

MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>PROBLEMS IN TEACHING TECHNICAL MOVEMENTS TO
YOUNG GRECO-ROMAN WRESTLERS (QUESTIONNAIRE)**SH.I. Tursunov***Namangan State University, Department of sports activities and Physical Culture**E-mail: Shokhboztursunov8@gmail.com**Namangan, Uzbekistan*

ABOUT ARTICLE

Key words: Greco-Roman wrestling, young wrestlers, technical movements, technical training, training problems, questionnaire, training process, methodical approach, Sports pedagogy.

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Abstract: This research is aimed at identifying and analyzing the main problems encountered in the process of teaching technical movements to young Greco-Roman wrestlers. This research is aimed at identifying and analyzing the main problems encountered in the process of teaching technical movements to young Greco-Roman wrestlers. Within the framework of the study, a questionnaire was conducted between coaches and young athletes and studied the methodological shortcomings present in the formation of technical training, factors affecting the effectiveness of the training process, problems with the physical and psychological training of young athletes. The results obtained showed insufficient application of an individual approach in the process of mastering technical movements of young Greco-Roman wrestlers, insufficient age and level of training loads and low level of use of modern pedagogical and innovative technologies. The results obtained showed insufficient application of an individual approach in the process of mastering technical movements of young Greco-Roman wrestlers, insufficient age and level of training loads and low level of use of modern pedagogical and innovative technologies. Based on the results of the study, practical recommendations were developed to improve the technical training of

Introduction. To develop a methodology for improving the system and content of teaching technical actions to young Greco-Roman wrestlers and to elaborate practical recommendations for its implementation in training practice. In developing the questionnaire related to the research topic, the theoretical foundations of the training system were examined based on textbooks, teaching manuals, scientific articles, and conference abstracts derived from the research works of T. Usmonkhojaev, R.Salamov, F. Kerimov, M. Mirjamolov, N. Azizov, O. Dadabayev, N. Tastanov, S.Adilov, Sh. Gaziyeu, A. Hamidjonov, J. Tashnazarov, Kh.Jorakhanov, S.Qodirov, and other scholars. Based on the analysis of these theoretical sources and with the aim of addressing existing practical problems in the training process, the present questionnaire was developed.

Based on the analysis of the above-mentioned scientific literature, a questionnaire survey was conducted with the aim of examining the theoretical and practical state of improving the system and content of teaching technical actions to young Greco-Roman wrestlers and identifying existing problems in the training process. The questionnaire survey was administered to all 51 coaches working in Greco-Roman wrestling coaching in the Namangan region, and the responses were presented in percentage terms.

The analysis of the conducted questionnaire revealed (see Table 3.1) that, in response to the question “At what age do you consider it most appropriate to admit athletes to initial training groups?”, the respondents provided the following answers: 77% indicated the age of 10–11 years, 12% preferred 8–9 years, 5% selected 12–13 years, while 6% of the respondents considered 6–7 years to be the most appropriate age for admission to Greco-Roman wrestling.

Table-1

Questionnaire survey aimed at identifying the problems encountered in teaching technical actions to young Greco-Roman wrestlers (%)

In response to our question, “Which technical techniques do you consider most effective to teach beginner children?”, the respondents provided the following answers: 35% indicated arm pull, 30% selected suplex, 19% chose arm-and-waist grip throw with a strike, and 16% considered all of the above techniques to be effective for teaching beginner children. In response to our question, “Which techniques are easier to teach to beginners in a standing position?”, the respondents provided the following answers: 19.5% selected arm-and-waist

grip throw with a strike, 15.5% chose hip throw, 30.4% indicated suplex, and 34.6% considered arm pull to be the easiest techniques to teach to beginners in a standing position. In response to our question, “Which techniques do you use most often to transition from a standing position

