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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>VIDEO-ASSISTED TACTICAL REFLECTION AND ADAPTIVE DECISION-
MAKING IN FREESTYLE WRESTLING**Bekzod Satipov***PHD, Urgench state university named after**Abu Rayhan Biruni**Urgench, Uzbekistan*

ABOUT ARTICLE

Key words: freestyle wrestling, video analysis, tactical reflection, decision-making, technical-tactical training, adaptive skill, coaching feedback.

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Abstract: The article develops a pedagogical model of video-assisted tactical reflection for freestyle wrestlers across long-term preparation. The model shifts video analysis from retrospective error detection to structured decision training. Four analytical layers are proposed: perceptual cue, tactical intention, motor solution and competitive consequence. A three-step cycle—self-explanation, coach-guided comparison and scenario replay—is used to convert match footage into training tasks. The framework also introduces an adaptive decision matrix for attack, counterattack, edge-of-mat action, score management and transition to parterre. The method is designed to improve tactical autonomy, variability of solutions and transfer of learning from video review to live wrestling.

Introduction. Video analysis is widely used in high-performance sport, but its educational value depends on the questions asked during review. In wrestling, simply showing a failed attack rarely explains why the action failed. The decisive error may have occurred earlier: poor distance, an obvious setup, delayed recognition of the opponent's stance, loss of central mat position or an inappropriate choice given the score. Technical-tactical research in wrestling increasingly demonstrates that successful performance is context-dependent and that the same technique may have different value across competitive situations [4–9].

Therefore, video review should reconstruct the decision process, not only the visible movement outcome.

Rationale. Freestyle wrestling is an antagonistic decision environment. Information is produced by the opponent continuously through stance, grip, pressure, direction change and defensive reactions. Athletes must perceive relevant cues, select a tactical intention, execute a motor solution and immediately update the plan according to the consequence. Traditional feedback often focuses on the final motor error. Such feedback is necessary for technique, but insufficient for tactical learning because it does not teach the athlete to identify the information that should guide action.

Aim. The aim of this study was to develop a pedagogical model of video-assisted tactical reflection that can be integrated into long-term technical-tactical preparation of freestyle wrestlers.

Methods. The paper used literature analysis, conceptual modelling, comparative interpretation of competition-analysis studies and pedagogical task design. Findings from elite wrestling, youth preparation, physiological studies and contemporary championship analyses were synthesised [1–12]. The resulting model is methodological rather than experimental; it avoids unverified numerical claims and is intended for field validation in future research.

Results. four-layer analysis. The first layer is the perceptual cue. The athlete identifies what information was available immediately before the action: opponent weight distribution, lead leg, hand position, level change, pressure direction, boundary proximity, score or remaining time. The second layer is tactical intention: create a reaction, score directly, move the opponent to the edge, force a defensive posture, protect a lead or generate a parterre opportunity. The third layer is the motor solution: the specific attack, counterattack, movement or transition selected. The fourth layer is the competitive consequence: points scored or conceded, positional advantage, continuation opportunity, risk exposure and energy cost.

The reflection cycle. Video review follows three steps. Step 1 is self-explanation. The athlete watches the episode and explains what was perceived and why the decision was made. Step 2 is guided comparison. The coach highlights discrepancies between the athlete's interpretation and the actual cues in the footage, then discusses alternative options. Step 3 is scenario replay. The key episode is recreated in training with controlled partner behaviour. The athlete performs the original solution and one or two alternatives. This converts retrospective observation into active learning.

Adaptive decision matrix. Five recurrent competitive domains are included in the matrix. Domain 1 is attack initiation: distance, grip and stance determine whether the athlete

uses a single-leg, double-leg, snap-down, arm drag or pressure-based setup. Domain 2 is counterattack: the athlete learns to distinguish between immediate counter-scoring and positional recovery. Domain 3 is edge-of-mat behaviour: tactical choices differ depending on whether the athlete is attacking, defending or managing a lead. Domain 4 is score-time management: the same technical risk may be appropriate when trailing and unnecessary when leading. Domain 5 is standing-to-parterre transition: a successful takedown is treated as the beginning of a scoring sequence rather than the end of an episode.

