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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ENHANCING THE COMPETITIVE PERFORMANCE OF SKILLED FREESTYLE  
WRESTLERS THROUGH THE INTEGRATION OF ATTACKING AND  
COUNTERATTACKING ACTIONS****Shakhzod Mirzokhidivich Djumanov***Lecturer, Department of Theory and Methodology of Wrestling Sports  
Uzbekistan State University of Physical Education and Sport Chirchik**E-mail: [shaxzoddjumanov1@gmail.com](mailto:shaxzoddjumanov1@gmail.com)**Chirchik, Uzbekistan***ABOUT ARTICLE**

**Key words:** attack, counterattack, general physical training, special physical training, technical-tactical training, training load standards, effectiveness.

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**Abstract:** This article examines the integration of attacking and counterattacking actions and the development of the physical capacities of skilled freestyle wrestlers aimed at improving the effectiveness of their competitive performance. A methodology for the optimal distribution of training loads among general physical, special physical, and technical-tactical training components within the annual training cycle was developed and experimentally validated. The results of the pedagogical experiment demonstrated that the athletes of the experimental group, who trained according to the proposed optimized model, achieved statistically significantly higher outcomes in the control tests compared with the control group ( $p < 0.05$ ). The most pronounced improvements were observed in the speed of executing specialized technical actions and in the dynamics of physical fitness development, with performance gains reaching up to 80%. The findings indicate that scientifically based management of training loads contributes substantially to the enhancement of sporting excellence and competitive effectiveness among highly qualified freestyle wrestlers.

**Introduction.** At present, improving the education system and ensuring the comprehensive development of the younger generation are among the priority directions of state policy. Particular attention is being paid to the development of physical education and sports, as well as to the promotion of a healthy lifestyle within the educational process. In this context, the scientifically grounded organization of physical education classes, the application of modern pedagogical approaches, and the use of effective teaching methods are of great importance. In the Republic of Uzbekistan, the promotion of physical culture and sports, particularly the development of national and Olympic sports disciplines, has been designated as a task of national significance. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-22 of January 21, 2026, “On Measures for the Further Development of Wrestling Sports,” Resolution No. PQ-336 of July 29, 2022, “On Measures for the Further Development of Olympic Wrestling Disciplines,” Resolution No. PQ-392 of November 15, 2024, “On Measures for the Fundamental Reform of Physical Education in Schools,” Resolution No. PQ-201 of April 11, 2022, as well as Resolution No. PQ-414 of November 3, 2022, “On Measures for the Further Improvement of Personnel Training and Scientific Research Systems in the Field of Physical Culture and Sports,” emphasize the necessity of advancing scientific research in sports, enhancing the professional competence of coaches and specialists, and ensuring the scientific management of sports activities. The objectives outlined in these regulatory and legal documents further increase the scientific and practical significance of monitoring the technical and tactical preparedness of freestyle wrestlers.

The aim of the research is to develop a methodology for determining the role and effectiveness of improving attacking and counterattacking actions, as well as physical qualities, in enhancing the sporting excellence of skilled freestyle wrestlers.

#### Research Objectives

1. To examine the theoretical and methodological characteristics of training and competitive activities related to determining the role and effectiveness of improving attacking and counterattacking actions, as well as physical qualities, in enhancing the sporting excellence of skilled freestyle wrestlers.

2. To develop a methodology for determining the role and effectiveness of improving attacking and counterattacking actions, as well as physical qualities, in improving the sporting excellence of skilled freestyle wrestlers.

3. To experimentally substantiate the effectiveness of the proposed methodology for determining the role and effectiveness of improving attacking and counterattacking actions, as well as physical qualities, in enhancing the sporting excellence of skilled freestyle wrestlers.

**Materials and Methods.** The study employed the following research methods: analysis of scientific literature, questionnaire survey, pedagogical monitoring, pedagogical observation, pedagogical testing, pedagogical experiment, and methods of mathematical and statistical data analysis.

**Result and Discussion.** The primary objective of attack and counterattack training is to develop an athlete's ability to effectively organize and conduct a competitive bout in order to achieve victory or attain superior performance outcomes. During the process of mastering sports techniques, several specific tasks are addressed. The athlete should:

perceive and analyze the competitive situation in such a way that they can understand the tasks arising from it, contribute to the improvement of attacking and counterattacking actions, and solve them mentally and practically within a short period of time;

utilize their physical and psychological capacities in competition efficiently, mobilizing all available resources to achieve victory over the opponent;

independently modify the bout strategy in response to unexpected changes in the competitive situation.