№	Questions	Responses expressed as percentages (%)							
		1-answer	%	2-answer	%	3 answer	%	4- answer	%
1	At what age do you consider it most appropriate to admit athletes to initial training groups?	10-11	77	8-9	12	12-13	5	6-7	6
2	Which technical techniques do you consider most effective to teach beginner children?	Arm pull	35	Suplex	30	Arm-and-waist grip throw with a forceful execution	19	All	16
3	Which techniques are easier to teach to beginners in a standing position?	Arm-and-waist grip throw with a strike	19,5	Hip throw	15,5	Suplex	30,4	Arm pull	34,6
4	Which techniques do you use most often to transition from a standing position to the par terre?	Tucking the head down and rolling onto the back	15	Arm pull	23	All	37	Suplex	25
5	Which par terre techniques do you consider most effective to teach to BTG-1 groups?	Turning the opponent by locking both hands around the waist	35	Turning the opponent while running in a circle with a shoulder lock	30	Dropping to the side on the opponent, lifting them, and executing a hip throw	17	All	18
6	Which technical techniques do you recommend teaching to BPG-1 groups?	Standing-to-par terre transitions	53,6	Throws	17	Reversals	19,4	Dangerous position grips	10
7	Which standing techniques do you consider most effective to teach to BPG-2 groups?	Par terre reversals	38,4	Par terre reversals	2,6	Throws	24,8	Over-the-shoulder throw	24,2
8	Which par terre techniques do you recommend teaching to BPG-2 groups?	Dropping to the side on the opponent, lifting them, and executing a hip throw	26	Moving forward to a sitting position and passing behind the opponent	14	Turning the opponent by locking both hands around the waist	42	Turning the opponent while running in a circle with a shoulder lock	18
9	Do you use active games when teaching technical actions in training sessions?	Yes	40,7	No	27,3	Sometimes	20	Never	12
10	When teaching a new technique, do you break the methods into separate parts?	yes	10	No	20	Sometimes	24,2	Never	45,8

to the par terre?”, the respondents provided the following answers: 15% indicated tucking the head down and rolling onto the back, 23% selected arm pull, 25% chose suplex, and 37% considered all of these techniques to be used most frequently.

