European Journal of Innovation in Nonformal Education (EJINE)
Volume 6 | Issue 2 | Feb - 2026 ISSN: 2795-8612

Video Analysis of the Process of Teaching Elements of Wrestling to Students with Physical Disabilities

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A B S T R A C T
This article develops an innovative pedagogical model aimed at improving the process of teaching wrestling to students with physical disabilities, and its pedagogical effectiveness is scientifically substantiated

A R T I C L E I N F O
Article history:
Received 15 Dec 2025
Received in revised form
15 Jan 2026
Accepted 07 Feb 2026

Keywords: adaptive physical education, wrestling, innovative pedagogical model, students with physical disabilities, individualization, digital technologies

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Active participation of students with disabilities in physical education classes has a positive effect not only on their physical development, but also on their psychological stability, social adaptation and self-confidence. Therefore, the organization of sports classes with this category of students in higher education institutions based on individualized, motivational and innovative approaches is becoming an urgent issue.

However, practice shows that traditional training methods do not always provide sufficient pedagogical effectiveness for students with disabilities. Training based on verbal explanation and direct demonstration can in some cases lead to incomplete understanding of movements, repetition of technical errors and a decrease in interest in training. Therefore, the need to use modern pedagogical and information and communication technologies in the training process is increasingly increasing.

Therefore, the development of an innovative pedagogical model for teaching wrestling to students with physical disabilities and the scientific substantiation of its effectiveness require research as a pressing pedagogical problem.

The level of study of the problem.

Scientific works devoted to the use of modern information and communication technologies in sports and physical education classes have shown the effectiveness of video analysis, multimodal training and digital monitoring tools in the process of working with healthy athletes. In particular, the important role of visual and digital technologies in improving technical movements, identifying and correcting errors, and accelerating the process of conscious mastery of movements in students and athletes is supported by scientific evidence. However, the issue of the systematic and comprehensive use of these technologies in adaptive sports classes with students with physical disabilities, especially in teaching wrestling, has not been sufficiently studied.

An analysis of existing studies shows that in teaching wrestling to students with physical disabilities, traditional teaching methods - verbal explanation and practical demonstration by a coach - predominate.

The purpose of the study is to develop an innovative pedagogical model for teaching wrestling to students with physical disabilities and to determine its pedagogical effectiveness.

The objectives of the study are to analyze the possibilities of organizing wrestling classes based on an adaptive and innovative approach, to develop an innovative pedagogical model and to determine its impact on movement skills and physical fitness indicators.

This study was organized in the form of a pedagogical experiment with the participation of students with physical disabilities studying at a higher educational institution. At the initial stage of the study, the health status, level of physical development and functional fitness indicators of the participants were analyzed. Based on the data obtained, students were divided into experimental and control groups using the equalization method, which served to ensure the objectivity and reliability of the experimental results.

Wrestling classes in the experimental group were organized based on an innovative pedagogical model. This model was developed based on the principles of adaptive physical education and was aimed at ensuring the harmony of the content, technological, pedagogical and assessment components of the training process. Within the content component, a set of wrestling elements adapted for students with physical disabilities, safe and gradually increasing in complexity, was selected.

In the control group, wrestling training sessions were conducted on the basis of a traditional pedagogical approach, that is, through verbal explanations and practical demonstrations by the trainer. In this group, modern technologies and individualized methods were used to a limited extent.

The table systematically illustrates the structure of the innovative pedagogical model and its main components used in teaching wrestling to students with physical disabilities. It shows the interrelationship of the substantive, technological, pedagogical, evaluative, organizational and reflective components of the model, and the role and function of each component in the training process are clearly defined.

The data in the table show that the innovative pedagogical model is complex and integrative in nature. In particular, the content component aims to select adapted and safe wrestling elements for students with physical disabilities, and the technological component aims to achieve conscious mastery of movements through the use of video analysis and visual cues.

Table 1 The structure of an innovative pedagogical model for teaching wrestling to students with physical disabilities

№	Model components	Content	Tools and methods used	Expected pedagogical result
1	Content component	A set of safe and gradually increasing elements of wrestling adapted to students with physical disabilities	Simple grips, balance exercises, simplified technical movements	Gradual formation of movement skills
2	Technological component	Use of modern information and communication technologies in the training process	Video analysis, visual instructions, digital video recordings	Visual perception of movements, identification of technical errors
3	Pedagogical component	Organization of training based on individualization and reflective learning	Individual approach, analytical interview, self-assessment	Conscious mastery, increased motivation
4	Evaluative component	Regular monitoring of students' physical and motor readiness	Balance, coordination and movement	Objective assessment of the effectiveness of

			accuracy tests	training
5	Organizational component	Planning of training in experimental and control groups	Grouping, load adjustment	Reliability of experimental results
6	Reflective component	Analysis and evaluation of students' own movements	Video discussion, exchange of ideas	Development of self-control skills

The pedagogical component ensures the organization of classes based on individualization and reflective learning, which serves the development of students in accordance with their capabilities. The evaluation component allows for an objective assessment of the effectiveness of classes through regular monitoring of key indicators such as balance, coordination, and accuracy of movement.

The results of the conducted pedagogical experiment showed that classes organized on the basis of an innovative pedagogical model in teaching wrestling to students with physical disabilities have high pedagogical effectiveness. As a result of the classes conducted in the experimental group, significant positive changes were noted in the indicators of maintaining balance, coordination, and accuracy of movement. This is explained by the mutual harmony of the adaptive approach, video analysis, and reflective teaching elements used within the framework of the innovative model.

It was observed that the process of mastering wrestling elements in the experimental group was gradual and conscious. During the classes, students sought to visually perceive movements, identify their mistakes, and independently correct them. This contributed to the qualitative formation of movement skills, a decrease in technical errors, and an increase in the level of overall physical fitness. Also, increased interest and motivation in the exercises led to increased active participation of students.

Although some positive changes were also noted in the control group, these growth indicators were lower than the results of the experimental group. Although traditional exercises based on explanation and demonstration had a certain effect on improving students' movements, it was observed that the ability to quickly and effectively identify technical errors and correct them individually was limited.

The results obtained scientifically confirm the superiority of the innovative pedagogical model over traditional training methods. This model allows for individualization of exercises, mastering movements on a visual and reflective basis, as well as taking into account the psychological state and motivation of students with physical disabilities. The results of the study show that the introduction of innovative pedagogical models in the adaptive physical education system is an important factor in increasing the effectiveness of exercises.

Conclusion. The results of the conducted pedagogical research scientifically confirmed that the innovative pedagogical model developed on the basis of video analysis in teaching wrestling to students with physical disabilities has high pedagogical effectiveness. During the study, it was found that the training sessions organized on the basis of the innovative model had a significant positive effect on the conscious, consistent and safe mastery of wrestling elements by students. In general, the results of the study show that the use of the innovative pedagogical model in teaching wrestling to students with physical disabilities is scientifically and pedagogically justified and practically expedient. This model is of significant scientific and practical importance for improving the adaptive physical education system, increasing the effectiveness of training, and ensuring the comprehensive physical, functional and psychological development of students with physical disabilities.

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