

EFFECTIVENESS OF INDIVIDUAL APPROACH IN NATIONAL WRESTLING TRAINING

Xonimov Mirqosim Samatqul o‘g‘li
Assistant, Department of "Physical Education and Sports",
Tashkent State Transport University

Abstract

This article examines the effectiveness of an individual approach in national wrestling training, with particular attention to the pedagogical, physiological and psychological characteristics of athletes in the context of sports education. National wrestling requires not only technical mastery and physical strength, but also the ability to adapt training loads, tactical tasks and motivational methods to the individual potential of each athlete. The study emphasizes that differentiated planning of exercises, correction of technical errors, consideration of age, body type, functional readiness and competitive experience increase the quality of training and support stable athletic progress. The individual approach is also important for preventing overload, reducing injury risks and developing self-confidence in young wrestlers. In the conditions of higher education, especially in sports programs of transport universities, such an approach creates opportunities to combine physical education with professional discipline, responsibility and practical readiness. The article concludes that individualization in national wrestling training improves technical performance, motivation, training discipline and competitive results.

Keywords: national wrestling, individual approach, sports training, physical readiness, technical skills, tactical preparation, athlete development, pedagogical effectiveness.

Introduction

MILLIY KURASH MASHG‘ULOTLARIDA INDIVIDUAL YONDASHUVNING SAMARADORLIGI

Xonimov Mirqosim Samatqul o‘g‘li

Toshkent davlat transport universiteti

"Jismoniy tarbiya va sport" kafedrasi assistenti

Annotatsiya

Ushbu maqolada milliy kurash mashg'ulotlarida individual yondashuv samaradorligi sport ta'limining pedagogik, fiziologik va psixologik xususiyatlari bilan bog'liq holda tahlil qilinadi. Milliy kurash nafaqat texnik mahorat va jismoniy kuchni, balki mashg'ulot yuklamalari, taktik vazifalar hamda motivatsion usullarni har bir sportchining individual imkoniyatlariga moslashtirishni ham talab etadi. Tadqiqotda mashqlarni tabaqalashtirib rejalashtirish, texnik xatolarni tuzatish, yosh, tana tuzilishi, funksional tayyorgarlik va musobaqa tajribasini hisobga olish mashg'ulot sifatini oshirishi va sportchilarning barqaror rivojlanishiga xizmat qilishi ta'kidlanadi. Individual yondashuv yosh kurashchilarda ortiqcha yuklamaning oldini olish, jarohatlanish xavfini kamaytirish hamda o'ziga ishonchni shakllantirishda ham muhim ahamiyatga ega. Oliy ta'lim sharoitida, xususan, transport universitetlarining sport yo'nalishlarida bunday yondashuv jismoniy tarbiyani kasbiy intizom, mas'uliyat va amaliy tayyorgarlik bilan uyg'unlashtirish imkonini beradi. Maqolada milliy kurash mashg'ulotlarini individuallashtirish texnik ko'rsatkichlar, motivatsiya, mashg'ulot intizomi va musobaqa natijalarini yaxshilashi asoslanadi.

Kalit so'zlar: milliy kurash, individual yondashuv, sport mashg'uloti, jismoniy tayyorgarlik, texnik ko'nikmalar, taktik tayyorgarlik, sportchi rivojlanishi, pedagogik samaradorlik.

Introduction

National wrestling is one of the most important traditional sports that reflects physical strength, discipline, courage, respect for the opponent and continuity of national values. In modern sports education, its role is not limited to the preservation of cultural heritage; it also serves as an effective pedagogical tool for developing motor skills, willpower, tactical thinking and social responsibility among students. For learners of higher educational institutions, including transport universities, national wrestling can be considered a means of strengthening physical readiness, professional endurance, self-control and psychological stability. These qualities are especially important for future specialists whose professional activity may require discipline, coordination, rapid decision-making and resistance to stress.



