring the required level of development of motor abilities and the functional capacities of the body systems that bear the primary load in the given sport;
- cultivating the necessary moral and volitional qualities;
- attaining the appropriate level of specialized psychological preparedness;
- acquiring theoretical knowledge and gaining practical experience necessary for effective training and competitive performance;
- comprehensively improving and demonstrating various aspects of athlete preparedness during competition [4].

Kyokushin karate training follows a distinct structure designed to fulfill the fundamental objectives of athletic preparation.

The cultivation of essential moral and volitional qualities begins the moment the a practitioner enters the training hall,

or «dojo». A key aspect of karate practice is adherence to Japanese traditions: during training sessions, karateka greet and bid farewell to one another, and signal to the instructor that they have understood instructions by saying «Osu». Upon entering the dojo, practitioners are expected to say «Osu» to both the space itself and the karateka present. This gesture reflects respect for the dojo considered as a «second home» and for fellow athletes.

The preparatory part of a training session begins with a warm-up, which includes general exercises to activate the muscles, joint mobility drills, flexibility and coordination exercises, breathing exercises, and cardio elements (e.g., running, jumping, endurance activities). These components are designed to prepare the body for intensive physical exertion and preventing injuries.

The development of motor abilities in Kyokushin karate begins from the earliest stages of the practitioner's journey.

Initial belt examinations (kyu grades) are intended to assess the athlete's level of motor fitness and the functional capacity of the body systems responsible for handling physical loads during training and competition.

The main part of a Kyokushin karate training session consists of the study of kihon elements, physical conditioning, and combat training (kumite). Kihon training

involves the repetitive practice of its components, including stances and transitions between them, as well as the execution of blocks and strikes. It is through kihon that athletes acquire the technical and tactical foundations of karate.

Combat training includes partner and group exercises, work with training equipment, and sparring between karateka. This entire process is complemented by physical exercises aimed at developing punching and kicking speed and power. Through practical training, athletes are able to test and reinforce their theoretical knowledge, which contributes to the development of stable skills and abilities required for successful combat performance.

The final part of a Kyokushin training session is highly variable. In addition to supplementary physical activities and flexibility exercises, considerable attention is given to cultivating moral and volitional qualities. Coaches conduct motivational discussions and guide the athletes' focus toward personal attributes and values that will help them achieve success.

The study involved 21 karate practitioners in the control group (CG), consisting of athletes who were not preparing for competitions, and 24 karate practitioners in the experimental group (EG), who were actively preparing for competitive events.

During the study, particular attention was paid to the athletes' physical and emotional-volitional preparedness. Throughout the experiment, both groups followed the same training program. However, the athletes in the experimental group (EG), motivated by the goal of achieving top results, demonstrated greater receptiveness to the coach's guidance. A higher intensity of exercise execution and stricter adherence to technical requirements were observed in the EG (Table 2). In contrast, athletes in the control group (CG) believed that training without a competitive component did not require additional effort (Table 1).

Discipline during training sessions emerged as a significant factor. EG athletes were more disciplined and made greater efforts to understand and follow the coach's instructions. Due to absence of competitive evaluation, CG athletes were less focused on maintaining discipline during sessions.

An important factor in the training process was the athletes' awareness of the need for continuous personal development. EG athletes dedicated time outside of regular training to performing basic physical exercises, which were assessed during the empirical study. CG athletes, on the other hand, did not consider additional

physical activity during their free time necessary.

Table 1

Results of athletes who did not prepare for competitions (CG)

№	May				June				per 1 minute	Percent change %
	Push-ups	Crunches	Squats	Sum	Push-ups	Crunches	Squats	Sum		
Sportsman 1	27	34	48	109	30	38	50	118		8,26
Sportsman 2	25	17	47	89	26	20	50	96		7,87
Sportsman 3	10	29	45	84	13	30	47	90		7,14
Sportsman 4	36	29	41	106	38	32	42	112		5,66
Sportsman 5	15	41	55	111	18	45	55	118		6,31
Sportsman 6	29	31	50	110	30	34	51	115		4,55
Sportsman 7	30	20	48	98	35	23	49	107		9,18
Sportsman 8	10	13	25	48	12	16	26	54		12,50
Sportsman 9	30	35	40	105	34	38	41	113		7,62
Sportsman 10	18	21	30	69	19	24	33	76		10,14
Sportsman 11	26	22	42	90	27	24	44	95		5,56
Sportsman 12	17	15	32	64	18	20	31	69		7,81
Sportsman 13	21	24	45	90	24	26	47	97		7,78
Sportsman 14	31	26	44	101	33	30	46	109		7,92
Sportsman 15	15	19	32	66	17	22	34	73		10,61
Sportsman 16	12	24	38	74	15	26	39	80		8,11
Sportsman 17	19	23	32	74	22	26	34	82		10,81
Sportsman 18	27	30	48	105	30	34	52	116		10,48
Sportsman 19	14	19	30	63	16	22	33	71		12,70
Sportsman 20	30	30	52	112	32	35	54	121		8,04
Sportsman 21	10	17	20	47	12	20	22	54		14,89
Average										8,76

