

SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI
SPORTS DEPARTMENT
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ABSTRACT

ON THE TOPIC
**JUDO TRAINING THROUGH KATA
FOR DIFFERENT AGES**

for the award of a scientific degree

"DOCTOR OF SCIENCE"

in the professional field – 1.3. Pedagogy of education in...

(METHODOLOGY OF PHYSICAL EDUCATION AND SPORTS - JUDO)

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The doctoral dissertation consists of an introduction, four chapters, literature, appendices, a list of publications, and a declaration with a total volume of **336** pages.

The literature covers literary and Internet sources and includes **165** titles in Cyrillic, **57** titles in Latin, **32** electronic resources.

The doctoral thesis contains **47** tables, **78** figures, and **10** appendices.

The numbering of the figures and tables in the abstract corresponds to that in the doctoral thesis.

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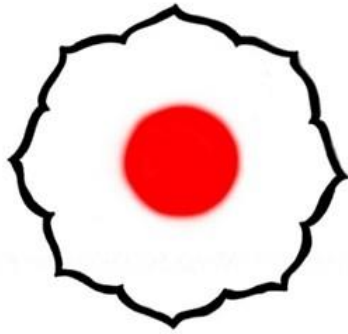
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Everything must be done to preserve the tradition in judo.

*Everyone must contribute and carry the message of the creator Prof. Jigoro Kano for **universal well-being, respect, and mutual assistance.**¹*

INTRODUCTION

Research in sports contributes to the synthesis and management of the best traditions in the training process and the achievement of sportsmanship. The scientific approach is necessary to improve the effectiveness of the training methodology, the qualification of the sports and pedagogical staff, and the training of athletes at all levels and ages. Sporting and competitive successes in the conditions of exceptional competition on a global scale are inconceivable without scientific support and the introduction of innovative methodologies.

The summarization of good experience in scientific achievements and the objective assessment of tradition is the basis for making good management decisions. The interpretation of the connection between tradition and the modern achievements in the field of sports and sports science is the main motivation for directing the scientific interests to the present development.

The current development is limited to the analysis and summarization of theoretical and practical experience, the specifics of judo and its dimensions, the theoretical and methodological advantages of the methodology of teaching kata, and the opportunities for development, improvement, and management of judo training in Bulgaria. The interpretation of the connection between national tradition and its enrichment with the theory, philosophy, and practice of judo is the motivation for directing scientific research and creating a methodology for teaching through kata, as part of the methodology of preparation for judo from early childhood.

¹ The 1940 Kodokan emblem (consisting of a red circle within an octagon with red edges and a white interior) unites all the values of martial arts and represents "Unbreakable Spirit" and "Purity".

GENERAL CHARACTERISTICS OF THE DOCTORAL WORK

The research is based on theoretical analysis and synthesis of the available literature on the problem, on practical observations, as well as in particular on the opinion of the participants in the process of judo training. It attempts to answer the following questions: Why is kata training necessary? Where is the place of kata in the general training of the judoka? What are the scientific parameters of teaching in kata - theory, practice, implementation? What is the essence of kata training?

OBJECT of research is the process of judo training through the techniques included in the cue models for different ages and the individual technical degrees in the general training of the judoka.

SUBJECT of research is kata in judo, as a form of improving technical, tactical, educational, and emotional training. The subject of the research focuses on the parameters and dimensions of kata, as a process of assimilation for the individual degrees.

Based on theoretical analysis of scientific literature and research of the possibilities for influence, the modern tendencies of development, and the personal experience of the author the research are formulated.

OBJECTIVE – *To study the theoretical and practical aspects of judo training, creating and testing in practice models of judo training to apply the method of kata and cover the degree of kyu.*

The following *tasks also* derive from the above objective:

- ✓ To study the essence of martial arts - history and development of martial arts, philosophy, traditions, education, intellect, and degrees in martial arts;

- ✓ To study theoretical and methodological aspects of the problem of sports and martial arts, analyzing general and specific concepts of sports and martial arts, methodology of martial arts training, prevention of aggression and the influence of psycho-emotional mechanisms of judo practice;

- ✓ To make a classification and analysis of judo techniques, studying the features of technical training in judo in Bulgaria and around the world, to study the systems for training and improvement of techniques in martial arts (judo) in some countries (Japan, Europe) and we have.