The effectiveness of national wrestling training depends not only on the general organization of exercises, but also on the extent to which the coach takes into account the individual characteristics of each athlete. Traditional group-based training often applies the same load, rhythm and technical tasks to all participants. However, athletes differ in age, body composition, strength level, flexibility, coordination, reaction speed, previous sports experience, motivation and psychological readiness. When these differences are ignored, the training process may become less effective: some athletes experience overload, others do not receive enough challenge, and technical errors may become stable habits. Therefore, the individual approach becomes a necessary pedagogical condition for improving the quality of national wrestling training.

Individualization in wrestling training means the purposeful adaptation of physical load, technical instruction, tactical tasks and motivational influence to the real capabilities and development dynamics of each athlete. This approach does not reject collective training; rather, it makes group work more effective by creating differentiated tasks within a common pedagogical system. For example, one wrestler may need additional work on balance and foot movement, another may require improvement of grip strength, while a third athlete may need psychological preparation for competition situations. In each case, the coach's task is to diagnose the athlete's current level, identify strong and weak aspects, and organize training in a way that supports gradual and stable progress.

The individual approach is especially significant in national wrestling because this sport combines physical, technical, tactical and moral components. A successful wrestler must not only perform throws, holds and defensive actions correctly, but also understand the opponent's intention, choose the right moment for attack, maintain emotional control and follow ethical norms of fair competition. These qualities develop unevenly among athletes. Some students master technical movements quickly but lack endurance; others are physically strong but tactically passive; some are motivated in training but lose confidence during competitions. A uniform training model cannot fully solve these problems. Individual planning allows the coach to connect technical correction with physical preparation and psychological support.

In the context of sports education, the effectiveness of the individual approach can be assessed through several indicators: improvement of technical performance, growth of physical preparedness, reduction of training errors,

increased motivation, better adaptation to competitive activity and stronger discipline. For transport university students, this approach is also connected with the broader educational aim of forming a healthy lifestyle and professional culture. Thus, the study of individualization in national wrestling training is relevant for improving both athletic results and the pedagogical value of physical education.

Literature Review

The scientific literature on sports training confirms that the effectiveness of national wrestling preparation depends on the rational combination of individualized load management, technical improvement, physiological adaptation and psychological readiness. General principles of exercise prescription emphasize that training should be planned according to the athlete's age, health status, functional capacity, recovery ability and previous training experience. From this point of view, the individual approach is not a secondary element of coaching practice, but one of the central conditions for safe and productive development in combat sports. The recommendations of the American College of Sports Medicine indicate that training intensity, volume and progression must correspond to the individual readiness of the participant, because excessive or poorly regulated load may reduce adaptation and increase injury risk.

Periodization theory also provides an important methodological basis for individualizing national wrestling training. Bompa and Buzzichelli, as well as Bompa and Haff, explain that the training process should be divided into logically connected stages in which physical, technical and tactical tasks are gradually complicated. This approach is especially relevant for wrestlers, because their preparation requires the development of strength, speed, endurance, coordination and competitive stability. Issurin's concept of block periodization further supports the idea that training effects are stronger when the coach concentrates on specific qualities during certain phases and adjusts the content according to the athlete's current condition.

Studies devoted directly to wrestling underline that wrestlers need a specific physiological profile. Horswill and Yoon show that wrestling requires high anaerobic power, strength endurance, explosive movement, flexibility and rapid recovery. Chaabene and colleagues emphasize that the physical and physiological



attributes of wrestlers include complex interaction between maximal strength, muscular endurance, aerobic capacity, agility and body composition. Mirzaei, Curby, Rahmani-Nia and Moghadasi also demonstrate that elite junior wrestlers differ in physiological indicators, which means that training programs should not be identical for all athletes. These findings support the necessity of assessing each wrestler's individual potential before planning exercises and competitive tasks. Research on related combat sports also strengthens the theoretical foundation of the individual approach. Franchini and colleagues, in their analysis of elite judo athletes, show that combat performance depends on the integration of strength, endurance, technical efficiency and tactical behavior. Although judo and national wrestling are not identical, both sports require grip control, balance, explosive action and decision-making under direct resistance. Turner's work on Muay Thai and Smith's study of amateur boxers also confirm that combat athletes need sport-specific conditioning based on the real demands of competition. Therefore, national wrestling training should be organized not as general physical exercise, but as a specialized process adapted to the athlete's physical and tactical characteristics.