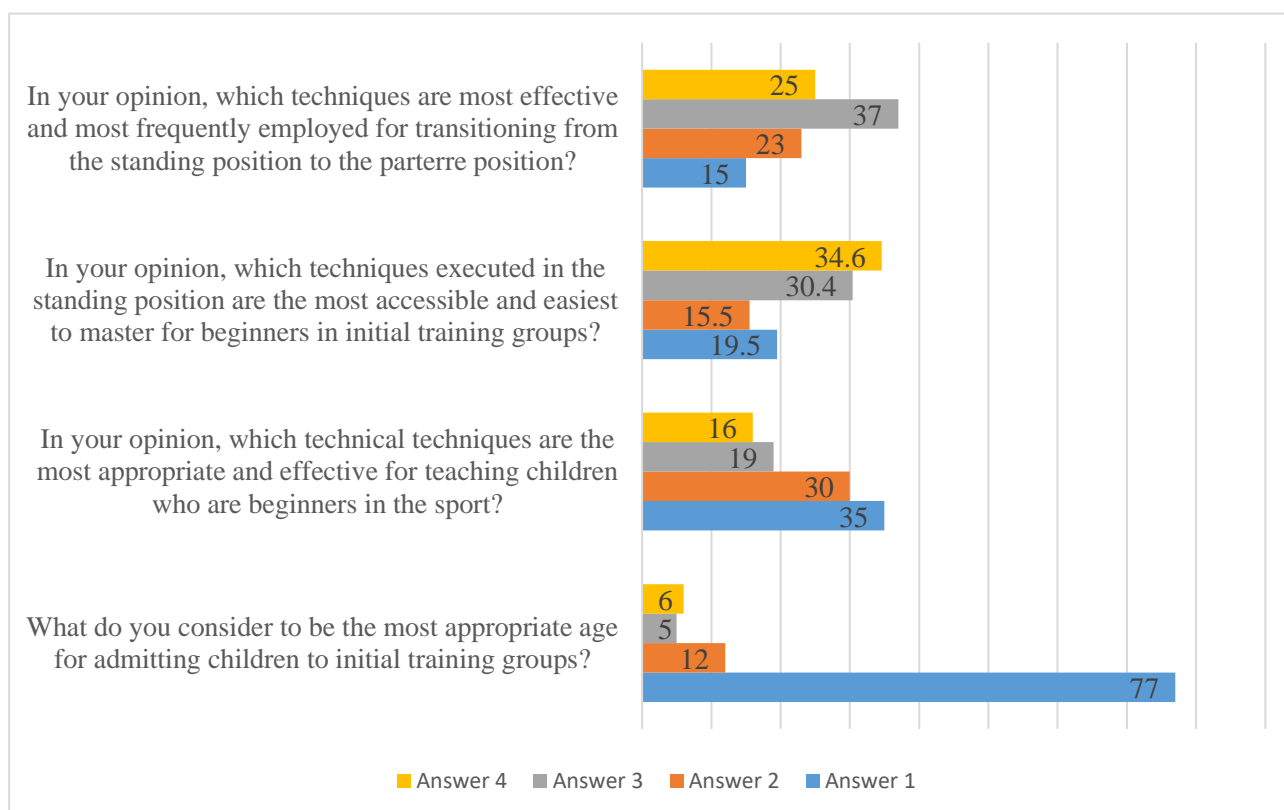


Figure 1. Analysis of the questionnaire survey results

In response to our question, “Which par terre techniques do you consider most effective to teach BPG -1 groups?”, the respondents provided the following answers: 35% indicated turning the opponent by locking both hands around the waist, 30% selected turning the opponent while running in a circle with a shoulder lock, 17% chose dropping to the side on the opponent, lifting them, and executing a hip throw, and 18% considered all of these par terre techniques to be most effective..

In response to our question, “Which technical techniques do you recommend teaching to BPG -1 groups?”, the respondents provided the following answers: 53.6% indicated transitions, 17% selected throws, 19.4% chose lifts, and 10% considered holds in danger positions to be the most effective par terre techniques to teach.

