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FORMATION OF TECHNICAL AND TACTICAL READINESS OF STUDENTS IN WRESTLING CLASSES THROUGH SPECIAL WRESTLING EXERCISES

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Abstract

This article examines the formation of technical and tactical readiness of students in wrestling classes through special wrestling exercises. In pedagogical higher education, wrestling is considered not only as a means of physical development, but also as an effective pedagogical tool for improving strength, agility, coordination, balance, endurance, discipline, self-control and competitive thinking. The study emphasizes that technical readiness in wrestling is formed through the systematic mastery of basic stances, grips, movements, throws, defensive actions, counterattacks and safe falling techniques. Tactical readiness, in turn, develops through the ability to choose the right moment for attack, assess the opponent's position, control distance, use grips effectively and make quick decisions during a bout. Special wrestling exercises create favorable conditions for connecting technical performance with tactical thinking, because they imitate real competitive situations and gradually prepare students for active combat interaction. The article highlights the importance of using preparatory, imitation, pair-based, situational and competitive exercises in wrestling classes. Such an approach contributes to the development of students' motor skills, psychological stability, methodological competence and readiness to apply wrestling exercises in future pedagogical practice. The study is relevant for pedagogical universities, where future physical education teachers must master both practical wrestling skills and methods of teaching them safely and effectively.



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Keywords: Wrestling, technical readiness, tactical readiness, special wrestling exercises, physical education, student sport, pedagogical university, motor skills, combat sports, sports training.

Introduction

TALABALARNING KURASH MASHG‘ULOTLARIDA MAXSUS MASHQLARI VOSITASIDA TEXNIK-TAKTIK TAYYORGARLIGINI SHAKLLANTIRISH

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Jismoniy madaniyat kafedrası stajyor o‘qituvchisi

Annotatsiya:

Maqolada kurash mashg‘ulotlarida talabalarni maxsus kurash mashqlari orqali texnik va taktik jihatdan tayyorlash masalasi yoritiladi. Pedagogik oliy ta‘lim tizimida kurash nafaqat jismoniy rivojlanish vositasi, balki kuch, chaqqonlik, koordinatsiya, muvozanat, chidamlilik, intizom, o‘zini boshqarish va musobaqaviy fikrlashni rivojlantiruvchi samarali pedagogik vosita sifatida qaraladi. Tadqiqotda kurashda texnik tayyorgarlik asosiy turish holatlari, ushlarlar, harakatlanish, ulotqirish, himoyalash, qarshi hujum va xavfsiz yiqilish usullarini tizimli o‘zlashtirish orqali shakllanishi ta‘kidlanadi. Taktik tayyorgarlik esa hujum uchun qulay vaziyatni tanlash, raqib holatini baholash, masofani nazorat qilish, ushlarlardan oqilona foydalanish va bellashuv jarayonida tezkor qaror qabul qilish qobiliyati bilan bog‘liq. Maxsus kurash mashqlari texnik harakatlarni taktik fikrlash bilan bog‘lash uchun qulay sharoit yaratadi, chunki ular real musobaqa vaziyatlarini modellashtiradi va talabalarni faol kurash harakatlariga bosqichma-bosqich tayyorlaydi. Maqolada tayyorlov, taqlidiy, juftlikda bajariladigan, vaziyatli va musobaqaviy mashqlardan foydalanishning ahamiyati ochib beriladi. Mazkur yondashuv talabalarning harakat ko‘nikmalari, psixologik barqarorligi, metodik kompetensiyasi va



kelajakdagi pedagogik faoliyatida kurash mashqlarini xavfsiz hamda samarali qo'llashga tayyorligini rivojlantirishga xizmat qiladi.

Kalit soʻzlar: kurash, texnik tayyorgarlik, taktik tayyorgarlik, maxsus kurash mashqlari, jismoniy tarbiya, talabalar sporti, pedagogik universitet, harakat koʻnikmalari, yakkakurash sporti, sport tayyorgarligi.

