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About the practicability of wrestler's games use at the stage of initial training in Greco-Roman wrestling

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Abstract: Competitive technical-tactical activity analysis in Greco-Roman wrestling proves the restricted character of technical arsenal [7]. **Material.** We had the hypothesis that attacking actions study at the initial stage of middle structures mastering, without games for holds inclusion would provide effective and active style of wrestling formation with less time and power expenditure for a hold. For the experiment realization we created 3 groups (26 people each), one control group and 2 experimental groups with different objectives, programs and conditions of pedagogical control according to the years of study. **Research methods.** Information sources analysis and summarizing, pedagogical observation, pedagogical experiment, competitive activity (throws) analysis among Greco-Roman style wrestlers, methods of mathematical statistics. **Results.** The research results prove insignificant differences between the average group indices and the absence of the distorting influence of physical qualities on the results of competitive activity of the respondents. At the same time, within the mentioned period there stayed only 57% of students in the control group, in the 1st experimental group - 38 %, in the 2nd experimental group - 59 %, which proves not only the effectiveness of the created methodology in educational-training aspect, but also in social-psychological aspect. **Conclusion.** As a results of three-year, natural pedagogical experiment, which included the stage of initial training and the first year of educational-training stage, we revealed that it is not reasonable to use in a wrestler's games tasks for combat for a hold at the stage of the initial training, as it leads to "inter-techniques" increase during the combat and it does harm to the attacking manner of the combat conduct. **Keywords:** games of wrestlers, pedagogical experiment, stage of initial training, training process, preserving the contingent of those, who train.

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According to the results of pedagogical observations, championships of Russia, we revealed that technical arsenal of wrestlers during the standing combat for 70% consists of knocking down and bowling over. In the referee's position mainly turn-overs and back body-lock throws of the opponent were used. The main time period of the combat includes manoeuvring, squeezes, overbalance, searching for the best position for the attacking actions realization. It proves serious drawbacks in methodology of a long-term training [2]. In terms of great amount of educational-methodical material in Greco-Roman wrestling

according to the kinds of training (technical, physical, functional and theoretical) there is no complete and system approach and it doesn't provide qualitative training process organization in training sports reserve and contingent preservation at the stages of a long-terms training [1,3,5]. First of all it is closely connected with the stage of initial training, when coaches are guided by the subjective experience and administration of sports schools (SS) and sports schools of the Olympic reserve (SSOR) can't organize effective control over the results of federal standard demands fulfillment. It leads to the restricted formation of technical-tactical arsenal,

functional overloads, lack of staginess, which has a negative influence on the amount of training people, groups size decrease not only at the stage of initial training, but at other stages of specific educational component restricted character [4]. Special literature analysis, survey among the specialists, pedagogical observations prove considerable potential of the quality of sports reserve training increase in Greco-Roman wrestling owing to the content of kinds of training improvement [3,5,9].

Together with the mentioned drawbacks in the methodological base of sports training among Greco-Roman style wrestlers there is one more serious disadvantage, which is presented in a form of a novation. According to the results of pedagogical observations during town and regional competitions, which were held by means of taking down technical actions shorthand and timing, we revealed lack of activity (the amount of attempts to realize real hold). It is obviously connected with wrestler's games introduction into the training process at the initial stage of training, which included struggle for a hold and hold avoidance (6).

Wrestler's games are successfully used in Greco-Roman wrestling at the training stage (sports

specialization) and the stage of sportsmanship improvement (8).

At the stage of the initial training, when it is necessary to master middle structures of the estimated technical actions, wrestler's games, especially the games of contact and change of grasp, in our opinion, don't stimulate active combat.

We supposed that the attacking actions study at the initial stage of middle structures mastering, without including games for contact would help to provide effective and active style of combat with less time and strength expenditures within a hold.

In order to check the hypothesis we carried out a pedagogical experiment at the stage of initial training and the first year of the training stage (sports specialization) in order to reveal the expediency or in expediency of using games with struggle for a hold in wrestlers' games.