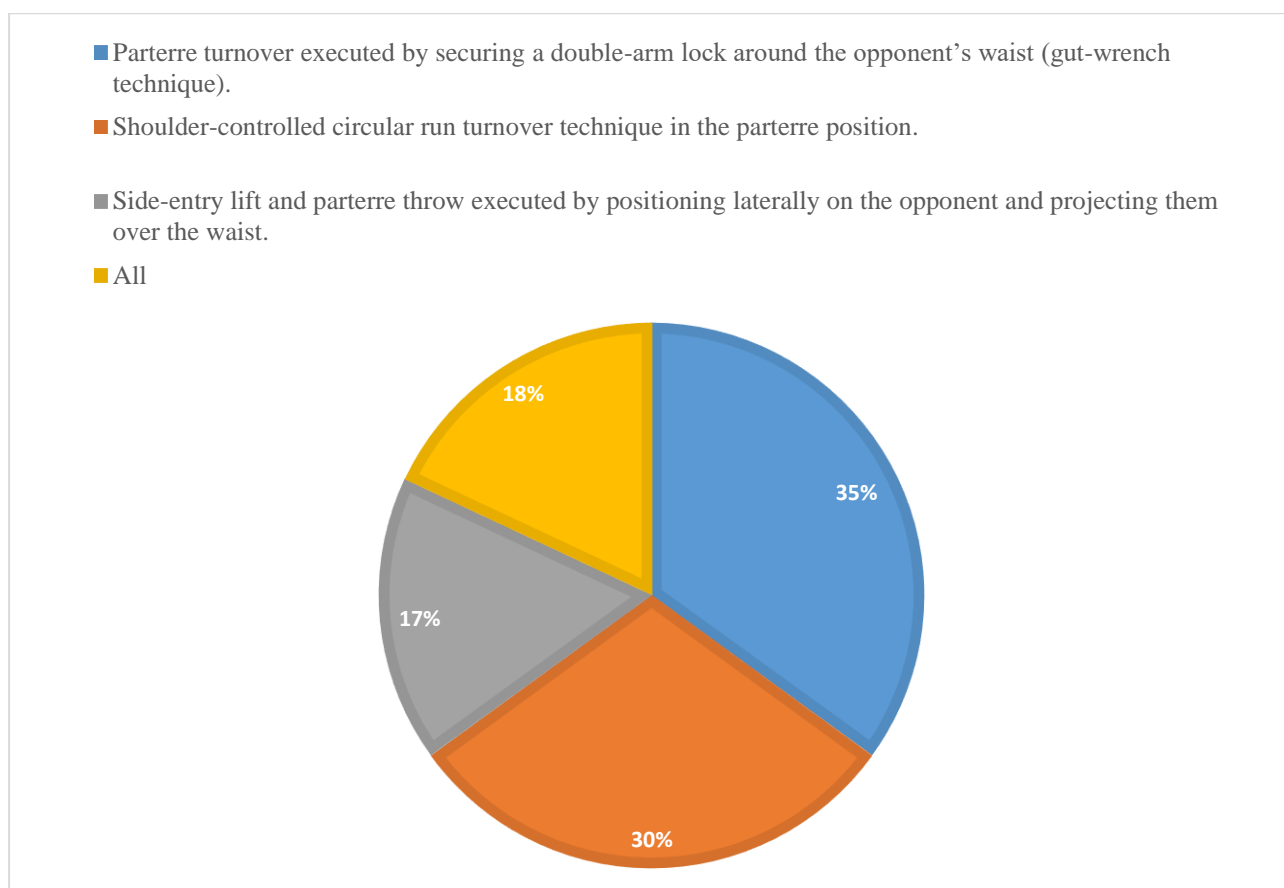


Figure 2. In your opinion, which parterre technical actions are the most appropriate and effective for teaching athletes in bog-1 groups?

In response to our question, “Which standing techniques do you consider most effective to teach BPG -2 groups?”, the respondents provided the following answers: 38.4% indicated par terre turns, 12.6% selected holds in danger positions, 24.8% chose chest-over throws, and 24.2% considered over-the-shoulder throws to be the most effective techniques to teach in a standing position. In response to our question, “Which standing techniques do you consider most effective to teach BPG-2 groups?”, the respondents provided the following answers: 38.4% indicated par terre turns, 12.6% selected holds in danger positions, 24.8% chose chest-over throws, and 24.2% considered over-the-shoulder throws to be the most effective techniques to teach in a standing position.