Introduction

Wrestling occupies a special place in the system of physical education and sports training because it combines physical strength, technical mastery, tactical thinking, psychological stability and moral-volitional qualities. In pedagogical universities, wrestling classes are important not only for improving students' physical preparedness, but also for forming their professional competence as future physical education teachers and sports instructors. Students who study wrestling must learn how to perform basic techniques correctly, understand the logic of combat interaction, ensure safety during practice and organize exercises in accordance with the age, physical condition and preparedness level of learners. Therefore, the formation of technical and tactical readiness in wrestling classes should be considered as a complex pedagogical process that unites practical training, methodological knowledge and educational influence.

Technical readiness in wrestling is expressed through the student's ability to perform wrestling actions accurately, safely and effectively. It includes correct stance, movement on the mat, grip control, balance maintenance, attacking and defensive actions, throws, holds, counteractions and safe falling techniques. These elements form the foundation of wrestling activity. However, technical readiness cannot be limited to mechanical repetition of separate movements. In real combat conditions, each technique is performed in response to the opponent's resistance, movement, grip, body position and tactical intention. For this reason, the teaching of wrestling techniques should be connected with situational tasks that help students understand when, why and how a certain action should be applied.



Tactical readiness is closely related to technical mastery, but it has its own specific content. It reflects the ability to analyze the opponent's actions, choose a favorable moment for attack, control distance, create advantageous grip positions, provoke the opponent's mistake, defend effectively and organize counterattack. In wrestling, a technically correct action may be ineffective if it is performed at the wrong moment or without tactical preparation. Conversely, even a simple technique can bring success if it is applied in a well-prepared situation. This shows that technical and tactical readiness must be developed together, especially in the educational process of pedagogical universities, where students are expected to understand both the practical and methodological aspects of wrestling.

Special wrestling exercises play a decisive role in this process. They help gradually prepare students for real combat interaction while preserving safety and pedagogical control. Such exercises include preparatory movements for developing strength, flexibility, coordination and balance; imitation exercises for mastering the structure of throws and defensive actions; pair-based exercises for learning grips, resistance and movement; situational exercises for solving tactical tasks; and competitive exercises for applying acquired skills under conditions close to a bout. Through these forms of training, students move from simple motor actions to conscious and purposeful wrestling behavior.

The relevance of this topic is determined by the need to improve the quality of wrestling instruction in higher pedagogical education. Modern physical education requires active, practice-oriented and methodically grounded approaches that develop not only physical qualities, but also thinking, discipline, responsibility and the ability to act safely in dynamic conditions. Wrestling, when taught through special exercises, creates rich opportunities for this development. It forms courage, self-control, respect for the opponent, perseverance and readiness to overcome difficulties. At the same time, it requires careful pedagogical organization because incorrect performance of techniques or insufficient safety control may lead to injuries.

In the context of Uzbekistan, wrestling has strong cultural, educational and sports significance. National wrestling traditions, together with modern methods



of sports pedagogy, create a favorable basis for developing students' technical and tactical readiness. For future teachers, mastering wrestling through special exercises is especially important because they will later organize physical education lessons, extracurricular sports activities and mass sport events. Thus, the study of this topic contributes to the improvement of professional training in pedagogical universities and supports the broader development of student sport and physical culture.

Methods

The methodological basis of the study was formed by an integrated pedagogical approach aimed at identifying the effectiveness of special wrestling exercises in developing students' technical and tactical readiness during wrestling classes. The research was oriented toward the conditions of a pedagogical university, where students must acquire not only personal practical skills in wrestling, but also methodological knowledge necessary for organizing safe and effective physical education lessons in their future professional activity. Therefore, the study combined theoretical analysis, pedagogical observation, practical training, diagnostic assessment and comparative evaluation of students' progress.