Age and stage adaptation. The method should change across long-term preparation. For younger wrestlers, video clips should be short and focused on one cue–action relationship. The coach may ask only two questions: “What did you see?” and “What could you do?” At intermediate stages, athletes compare two or three options and predict likely opponent responses. At advanced stages, review includes tactical deception, score management, opponent profiling and sequences under fatigue. Thus, cognitive complexity is increased gradually, just as physical and technical loads are progressed.

Feedback discipline. A central methodological rule is delayed coach explanation. If the coach immediately provides the correct answer, the athlete may learn the coach’s command rather than learning to analyse the bout. Self-explanation comes first. The coach then challenges the reasoning with evidence from the video. This preserves athlete autonomy and creates a habit of tactical accountability. The review should remain concise: one training session should target a small number of repeated decision patterns rather than analysing every technical event.

From video to training design. Each recurrent video problem is translated into a constrained live task. If the athlete repeatedly loses opportunities after the opponent blocks the first leg attack, the training task awards success only after a second-phase continuation. If the athlete retreats at the boundary while leading, practice begins near the edge with a protected score advantage and requires active positional control. If the athlete attacks too early from long distance, the partner varies stance and the athlete may attack only after a specified perceptual cue. In this way, video becomes a task-generation system.

Control indicators. Four indicators are proposed. Recognition accuracy reflects whether the athlete correctly identifies the decisive cue. Tactical diversity counts the number of rational options generated for a repeated problem. Decision consistency evaluates whether the athlete selects an appropriate option across similar scenarios. Transfer rate reflects whether the target behaviour appears in subsequent live wrestling or competition. These measures are more informative for tactical learning than counting technical errors alone.

Integration with physical load. Decision quality should eventually be tested under realistic fatigue because wrestling places substantial metabolic demands on athletes [1–3, 10, 11]. However, fatigue should be introduced strategically. Early video-derived tasks should be performed in relatively fresh conditions so that the athlete can establish the correct information-action relationship. Later, the same scenario can be repeated after short high-intensity wrestling intervals. The objective is to preserve tactical clarity when perceptual and motor resources are stressed.

Discussion. The proposed model complements recent technical-tactical research in wrestling. Studies of major championships describe recurring scoring patterns and demonstrate the relevance of position and action type [8, 9]. Research on elite wrestlers also supports the importance of improving decision and movement skills through targeted technical-tactical correction [6]. The present framework adds a learning mechanism: competition data and individual video are converted into perceptual-tactical questions and then into live practice constraints.

Long-term value. The major benefit of systematic tactical reflection is not the correction of one bout but the development of an athlete who can independently interpret competitive information. Over several years, repeated self-explanation can build a personal tactical vocabulary: the wrestler learns to recognise typical opponent behaviours, anticipate consequences and evaluate risk. This is particularly important at high performance, where opponents adapt quickly and external coaching during the bout is limited.

Practical recommendations. Coaches may use one structured video-reflection session per microcycle, selecting three to five episodes connected to the current technical-tactical objective. Each episode should generate a short written or verbal athlete explanation and at least one follow-up live scenario. A digital archive can be organised by tactical problem rather than by tournament: “edge defence”, “second attack”, “protecting a lead”, “left-lead opponent”, “parterre continuation”. Such classification makes video immediately usable for long-term planning.

Methodological limitation and future direction. The model requires empirical testing with age- and qualification-specific groups. Future studies should compare conventional feedback with structured video-reflection and examine changes in recognition accuracy, decision latency, tactical diversity and competition transfer. Inter-rater reliability of tactical coding should also be established so that the method can be used consistently by different coaches and research teams. Such validation would allow the framework to move from a conceptual coaching tool to a standardised pedagogical technology for freestyle wrestling.

Conclusion. Video-assisted tactical reflection can transform match analysis from passive observation into a systematic component of technical-tactical education. The proposed four-layer model—cue, intention, motor solution and competitive consequence—allows the athlete to reconstruct the logic of an action. The self-explanation, guided comparison and scenario-replay cycle links video evidence to live learning. Integrated across long-term preparation, the method can support tactical autonomy, adaptive decision-making and more effective transfer of technical skills to competition.

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