Table 2

Results of athletes who prepared for competitions (EG)

№	May				June				Percent change %
	Push-ups	Crunches	Squats	Sum	Push-ups	Crunches	Squats	Sum	
Sportsman 1	30	36	51	117	36	40	58	134	14,53
Sportsman 2	25	28	49	102	28	32	52	112	9,80
Sportsman 3	29	30	52	111	30	35	54	119	7,21
Sportsman 4	42	44	57	143	45	48	59	152	6,29
Sportsman 5	24	36	47	107	26	42	55	123	14,95
Sportsman 6	29	39	42	110	30	41	52	123	11,82
Sportsman 7	32	34	41	107	35	36	50	121	13,08
Sportsman 8	24	29	32	85	30	32	41	103	21,18
Sportsman 9	33	38	46	117	36	40	49	125	6,84
Sportsman 10	26	28	39	93	31	32	44	107	15,05
Sportsman 11	21	24	31	76	24	27	36	87	14,47
Sportsman 12	32	29	42	103	35	33	46	114	10,68
Sportsman 13	40	35	51	126	43	38	53	134	6,35
Sportsman 14	23	22	42	87	25	26	44	95	9,20
Sportsman 15	28	26	52	106	31	29	54	114	7,55
Sportsman 16	20	29	39	88	25	32	44	101	14,77
Sportsman 17	35	38	50	123	37	41	54	132	7,32
Sportsman 18	19	22	45	86	23	26	48	97	12,79
Sportsman 19	20	24	36	80	25	27	38	90	12,50
Sportsman 20	18	23	30	71	21	25	34	80	12,68
Sportsman 21	21	26	36	83	23	30	40	93	12,05
Sportsman 22	24	28	47	99	27	30	50	107	8,08
Sportsman 23	30	31	51	112	32	34	54	120	7,14
Sportsman 24	28	29	39	96	30	32	42	104	8,33
Average									11,03

One of the key objectives of a Kyokushin karate coach is the ability to convey the importance of the athlete's continuous development. For effective progress and the achievement of high-level athletic performance, a karateka must engage in regular, systematic training. The coach's role is not limited to teaching technique, but also involves fostering in students an internal drive for self-improvement.

Furthermore, the coach should create an environment that encourages goal-setting, self-reflection, and the pursuit of excellence, helping athletes to develop not

only physical skills but also a strong character and a positive attitude towards life-long learning and growth.

The results of the experiment showed that athletes who were not included in the team for competition participation demonstrated an average improvement of 8.76% over one month of training. However, these athletes exhibited a low level of motivation, which was attributed to insufficient intrinsic drive for self-improvement as well as the absence of external factors, particularly competitive engagement.

Conversely, athletes who prepared for competition while following identical training programs achieved an average improvement of 11.03%. Their motivation was enhanced both by an internal desire to succeed and by external stimuli, including the competitions themselves, the responsibility of representing the team, and the aspiration to win.

Thus, the results of the experiment confirm that the emotional-volitional and motivational components of the training process, particularly during preparation for competitions, have a positive impact on training effectiveness. The significant difference in performance between the two groups of athletes indicates the substantial influence of emotional-volitional and motivational factors in achieving athletic progress.

The conducted empirical study made it possible to identify key factors influencing the effectiveness of the Kyokushin karate training process:

Participation in competitive activities positively influences the physical preparedness of athletes. Karate practitioners in the experimental group (EG), who trained for competitions, demonstrated greater improvements in physical performance compared to the control group (CG) (11.03% vs. 8.76%).

- Athlete motivation was identified as one of the determining factors in training effectiveness. High intrinsic motivation, combined with external factors such as competition, responsibility, and the desire to win, contributed to a more deliberate approach to the training process. This was reflected in better adherence to technical requirements, discipline, and higher overall activity.