At the first stage, scientific and methodological literature related to wrestling, combat sports, physical education theory, sports pedagogy, motor skill development and tactical training was analyzed. This made it possible to define the main components of technical and tactical readiness in wrestling. Technical readiness was understood as the student's ability to perform basic wrestling actions correctly, safely and effectively. These actions included stance, movement, gripping, balance control, attacking movements, defensive reactions, counterattacks and safe falling techniques. Tactical readiness was interpreted as the ability to analyze the opponent's behavior, choose the appropriate moment for action, control distance, use grips purposefully, create favorable positions and make quick decisions in changing combat situations.

The practical part of the study was organized during wrestling classes with students of a pedagogical university specializing in physical education and sport. At the beginning of the training process, the students' initial level of technical



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and tactical readiness was assessed. The assessment included observation of basic wrestling positions, movement on the mat, ability to maintain balance, performance of elementary throws, reaction to the partner's resistance, defensive actions and understanding of simple tactical tasks. Special attention was paid to safety, because wrestling training requires strict control of body position, falling technique, partner interaction and intensity of resistance.

The system of special wrestling exercises was introduced gradually. At the initial stage, preparatory exercises were used to develop general and special physical qualities necessary for wrestling. These exercises included movements for strength, flexibility, coordination, balance, speed of reaction and body control. Safe falling exercises were also included from the first lessons, because they form the basis for injury prevention and confidence during the performance of throws. Students practiced falling backward, sideways and forward under controlled conditions, gradually increasing movement amplitude and complexity.

At the second stage, imitation exercises were used to master the structure of wrestling techniques without full resistance from the partner. Students practiced entry movements, body turns, foot placement, grip imitation, pulling and pushing actions, and transition from stance to attacking position. These exercises helped students understand the biomechanical structure of techniques and correct typical mistakes before performing actions with a partner. After that, pair-based exercises were introduced. In these tasks, students learned to work with grips, maintain distance, move together with a partner, resist moderately and perform techniques in a controlled manner.

At the third stage, situational and competitive exercises were applied. Situational tasks required students to solve specific tactical problems, such as escaping from an unfavorable grip, preparing an attack after pulling the opponent, defending against a forward movement or organizing a counterattack after the opponent's unsuccessful attempt. Competitive exercises were conducted in simplified conditions, with limited time, restricted techniques or clearly defined tactical objectives. This made it possible to bring the learning process closer to real wrestling activity while preserving pedagogical control and safety.



Pedagogical observation was used throughout the study to monitor students' progress. The main criteria included correctness of technique, stability of balance, effectiveness of grips, ability to act under resistance, tactical appropriateness of decisions, safety of performance, activity during lessons and ability to explain the methodological purpose of exercises. Reflective discussions were organized after practical tasks, during which students analyzed successful and unsuccessful actions, identified tactical mistakes and discussed how special wrestling exercises could be adapted for learners with different levels of preparedness. This approach allowed the study to evaluate both sports readiness and professional-pedagogical competence.

Results

The results of the study showed that the systematic use of special wrestling exercises had a positive influence on the formation of students' technical and tactical readiness in wrestling classes. At the beginning of the training process, many students demonstrated only a general understanding of wrestling movements and were able to perform some elements in simplified conditions. However, when they had to act with a partner, maintain balance, control grips and respond to resistance, their performance became unstable. The most common difficulties were incorrect stance, weak coordination of movement, insufficient grip control, loss of balance during attacking actions, fear of falling, delayed defensive reaction and limited ability to choose an appropriate tactical decision. These initial results indicated that isolated explanation of techniques was not enough for the development of real wrestling readiness.

After the introduction of preparatory and imitation exercises, students' body control and movement coordination improved noticeably. Exercises aimed at strengthening the legs, trunk and shoulder girdle helped them maintain a more stable wrestling stance. Balance tasks and coordination drills improved their ability to move on the mat without losing body position. Safe falling exercises had a particularly important effect, because students became more confident during pair work and showed less fear when performing throwing movements. As a result, the overall safety and activity of wrestling classes increased.