The main objectives of attack and counterattack training are:

acquiring theoretical knowledge of attacking and counterattacking actions;

mastering attacking and counterattacking skills;

developing proficiency in attacking and counterattacking techniques.

The means of attack and counterattack training include athletes' actions characterized by a strictly defined movement structure and the level of physical qualities required for their effective execution. In wrestling, attack and counterattack training consists of three main components:

the technique of preparing attacking and counterattacking actions;

the technique of constructing and managing the bout;

the technique of participating in competitions.

An analysis of competitive activity in wrestling has identified two types of attacks: simple attacks, in which the attack is initiated immediately after the execution of the primary technique, and complex attacks, in which the wrestler applies two or three different actions, with the initial action creating a favorable dynamic situation for the subsequent attack. In both

cases, the actions are performed continuously as a single integrated movement. Two types of complex attacking actions are commonly distinguished:

an attack that includes a special method of creating a favorable dynamic situation and, in conjunction with it, the decisive technique;

a combination attack consisting of several techniques. Such an attack represents a logically unified and qualitatively new technical structure that includes both the initial action creating a favorable dynamic situation and the final phase of another technique used to exploit that situation.

The effective organization of an annual training system requires the systematization and scientific regulation of existing theoretical and practical knowledge in modern sports training. Various models and approaches to training planning within long-term preparation cycles have been developed by sports scientists and practitioners. Although these models consider the content and volume of training loads, their primary parameters, and the competition calendar, certain important aspects remain insufficiently resolved in practice, particularly the periodization of the training process and the optimal temporal distribution of training loads. In our study, practical recommendations were developed to determine and optimize the main parameters of training loads throughout the annual cycle. The following prerequisites should be fulfilled before developing annual training models: A comprehensive study and generalization of practical experience in organizing the training process of elite athletes and preparing national teams are essential for improving modern sports training systems. To ensure the gradual enhancement of an athlete's functional condition and performance level, it is necessary to consistently and systematically plan the content, volume, and temporal distribution of training loads. At the same time, identifying approaches for the rational management of athletes' development dynamics within the annual cycle, based on traditional periodization and competition schedules, remains an important scientific and practical issue. It is necessary to design the annual training cycle and subsequently develop its optimized model. In the process of athlete preparation, an approach based on the principle of continuity of training activity is of considerable importance and should be organized in accordance with three fundamental methodological principles. First, training activities should be conducted systematically throughout the year and within long-term continuous training cycles. Second, the physiological and psychological effects of each subsequent training session should be consistently linked to the outcomes of the preceding session, ensuring the consolidation and further development of positive adaptive changes in the athlete's organism. Third, the periods of rest and recovery between training sessions should be sufficient to maintain training

effectiveness, enhance the achieved level of preparedness, and prevent excessive fatigue and overtraining. During the study, training loads were optimized through the application of exercises aimed at developing speed, strength, endurance, agility, and flexibility. These exercises were incorporated into the training process in an optimal manner to maximize athletes' physical preparedness and competitive performance.

It was carried out and its effectiveness was determined. In particular, the impact direction of the training loads used in the preparation of qualified athletes was identified, and the effectiveness of general physical training (GPT), special physical training (SPT), and technical-tactical training (TTT), which were planned in an optimized manner and included in the training process throughout the year, was determined at the beginning and at the end of the study. Such approaches are frequently used in sports practice and are applied to obtain objective data about athletes. Complex training approaches are also widely used in sports practice. The methods applied in monitoring qualified wrestlers were used, and in terms of optimizing the training program, the effectiveness of the optimized ratio of GPT, SPT, and TTT throughout the annual cycle in wrestlers' training was determined. At the beginning of the main pedagogical study, the research groups—experimental and control groups—had identical indicators ( $p > 0.05$ ), Table 2.