- The emotional-volitional domain of athletes is closely linked to the quality of the training process. Members of the EG demonstrated higher levels of discipline, greater attentiveness to the coach's instructions, and a stronger desire for self-improvement.

- Additional independent training during free time proved significant only for EG athletes, indicating the presence of an internalized need for athletic growth, which is a crucial condition for sustainable development in Kyokushin karate.

- The role of the coach in the training process extends beyond the mere transmission of technical knowledge. It also includes fostering a responsible attitude toward preparation, goal orientation, and self-discipline in athletes. Coaches should actively promote athletes' awareness of the importance of systematic training and pursuit of results.

The issues of motivation and support for children practicing Kyokushin karate are critically important from both pedagogical and sports perspectives. Since motivation can be both external and internal, attention should be focused on these phenomena. Internal motivation involves engaging in an activity for the inherent satisfaction and enjoyment derived from participation. At the same time, athletes may also have numerous external reasons for practicing sport. In such cases, behavior is regulated by anticipated outcomes that are not inherent to the activity itself (e.g., rewards or restrictions).

External motivation is considered the least self-determined form of extrinsic motivation and refers to behavior controlled by external factors, such as rewards or coercive pressure. An example of external regulation is when athletes participate in training primarily to gain recognition from their coach.

Athletes may also be motivated through introjected regulation, a form of external influence that is partially internalized but not fully accepted by the individual. For example, athletes who engage in sport to avoid feelings of guilt, shame, or anxiety exemplify introjected regulation [10].

An important component of Kyokushin karate training is ensuring a

safe environment. In her scholarly works, T. Plachynda notes that «... the recent metamorphoses – such as the global pandemic, mental health disturbances caused by Russia's war against Ukraine, and the general hypodynamia of the younger generation due to remote (hybrid) learning – have led to a sharp deterioration in the health status of Ukraine's population, and this trend continues. A significant role in addressing this problem is assigned to specialists in physical culture and sports, particularly coaches, as they are capable of providing positive motivation and encouraging the population to adhere to healthy lifestyle principles (engaging in physical exercise, spending more time outdoors, participating in sports clubs, consuming healthy food, etc.)» [5, 8].

During Kyokushin karate sessions, the coach must not only teach technical elements but also ensure the psycho-emotional comfort and physical safety of each participant. This is especially relevant given the stressful conditions affecting a considerable number of children and youth. A safe environment involves not only eliminating injury hazards but also fostering an atmosphere of mutual respect, support, and friendly relations among participants in the training process.

The training process in Kyokushin karate should be adapted to account for the age-related, psychological, and physical characteristics of children. This approach not only reduces the risk of injury but also promotes the development of a positive attitude towards sports participation. Furthermore, creating a safe environment contributes to increased motivation for regular training, as well as the development of self-discipline, responsibility, and stress resilience among karate practitioners. Thus, the coach's role in ensuring a safe training environment is crucial. It requires a high level of professional competence, the ability to apply modern pedagogical and psychological methods, and a commitment to continuous self-improvement.

Conclusion. As a result of the conducted study, it was established that the effectiveness of organizing the training process in Kyokushin karate largely depends on a comprehensive approach that considers the physical, technical, psychological, and motivational components of athletes' preparation. Analysis of the empirical research results confirmed that participation in competitive activities positively influences athletes' physical fitness, motivation level, discipline, and overall engagement in the training process. The

pedagogical testing revealed that the process of preparing athletes for competition exerts a significant influence on their physical readiness. A distinctive feature of the training process in Kyokushin karate—namely, the integration of physical conditioning with the practical execution of strikes, conditioning drills, and sparring—contributes to the enhancement of athletes' physical preparedness. A high level of motivation, particularly the aspiration to achieve results and a sense of responsibility, contributes to deeper assimilation of technical material, better adherence to coaches' instructions, and more active participation in training. Creating a safe training environment – encompassing not only physical safety but also psychological comfort and mutual respect – is essential for fostering a positive attitude toward training and long-term engagement in sports. Improving the quality of athletes' preparation requires coaches to apply modern methodological approaches, adapt training content to the age and individual characteristics of their students, and continuously enhance their professional competence. The obtained results can be applied in the practice of preparing Kyokushin karate athletes and may serve as a foundation for further research aimed at optimizing the educational and training process in martial arts.