Students began to understand that correct falling technique is not an additional element, but a necessary condition for effective and safe wrestling training.

The development of technical readiness was especially visible in the performance of basic grips, movement combinations and elementary attacking actions. At the initial stage, students often used grips passively or randomly, without understanding their tactical purpose. During pair-based exercises, they learned to use grips to control the opponent's position, create favorable angles, prepare an attack and prevent the opponent's movement. Their execution of basic throwing movements became more structured because imitation exercises helped them master the sequence of entry, body turn, support position and final action. The quality of defensive actions also improved, as students learned to lower their center of gravity, move away from dangerous positions and respond more quickly to the partner's attempts.

The use of situational exercises had a strong influence on tactical readiness. Students gradually learned to analyze the opponent's movement, identify moments of imbalance and select appropriate actions depending on the situation. In simplified competitive tasks, they began to understand that successful wrestling depends not only on physical strength, but also on timing, distance control, grip advantage and tactical preparation. For example, students learned that an attack should usually be prepared by pulling, pushing, changing direction or forcing the opponent to react. This understanding made their actions more conscious and purposeful.

Team and pair interaction also improved during the study. Although wrestling is an individual combat sport, the educational process requires responsible cooperation with a partner. Students became more attentive to safety rules, controlled the level of resistance and helped each other correct mistakes. Reflective discussions after exercises contributed to the development of methodological thinking. Students were able to explain which physical quality, technical element or tactical skill was developed through a specific exercise. This is important for future physical education teachers, because they must be able not only to perform wrestling actions, but also to teach them logically and safely.



The final assessment showed positive changes in all main criteria: technical accuracy, balance stability, grip control, defensive reaction, tactical decision-making, confidence in pair work and ability to apply exercises in pedagogical practice. Students became more active, disciplined and motivated during wrestling classes. The results confirm that special wrestling exercises are an effective means of forming technical and tactical readiness because they gradually connect physical preparation, technical execution, tactical thinking and professional-methodological competence.

Discussion

The results of the study indicate that special wrestling exercises are an effective pedagogical means for developing technical and tactical readiness of students in wrestling classes. Their effectiveness is explained by the fact that they create a gradual transition from general physical preparation to real combat interaction. In wrestling, the student cannot master techniques only through verbal explanation or mechanical repetition of separate movements. Each action is connected with body position, balance, grip, partner resistance, distance and the changing direction of movement. Therefore, the training process must include exercises that reproduce the structure of wrestling activity and prepare students to act consciously in dynamic situations.

The formation of technical readiness requires a stable foundation of motor control. Preparatory exercises develop the physical qualities necessary for performing wrestling techniques: strength, flexibility, coordination, speed, balance and endurance. Without these qualities, students often experience difficulty in maintaining stance, entering into a technique, controlling the partner's movement and completing an attacking action. Safe falling exercises are especially important because they remove psychological tension and reduce the risk of injury. When students are not afraid of falling, they participate more actively in pair work and can concentrate on the correct structure of techniques. This confirms that technical training in wrestling should begin with safety, body control and confidence in movement.



Imitation exercises also have significant methodological value. They allow students to understand the sequence and biomechanics of wrestling techniques before applying them with a partner. Through repeated imitation of entry movements, body turns, foot placement and grip actions, students form a correct motor image of the technique. This is important because mistakes made at the initial stage may later become stable and difficult to correct. Imitation exercises make it possible to isolate the most difficult parts of a technique and improve them under controlled conditions. However, imitation alone is not sufficient. It must be followed by pair-based exercises, where students learn to adapt the movement to the partner's position and resistance.

The development of tactical readiness is most effectively achieved through situational and competitive exercises. Wrestling is not only a set of techniques, but also a process of continuous decision-making. A successful action depends on the ability to create a favorable situation, control grips, change direction, disturb the opponent's balance and choose the right moment for attack. Situational exercises teach students to recognize such moments and respond appropriately. They also help students understand that defense and counterattack are not passive reactions, but active tactical components of wrestling. In this sense, tactical training develops students' analytical thinking, anticipation and ability to act under pressure.