Strength and conditioning literature provides additional support for individualization. Haff and Triplett, Kraemer and Fleck, Siff, and Zatsiorsky and Kraemer emphasize that strength development depends on exercise selection, intensity, volume, rest intervals and neuromuscular adaptation. In wrestling, these factors must be connected with technical performance, because strength that is not coordinated with movement structure does not always improve competitive effectiveness. Gabbett's training-injury prevention model is also important, as it shows that athletes should train sufficiently hard to improve performance, but the load must be monitored carefully to avoid overload. Latyshev and Korobeynikov directly connect this issue with wrestling by arguing that individualization allows coaches to adapt preparation to the wrestler's personal technical, tactical and functional characteristics.

Psychological and pedagogical aspects are also reflected in the literature. Ryan's work on wrestling toughness highlights the role of mental stability, persistence and confidence in competitive performance. Starosta's concept of modern sports training stresses that athletic preparation must include coordination, conscious learning and long-term development. Platonov's theory of athlete preparation also confirms that sports training is a complex system in which physical, technical,



tactical and psychological elements must be planned together. Thus, the reviewed literature demonstrates that an individual approach in national wrestling training is scientifically justified, because it improves load regulation, technical correction, tactical preparation, psychological readiness and long-term athletic development.

Methods

The study was organized on the basis of a pedagogical and practical analysis of national wrestling training with emphasis on the role of individualization in improving athletic performance. The methodological design combined observation, diagnostic assessment, comparative analysis and pedagogical modeling. The main purpose of the methods was to determine how differentiated training tasks, individual correction of technical actions and personalized regulation of physical load influence the quality of preparation in national wrestling. The research logic was based on the idea that the athlete's progress depends not only on the number of training sessions, but also on the correspondence between training content and personal readiness.

The participants of the study were considered as students engaged in national wrestling within the framework of higher education physical training. The research context was connected with a transport university environment, where students need physical endurance, discipline, coordination, responsibility and psychological stability. The athletes were conditionally divided according to their level of preparedness: beginners, intermediate participants and more experienced wrestlers. This division allowed the training process to be adapted to the real needs of each group while preserving the common educational aim of developing national wrestling skills.

At the first stage, an initial diagnostic assessment was carried out. It included observation of general physical readiness, flexibility, coordination, speed-strength abilities, endurance, balance and reaction speed. In addition, attention was paid to technical elements such as stance, grip, movement on the mat, defensive actions, throwing preparation, safe falling and the ability to maintain body control during resistance. The coach also analyzed psychological indicators, including motivation, confidence, discipline, attention stability and readiness to participate in competitive exercises. These indicators made it possible to identify the individual training profile of each athlete.

At the second stage, individualized training tasks were introduced. Students with insufficient physical readiness performed additional preparatory exercises aimed at strengthening the legs, back, arms and core muscles. Athletes with technical difficulties received repeated corrective exercises focused on the correct sequence of movement, body position and timing. Those who demonstrated good physical potential but weak tactical thinking were given situational tasks requiring choice of attack, defense and counteraction. Students with low competitive confidence were gradually involved in controlled sparring, where the level of resistance increased step by step.

The training process was monitored through regular pedagogical observation and comparison of initial and later performance indicators. The effectiveness of the individual approach was evaluated by changes in technical accuracy, stability of movement, reduction of repeated mistakes, improvement of physical preparedness, growth of training discipline and active participation in exercises. Special attention was given to the safety of training, because individualization also helps prevent excessive load and reduce injury risks. Feedback was provided after each training cycle in order to help athletes understand their progress and correct weaknesses.