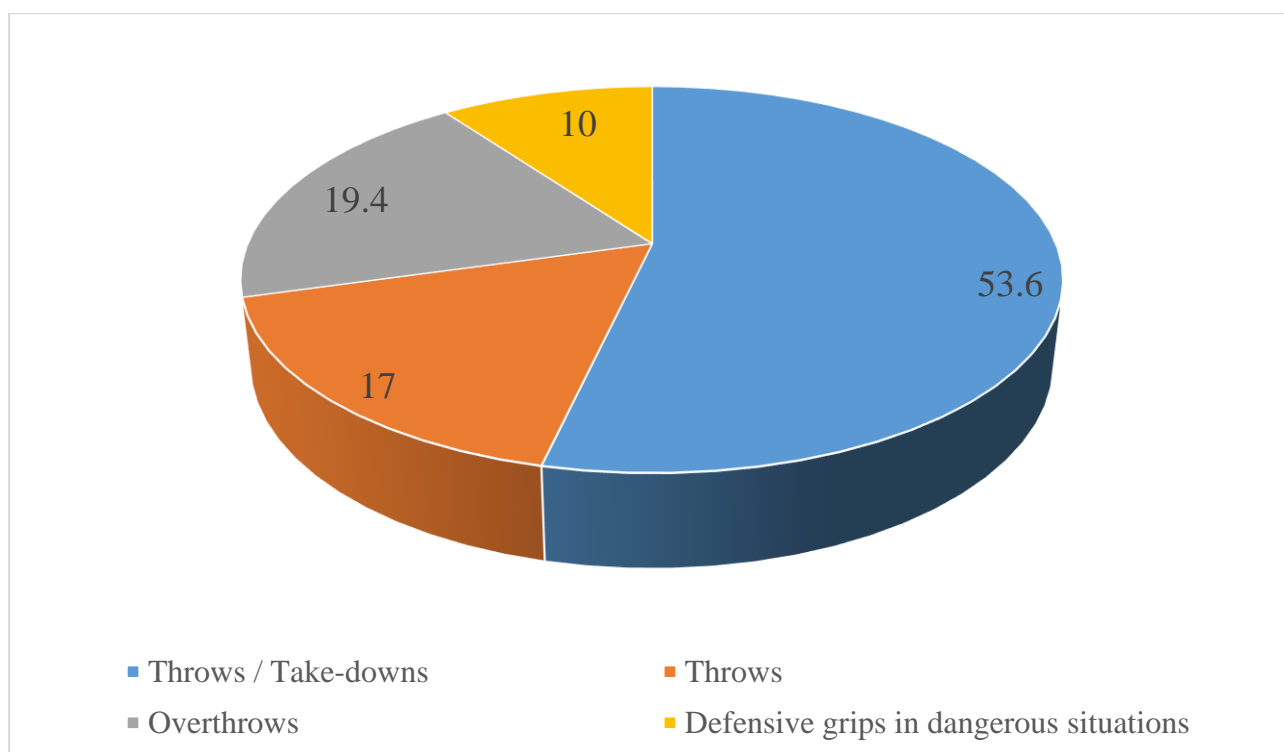


Figure 3. In your opinion, which technical maneuvers are most effective and suitable for instruction in BPG-1 groups?

In response to our question, “Do you use active games when teaching technical actions in training sessions?”, the respondents provided the following answers: 40.7% answered yes, 27.3% answered no, 20% answered sometimes, and 12% considered that using active games is generally not appropriate when teaching technical actions.

