

## Didactic Requirements for Coaches and Practitioners in Judo Training at Sports Schools

Kaipov Sadiq Bazarbaevich

Doctoral Student of Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan

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**Abstract:** This article examines the didactic requirements for judo practitioners in sports schools. It also presents ideas on the requirements and tasks related to organizing and conducting training sessions in the process of preparing young judokas.

**Keywords:** Sports school, wrestling, judo, education, pedagogical, upbringing, process, sport, student, physical education.

**Introduction:** In the Republic of Uzbekistan, out-of-school educational institutions are an integral part of the continuous education system and are designed to provide additional education to students [1]. Determining the organizational and pedagogical foundations of judo training in sports schools, as well as scientifically substantiating its impact on achieving the physical and spiritually mature development of the younger generation, defines the main direction of our research.

It is well known that physical education plays a key role in developing the physical fitness of young people, especially in encouraging their regular participation in their favorite sports. Importantly, various sports, including judo, are incorporated into the educational programs of schools, vocational institutions, schools of higher sports mastery, and sports schools. These programs are aimed at developing students' specialized physical fitness and enhancing their athletic skills. On this basis, students are also nurtured to acquire national values, develop loyalty to their homeland, and be equipped with positive human qualities.

It should be noted that when introducing primary school students to sports, it is first necessary to teach them specific rules and discipline. This, in turn, requires

that the coach has mastered the organizational and methodological aspects of judo training and is able to effectively instill them in the minds of the trainees.

The development, upbringing, and maturation of a child's personality occur largely through experiencing physical, spiritual, quantitative, and qualitative changes. "Development during childhood, adolescence, and youth is particularly intense. During these years, a child grows and changes both physically and psychologically, thereby maturing as an individual. As a result of purposeful educational influence, the child develops as a member of society and occupies a worthy place within the complex system of social relations" [2; pp. 173–174]. Therefore, physical education plays an important role in forming and improving a range of practical skills related to students' moral, volitional, and aesthetic development.

In this regard, out-of-school educational institutions, including sports schools, provide highly favorable conditions not only for achieving high performance but also for meeting children's needs and fully realizing their interests and aspirations. For this reason, students receive education in the types of sports they choose in accordance with their individual interests and abilities in these institutions.

Today, the spirituality, ideological beliefs, and a thorough understanding of the educational process by a pedagogue are of great importance. Firstly, teachers and coaches, as members of society, must be able to demonstrate their social position and active role to their students. In particular, they should possess deep knowledge and professional skills in their chosen field and the sport they teach, clearly understand their role in society and within their team, and strictly adhere to rules, norms, and laws.

Secondly, the beliefs and competence of teachers and coaches are reflected in their interest in acquiring new knowledge and keeping up with innovations in their field of specialization. Thirdly, a competent and committed pedagogue must be distinguished by an original and independent way of thinking. This is because young people learn to think independently only in an environment that encourages unique, creative, and non-standard thinking.

According to the Regulation "On Out-of-School Institutions," these institutions carry out the following activities in accordance with the socio-pedagogical tasks assigned to them:

- to create opportunities for all students aged 6 to 17 to develop comprehensively and to organize their free time meaningfully from a socio-pedagogical perspective;
- to provide conditions for the development of the student's personality, their interests, talents, independent learning, and creative activity;
- to implement measures aimed at strengthening the material and technical base in cooperation with local government authorities;
- to study the specific needs of society and individuals and, accordingly, to establish clubs and activities focused on developing children's interests and creative potential;
- to provide additional education in the fundamentals of academic subjects;
- to teach children both the theoretical and practical aspects of judo.

They also organize and conduct activities aimed at identifying talented and gifted students, as well as competitions, tourism-related activities, technical and artistic creativity events, and other developmental

initiatives [3].

Thus, the above-mentioned tasks should be integrated into the content of out-of-school educational programs.

The main objectives of judo training in sports schools are as follows:

- to prepare students to meet the requirements of the "Alpomish" fitness test standards;
- to teach new movement techniques related to wrestling and to improve the skills of applying them in various complex conditions, as well as to develop the necessary physical qualities for this purpose;
- to develop in students the skills and habits of engaging in physical exercises independently and to foster a sustained interest in physical education for personal development;
- to contribute to the formation of organizational skills and the development of moral culture.

Judo techniques are widely practiced in various countries, especially in East and Central Asia, as well as in European and Western countries. Therefore, it is appropriate to include them in the curriculum of general secondary schools, particularly in grades 7–9. This is because they serve as a preparatory reserve for training in Olympic judo disciplines.