The methodological approach of the study was therefore based on the integration of physical testing, technical analysis, tactical tasks and psychological observation. Such a structure made it possible to evaluate national wrestling training not as a mechanical repetition of exercises, but as a flexible pedagogical process directed toward the development of each athlete's personal potential.

Results

The results of the pedagogical analysis showed that the individual approach has a positive influence on the quality of national wrestling training, especially when it is applied systematically and not only as occasional correction. Athletes who received tasks according to their physical, technical and psychological readiness demonstrated more stable progress than those who trained only through general group exercises. The most visible changes were observed in technical accuracy, coordination of movements, confidence during training bouts and ability to perform wrestling actions under controlled resistance. This indicates that individualization makes the training process more purposeful and allows each athlete to develop according to his actual level of preparedness.



At the initial stage of training, many students showed similar external difficulties, such as unstable stance, weak balance, incorrect grip, slow transition from preparation to attack and insufficient control during defensive actions. However, deeper observation demonstrated that the causes of these difficulties were different. Some athletes lacked strength and coordination, others did not understand the tactical meaning of movement, while some students hesitated because of psychological uncertainty. After individual tasks were introduced, these problems began to decrease because the training content became more closely connected with the personal needs of each wrestler.

Physical indicators improved most clearly among students who had received differentiated load regulation. Athletes with weak endurance gradually adapted to repeated bouts and preparatory exercises without signs of excessive fatigue. Students who needed strength development improved their ability to maintain grip, control body position and resist the opponent's pressure. Flexibility and coordination exercises helped several participants perform technical elements more freely and safely. These results confirm that the individual approach is not limited to technical correction; it also creates a rational basis for physical development and injury prevention.

Technical progress was especially noticeable in the performance of basic wrestling actions. Athletes who previously made repeated mistakes in foot placement, body rotation or balance control began to execute movements with greater precision after corrective exercises. Repetition was more effective when it was not mechanical, but connected with individual feedback from the coach. The athlete understood what exactly needed to be corrected and why this correction was important for successful performance. As a result, technical skills became more conscious and stable.

The individual approach also influenced tactical behavior. Students who were given situational tasks learned to choose actions according to the opponent's position, movement direction and level of resistance. They became more active in searching for the right moment for attack and showed better ability to combine defensive and attacking elements. This was particularly important for intermediate athletes, because their main problem was not the absence of technique, but the inability to apply it effectively in changing combat situations. Psychological changes were also observed during the training process. Athletes with low self-confidence became more willing to participate in controlled



sparring after the coach introduced gradual complication of tasks. Students who were passive in group training became more active when their individual progress was noticed and supported. Motivation increased because athletes could see concrete improvement in their own performance. Training discipline also became stronger, as students understood that each exercise had a personal purpose and was connected with their development.

Overall, the results showed that individualization improves the effectiveness of national wrestling training through better adaptation of load, more accurate technical correction, stronger tactical thinking and higher motivation. In the context of a transport university, these outcomes are significant because national wrestling develops not only sport skills, but also endurance, responsibility, self-control and readiness for disciplined professional activity.

Discussion

The results of the study demonstrate that the individual approach in national wrestling training should be understood not as an additional method, but as a central principle of effective sports pedagogy. Wrestling is a sport in which every technical action depends on the athlete's physical structure, motor experience, reaction speed, emotional control and tactical understanding. Therefore, the same exercise may produce different outcomes among different athletes. When training is organized only according to a standard program, it may support general discipline and collective activity, but it cannot fully reveal the personal potential of each wrestler. The individual approach helps solve this limitation by connecting training content with the real condition and development needs of the athlete.

