

## Organization of the training process of young judoists

**Baltina Altnai**<sup>1\*</sup>, Kazakh academy of sports and tourism, 050022, Abay street, 85, Almaty, Kazakhstan  
<https://orcid.org/0000-0001-5711-5085>

**Iskakov Taiyrzhan**<sup>2</sup>, Kazakh academy of sports and tourism, 050022, Abay street, 85, Almaty, Kazakhstan  
<https://orcid.org/0000-0002-7499-9297>

**Konaev Talgat**<sup>3</sup>, Kazakh academy of sports and tourism, 050022, Abay street, 85, Almaty, Kazakhstan  
<https://orcid.org/0000-003-1866-5417>

**Akhmadiyev Tolgar**<sup>4</sup>, Kazakh academy of sports and tourism, 050022, Abay street, 85, Almaty, Kazakhstan,  
<https://orcid.org/0000-0002-6975-3305>

**Yerepbayev Nurlan**<sup>5</sup>, Auezov university, Shymkent City, Tauke khan avenue, 5, Kazakhstan  
<https://orcid.org/0000-0002-4067-8655>

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### Abstract

Long-term sports training should be considered as a complex specific system with its characteristics. The whole process of long-term sports training involves many variables, therefore, training tools and methods undergo significant changes. The paper presents the mechanism of organization of educational and training activities of young judoists in the implementation of the program material for sports-oriented physical education of primary school students. The study conducted a survey of children in the form of a conversation, as well as a questionnaire of parents and coaches-teachers. The author has developed software and methodological support and a model of the structure of the content and organization of training of young judoists. In addition, the article focused on the pedagogical conditions as one of the components of the pedagogical system, which reflect the totality of the possibilities of the educational, material, and spatial environment and the factors of the health-saving pedagogical environment.

**Keywords:** Judo; pedagogical technology; recreation group; sports; wrestling.

\* ADDRESS FOR CORRESPONDENCE: Baltina Altnai, Kazakh academy of sports and tourism, 050022, Abay street, 85, Almaty, Kazakhstan  
E-mail address: [baltina\\_89@mail.ru](mailto:baltina_89@mail.ru)

## **1. Introduction**

Currently, there is a significant decrease in the level of physical fitness and health of schoolchildren (Eregina, 2009; Lyakh, 2010; Masliak & Mameshina, 2018). In this regard, the development and scientific justification of new methods and forms of an organization aimed at improving the efficiency and improvement of the educational process in physical education is becoming increasingly important. In the early 90s. In the last century, the concept of sports-oriented physical education was formulated, the main idea of which was to widely attract sports funds adapted to the conditions of compulsory school physical education. In the development of these ideas, experimental studies were conducted, which convincingly showed the high efficiency of integrating sports technologies into the process of physical education of young students (Lubysheva, 2001; Eregina, Zakirov & Naborshchikova, 2012; Demchenko et al., 2021). At the same time, the main goal of education on the subject of "physical culture" in a comprehensive school is very effectively achieved, which is to teach students the forms and methods of active use of the values of physical culture and sports for the formation and improvement of their physical, spiritual and moral health, and to educate schoolchildren in a patriotic awareness of its importance for gaining national dignity, security, and prosperity of Kazakhstan (Gaskov, 2000).

In this respect, the judo system is of particular value as the most "gradual", involving the type of physical and mental activity, namely as a system of physical education. As you know, traditional types of martial arts are unique in many ways and, first of all, in that they are a detailed, original system of movements that allows you to control the body as a harmoniously unified organism that can develop the physical qualities and functional fitness of those involved. In the conditions of competitive activity in judo, individual multivariate methods of performing technical and tactical actions in the form of throws hold, and painful and suffocating techniques are observed. Performing all these techniques requires the manifestation of strength, endurance, instantaneous speed, and coordination abilities (Lubysheva, 1996; Klos, Feil, Eberhardt & Jekauc, 2020).

