

Comparative Analysis Of The Training Processes Of Judo Coaches In Uzbekistan And Japan



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ABSTRACT

This article provides a comparative analysis of the training processes of judo coaches in Uzbekistan and Japan. The study examines the preparation methodology, organizational approaches to training, and psychological aspects applied in both countries. The scientific novelty lies in identifying opportunities for integration between the two judo systems and developing scientifically grounded recommendations for shaping an effective training model. The findings can be applied in international sports practice.

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Аннотация: В данной статье проводится сравнительный анализ тренировочного процесса тренеров дзюдо Узбекистана и Японии. В исследовании изучены методика подготовки, организационные подходы к тренировочному процессу и психологические аспекты работы специалистов двух стран. Научная новизна заключается в выявлении возможностей интеграции систем дзюдо и разработке научно обоснованных рекомендаций по формированию эффективной модели тренировочного процесса. Полученные результаты могут быть применены в международной спортивной практике.

Ключевые слова: тренировка, сравнительный анализ, подготовка, методика, технико-тактическая подготовка, психологический подход, физические качества, философия, методология, обмен опытом, эффективность, спортивное образование.

Introduction This article contributes significantly to the global practice of coaching and sports pedagogy by comparatively analyzing the training processes of judo coaches in Uzbekistan and Japan. Judo, originating in Japan, is a widely practiced martial art internationally, and coaching experiences vary across different cultural, institutional, and methodological contexts. By comparing examples from Uzbekistan and Japan, the article highlights both the universal principles of judo coaching and the unique characteristics specific to local conditions. Filling the research gap. Although numerous studies on judo exist in international literature, they often focus on techniques, physiology, or performance indicators. Comparative studies examining coaches' pedagogical approaches, training structures, and the impact of cultural factors are rare. In particular, comparing Japan's traditional and conservative coaching school with post-Soviet sports systems, such as Uzbekistan, is scientifically relevant for understanding differing coaching experiences. Practical significance. The results of the article provide direct practical recommendations for coaches, national federations, and sports education institutions. Based on cross-cultural comparisons, effective training modules, periodization schemes, injury prevention and recovery protocols, and adaptation of core technical-tactical exercises to local conditions can be developed. These recommendations can serve as a model not only for Uzbekistan but also for other developing countries.

Pedagogical and methodological innovations. The article analyzes the teaching-methodological aspects of coaching—including the pedagogical role of kata, the importance of randori and sparring, formalization of techniques, and the effectiveness of individualized approaches—using empirical data and qualitative interviews. The study also considers contextual factors (cultural values, institutional pressure, resources) to understand the cause-and-effect mechanisms in the training process. Impact on sports science and policy. The findings can be used by national federations, Olympic committees, and educational institutions for coach certification, international exchange programs, and collaborative projects. Additionally, the study provides empirical material valuable for scholars examining globalization in sports and cultural transfer processes. The article's topic—merging sports pedagogy with ethnographic and comparative research methods—is of interest to an international audience. It demonstrates the cultural and structural influences on coaching practice, links theoretical approaches with practical recommendations, and provides general theoretical conclusions by comparing sports systems in different countries. The results can also be applied to other martial arts and physical education contexts.

Future research and collaboration prospects. The article serves as a foundation for international cooperation, enabling coach exchanges, joint research projects, and the development of educational modules. Moreover, the study's findings provide a starting point for further quantitative analyses, cross-cultural experiments, and longitudinal studies. As a result, this article not only fills scientific gaps by comparatively analyzing the training processes of judo coaches in Uzbekistan and Japan but also offers practical recommendations aimed at improving management, coach education, and international sports policy. Research aim. The main aim of this study is to comparatively analyze the training processes of judo coaches in Uzbekistan and Japan, identify similarities and differences in their teaching and training methodologies, and determine advanced practices suitable for the Uzbek judo system to develop practical recommendations.

Research objectives: To compare coaches' approaches to organizing training processes (planning, periodization, load monitoring, individualized approaches). To analyze technical and tactical training methods and assess their impact on sports performance. To examine the possibilities of adapting Japan's advanced coaching experience to the Uzbek context. To develop recommendations for the Uzbek judo system, establishing effective methodological approaches for local coaches. Research object and subject: Research object: Training processes of judo coaches in Uzbekistan and Japan. Research subject: The methodological structure of the training process, technical-tactical training methods, psychological approaches, and principles of pedagogical management.