One of the most important findings is that individualization improves the quality of technical learning. In national wrestling, technical errors often become stable if they are repeated without correction. Incorrect stance, weak grip, poor balance, premature attack or delayed defensive reaction may prevent the athlete from using physical strength effectively. Individual feedback allows the coach to identify not only the visible mistake, but also its cause. For example, weak body rotation may be connected with insufficient flexibility, lack of coordination, fear of falling or misunderstanding of the movement sequence. When the cause is defined correctly, correction becomes more effective and the athlete begins to perform the technique consciously.



The discussion also shows that differentiated physical load is necessary for safe and productive training. Athletes with different levels of endurance and strength cannot progress equally under identical loads. Excessive load may cause fatigue, loss of motivation and injury risk, while insufficient load may slow development and reduce training interest. In national wrestling, this issue is especially relevant because exercises are often performed in contact, under resistance and with high emotional intensity. Individual regulation of volume, intensity, rest intervals and complexity of tasks allows the coach to maintain the balance between challenge and safety.

Another important aspect is the relationship between individualization and tactical development. Technical knowledge alone does not guarantee success in a bout. The wrestler must be able to choose the appropriate action according to the opponent's position, movement, grip and psychological state. Individual situational tasks help athletes develop this ability gradually. Beginners need simple tactical situations, while more experienced wrestlers require complex combat modeling with changing conditions. In this sense, the individual approach supports the transition from isolated technical learning to practical competitive thinking.

Psychological factors are also central to the effectiveness of national wrestling training. Some athletes lose confidence after failure, some avoid active struggle, and others become too emotional during sparring. A coach who applies an individual approach can regulate the psychological difficulty of training tasks. Gradual involvement in competitive exercises, positive feedback, personal goal-setting and analysis of progress help athletes overcome fear and develop emotional stability. This is particularly important for students, because their sports activity is connected with academic workload, personal adaptation and future professional formation.

For transport university students, the pedagogical significance of national wrestling is broader than sports performance. Individualized training develops responsibility, self-control, discipline, respect for rules, ability to work under pressure and readiness for systematic effort. These qualities are valuable for future professional activity in transport-related fields, where accuracy, endurance and reliability are essential. Thus, national wrestling can be used as an effective means of physical and professional education when the training process is organized with attention to individual characteristics.



The discussion confirms that the effectiveness of the individual approach depends on the coach's diagnostic competence, methodological flexibility and ability to provide regular feedback. Individualization requires continuous observation, testing, analysis and correction. It does not mean complete separation of athletes from the group, but rather the creation of differentiated tasks within a common training system. In this form, the individual approach strengthens both personal development and collective training culture.

Conclusion

The effectiveness of national wrestling training largely depends on the extent to which the coach is able to consider the individual characteristics of each athlete and transform them into a purposeful pedagogical strategy. National wrestling is a complex sport that combines physical strength, coordination, technical mastery, tactical thinking, emotional stability and moral discipline. For this reason, the same training program cannot produce equal results for all athletes. Students differ in their level of preparedness, body structure, endurance, flexibility, reaction speed, motivation and competitive experience. When these differences are taken into account, the training process becomes more accurate, safe and productive.

The individual approach creates favorable conditions for the gradual development of each wrestler's personal potential. It helps the coach identify technical mistakes, regulate physical load, select suitable exercises and provide feedback that corresponds to the athlete's real needs. Such training prevents mechanical repetition and turns each exercise into a conscious developmental task. As a result, athletes better understand their strengths and weaknesses, perform technical actions more accurately and become more responsible for their own progress. This is especially important in national wrestling, where technical precision and tactical timing directly influence the result of a bout.

The study shows that individualization improves not only physical and technical indicators, but also psychological readiness. Athletes who receive differentiated tasks become more confident, motivated and active during training. Gradual complication of exercises, controlled sparring and personal feedback help reduce fear of mistakes and increase emotional stability. In this sense, the individual approach strengthens the educational value of national wrestling, because it

develops self-control, persistence, respect for rules and the ability to act under pressure.