Comparative Data on Training Indicators and Mean Values of Wrestlers in the Experimental and Control Groups

Table-2

N/o	Test trails	Experimental group at the beginning of the study			Control group at the beginning of the study			P
		$\bar{X}$	$\sigma$	V%	$\bar{X}$	$\sigma$	V%	t
1.	30-meter sprint (s)	4,72	0,41	8,69	4,69	0,37	7,89	>0,05
2.	Standing long jump (m)	2,09	0,23	11,00	2,12	0,22	10,38	>0,05
3.	Rope climb without leg assistance (5 m) (repetitions)	2,07	0,23	11,11	2,11	0,24	11,37	>0,05
4.	Dynamometer reading (kg)	117,99	9,99	8,47	117,16	8,74	7,46	>0,05
5.	Lifting a wrestler of equal body weight while holding the waist (repetitions)	28,95	2,79	9,64	29,29	2,75	9,39	>0,05

6.	Squats with a partner of equal body weight (repetitions)	28,99	2,81	9,69	29,12	2,96	10,16	>0,05
7.	Bench press in a lying position with a barbell of equal body weight (repetitions)	8,98	1,03	11,47	8,81	0,88	9,99	>0,05
8.	Pull-ups on the horizontal bar (repetitions)	30,13	2,39	7,93	29,71	2,27	7,64	>0,05

**Tajriba va nazorat guruh kurashchilarining tayyorgarlik ko'rsatkichlari va o'rtacha qiymatlarning qiyosiy ma'lumotlari**

**Table-3**

N/o	Test trails	Experimental group at the end of the study			Control group the end of the study			P
		$\bar{X}$	$\sigma$	V%	$\bar{X}$	$\sigma$	V%	t
1.	30-meter sprint (s)	4,45	0,37	8,31	4,66	0,35	7,51	>0,05
2.	Standing long jump (m)	2,44	0,18	7,38	2,25	0,19	8,44	<0,05
3.	Rope climb without leg assistance (5 m) (repetitions)	2,37	0,21	8,86	2,17	0,23	10,60	<0,05
4.	Dynamometer reading (kg)	132,33	8,49	6,42	124,79	8,51	6,82	<0,05
5.	Lifting a wrestler of equal body weight while holding the waist (repetitions)	33,02	2,44	7,39	30,01	2,71	9,03	<0,05
6.	Squats with a partner of equal body weight (repetitions)	30,01	2,67	8,90	29,82	2,92	9,79	>0,05
7.	Bench press in a lying position with a barbell of equal body weight (repetitions)	9,81	0,82	8,36	8,69	0,83	9,55	<0,01
8.	Pull-ups on the horizontal bar (repetitions)	33,85	2,35	6,94	31,72	2,24	7,06	<0,05

The analysis of the physical fitness indicators of the experimental and control groups of wrestlers at the end of the pedagogical experiment and the level of reliability was determined as follows: in the 30-meter sprint test,  $t = 1.368$  ( $p > 0.05$ ); in the standing long jump test,  $t = 2.408$  ( $p < 0.05$ ); in the rope climb without leg assistance test,  $t = 2.130$  ( $p < 0.05$ ); in the dynamometer indicator test,  $t = 2.080$  ( $p < 0.05$ ); in the waist-lift test of a partner of equal body

weight,  $t = 2.738$  ( $p < 0.05$ ); in the squat test with a partner of equal body weight,  $t = 0.159$  ( $p > 0.05$ ); in the bench press test in a lying position with a barbell of equal body weight,  $t = 3.184$ ; in the pull-up test on the horizontal bar,  $t = 2.176$  ( $p < 0.05$ ). Therefore, it became necessary to replace the load with training loads of different magnitude, direction, and specialization.

In order to determine the optimal duration of the effect of a specific training direction on physical fitness indicators, we analyzed the dynamics of training indicators after every two mesocycles. A comparative analysis of the physical fitness indicators and their dynamics of the two groups of wrestlers shows that optimizing the ratio of physical training components and rational normalization of training loads enable significant improvements in the preparation of highly qualified wrestlers.

In the process of training elite freestyle wrestlers, one of the key factors in improving general physical training (GPT) and special physical training (SPT) was systematizing the use of various training loads during different stages of preparation. In particular, the rational alternation of training loads according to magnitude and direction in the training process of wrestlers, based on experimental results and microcycle planning, demonstrated practical effectiveness in significantly improving general and special physical abilities as well as sports performance.

In the training process of highly qualified freestyle wrestlers, the scientifically grounded systematization of training load factors plays an important role in increasing the level of general and special physical preparedness (GPT and SPT). Research shows that the rational alternation of training load types in terms of volume, direction, and intensity during different stages of preparation allows for the creation of individualized training microcycles tailored to athletes' specific characteristics. In particular, experimental training programs structured into planned microcycles demonstrated that the systematic variation of training loads significantly improves physical qualities and leads to a marked increase in competitive performance. These results confirm the importance of scientifically based training load management as a key factor in achieving high sports performance.

A comparative analysis of the development of physical fitness indicators in the experimental group (EG) and control group (CG) is presented in Table 4.