For pedagogical universities, the use of special wrestling exercises has additional professional significance. Future physical education teachers must be able to organize wrestling classes safely and methodically. They need to know how to select exercises according to the learners' preparedness, how to regulate resistance, how to prevent injuries and how to explain the educational purpose of each task. The reflective discussions used in the study contributed to this competence. Students learned to analyze mistakes, evaluate the effectiveness of exercises and understand their methodological function.

At the same time, the effectiveness of special wrestling exercises depends on correct pedagogical planning. If exercises are selected randomly or performed without clear objectives, they may not provide the expected result. Each exercise should be connected with a definite task: developing balance, improving grip



control, mastering an attacking movement, strengthening defensive reaction or forming tactical decision-making. The teacher must control intensity, ensure discipline, monitor safety and gradually increase complexity. Thus, special wrestling exercises should be considered not simply as physical tasks, but as a structured pedagogical technology that integrates physical development, technical mastery, tactical thinking and professional preparation.

Conclusion

The formation of technical and tactical readiness of students in wrestling classes through special wrestling exercises is an important pedagogical task in the system of higher physical education. Wrestling is a complex type of motor activity that requires strength, agility, coordination, endurance, balance, courage, self-control and quick tactical thinking. For students of pedagogical universities, wrestling training has a double significance. On the one hand, it develops their personal physical and sports preparedness; on the other hand, it forms professional-methodological competence necessary for future work as physical education teachers and sports specialists. Therefore, wrestling classes should be organized not only as a process of mastering separate techniques, but also as a purposeful system of developing technical, tactical, psychological and pedagogical readiness.

The study showed that special wrestling exercises create favorable conditions for the gradual and safe formation of technical readiness. Preparatory exercises improve the physical qualities required for wrestling actions, while safe falling exercises reduce fear and increase confidence during pair work. Imitation exercises help students understand the structure of techniques, including stance, grip, entry movement, body turn, support position and final action. Pair-based exercises allow them to apply these movements in cooperation with a partner and under controlled resistance. As a result, students' technical performance becomes more stable, accurate and conscious. They begin to understand that every wrestling technique must be performed with correct body position, balance control and consideration of the partner's movement.



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The development of tactical readiness is closely connected with situational and competitive exercises. Such exercises teach students to analyze the opponent's behavior, control distance, choose advantageous grips, create favorable conditions for attack and respond quickly to changing combat situations. The results confirm that tactical thinking cannot be formed only through explanation; it requires repeated practical experience in conditions that imitate real wrestling interaction. Through special tasks, students learn to prepare an attack, defend actively, use counteractions and select appropriate decisions under pressure. This makes their wrestling activity more purposeful and effective.

An important pedagogical result of the study is the growth of students' confidence, discipline and responsibility during wrestling classes. Since wrestling involves direct physical contact, students must strictly follow safety rules, respect their partner and control the intensity of actions. Special wrestling exercises help form these qualities because they require cooperation, mutual control and conscious participation. Reflective analysis after practical tasks also strengthens students' methodological thinking. They learn to explain the purpose of exercises, identify typical mistakes and adapt tasks to different levels of learners' preparedness.

Thus, special wrestling exercises can be considered an effective means of forming students' technical and tactical readiness in wrestling classes. Their systematic use allows the teacher to combine physical development, technical mastery, tactical training, psychological stability and professional preparation within one integrated educational process. For pedagogical universities, this approach is especially valuable because it prepares future teachers to organize wrestling lessons safely, methodically and effectively. The results of the study confirm that a well-planned system of preparatory, imitation, pair-based, situational and competitive exercises contributes to the comprehensive development of students and increases the quality of wrestling instruction in higher education.



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