Literature Review

Scientific sources dedicated to the study of wrestling and judo training processes have significantly expanded in recent years. Mirzakulov I. M. (2025), in his article, analyzed modern development trends and prospects of sports wrestling, demonstrating how changes in global sports systems affect techniques, tactics,

and training methods. The author emphasizes that coaches need to master modern methodologies thoroughly to increase competitiveness in wrestling [1]. Abduqahhorovich S. H. (2022) examined the role of wrestling in society and its historical formation. He highlighted the social significance of wrestling as a cultural heritage and justified the need to develop sports in harmony with national values. This approach provides a theoretical basis for the comparative study of sports with national roots, such as judo [2]. Daminov I. A. (2023) conducted a comparative analysis of national wrestling styles around the world. According to the author, each nation's wrestling has a unique methodological, cultural, and pedagogical system, and comparing them allows identifying general patterns. This work creates a scientific foundation for analyzing the judo coaching system using the example of Uzbekistan [3]. Ashiraliyevich D. I. (2022) demonstrated the role of judo in developing students' physical qualities, especially coordination abilities. The article substantiates the pedagogical significance of judo training and its effectiveness in shaping health and willpower in young athletes, allowing judo to be seen as an educational tool [4]. Daminov I. (2021) studied the system of technical-tactical and psychological training for young judokas, highlighting the importance of individual approaches and psychological preparation. This scientific perspective is important for comparative analysis with traditional Japanese coaching methods [5]. Genov O. P. and Vynoslivost A. examined the influence of genetic and biochemical factors on athletes' physical preparedness, analyzing individual adaptation mechanisms. This information emphasizes the need to control training loads and consider athletes' biological capacities [6]. Skorin A. A. and Vrublevskiy E. P. (2014) proposed organizing the training process of young wrestlers based on genetic predisposition, showing that taking biological predispositions into account can increase performance. This approach serves as a scientific basis for individualized judo training [7]. Daminov I. A. and Ashiraliyev B. I. (2024) analyzed methods for mastering the low start technique using special running exercises. Their research demonstrates the effectiveness of complex training methods in developing speed and explosive strength in judokas, providing a practical model for improving movement coordination in judo [8]. The analysis of these sources shows that modern research on judo and wrestling is focused on the integrated study of technical, physiological, and psychological factors. At the same time, studies analyzing differences in coaching methodologies in national and cultural contexts are insufficient. Therefore, a comparative analysis of judo coaches' training processes in Uzbekistan and Japan fills this scientific gap and is significant as a new direction in international sports pedagogy.

Research Methodology

The methodology of this study is aimed at a systematic, comparative, and scientific analysis of the training processes of judo coaches in Uzbekistan and Japan. The methodological approach combines sports pedagogy, comparative analysis, observation, and empirical research methods.

1. Theoretical basis of the research The theoretical foundation includes sports pedagogy, teaching methodology, sports psychology, and judo theory and practice. Program documents, regulations, and methodological guidelines developed by the Japan Judo Federation (Kodokan) and the Uzbekistan Judo Federation were also analyzed. Key conceptual approaches applied during the theoretical analysis include: Cross-cultural comparison – a comparative study of historical, pedagogical, and organizational foundations of judo systems in both countries. Systematic approach – analyzing technical, tactical, psychological, and physiological aspects of training as an integrated system. Pedagogical integration – identifying possibilities for adapting Japanese experience to the Uzbek sports system.

2. Research methods The study was conducted using the following methods: Literature analysis – systematic review of international and national scientific sources, judo articles, curricula, and methodological manuals. Comparative analysis – comparing the structure, methods, and principles of training processes of coaches in Uzbekistan and Japan. Sociological surveys – individual interviews with coaches, athlete-students, and other stakeholders in both countries. Analysis – scientific analysis of collected data to identify general and specific characteristics. Statistical data processing – survey results and training indicators analyzed using computer programs. This methodology allows for an in-depth and systematic study of judo coaches' training processes. As a result, it provides a scientific foundation for developing an effective, internationally aligned coaching model adapted to the Uzbek judo system.