- ✓ To create and test in practice cue models for different ages in Bulgaria - for children up to 7 years, for children up to 10 years, and over 10 years.

Because of the set goal, the following **HYPOTHESIS** is formulated: If we study the world trends in the development of judo, some of the existing cue systems

in the world and our country, as well as the most used techniques to win competitions, will create models for judo training based on the kata method. Based on the personal experience of the author and the age characteristics of the practitioners, models will be prepared for the permanent acquisition of motor habits and skills and increase the motivation for training. The created training methodology will lead to better technical readiness, higher educational effect, and increased emotional intelligence of the trainees.

THE RESEARCH METHODS are Theoretical analysis of literature sources; Pedagogical observation; Expert assessment method; Surveying; Testing; Approbation of training models; Mathematical and statistical methods.

Due to the lack of Bulgarian experience in developing a system of judo training, especially in kata, the doctoral thesis does not claim to exhaust all issues on the issue. The author intends to start a discussion and build a unified methodology of judo training for all ages and goals.

The research reveals the reserves and opportunities for optimizing the quality of judo training. Each area, incl. modern science, in which the reserves for optimizing the quality in the final product have not been revealed, needs an ascertaining-diagnostic analysis, guaranteeing the transition to the constructive analysis, which should grow into the acquisition of correct prognostic ability. In this regard, it is possible to create models enriched and consistent with the philosophical, theoretical, and practical aspects of judo, as well as Bulgarian traditions.

FIRST CHAPTER

I. ESSENCE OF MARTIAL ARTS

Every sport is always a part of a wider cultural and communicative world, the meaning of which is in connection with its perception and its correspondence with other sports. Sports as communication, like Eristic, is performing intersubjective relationships, *co- General*, and sharing of individual experiences (such as knowledge, skills, achievements, records, and their experience) through language (verbal or otherwise) (Stoyanova E., 2018, p 365).

From a pedagogical point of view, Eastern martial arts provide an opportunity to acquire knowledge, to form skills and attitudes to physical capacity, to the culture of ancient Eastern philosophies, to master the battle and its various applications, the opportunity to control yourself. Self-control is one of the slowest and most difficult, but most valuable developing qualities among adolescents. This is an indispensable quality that elevates the human personality, makes it strong and wise.

During the practice of Eastern martial arts, the practitioner:

- ✓ meet and look for ways to deal with the difficulties in the match with the opponent;
- ✓ protect yourself and your partner during training;
- ✓ consider how to deal with the situation;
- ✓ manages to stay calm;
- ✓ makes independent decisions;
- ✓ builds behavior and style of communication.

Together with the indicated knowledge, skills, and personal qualities, the practitioner builds an attitude towards a healthy physical and mental lifestyle, social commitment, and initiative. Although styles and forms differ, the inherent values, ethics, and virtues of all traditional Eastern martial arts are identical.

Martial arts for self-defense and fighting with and without weapons with a different number of opponents is an increasingly used term for Eastern martial arts, as a synonym for all martial arts and systems in Asia.

I.1. TYPES OF MARTIAL ARTS

Traditional styles of local peoples in wrestling are found all over the world, and in some cases also the fight against weapons is rooted in the local culture and folklore. In East and Southeast Asia, these are different forms, such as Korean wrestling, Khmer and Mongolian wrestling, and Japanese sumo. In South and Southwest Asia, there are Indo-Persian wrestling, called wrestlers (from the Persian *pehlevān* - hero, champion), in Central and West Asia various Turkic (Uzbek, Tatar) styles of wrestling. In Europe, there are Icelandic, Swiss, and various types of English traditional wrestling. African folk struggles include the West African style known as the *Lutte Traditionnelle* (<https://en.wikipedia.org/BI>, 2021).