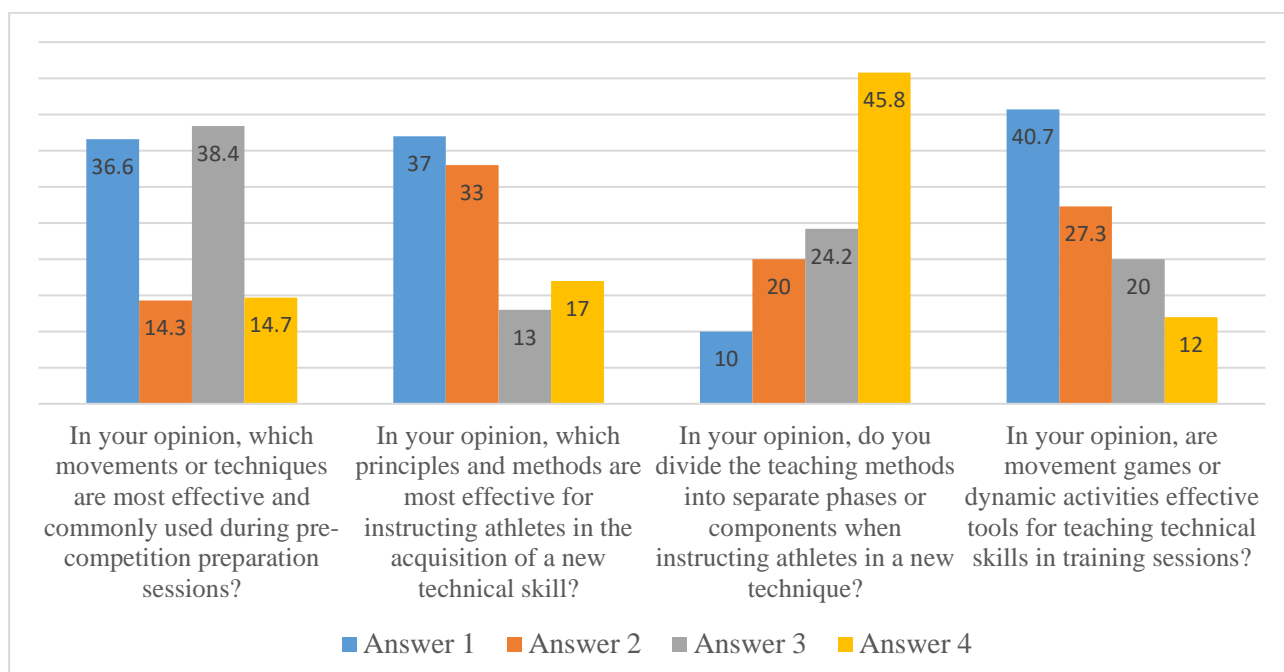


Figure 4. Analysis results of the questionnaire survey

In response to our question, “When teaching a new technique, do you break the methods into separate parts?”, the respondents provided the following answers: 10% answered yes, 20% answered no, 24.2% answered sometimes, and 45.8% considered that breaking the methods into parts is generally not appropriate when teaching a new technique. In response to our question, “Which actions do you use in pre-competition training sessions?”, the respondents provided the following answers: 32.6% indicated attack, 14.3% chose defense, 38.4% selected counterattack, and 14.7% considered using all of these actions to be appropriate in pre-competition training sessions. In response to our question, “Which principles and methods do you use when teaching a new technical technique?”, the respondents provided the following answers: 37% indicated verbal explanation, 33% chose demonstration, 13% selected video clips, and 17% preferred breaking the technique into parts as the most appropriate methods for teaching a new technical technique.

Conclusion. The analysis of the conducted questionnaire surveys among coaches working with young Greco-Roman wrestlers revealed important insights into the teaching of technical actions. The data indicate that the majority of coaches consider the optimal age for admitting children into initial training groups to be 10–11 years. Respondents highlighted certain techniques as more effective for beginners, with arm pull, suplex, and arm-and-waist grip throws being the most frequently recommended. Regarding the teaching of standing techniques, coaches noted that arm pull and suplex are easier to teach in beginners’ groups, while in transitions from standing to par terre, all common techniques—including tucking the head down, rolling onto the back, arm pull, and suplex—are widely used. In par terre training for beginner preparation group-1 and beginner preparation group-2, the most effective techniques identified were waist-lock double-hand turns, shoulder-lock circle turns, side-drop lifts with hip throws, par terre turns, and over-the-shoulder throws. Respondents emphasized that transitions, throws, and lifts are considered the most effective par terre techniques for beginner preparation group-1, while par terre turns and chest-over or shoulder-over throws are preferred for beginner preparation group-2. The survey also revealed that active games are incorporated into technical training by a significant portion of coaches, though some use them only occasionally or not at all. When teaching new techniques, verbal explanation, demonstration, video materials, and breaking the technique into parts are commonly employed methods, with verbal explanation and demonstration being the most frequently used. Overall, these findings demonstrate that a systematic, age-appropriate, and methodically structured approach is essential for effectively teaching technical actions to young Greco-Roman wrestlers. Coaches combine standing and par terre techniques, active games, and segmented teaching

methods to enhance learning efficiency, address practical challenges, and ensure gradual skill development among beginners.

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