A.S. Yakovlev substantiated the effectiveness of a judo-based model of sport-oriented physical education aimed at training sports reserves among primary school students. He also identified the pedagogical conditions necessary for its effective implementation within the physical education system of young learners. Furthermore, the author systematized existing approaches to the training of young judokas and the organization of the educational-training process in school physical education. These approaches were evaluated from the perspective of their pedagogical relevance and applicability in modern conditions. In addition, the study justified the feasibility of using organizational and methodological strategies for integrating sports reserve training tools into the process of sport-oriented physical education of primary school students.

**The judo training program is designed to accomplish the following main objectives:**

1. To assist students in successfully meeting the requirements of the "Alpomish" fitness test standards.

2. To develop students' skills and habits of engaging in physical exercises independently, as well as to enhance volitional and motor qualities such as speed, agility, flexibility, strength, and endurance.
3. To provide fundamental knowledge on personal hygiene and daily regimen for judo practitioners, as well as on the basics of sports training and injury prevention.
4. To introduce the fundamentals of judo techniques and to improve technical skills and tactical actions in wrestling.
5. To foster organizational, instructional, and refereeing skills, as well as to develop moral culture.

**The theoretical component of the judo training program in sports schools includes the following topics:**

1. Brief information on the development and specific characteristics of judo schools.
2. The development and distinctive features of judo.
3. The rules of judo and the requirements imposed on students during training sessions, including:
  - hygiene and daily regimen of athletes under the conditions of Uzbekistan;
  - competition rules and requirements for participants;
  - the moral character of the athlete;
  - knowledge of the fundamental principles of training for wrestlers;
  - development of volitional and motor qualities.
4. Methodology for completing homework assignments related to general and specialized training of judokas.

Judo training sessions are organized based on the principles of comprehensive (psychological, physical, and motivational) preparation of athletes. The content of both theoretical and practical training is integrated in accordance with physiological development standards. In addition, the following requirements are imposed on students' discipline, organization, and behavior during judo training sessions:

1. It is prohibited to perform judo techniques before training or outside the gym without the supervision of a coach or instructor.

2. Students must maintain a high level of discipline and organization during training sessions.
3. Students must accurately follow the teacher's instructions during training.
4. Rudeness, disrespect towards peers, and untidiness in appearance are not permitted.
5. Techniques specified in tasks and demonstrated by the coach must be performed without resistance, with partial resistance, or with full resistance, as instructed.
6. When learning techniques, students must always observe safety precautions, ensure their own safety, and assist their training partners.
7. In case of pain, students must signal to stop the action (by clapping twice or tapping twice on the mat or the opponent's body).
8. While one pair is practicing on the mat, the remaining students should sit and observe or, according to the teacher's instructions, perform exercises with weights or engage in independent practice using sports equipment, and so on.

In the process of students' specialization in judo, high sports results can be achieved by combining training with other Olympic wrestling disciplines such as Greco-Roman wrestling, freestyle wrestling, sambo, or judo.

Training sessions in sports schools are conducted in accordance with approved curricula for each sport, including the judo program. The selection of children for judo is carried out based on the following criteria: early demonstration of aptitude for wrestling, diligence, courage, determination, and bravery; the ability to quickly acquire knowledge and successfully develop skills and competencies; as well as the presence of creative elements in the process of learning and improving sports techniques [5; p. 42].

The main content of judo training consists of developing a person's physical abilities—strength, speed, endurance, flexibility, and agility. In this regard, it is particularly important to focus on the development of physical qualities that are specific to sports activity.

Although numerous textbooks and scientific studies provide extensive information on the development of technical and tactical skills, competition mechanisms, rules of judo, and age-related characteristics in training athletes, it can be observed that insufficient attention

has been given to the organizational and pedagogical aspects of judo training.

The development, upbringing, and maturation of a child's personality largely occur through experiencing physical, spiritual, quantitative, and qualitative changes. "Development during childhood, adolescence, and youth is particularly intense. During these years, a child grows and changes both physically and psychologically, thereby maturing as an individual. As a result of purposeful educational influence, the child develops as a member of society and occupies a *достойное* place within the complex system of social relations" [6; pp. 173–174].

Therefore, physical education plays an important role in forming and improving a range of practical skills related to students' moral, volitional, and aesthetic development.

Based on the analysis of the essence and objectives of judo training in sports schools discussed above, it can be concluded that organizing judo training requires a systematic regulation of its organizational and pedagogical foundations, as well as the structuring of mechanisms that lead to high effectiveness.

In other words, organizational components—such as content, requirements, methods, principles, and tools—together with pedagogical components—such as educational, developmental, and ideological aspects—should be integrated into a unified training process. This holistic approach ensures the formation of well-rounded individuals among trainees.

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