All these arts, based on historical traditions in the folklore of different peoples, developed after the 19th century and are modernized forms of martial arts. For example, the traditional Thai style "Muay Thai" is developing in the modern national sport "Muay Thai". It, in turn, began to be practiced around the world and contributed significantly to the creation of modern hybrid styles such as kickboxing and mixed martial arts (MMA - Mixed martial arts - mixed martial arts) (<https://bg.wikipedia.org / BI>, 2021).

1.1.1. Ancient and modern martial arts

The endless possibilities of man to defeat his enemy in battle or the enemy in competition, as well as to improve his psychophysical abilities are due to the development of the unique Eastern and traditional folk martial arts. The most popular and unique with the philosophy and the countless opportunities for victory over the enemy are the Japanese martial arts.

There are two main categories of Japanese martial arts: *koryu budo* and *Gendai budo*. The boundary of this division was the Meiji Restoration in 1868, after which the old martial arts (*koryu budo*) were taught as *Gendai budo* or "modern martial arts" (Yaneva A., 2013c).

The desire to achieve a complete victory over the opponent is shifted to achieving a sporting victory over the opponent. The socio-psychological need for the opposition between nations is transformed into a rivalry on the sports field, ie. sport becomes a means of competition and enforcement without bloodshed.

1.1.2. Classification of martial arts

The large palette of martial arts, styles, and sports are classified according to (<https://bg.wikipedia.org/БН>, 2021): the way of fighting, the manner of performing the techniques; the geographical location of the parent-school; the degree of armament; sports orientation.

Most of the styles have a sport, traditional and practical section at the same time. According to the Polish researcher Wojciech Cynarski (2019), the names of the various types of martial arts do not explain much, and cannot be translated. It is more important to know what is hidden under the name of martial art, style, or school - what educational content and how teachers explain its ideological content (Cynarski, 2019).

The difference between martial arts and traditional martial arts is huge, and although both are somewhat similar, sometimes the dividing line is as deep as a precipice and the two sides are difficult to reconcile. Especially after 1945, when several new styles emerged that had almost no contact with traditional martial arts. "Masters" without experience and qualifications appear, who open schools and create new "styles". New methodologies are being created to reduce the training period, to cover higher degrees, to participate in competitions. Competitions are held according to different rules such as K-1, Pride, Vale-Tudo, "free fights", MMA (mixed martial arts), and others.

In summary, martial arts are a set of planned martial arts aimed at defeating the enemy or serving as self-defense.

I.2. HISTORY AND DEVELOPMENT OF JUDO

Judo, the first modern martial art to be practiced around the world, was the art that became a model for creating other modern martial arts. His philosophy and teaching methods turn judo into a modern sport and martial art, which aims to strengthen the body through attack and defense, to complete the formation of personality through training of thought, and finally, to dedicate the individual to society (Prokopov, Yaneva, & Vlahov, 2003a).

The transformation of Eastern martial arts into sports has turned judo into a regular Olympic discipline, the first in the martial arts family. However, judo did not stop the spread of jujutsu and new schools appeared at that time.

The International Judo Federation (IJF) was founded in Europe in 1951 and judo quickly gained worldwide popularity after the 18th Tokyo Olympics in 1964. As judo internationalized, more and more people believed that judo was just a competitive sport. which raises the question: "Is judo a martial art or a martial art?". This is a question that has been studied by many researchers, who conclude that judo is being updated, but also preserves the traditions, which is evident in the different types of kata. However, judo became more popular around the world through its competitive version and especially after the inclusion of judo in the Olympic Games. This preserves the idea of Prof. Jigoro Kano for universal well-being and prosperity, as well as the principles of education and improvement of the personality in sports and life.

1.2.1. Creating judo

Central to Jigoro Kano in creating judo are the principles of *seirioku zen yo* ("maximum efficiency, minimum effort") and *Jita kyoei* ("mutual well-being and benefit"). He illustrates the application of *seirioku zen yo* with the concept of *Ju yoku goo seisu* (softness controls hardness), which means that resistance against a stronger opponent will lead to defeat, and adjusting and avoiding the attack will cause the opponent to lose balance, his strength will be reduced and be defeated (<https://www.wikiwand.com/en/Judo>, 2021).