MATERIALS AND METHODS

In order to carry out the experiment we created three groups (26 people each), one control group and 2 experimental groups with different objectives, programs and conditions of pedagogical control according to the years of study (table 1).

Table 1 – Conditions of teaching during natural pedagogical experiment concerning the expediency of a wrestler's game study with the struggle for a hold at the stage of initial training

Year of study	Control group	The 1 st experimental group	The 2 nd experimental group
1	Teaching with the games inclusion for contact, for holds, squeezes, pulling	Without games inclusion	Teaching with the games inclusion for squeezes, pulling, but without the games for contact and holds
2	The same	Without games inclusion	The same
3	The same	Without games inclusion	Teaching with the games for contact, squeezes and struggle for a hold
Effectiveness evaluation criteria: - activity index- the ratio of a minute amount of attempts to realize real holds to 10 attempts in a minute; - quantitative index of effectiveness; - qualitative index of effectiveness; - profitableness – the ratio of the won points to the won and lost points; - contingent preservation of those, who train in %			

At the same time, having passed the “admission” test, the respondents corresponded with physical normatives for sports schools (SS) admission, according to the average group indices they didn’t differ much.

In the groups the amount of respondents increased normative demands in groups content of the initial training stage, it was connected with the

necessity to have sufficient amount of respondents at the end of the 3rd year of studying and with the degree of contingent preservation.

The respondents from the control group trained using wrestler’s games during each lesson, including struggle for a hold, in accordance with weekly schemes of lessons (table 2).

Table 2 – Scheme of the lessons in weekly cycles in the control group (C) for the effectiveness of a wrestler’s games use at the stage of the initial training in Greco-Roman wrestling

№	Part of the lesson	Content of the lesson	The 1 st year of study			The 2 nd year of study			The 3 rd year of study		
			1	3	5	1	3	5	1	3	5
1.	Preparatory part	Introductory									
2.		General preparatory	+	+	+	+	+	+	+	+	+
3.		Playing exercises	+	+	+	+	+	+	+	+	+
4.		Games of a wrestler without a struggle for a hold	+	+	+	+	+	+	+	+	+
5.		Games of a wrestler with a struggle for a hold	+	+	+	+	+	+	+	+	+
6.		Self-insurance	+	+	+	+	+	+	+	+	+
7.		Introductory exercises	+	+	+	+	+	+	+	+	+
8.	The main part	Earlier studied material review	+	+	+	+	+	+	+	+	+
9.		Techniques study	+	+	+	+	+	+	+	+	+
10.		Techniques study with preparations		+	+	+	+	+	+	+	+
11.		Defense study against the techniques	+	+	+	+	+	+	+	+	+
12.		Counter-holds study		+	+	+	+	+	+	+	+
13.		Techniques combinations study		+	+	+	+	+	+	+	+
14.		Techniques mastering		+	+		+	+	+	+	+
15.		Defense and counter-holds mastering		+	+	+	+	+	+	+	+
16.		Techniques combinations mastering			+	+	+	+	+	+	+
17.		Referee`s position techniques study	+	+	+	+	+	+	+	+	+
18.		Techniques study with preparations	+	+	+	+	+	+	+	+	+
19.		Defense study		+	+		+	+	+	+	+
20.		Counter-holds study		+	+		+	+	+	+	+
21.		Techniques combinations study			+		+	+	+	+	+
22.		Techniques mastering		+	+		+	+	+	+	+
23.		Defense and counter-holds mastering		+	+		+	+	+	+	+
24.		Techniques combinations mastering			+		+	+	+	+	+
25.		Training combats		+			+			+	
26.		Educational-training combats			+			+			+
27.		Training combats			+			+			+
28.	The final part	Group power-oriented exercises	+	+	+	+	+	+	+	+	+
29.		Relaxation exercises	+	+	+	+	+	+	+	+	+

The respondents of the 1st experimental group during three years of studying didn't use wrestler's games in accordance with weekly schemes of lessons (table 3).