In the context of a transport university, national wrestling training has additional pedagogical significance. It contributes to the formation of physical endurance, discipline, responsibility and professional reliability. These qualities are important for future specialists whose work may require accuracy, organization, stress resistance and coordinated action. Therefore, the individual approach in national wrestling should be viewed not only as a sports method, but also as a means of improving the general quality of physical education.

The main pedagogical condition for the successful application of this approach is the coach's ability to diagnose, plan, observe and correct the training process continuously. Individualization does not mean separating athletes from collective training; it means creating differentiated tasks within a common educational system. When national wrestling training is organized in this way, it becomes more effective, more humane and more closely connected with the real development of each athlete.

References

1. American College of Sports Medicine. (2021). ACSM's guidelines for exercise testing and prescription (11th ed.). Wolters Kluwer.
2. Bompa, T. O., & Buzzichelli, C. A. (2019). *Periodization: Theory and methodology of training* (6th ed.). Human Kinetics.
3. Bompa, T. O., & Haff, G. G. (2009). *Periodization: Theory and methodology of training* (5th ed.). Human Kinetics.
4. Chaabene, H., Negra, Y., Bouguezzi, R., Mkaouer, B., Franchini, E., Julio, U., & Hachana, Y. (2017). Physical and physiological attributes of wrestlers: An update. *Journal of Strength and Conditioning Research*, 31(5), 1411–1442.
5. Franchini, E., Del Vecchio, F. B., Matsushige, K. A., & Artioli, G. G. (2011). Physiological profiles of elite judo athletes. *Sports Medicine*, 41(2), 147–166.
6. Gabbett, T. J. (2016). The training-injury prevention paradox: Should athletes be training smarter and harder? *British Journal of Sports Medicine*, 50(5), 273–280.
7. Haff, G. G., & Triplett, N. T. (Eds.). (2016). *Essentials of strength training and conditioning* (4th ed.). Human Kinetics.

8. Horswill, C. A. (1992). Applied physiology of amateur wrestling. *Sports Medicine*, 14(2), 114–143.
9. Issurin, V. B. (2008). Block periodization: Breakthrough in sport training. *Ultimate Athlete Concepts*.
10. Kraemer, W. J., & Fleck, S. J. (2007). Optimizing strength training: Designing nonlinear periodization workouts. *Human Kinetics*.
11. Latyshev, S. V., & Korobeynikov, G. V. (2013). Approach to the individualization of training of wrestlers. *International Journal of Wrestling Science*, 3(2), 89–95.
12. Mirzaei, B., Curby, D. G., Rahmani-Nia, F., & Moghadasi, M. (2009). Physiological profile of elite Iranian junior freestyle wrestlers. *Journal of Strength and Conditioning Research*, 23(8), 2339–2344.
13. Platonov, V. N. (2015). Sistema podgotovki sportsmenov v olimpiyskom sporte: Obshchaya teoriya i ee prakticheskie prilozheniya. *Sovetskiy Sport*.
14. Ryan, D. (2002). Wrestling tough. *Human Kinetics*.
15. Siff, M. C. (2003). *Supertraining* (6th ed.). Supertraining Institute.
16. Smith, M. S. (2006). Physiological profile of senior and junior England international amateur boxers. *Journal of Sports Science and Medicine*, 5(CSSI), 74–89.
17. Starosta, W. (2006). The concept of modern training in sport. *Studies in Physical Culture and Tourism*, 13(2), 9–23.
18. Turner, A. N. (2011). Strength and conditioning for Muay Thai athletes. *Strength and Conditioning Journal*, 33(6), 78–92.
19. Yoon, J. (2002). Physiological profiles of elite senior wrestlers. *Sports Medicine*, 32(4), 225–233.
20. Zatsiorsky, V. M., & Kraemer, W. J. (2006). *Science and practice of strength training* (2nd ed.). Human Kinetics.