As shown in the table, the initial results of the "running around the wrestling mat in a bridge position, 3 times right and left (s)" test were  $15.99 \pm 1.68$  in the experimental group and  $16.13 \pm 1.57$  in the control group. At the end of the study, these values were  $13.49 \pm 1.24$  and  $15.43 \pm 1.47$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the 4-meter rope climb (repetitions), the initial results were  $1.98 \pm 0.21$  in the experimental group and  $2.05 \pm 0.19$  in the control group. At the end of the study, these indicators were  $2.75 \pm 0.19$  and  $2.03 \pm 0.21$  respectively, and the difference was not statistically significant ( $p > 0.05$ ).

In the standing long jump (cm), the initial results were  $1.97 \pm 0.70$  in the experimental group and  $1.99 \pm 0.74$  in the control group. At the end of the study, the results were  $2.20 \pm 0.60$  and  $2.00 \pm 0.51$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the  $3 \times 10$  m shuttle run (s), the initial results were  $7.78 \pm 0.75$  in the experimental group and  $7.47 \pm 0.76$  in the control group. At the end of the study, these values were  $7.25 \pm 0.72$  and  $7.50 \pm 0.75$  respectively, and the difference was not statistically significant ( $p > 0.05$ ).

In the “hip throw technique, 10 repetitions (s)” test, the initial results were  $20.95 \pm 2.03$  in the experimental group and  $20.58 \pm 2.09$  in the control group. At the end of the study, these values were  $19.33 \pm 2.00$  and  $20.00 \pm 2.04$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the “headlock throw technique, 10 repetitions (s)” test, the initial results were  $21.99 \pm 2.01$  in the experimental group and  $21.49 \pm 2.07$  in the control group. At the end of the study, these indicators were  $20.03 \pm 1.81$  and  $21.39 \pm 2.00$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the “chest throw technique, 10 repetitions (s)” test, the initial results were  $22.99 \pm 2.03$  in the experimental group and  $22.08 \pm 2.08$  in the control group. At the end of the study, the results were  $20.99 \pm 2.01$  and  $21.12 \pm 2.08$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the “shoulder throw technique, 10 repetitions (s)” test, the initial results were  $20.99 \pm 2.01$  in the experimental group and  $20.79 \pm 2.07$  in the control group. At the end of the study, these values were  $18.30 \pm 1.71$  and  $20.48 \pm 2.02$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the “double shoulder throw technique, 10 repetitions (s)” test, the initial results were  $21.90 \pm 2.03$  in the experimental group and  $21.70 \pm 2.06$  in the control group. At the end of the study, these indicators were  $20.42 \pm 1.95$  and  $21.57 \pm 2.01$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

In the “entry into techniques, 10 repetitions (s)” test, the initial results were  $18.90 \pm 1.83$  in the experimental group and  $19.70 \pm 2.06$  in the control group. At the end of the study, these values were  $15.68 \pm 1.53$  and  $18.54 \pm 2.04$  respectively, and the difference was statistically significant ( $p < 0.05$ ).

According to the comparative analysis of the indicators presented in this table, statistically significant differences were observed in 8 out of 10 variables. At the end of the study, a statistically reliable 80% improvement was recorded in the mean arithmetic values of the experimental group (EG) indicators compared with the corresponding changes in the control group (CG) during the experimental period. This confirms the effectiveness of the developed training technology and indicates that the objectives of the pedagogical experiment were successfully achieved.

**Conclusion.** The results of the exploratory research conducted by us include the following conclusions:

The problem of determining the role and effectiveness of improving attacking and counterattacking actions, as well as physical qualities in enhancing the sporting mastery of qualified wrestlers, is relevant for structuring the training process of athletes of different levels, and is particularly crucial in preparing elite athletes for high-responsibility competitions.

In the training process of wrestlers, general physical training (GPT), special physical training (SPT), and technical-tactical training (TTT) should be planned and optimized throughout the year based on a three-cycle structure consisting of three periods. Proper regulation of GPT, SPT, and TTT training loads throughout the annual cycle is of great importance.

Our research, conducted through an in-depth analysis of the training load structure used by highly qualified wrestlers, made it possible to determine the role and effectiveness of attacking and counterattacking actions and physical qualities in improving sporting mastery. Rational regulation of the training process, as well as the effective use of a complex of pedagogical means and methods, plays a significant role in improving training quality, particularly through the appropriate alternation of microcycle training sessions.

