

**ORGANIZATION AND METHODOLOGICAL SUPPORT OF JUDO TRAINING
SESSIONS IN HIGHER EDUCATIONAL INSTITUTIONS****Danieva Yarkin Chorievna**

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Abstract: The article examines the specific features of organizing judo training sessions in higher educational institutions. The relevance of introducing martial arts as an important component of professional training for future specialists in the field of physical culture and sports is substantiated. The aim of the study is to identify effective pedagogical conditions and methodological approaches to the organization of judo classes. The research methods included analysis of scientific and methodological literature, pedagogical observation, student and teacher surveys, as well as an experimental evaluation of training effectiveness. The results demonstrated that systematic judo practice has a positive impact on students' physical fitness, coordination abilities, discipline, and volitional qualities. The introduction of innovative methods, including the use of information and communication technologies, video training, and an individualized approach, significantly enhances the effectiveness of the educational process. The study concludes that comprehensive organization of judo sessions in universities, combining traditional and innovative pedagogical technologies, is essential for improving training outcomes.

Keywords: judo, higher education, training organization, pedagogical conditions, innovative technologies, physical fitness, students' volitional qualities.

Introduction. In recent decades, the system of higher education has undergone significant changes aimed at improving the quality of training specialists in the field of physical culture and sports. One of the priority directions is the integration of various types of martial arts into the educational process, among which judo occupies a special place [3, 4, 5]. This sport combines not only physical but also psychological and pedagogical components, which allows it to be used as a universal tool for the harmonious development of students' personalities [1, 2]. Modern research demonstrates that judo training contributes to the development of students' moral and volitional qualities, such as perseverance, discipline, emotional self-control, and the ability to make decisions under stress [6, 8, 10]. In addition, judo improves coordination, reaction speed, strength, and endurance, making it an effective means of both general and specialized physical training.

At the same time, the organization of judo classes at universities requires a specific approach. As noted by researchers, the effectiveness of the educational process in martial arts is determined not only by the teaching methodology but also by the availability of adequate material and technical resources, the professional competence of teaching staff, and the application of innovative teaching technologies [7, 9]. In practice, however, many universities face challenges such as the lack of a differentiated approach to students, insufficient integration of ICT into the training process, and limited attention to the educational function of judo.

In this regard, the urgent task is to identify the pedagogical conditions that ensure the successful organization of judo training sessions in higher educational institutions. It is necessary to

develop and implement methodological approaches that will contribute not only to students' physical training but also to the development of their professional competence, the cultivation of moral and volitional qualities, and the formation of value orientations [11, 12].

Research aim - to identify the features of the organization and methodological support of judo training sessions in the context of higher education.

Methods. To achieve the aim and accomplish the objectives of the study, the following methods were applied:

1. Theoretical analysis and synthesis of scientific and methodological literature.

The works of domestic and foreign researchers in the field of theory and methodology of physical culture, sports pedagogy, and the organization of martial arts training were studied (Ashmarin, 2020; Kholodov, 2021; Platonov, 2019, etc.). The analysis made it possible to identify the current state of the problem and to outline promising directions for the methodological support of judo training in higher education.

2. Pedagogical observation. Over the course of one academic semester, systematic observation of judo classes was conducted at the Faculty of Physical Education. The structure of lessons, teaching methods, student activity, as well as the specific application of technical and tactical exercises were recorded.

3. Questionnaire survey of students. To identify student motivation and attitudes towards judo training, as well as their self-assessment of physical and psychological preparedness, a survey was conducted. A total of 84 first- and second-year students participated.

4. Pedagogical experiment. To test the effectiveness of the proposed methodology for organizing judo sessions, a formative experiment was carried out. Students of the experimental group (n = 43) trained according to a program that included elements of individualization, the use of video training, and the modeling of competitive situations. The control group (n = 44) studied according to the traditional methodology.

5. Methods of mathematical statistics. To process the obtained data, descriptive statistics methods were applied, along with Student's t-test to verify the reliability of differences between the experimental and control groups, as well as correlation analysis to identify relationships between students' physical and psychological indicators.

Thus, the combination of theoretical and empirical methods made it possible to comprehensively study the process of organizing judo training sessions at the university and to objectively assess their effectiveness.

Results. The study yielded data that made it possible to evaluate the effectiveness of different approaches to organizing judo training sessions in higher education institutions.

1. Physical fitness of students.

- At the beginning of the experiment, no significant differences were found between the students of the control and experimental groups in most indicators (strength, endurance, flexibility, coordination).

- By the end of the semester, the students of the experimental group showed a statistically significant increase:

a) general endurance indicators (1000 m run) improved on average by 12.5%;

b) speed-strength qualities (standing long jump, pull-ups) - by 15-18%;

c) coordination abilities (3×10 m shuttle run test) - by 10.2%.

- In the control group, the increase was less pronounced (from 3% to 6%).

2. Mastery of judo techniques.

- Students in the experimental group mastered basic techniques (hip throws, foot sweeps, holds) more quickly and effectively.

- The use of video training and step-by-step error analysis reduced the number of technical mistakes by 27% compared to the control group.
 - In training matches, the experimental group demonstrated a higher level of tactical variability.
3. Psychological resilience and discipline.
- The questionnaire results showed that students of the experimental group demonstrated increased learning motivation:
 - a) the proportion of students with a positive attitude towards judo training rose from 61% to 88%;
 - b) self-assessment of physical fitness increased by 23%.
 - Pedagogical observation revealed a decrease in cases of disciplinary violations during training sessions in the experimental group.
 - Stress resilience (according to the Spielberger–Khanin questionnaire) improved by 16%.
4. Overall effectiveness of the methodology. Comparative analysis showed that comprehensive organization of training (individualization, ICT use, and modeling of competitive situations) contributed to more significant improvements in:
- physical fitness,
 - technical proficiency,
 - psychological resilience of students.

Thus, the experimental program demonstrated high efficiency compared to the traditional methodology of teaching judo in higher education.

Discussion. The findings are consistent with the conclusions of A.R. Ashmarin (2020), who emphasized the importance of judo in developing students' physical and psychological resilience. Our study demonstrated that the introduction of modern methodological approaches—such as video training, the use of ICT, and the modeling of competitive situations—significantly increases the effectiveness of training sessions. This confirms the necessity of updating the traditional system of student preparation in martial arts.

Conclusions.

- Judo training in higher education requires comprehensive organization, including methodological, material-technical, and pedagogical support.
- The introduction of innovative methods (ICT, individualization, interactive formats) enhances the quality of student preparation.
- Judo can be regarded not only as a means of physical training but also as a tool for developing volitional and moral qualities in future professionals.

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