REFERENCES

1. Башавець Н., Кіндзер Б., Таймасов Ю., Артеменко В., Удосконалення професійних компетентностей тренерів з одноборств. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*: зб. наук. пр. Запоріжжя: КПУ, 2020. Вип. 73. С. 47-53.
2. Башавець Н., Федорищак Р. Бондарович О., Овчарук В., Рубан А., Вдосконалення професійної компетентності тренерів різних видів. *Вісник науки і освіти*. 2023. С. 402-414.
3. Гончар Г., Безверхня Г., Проблеми вдосконалення підготовки фахівців у галузі фізичної культури й спорту. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві*. 2015. № 4. С. 9-14.
4. Платонов В., Сучасна система спортивного тренування: підручник. К: Перша друкарня, 2021. 672 с.
5. Плачинда Т., Здоров'язбережувальна компетентність тренерів. Тези 76-ї наукової конференції професорів, викладачів, наукових працівників, аспірантів та студентів Національного університету «Полтавська політехніка імені Юрія Кондратюка». ТОМ 2 (Полтава, 14 травня - 23 травня 2024 року) Полтава: Національний університет імені Юрія Кондратюка, 2024. С. 346-348.
6. Piepiora P., Petre L., Witkowski K. (2021). Personality of karate competitors due to their sport specialization. *Arch Budo*, 17, P. 51-58.
7. Piepiora P, Witkowski K. (2015) Technical preparation of karate competitor for kumite sports fight. In: Mokrys M, Badura S (eds). *Proceedings in Advanced Research in Scientific Areas. The 4th year of International Conference on Advanced Research in Scientific Areas (ARSA 2015)*; 2015 Nov 9-13; Zilina, Slovak Republic. Zilina: EDIS - Publishing Institution of the University of Zilina; P. 130-133.
8. Plachynda T. S. Training of future physical culture and sports specialists to use health-safe technologies in the educational process. *Science in sport: modern issues*. 2025, № 1 (14), p. 129-143 DOI:[10.53068/25792997-2025.1.14-129](https://doi.org/10.53068/25792997-2025.1.14-129)
9. Vallerand R (2007). Intrinsic and extrinsic motivation in sport and physical activity: a review and a look at the future. *Handbook of sport psychology* / ed. by G. Tenenbaum, R. Eklund. USA, 2007. P. 59-83. URL: <https://doi.org/10.1002/9781118270011.ch3>

10. Witkowski K., Maśliński J., Klujew Ł. (2009) Komunikacja między trenerem i zawodnikiem a sukces sportowy w karate shotokan [in:] A. Kuder, K. Perkowski, D. Śledziwski (ed.) Proces doskonalenia treningu i walki sportowej. Warszawa: Polskie Towarzystwo Naukowe Kultury Fizycznej, P. 76-83.

ԿԻՈԿՈՒՇԻՆ ԿԱՐԱՏԵԻ ՊԱՐԱՊՄՈՒՆՔՆԵՐԻ ԿԱԶՄԱԿԵՐՊՄԱՆ Ա- ՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ

S. Ս. Պլաշինդա, Բ. Ի. Շուր,

*Յուրի Կոնդրապյուկի անվան Պոլտավայի
պոլիտեխնիկական համալսարան, Պոլտավա, Ուկրաինա*

ԱՄՓՈՓԱԳԻՐ

Առանցքային բառեր: Կիոկուշին կարատե, տեխնիկա և տակտիկա, մարզման գործընթաց, մարզիկ, մարզիչ:

Հետազոտության արդիականություն: Ուսումնասիրության արդիականությունը որոշվում է Կիոկուշին կարատեի մարզումների կազմակերպման արդյունավետ մոտեցումների գիտական հիմնավորման անհրաժեշտությամբ, որոնք կբարելավեն մարզական ցուցանիշները, կնվազեցնեն վնասվածքների վտանգը:

Հետազոտության նպատակ է՝ բացահայտել Կիոկուշին կարատեի մարզական գործընթացի կազմակերպման առանձնահատկությունները՝ մարզիկների ֆիզիկական, տեխնիկական և հոգեբանական պատրաստվածության արդյունավետությունը բարձրացնելու համար:

Հետազոտության մեթոդներ և կազմակերպում: Հետազոտության մեթոդներն են՝ գիտական գրականության վերլուծություն և սինթեզ, մանկավարժական դիտումներ: Շարժողական ընդունակությունները գնահատվել են ստանդարտացված թեստերի միջոցով:

Տոկոսային աճը որոշելու համար անցկացվել է ֆիզիկական պատրաստվածության ցուցանիշների համեմատական վերլուծություն: Ստացված տվյալները մշակվել են վիճակագրական մեթոդներով, ինչը հնարավորություն է տվել հաշվարկել փոփոխությունները: Անցկացվել է հարաբերակցական վերլուծություն՝ ուսումնասիրվող ցուցանիշների միջև կապերը բացահայտելու համար:

Հետազոտության արդյունքների վերլուծություն: Այազա մասնագետների արդյունավետ վերապատրաստման համար անհրաժեշտ է մշտապես կատարելագործել ուսուցման և զարգացման առկա համակարգերը: **Հետևաբար, հարկավոր**

է պարբերաբար վերլուծել ֆիզիկական կուլտուրայի և սպորտի մասնագետների պատրաստման առկա մեթոդները, ինչպես նաև գտնել նոր, այլընտրանքային մեթոդներ, որոնք ներդրման լավ հեռանկարներ ունեն:

Մենամարտերի մարզիչների կիրառական մասնագիտական կարողություններն այն կարևոր բնութագրերն են, որոնցով պայմանավորված է մարզիկների որակավորումը, ինչը, անկասկած, ապահովում է նրանց պատրաստվածությունը մրցակցային գործունեության տարբեր պայմաններում:

Կիոկուշին կարատեի մարզիչների մասնագիտական պատրաստության նկատմամբ բարձր պահանջները արդարացված են, քանի որ այս մարզաձևում մարզումների գործընթացը ներառում է ուժային վարժությունների, կոնտակտային մարտերի տեխնիկայի, հոգեբանական պատրաստվածության և դիմացկունության ու կարգապահության զարգացման համադրություն: Կիոկուշին կարատեի պարապմունքների ընթացքում մարզիչը պետք է ոչ միայն ուսուցանի տեխնիկական հնարքներ, այլև ապահովի յուրաքանչյուր մարզիկի հոգեհուզական հարմարավետությունն ու ֆիզիկական անվտանգությունը, որոնք հատկապես արդիական են երեխաների և երիտասարդների զգալի մասի սթրեսային վիճակի պայմաններում: Անվտանգ միջավայրը ներառում է ոչ միայն վնասվածք առաջացնող գործոնների բացակայություն, այլև ուսումնական գործընթացի մասնակիցների միջև փոխադարձ հարգանքի, աջակցության, բարեկամական հարաբերությունների մթնոլորտի ձևավորումը:

Համառոտ եզրակացություն: Մարզիկների պատրաստության կատարելագործումը պահանջում է մարզիչներից կիրառել ժամանակակից մեթոդաբանական մոտեցումներ, հարմարեցնել մարզումների բովանդակությունն մարզիկների տարիքային և անհատական բնութագրերին, ինչպես նաև անընդհատ կատարելագործել նրանց մասնագիտական կարողությունը:

Ստացված արդյունքները կարող են օգտագործվել Կիոկուշին կարատեի մարզիկների պատրաստության պրակտիկայում և հիմք հանդիսանալ մարտարվեստի ուսումնամարզական գործընթացի օպտիմալացմանը:

ОСОБЕННОСТИ ОРГАНИЗАЦИИ ТРЕНИРОВОК ПО КИОКУШИН КАРАТЭ

*Т.С. Плачинда, Б.И. Шуть,
Национальный университет «Полтавская политехника
имени Юрия Кондратюка, Полтава, Украина*

АННОТАЦИЯ

Ключевые слова: каратэ киокушин; техника и тактика; тренировочный процесс; спортсмен; тренер.

Актуальность исследования. Актуальность данного исследования определяется необходимостью научного обоснования эффективных подходов к организации тренировок по киокушин каратэ, которые позволят повысить спортивные результаты, снизить риск травм и способствовать гармоничному развитию личности спортсмена. Поэтому изучение специфики организации тренировочного процесса в этом виде единоборств является важной задачей как для тренеров, так и для исследователей в области физической культуры и спорта.

Актуальность исследования обусловлена необходимостью научного обоснования эффективных подходов к организации тренировок по киокушин каратэ, что позволит повысить уровень спортивных результатов, уменьшить риски травматизма, а также будет способствовать гармоничному развитию личности спортсмена.

Цель исследования. Цель данного исследования – выявить особенности организации тренировочного процесса по киокушин каратэ для повышения эффективности физической, технической и психологической подготовки спортсменов.