The experiment showed that by coordinating attacking and counterattacking processes and analyzing performance indicators of highly qualified freestyle wrestlers, the final results of the study were generalized, and it was determined that the effectiveness of technical-tactical actions of the wrestlers involved in the experiment was statistically significant according to the t-test criterion ( $p < 0.05$ ).

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**Optimized Distribution (%) of General Physical Training (GPT), Special Physical Training (SPT), and Technical-Tactical Training (TTT) in the Training Process of the Experimental Group Throughout the Annual Cycle**

**Table-1**

Periods	Preparation					Competition					Transition		Periods				Preparation			Competition			Periods			
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Date	2-7	9-14	16-21	23-28	30-5	7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	78-23	24-1
Month	Sentaybr					Oktyabr					Noyabr				Dekabr				Yanvar				Fevral			
GPT	55	45	45	45	40	40	30	20	15	10	5	0	0	30	30	35	35	40	45	55	50	50	45	45	40	40
STT	35	40	40	40	45	40	40	40	35	30	25	20	20	35	35	35	35	35	35	35	40	40	45	40	45	40
TTT	10	15	15	15	15	20	30	40	50	60	70	80	80	35	35	30	30	25	20	10	10	10	10	15	15	20
TLN	M	S	M	S	M	S	H-1	S	M	S	H-1	S	S	M	L-2	L-2	L-2	M	M	M	S	S	M	S	M	S
Periods	Preparation					Competition					Transition			Periods				Preparation				Competition				
Number	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Date	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-28	30-5	7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30
Month	Mart					Aprel					May				Iyun				Iyul				Avgust			
GPT	40	40	30	20	15	10	5	0	35	35	40	45	45	55	50	45	45	40	40	30	20	15	10	5	0	0
STT	45	40	40	40	35	30	25	20	35	35	35	35	35	35	40	45	40	45	40	40	40	35	30	25	20	20
TTT	15	20	30	40	50	60	70	80	30	30	25	20	20	10	10	10	15	15	20	30	40	50	60	70	80	80
TLN	M	S	H-1	S	M	S	H-1	S	M	L-2	L-2	M	M	M	S	M	S	M	S	H-1	S	M	S	H-1	S	S

*Note: TLN – Training Load Norm; GPT – General Physical Training; SPT – Special Physical Training; TTT – Technical-Tactical Training.*

*Symbols: M – Moderate Load; S – Significant Load; H-1 – High Load (Level 1); L-2 – Low Load (Level 2).*

**Comparative Analysis of the Performance of Special Exercises in the Experimental and Control Groups of Athletes (n = 24)**

**Table-4**

T/r	Nazorat testlari	Tadqiqot boshida				Tadqiqot yakunida				Tadqiqot yakunida	
		TG		NG		TG		NG		Boshida	Oxirida
		$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$				
1.	Circular running on the wrestling mat in a bridge position, 3 times to the right and left (s)	15,99	1,54	16,13	1,57	13,49	1,24	15,43	1,47	p>0,05	p<0,05
2.	4-meter rope climb (repetitions)	2,05	0,19	1,98	0,21	2,75	0,19	2,03	0,21	p>0,05	p>0,05
3.	Standing long jump (cm)	1,97	0,70	1,99	0,74	2,20	0,60	2	0,51	p>0,05	p<0,05
4.	3 × 10 m shuttle run (s)	7,78	0,75	7,47	0,76	7,25	0,72	7,50	0,75	p>0,05	p>0,05
5.	Hip throw technique, 10 repetitions (s)	20,95	2,03	20,58	2,09	19,33	2,0	20,0	2,04	p>0,05	p<0,05
6.	Headlock throw technique, 10 repetitions (s)	21,99	2,01	21,49	2,07	20,03	1,81	21,39	2,0	p>0,05	p<0,05
7.	Chest throw technique, 10 repetitions (s)	22,99	2,03	22,20	2,08	20,99	2,01	21,12	2,08	p>0,05	p<0,05
8.	Shoulder throw technique, 10 repetitions (s)	20,99	2,01	20,79	2,07	18,30	1,71	20,48	2,02	p>0,05	p<0,05
9.	Double shoulder throw technique, 10 repetitions (s)	21,90	2,03	21,70	2,06	20,42	1,95	21,57	2,01	p>0,05	p<0,05
10.	Entry movements into techniques, 10 repetitions (s)	18,90	1,83	19,70	2,06	15,68	1,53	18,54	2,04	p>0,05	p<0,05