Table 3 –Schemes of lessons in weekly cycles of lessons of the 1st experimental group (E-1) for the effectiveness of a wrestler's games use at the stage of the initial training in Greco-Roman wrestling

No	Part of the lesson	Content of the lesson	The 1 st year of study			The 2 nd year of study			The 3 rd year of study		
1.	Preparatory part	Introductory	1	3	5	1	3	5	1	3	5
2.		General preparatory	+	+	+	+	+	+	+	+	+
3.		Playing exercises	+	+	+	+	+	+	+	+	+
4.		Games of a wrestler without a struggle for a hold									
5.		Games of a wrestler with a struggle for a hold									
6.		Self-insurance	+	+	+	+	+	+	+	+	+
7.		Introductory exercises	+	+	+	+	+	+	+	+	+
8.	The main part	Earlier studied material review	+	+	+	+	+	+	+	+	+
9.		Techniques study at a stand	+	+	+	+	+	+	+	+	+
10.		Techniques study with preparations		+	+	+	+	+	+	+	+
11.		Defense study against the techniques		+	+	+	+	+	+	+	+
12.		Counter-holds study		+	+	+	+	+	+	+	+
13.		Techniques combinations study			+	+	+	+	+	+	+
14.		Techniques mastering		+	+		+	+	+	+	+
15.		Defense and counter-holds mastering		+	+	+	+	+	+	+	+
16.		Techniques combinations study			+	+	+	+	+	+	+
17.		Referee`s position techniques study	+	+	+	+	+	+	+	+	+
18.		Techniques study with preparations		+	+	+	+	+	+	+	+
19.		Defense study		+	+		+	+	+	+	+
20.		Counter-holds study		+	+		+	+	+	+	+
21.		Techniques combinations study		+	+	+	+	+	+	+	+
22.		Techniques mastering		+	+		+	+	+	+	+
23.		Defense and counter-holds mastering		+	+		+	+	+	+	+
24.		Techniques combinations mastering		+	+		+	+	+	+	+
25.		Training combats		+			+			+	
26.		Educational-training combats			+			+			+
27.		Training combats			+			+			+
28.	The final part	Group power-oriented exercises	+	+	+	+	+	+	+	+	+
29.		Relaxation exercises	+	+	+	+	+	+	+	+	+

The respondents of the 2nd experimental group during the 1st and the 2nd years of study studied the same attacking techniques, in case of standing combat, without using elements of struggle for holds in a wrestler's game in accordance with weekly schemes of lessons (table 4).

Table 4 - Schemes of lessons in weekly cycles of the 2nd experimental group (E-2) for the effectiveness of a wrestler's games use at the stage of the initial training in Greco-Roman wrestling

№	Part of the lesson	Content of the lesson	The 1 st year of study			The 2 nd year of study			The 3 rd year of study		
			1	3	5	1	3	5	1	3	5
1.	Preparatory part	Introductory	+	+	+	+	+	+	+	+	+
2.		General preparatory	+	+	+	+	+	+	+	+	+
3.		Playing exercises	+	+	+	+	+	+	+	+	+
4.		Games of a wrestler without a struggle for a hold	+	+	+	+	+	+	+	+	+
5.		Games of a wrestler with a struggle for a hold							+	+	+
6.		Self-insurance	+	+	+	+	+	+	+	+	+
7.		Introductory exercises	+	+	+	+	+	+	+	+	+
8.	The main part	Earlier studied material review	+	+	+	+	+	+	+	+	+
9.		Techniques study at a stand	+	+	+	+	+	+	+	+	+
10.		Techniques study with preparations		+	+	+	+	+	+	+	+
11.		Defense study against the techniques		+	+	+	+	+	+	+	+
12.		Counter-holds study		+	+	+	+	+	+	+	+
13.		Techniques combinations study			+	+	+	+	+	+	+
14.		Techniques mastering		+	+		+	+	+	+	+
15.		Defense and counter-holds mastering		+	+		+	+	+	+	+
16.		Techniques combinations mastering		+	+		+	+	+	+	+
17.		Referee`s position techniques study	+	+	+	+	+	+	+	+	+
18.		Techniques study with preparations		+	+		+	+	+	+	+
19.		Defense study		+	+		+	+	+	+	+
20.		Counter-holds study		+	+		+	+	+	+	+
21.		Techniques combinations study		+	+		+	+	+	+	+
22.		Techniques mastering		+	+		+	+	+	+	+
23.		Defense and counter-holds mastering		+	+		+	+	+	+	+
24.		Techniques combinations mastering			+		+	+	+	+	+
25.		Training combats		+			+			+	
26.		Educational-training combats			+			+			+
27.		Training combats			+			+			+
28.	The final part	Group power-oriented exercises	+	+	+	+	+	+	+	+	+
29.		Relaxation exercises	+	+	+	+	+	+	+	+	+