Методы и организация исследования. Исследование включало методы анализа и синтеза научной литературы, а также педагогического наблюдения. Физические качества оценивались с использованием стандартизированных тестов физической подготовленности. Для определения процентного прироста был проведён сравнительный анализ показателей физической подготовленности. Полученные данные были обработаны с применением статистических методов, что позволило вычислить изменения, а также проведён корреляционный анализ с целью выявления взаимосвязей между исследуемыми показателями.

Анализ результатов исследования. Для эффективной и качественной подготовки настоящих специалистов необходимо постоянно заниматься совершенствованием существующих систем обучения и развития личных качеств

будущих специалистов. Именно поэтому следует регулярно анализировать существующие методы подготовки специалистов физической культуры и спорта, а также находить новые, альтернативные методы, которые имеют хорошие перспективы для внедрения.

Прикладные профессиональные компетентности тренеров по единоборствам являются важной сущностной характеристикой, от которой зависит спортивная квалификация единоборцев, что, несомненно, обеспечивает их готовность к соревновательной деятельности в различных условиях. Высокие требования к профессиональной подготовке тренеров по киокушин каратэ являются обоснованными, поскольку тренировочный процесс в этом виде спорта предполагает сочетание силовых упражнений, контактной техники ведения боя, психологической подготовки и воспитания выносливости и дисциплины.

Во время занятий по киокушин каратэ тренер должен не только обучать техническим элементам, но и обеспечивать психоэмоциональный комфорт и физическую безопасность каждого участника. Особенно это актуально в условиях стрессового состояния значительной части детей и молодежи. Безопасная среда включает не только отсутствие травмоопасных факторов, но и создание атмосферы взаимоуважения, поддержки, дружеских отношений между участниками тренировочного процесса.

Краткие выводы. Повышение качества подготовки спортсменов требует от тренеров применения современных методических подходов, адаптации содержания тренировок к возрастным и индивидуальным особенностям воспитанников, а также постоянного совершенствования профессиональной компетентности. Полученные результаты могут быть использованы в практике подготовки спортсменов по киокушин каратэ и служить основой для дальнейших исследований в сфере оптимизации учебно-тренировочного процесса в единоборствах.

Information about authors

Tetiana Stepanivna Plachynda, Doctor of Pedagogical Sciences, Professor, Professor of the Department Physical Culture and Sports, National University «Yuri Kon-dratyuk Poltava Polytechnic», Poltava, Ukraine, E-mail: praydtan@ukr.net

ORCID: orcid.org/0000-0002-2514-3644

SCOPUS: <https://www.scopus.com/authid/detail.uri?authorId=57210852983>

Web of Science: <https://www.webofscience.com/wos/author/record/AAD-9549-2019>

Bohdan Ihorovych Shut, PhD student of the Department of Physical Culture and Sports, National University «Yuri Kondratyuk Poltava Polytechnic», Poltava, Ukraine, E-mail: bogdan.shut04@gmail.com, ORCID: <https://orcid.org/0009-0006-0927-4771>

Տեղեկություններ հեղինակների մասին

Տառյանա Ստեփանի Պլաչինդա՝ մ.գ.դ., Ֆիզիկական կուլտուրայի և սպորտի ամբիոնի պրոֆեսոր, Յուրի Կոնդրատյուկի անվան Պոլտավայի պոլիտեխնիկական համալսարանի պրոֆեսոր, Պոլտավա, Ուկրաինա, E-mail: praydtan@ukr.net

ORCID: orcid.org/0000-0002-2514-3644

SCOPUS: <https://www.scopus.com/authid/detail.uri?authorId=57210852983>

Web of Science: <https://www.webofscience.com/wos/author/record/AAD-9549-2019>

Բոգդան Իգորի Շուտ՝ ասպիրանտ, Ֆիզիկական կուլտուրայի և սպորտի ամբիոն, Յուրի Կոնդրատյուկի անվան Պոլտավայի պոլիտեխնիկական համալսարան, Պոլտավա, Ուկրաինա, E-mail: bogdan.shut04@gmail.com

ORCID: <https://orcid.org/0009-0006-0927-4771>

Հոդվածն ընդունվել է 29.07.2025–ին:

Ողարկվել է գրախոսման՝ 30.07.2025–ին:

Գրախոս՝ մ.գ.դ., պրոֆեսոր Ա. Չատինյան