Based on this, judo wrestling can be a very effective means of physical training for schoolchildren. The issues of rational implementation of effective technologies of traditional martial arts systems, in particular, judo wrestling, in the theory and practice of physical education of school-age children have not yet received sufficient justification. Thus, the need to improve the process of physical education in school determines the search for new directions for improving the process of physical education and the development of organizational and methodological approaches to sports-oriented physical education of younger students in a general educational institution.

Considering modern trends and approaches to the construction of long-term sports training for judoists based on the analysis of scientific and methodological literature, we can say that long-term sports training is advisable to consider as a complex specific system with its characteristics. The whole process of long-term sports training involves many variables, therefore, training tools and methods undergo significant changes. The sports and recreation stage, as well as the stage of initial training, can become the basis for effective training of the sports reserve in judo, as well as sports training at these stages of training can be integrated into the system of physical education in school. In this respect, judo is of particular value for the physical education of children of senior preschool and primary school age (Klos, Feil, Eberhardt & Jekauc, 2020; Yogi & Kyan, 2021).

### **1.1. Purpose of study**

Currently, training at the sports and recreation stage in sports schools is carried out based on general methodological principles. However, in practice, the Youth Sports School often lacks programs and training methods for young judoists of 6-9 years of age in sports and recreation groups. Meanwhile, at the sports and health-improving stage, mainly physical culture and health-improving and educational work are carried out, aimed at versatile physical training, mastering the basics of techniques, both judo and other sports. The paper presents the mechanism of organization

of educational and training activities of young judoists in the implementation of the program material for sports-oriented physical education of primary school students.

## **2. Materials and Methods**

### **2.1. Data collection instrument**

The study collected both quantitative and qualitative data. Qualitative data was collected from existing literature and interviews. Quantitative data was collected through a survey. In connection with the existing problem of instability of the student body in the youth sports school, which is faced by coaches-teachers in sports and recreation groups and groups of primary training, we identified the reasons for the dropout of children from these groups.

### **2.2. Participants**

To do this, at the beginning and the end of the first year of training, we conducted a survey of children in the form of a conversation, as well as a questionnaire of parents and coaches-teachers.

### **2.3. Analysis**

The collected quantitative data were analyzed quantitatively using percentages. Interviews were also analyzed using percentages. Qualitative data from previous literature were discussed.

## **3. Results**

### **3.1. Findings from the quantitative study**

According to the results of the conversation with the children and the questionnaire data, we found that all the children surveyed (100%) have a positive attitude to judo classes. At the same time, they are guided by the desire to learn how to fight, they like to communicate with the coach and work together in a group. All the children expressed a desire to improve in technical and tactical training, and to learn various judo techniques.

Meanwhile, a survey of children showed that almost all of them have only a visual idea of judo and rarely consciously approach the training process. The main criteria for choosing sports activities are the concepts of "like" and "dislike". The inability of children at primary school age to objectively assess their interests, desires, and opportunities highlights the fact that almost 92.5% of children dream of becoming champions.

When asked about the readiness of children to perform difficult tasks in the classroom, 90% of children answered in the negative. 85% of children disagree with the statement that judo classes are only one of the forms of pleasant pastime. Children like it when the coach-teacher pays them special attention (100%), but they are offended by the lack of attention from the coach in training (95%). 87.5% of children have complete confidence in the coach-teacher, and personal sympathy (75%). The results of the survey of children say that there is no one better than their coach (85%). At the same time, the temporary or complete replacement of their coach-teacher with another one may affect their decision to stop further judo classes. According to children (regardless of their age or gender), the mandatory professional quality that a coach-teacher should have is responsiveness (77.5%).

An important role in securing children in the youth sports school is also played by the interest of parents in the fact that their children are engaged in sports. Meanwhile, 83.3% of parents are not educated about the positive impact of sports on the body of children and the formation of personality, and its importance in the daily life of children, they do not know much about the sports regime. Often, many parents, if their children do not do well in school or do not study well, believe that sports interfere with their studies and therefore insist on temporarily stopping sports training.