During the 3rd year of study the second experimental group used the wrestler's game including the struggle for holds, in accordance with weekly schemes of lessons (table 4).

In all three groups the program of referee's position combat study and combat in a lying position stayed unchanged.

Moreover, during the 1st and the 2nd years of study the defense, counter-holds, dynamic preparations for throws and throws combinations were excluded.

Competitions were not held at the end of the 1st year of study, in accordance with the programs for SS.

At the end of the 3rd year of study all respondents went through competitions in terms of other sports schools representatives participation.

Each respondent of the experiment had 6 combats, he had to face 2 representatives of each experimental group and shouldn't fight with the representative of own group. In general 192 combats were held.

RESULTS AND DISCUSSION

As a result the respondents from the control group had activity index (AI) increase till 0,22, their quantitative index of effectiveness (QNIE) decreased till 0,27 and qualitative index of effectiveness (QLIE) increased till 0,16. Profitableness index (Pi) decreased till 0,52.

Among the participants of the 1st experimental group the indices increased: AI – 0,28, QNIE – 0,33, QLIE – 0,17. However, Pi decreased (0,47).

Among the respondents of the 2nd experimental group AI was 0,34, QNIE - 0,42 and QLIE – 0,21. Pi was 0,62, which proves higher level of confidence in effectiveness of attack, in terms of high valid interval of intergroup difference ($p < 0,01$).

In comparison according to the years of studying, the representatives of the control group had significant AI increase, according to QNIE their results considerably decreased, according to QLIE their results increased insignificantly and Pi index sharply decreased.

The respondents from E-1 group had insignificant AI increase, according to QNIE the results increased significantly. According to QLIE

the results increased significantly and according to Pi the results decreased.

The representatives of E-2 had AI, QNIE, QLIE and Pi results considerable increase.

At the end of 3-year experiment we organized "exit" testing of physical qualities the results of which prove insignificant difference between the average group indices and the absence of the distorting influence of physical qualities on the results of the respondents competitive activity. At the same time, within the mentioned period there stayed only 57% of students in the control group, in the 1st experimental group - 38 %, in the 2nd experimental group - 59 %, which proves not only the effectiveness of the created methodology in educational-training aspect, but also in social-psychological aspect.

CONCLUSION

1. The advantage of competitive results of control group representatives after the 2nd year of study over the respondents from the 1st and the 2nd experimental groups was achieved owing to early formation of their competitive actions complex, especially struggle for the hold and the hold use as a static defense.

2. Competitive indices decrease among the participants of the control group after the third year of studying proves negative influence of early struggle for a hold mastering, as owing to static defense provision there is no stimulus to master dynamic defense and high level of static security causes lack of confidence in the success of the attacking action, especially during standing combat and stimulates to use expectative tactics.

3. The advantage of competitive results of the respondents from the 2nd experimental group over the results of the representatives from the 1st experimental group and that the absence of the struggle for a hold in playing tasks helped to form an active style of wrestling at the initial stage of training.

4. Complete absence of a wrestler's games in the 1st experimental group led to considerable elimination of students, starting from the 1st year of studying.

As results of three-year, natural pedagogical experiment, which included the stage of initial

training and the first year of educational-training stage, we revealed that it is not reasonable to use in a wrestler's games tasks for combat for a hold at the stage of the initial training, as it leads to "inter-techniques" increase during the combat and it does harm to the attacking manner of the combat conduct

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