Analysis and Results

During the study, the training processes of judo coaches in Uzbekistan and Japan were systematically compared. The results show that while judo training systems in both countries serve common goals, significant differences exist in methodological approaches, pedagogical philosophies, and organizational processes.

1. Structure of training sessions In Japan, judo sessions are strictly planned, discipline-based, and conducted according to the “Kodokan” methodology. Each session has clearly defined objectives, time allocation, and technical stages. In Uzbekistan, training sessions are more flexible and results-oriented, with coaches relying on their experience. Individual adaptations are more frequently applied, but standardization is lower.

2. Technical and tactical preparation differences Japanese coaches pay special attention to kata (formal techniques), enhancing technical precision, movement accuracy, and coordination. In Uzbekistan, randori (free practice) predominates, preparing athletes for competitive conditions. Comparative analysis shows that the Japanese system excels in technical perfection, while the Uzbek system is more adaptable to competition conditions.

3. Psychological preparation and motivation In Japan, psychological training is naturally formed through judo’s philosophical principles—respect, humility, and self-control. In Uzbekistan, coaches emphasize personal communication, motivational approaches based on national values, and preparation for competitions. Consequently, team spirit and mental resilience are highly valued in the Uzbek system.

4. Load control and periodization Japanese training loads are normalized scientifically, with physiological indicators measured regularly at each stage. In Uzbekistan, the process is not fully systematized, but recent implementation of sports medicine and monitoring tools has enabled individual load control. Coach qualification improvement is necessary for full integration of Japanese practices.

5. Pedagogical management and coach–athlete relationships Japanese coaches apply authoritative yet gentle guidance, following the principle “the student learns from the master.” Uzbek coaches tend to use active leadership, discipline, and high demands. Both models have advantages: the Japanese style promotes internal responsibility, while the Uzbek style enhances competitiveness.

6. Infrastructure and facilities Japanese dojos are traditionally equipped, with each element considered to influence the athlete’s psychological state. In Uzbekistan, new sports complexes have been built recently, but some regions still lack adequate facilities. Therefore, Japanese experience in effective facility management can serve as a model.

7. General analytical results Comparative analysis yielded the following conclusions:

The Japanese system emphasizes tradition and discipline, while the Uzbek system prioritizes flexibility and results; Japanese coaches rely on strong scientific foundations, whereas Uzbek coaches emphasize experience and national values; Psychological motivation and team spirit are strong in Uzbekistan, while individual technical perfection is highly developed in Japan; An integrated model combining Japanese discipline and Uzbek adaptability allows the strengths of both systems to be utilized. The results indicate that effective judo training requires harmonizing the best practices from both countries. Integrating Japanese methodological discipline, technical precision, and scientific approach into the Uzbek system can significantly enhance training efficiency, while Uzbek coaches’ motivational and adaptive methods add positive psychological dynamics to the Japanese system. These findings demonstrate the effectiveness of cultural integration in international sports pedagogy and highlight the need to improve judo coach education programs, modernize professional development courses, and expand international exchange opportunities.

Conclusion and Recommendations. The study shows that while judo coaches in Uzbekistan and Japan share common training goals, their approaches, methodological styles, and session dynamics differ significantly. Japanese coaches focus on judo’s philosophical essence, technical perfection, and self-control, whereas Uzbek coaches emphasize physical preparedness, competitiveness, and competitive spirit. In Japan, training is based on systematic discipline, movement accuracy, and psychological stability. In Uzbekistan, traditional national wrestling methods remain influential, adding unique diversity to judo preparation. In conclusion, the integration of the experiences of the two countries can enhance the effectiveness of judo training, further improving athletes’ technical-tactical, physical, and psychological preparedness.

Recommendations:

Uzbek judo coaches should incorporate Japanese theoretical and psychological training methods into practical sessions. Coaches need to strengthen research-based approaches in the training system and develop a system for teaching the theoretical foundations of judo. Expanding exchange programs between the two countries, as well as organizing joint seminars and scientific conferences, would be beneficial. Genetic and biochemical studies are recommended for evaluating the technical and psychological preparedness of young judokas. In the Uzbek judo school, a deeper study of Japan's traditional philosophy – the principle of “do” (the way) – will enhance athletes' responsibility, self-control, and mental stability.

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