### **3.2. Findings from the qualitative study**

Formation of training groups for the sport based on a sports class. The formation of training groups of students should be considered a continuous process, which can take quite a long time: from a full academic year to two or three years. The number of students in training groups may vary depending on the permissive characteristics of the places of study and the availability of trainers-teachers. For example, if it is possible to conduct a high-quality training session with a total of up to 30 people, then you can create such a group, but during the main part of the lesson, divide it into 2 subgroups, each of which must work with one coach-teacher .

The process of forming a training group based on a sports class should be divided into several conditional stages (Eregina, Svishchev & Soloveychik, 2006). In the first, introductory stage, during the first two or three months of classes, the process of adaptation of students to a new mode of physical activity takes place, they are introduced to the features of the training regime, the requirements for students, the nature and style of work of the coach-teacher. Students have the opportunity to compare the level of their sports or physical education claims with the training effects offered to them, with the first results of training.

In the second, formative stage, the leaders of the group, and its informal and formally allocated asset are determined. At this point (after 4-5 months of classes), it is already possible to create a system of children's self-government in the group: the headman and his assistants are determined, and the training loads are gradually differentiated depending on the individual characteristics of the students. The teacher-coach has the opportunity to form individual training tasks for individual young athletes, to encourage them to work independently in the training session. Gradually, promising sports landmarks can also emerge, which young judoists should strive for.

The third final stage is characterized by the formation of traditions and rules of conduct of young judoists in the team, ensuring the creation in the training group corporate spirit of business cooperation, the tradition of mutual support and mutual assistance and friendship. During this period, a special psychological climate of the sports team is created, which is characterized by the spirit of conscious, painstaking, purposeful training work, which leads young judoists to the next "small" victories over themselves and ultimately contributes to the growth of sports skills.

#### **3.2.1. Structure, content, and methodological features of training sessions**

When developing an experimental program and methodology for conducting physical education classes with younger students, modern requirements for the organization of regular and extracurricular forms of physical education classes with schoolchildren were taken into account. During the week, two physical education lessons were held following the educational material presented in the Comprehensive Program of Physical Education of Students (Qodirov, 2021) but with the inclusion of judo wrestling tools aimed at improving physical qualities in the content of the lesson. The third lesson was conducted in the form of a training session. The content of this lesson was completely based on the means and methods of judo wrestling.

The general scheme of conducting a physical education lesson with elements of judo wrestling is as follows:

I. Preparatory part (8-10 min.). Warm-up: exercises of general physical training, elements of acrobatics, and gymnastics for the development of coordination abilities (5-6 min.); special preparatory exercises for the development of the main parameters of coordination abilities (3-4 min.).

II. The main part (20-25 min). Training or improving the technique of basic movements, according to the comprehensive program of physical education of students. Training or improvement

of the technique based on the use of the basic elements of judo wrestling. Development of basic physical qualities and coordination abilities.

III. The final part (5 min). Flexibility exercises. At the training sessions, primary training and improvement of the basic techniques of judo wrestling techniques are mainly carried out, and sparring of competitive nature is held.

Schematically, the training session in judo consists of the following sections: 1. Warm-up; 2. The main part: the initial learning of techniques; improving the technique of previously studied techniques; sparring with specific technical and tactical tasks; 3. The final part: flexibility exercises aimed at relaxing the muscles and accelerating recovery processes.

While developing a set of physical exercises based on the means of judo wrestling, we took into account the patterns of manifestation of the main physical qualities of judoists in the process of competitive activity. When studying with children, the method of repeated loads and the competitive-game method was most often used. Conducted in the classroom sports and games with elements of martial arts (regbol, mini recbi, game touch, Tasmania, pulling, etc.), relay, due not only to a desire to reduce the monotony of classes but, above all, to improve functional training, development of agility and speed-power qualities of younger students (Lubysheva, 2001).

For the development of speed and strength abilities, such exercises were used as 1) "Uchikomi" - repeating the entrance to the reception for some time without making the throw itself, 2) jumping over a partner standing in the position of the stalls. Explosive power developed when performing: 1) one throw in the minimum time, 2) jumping on wooden cubes of different heights. Strength endurance was developed in various ways, mainly tasks in pairs, where it was necessary to overcome the resistance of the partner: 1) performing various holds, 2) performing pain techniques, 3) playing games such as rugby and "crucifixion". For the development of speed abilities, the following exercises were performed: 1) running on the distillation of 20 and 30 m, 2) push-ups from the floor for 5 seconds, and 3) relay games with various tasks. Endurance was developed both by traditional means: running for 3 and 6 minutes, and utilizing judo: 1) fighting with a partner for 3 or more minutes, 2) students performing tasks of the coach-teacher for 5 minutes. and more, 3) playing rugby. Flexibility was developed by including in the warm-up exercises used in the warm-up of wrestlers: 1) all types of splits, 2) running on the wrestling bridge, 3) walking on the gymnastic bridge holding various poses from yoga (lotus, boat). For the development of coordination abilities were used: rotational movements of the trunk, head, arms, legs, sports, and outdoor games, exercises for disbalancing jerks, thrusts, twisting, outdoor games in touch, crowding, somersault (forward, backward, over obstacles), roll (forward, backward, over obstacles), stand (on the shoulder blades, on the head with support on the hands, on the forearms, on the hands), rondat, flak, bends (forward, backward, to the sides), mahi (hands, feet), "splits" (longitudinal, transverse), "bridge" (wrestling, gymnastics), backbends in the supine position, running around the head from the "wrestling bridge" position, standing in the "bridge" position from the rack.

As special preparatory exercises, fragments of motor actions of the main throws, imitation of throws with and without a partner, special game exercises with elements of martial arts, and sparring on a specific task were used. At the end of each class, a set of stretching exercises in pairs was mandatory, and a vis on the crossbar was also mandatory. A characteristic feature of the classes was the use of a wide arsenal of general development exercises in the preparatory part of the class, which allow to enrich the motor experience of young judoists, have a training effect on various muscle groups, to increase the motor density of the class.

In judo, the use of mixed-impact loads is most effective. In this regard, the classes were given a load aimed at increasing the level of aerobic and anaerobic abilities. About 70 % of the training time, the exercises were performed with an intensity at which the heart rate was within 130 beats/min. To monitor their physical condition and the rate of increase in the level of certain physical

abilities, as well as to foster a stable need for physical exercise and self-improvement, students should keep an individual diary on physical culture. The control of the intensity of the exercises included in the circular training complexes was based on the heart rate data. Equally, great attention was paid to determining the duration of rest intervals between adjacent physical activity techniques (Eregina, Svishchev & Soloveychik, 2006; Klos, Feil, Eberhardt & Jekauc, 2020).

### **3.2.2. Determination of physical activity in various types of classes**

Since physical culture and sports are the basic components of a healthy lifestyle and the system-forming beginning of a physical culture of the individual, it makes sense to consider their significance and the peculiarities of regulating loads in physical exercises based on judo. When doing physical activity, it is necessary to exercise some caution, since not all children of general education schools are ready to adequately tolerate training loads, which are provided for by the principles of "sportization". Therefore, the regulation of physical activity in physical education classes based on the elements of judo plays a crucial role in the formation of the physical potential of children, keeping them interested in physical education classes. Such a didactic structure is necessary, which would ensure continuous correction of the volume, intensity, form of biomechanical implementation, psychological support, and forecasting of the effectiveness of training actions aimed at achieving the actual and long-term goals of physical education. In this case, it is necessary to focus on the use of health-forming and health-saving technologies of physical education and sports training. They can contribute to "the elimination of actually immoral techniques from sports training systems that contradict the logic of balanced," valeologically pure "sports and technical improvement." At the same time, the essence of health saving consists, first of all, in the selection and implementation of such volumes of intensity and training effects that are adequate to the operational and current state of the student (Lyakh, 2000; Pang, Li & Zhang, 2021).

## **4. Discussion**

The analysis of scientific and methodological literature allows us to distinguish several types of classes for students of general education schools, depending on the content. The training session is mainly aimed at mastering new material. Meanwhile, in addition to learning new movements in this lesson, exercises that are already familiar and mastered are performed. They are used in general and special warm-up exercises, some as summing up and preparatory exercises, and some as special exercises - for the development of physical qualities (Eregina et al., 2012).

In the training session, the tasks are set, both to learn new elements, and to consolidate and improve the mastered movements. During the training sessions, it becomes possible to make whole combinations of the mastered elements. The rest intervals between sets vary widely. The training session has a significant impact mainly on the mental functions of the students and the state of the neuromuscular apparatus, while the level of efficiency of the cardiovascular system remains quite high.

When developing the structure and content of pedagogical technology, we proceeded from the following principles:

- organization of sports and recreation activities with children, taking into account their psychophysical capabilities;
- organization of various forms of recreational activities;
- optimal selection of physical exercises that promote the health and maintenance of physical and mental performance of children;
- training in methods of self-diagnosis, self-assessment, and self-control in educational and training activities.

The main structural components of our pedagogical technology are:



a) the methodological part (the scientific basis of the technology; psychological and pedagogical ideas laid in its foundation);

b) a substantial part (the purpose of the study, the content of teaching material);

c) the procedural part (process: the organization of the educational process, methods, and forms of educational activities involved, methods and forms of work of the coach, the activity trainer for the management of the training process, diagnosis of the educational process).

The purpose of the pedagogical technology is the comprehensive physical development of children, the safety of the contingent of students, and certification for 6 kyu. Currently, the enrollment of children in primary training groups (GNP-1) is carried out after they reach the age of 10. In this regard, judo classes with children 6-9 years old at the sports and recreation stage should be carried out within two years in the sports and recreation groups of the 1st and 2nd years of training (SOG - 1, SOG-2).

The program of the sports and recreation group for the first year of study (6-7 years) consists of three main training blocks. Each block includes a certain number of modules (Block 1-16, block 2-20, block 3-6). Each module clearly defines the purpose of training, tasks, and levels of achievement of the goal. The program of the sports and recreation group for the second year of study (8-9 years) also consists of three main training blocks, each of which includes, respectively, 8, 24, and 6 modules (Eregina et al., 2006).

The main task of the training session is to consolidate and improve motor skills (Korman et al., 2018). In this lesson, the individual details of the exercises are worked out, work is carried out on the individualization and variability of the technique of the mastered elements. Meanwhile, even with a predominantly training orientation in this lesson, the possibility of learning new exercises is not excluded, but their number is minimal - no more than 1-2 per training session. This is due to the need to expand the arsenal of basic technical actions, which are the basis for the further growth of young judoists. The load on the training sessions can be different: from small (unloading) to maximum (shock).

The control lesson aims to identify the level of technical or physical fitness of young judoists, to determine the degree of mastery of certain elements. It is carried out in the form of a credit check. At the end of the training, the results of the control check with a detailed analysis are reported to the students. Subsequently, they are published in a class magazine. The control session is characterized by small values of the volume, intensity, and coordination complexity of the load (Kuznetsova, 2013; 2017).

## **5. Conclusion**

Pedagogical technologies for the training of young judoists allow us to introduce simpler and more effective ways to achieve the pedagogical goal based on the individual characteristics of those involved. When developing the pedagogical technology, pedagogical conditions were taken into account as one of the components of the pedagogical system, which reflects the totality of the possibilities of the educational, material, and spatial environment and the factors of the health-saving pedagogical environment. In turn, the pedagogical conditions have a positive impact on the personal and procedural aspects, ensuring the effective functioning of the pedagogical technology of training young judoists of 6-9 years in sports and recreation groups of sports schools.

Thus, the training program developed by us for young judoists of 6-9 years in sports and recreation groups is based on a block-modular system, which allows us to rationally select the means of physical training since each module is a system of training sessions that differ in the unity of content, methodological, organizational, evaluation and technological components. Physical training is determined by the need to perform a large number of special exercises to increase the level of

physical fitness of young judoists. These classes are conducted according to the type of training, but with different content of the work and emphasis on its orientation, while the heavy, but intense work in this lesson has a significant impact on the functional state of the students.

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