Prof. Kano modernizes the ancient budjutsu by categorizing and arranging the techniques according to the form of practice and manifestation - competition (*shiai*) and kata. Based on the moral values and philosophy of the ancient schools - Confucianism, Buddhism, and Shintoism, he created the first of the modern (Gendai) martial arts - judo, looking at victory and loss through the prism of the principles he discovered for development and improvement (Yaneva A., 2013c).

In 1948, the *All Japan Judo Federation* and the *European Judo Union* were established, and in 1952, the *International Judo Federation*. In 1964, judo was recognized as an Olympic sport, and in 1992, women's judo became an Olympic sport (Dolin, 1991; Prokopov, 2005).

1.2.2. Judo in Bulgaria

Official judo, primarily as a sport, began its development in Bulgaria in 1946. In 1948 a specialty in judo was introduced at the Higher Institute of Physical Education (NSA), which lasted until 1955. In 1957 the Bulgarian judoists defended II .ro kyu, and Dr. Bogdanov and St. Hinkov first dan in front of Japanese specialists. In 1968, Bulgaria became a member of the *International Judo Federation* (Bekyarov, Yaneva, 2013; Filipov, 2006).

The geography of judo in Bulgaria is expanding, as there are already over fifty clubs that participate in competitions in all age groups. Increasing the number of athletes increases competition, which improves the quality of judo, especially for clubs that develop children's and youth sports.

1.2.3. Judo - competition

Characteristic of judo is the competitive element, where the goal is for the opponent to be thrown or knocked to the ground, to be immobilized, or forced to surrender. Punches, kicks, or weapons are also part of judo, but in the combat section.

The many rules that accompany the whole learning process make judo not just a means of training the body, but a teacher of the spirit and personality - respect for the other and oneself, tolerance for the partner or opponent, respect and preservation of nature, traditions and everything around the person and inside the person.

To change the rules, the promotion of the sport of judo through various media - television, Internet sites, and various types of electronic media - has a big role to play. In this regard, regular changes are made to the Rules of the International Judo Federation, which confirm one of the basic principles in judo "the principle of softness", enshrined in the first claws of judo.

1.2.4. Judo for everyone

Judo, as a martial art and as a sport, offers various opportunities for practice and realization and develops practitioners morally and spiritually. The scope and boundary between art and sport are determined by the specific goals that are set. That is why judo is practiced by the blind, deaf, and people with physical and mental disabilities because from the very beginning Prof. Kano set principles that still exist today.

I.3. PHILOSOPHY OF MARTIAL ARTS

Martial arts are perceived as a form of spiritual pursuit of perfection and complete devotion in their practice. They are a philosophy that is the basis for building a balanced and controlling behavior and emotions.

The philosophical schools of the East are the basis of:

- ✓ The development and understanding of martial arts and have strong traditions in eastern and southeastern Asia;

- ✓ The moral code of ethics, the upbringing of young people, the respect for older people, the preservation of traditions and attitudes towards nature, the reasonable way of life, and the intellectual development of martial arts.

The main philosophical currents that influence the IBI are Taoism, Zen Buddhism, Hinduism, Shintoism, and Confucianism. For example, Hinduism influences the martial arts by preaching wisdom, as well as physical and spiritual harmony, Shintoism forms in the Japanese a special view of nature, relationships, and things, affirms the power of life and the natural, purified, Confucianism emphasizes the cult of ancestors and faith. in spirits - filial reverence, respect for parents and the elderly, as well as the rules of decency governing human behavior in various life situations.

The uniqueness of martial arts, as a moral and ethical system, is expressed through philosophical views on the norms of behavior and attitude to the world:

- ✓ Confucianism - with the student's respect for the teacher, as well as mutual respect and mutual assistance between individual students.

- ✓ Shinto philosophy - the attitude to nature and things, the power of life and the natural, purified, the acceptance of the new, but following Japanese traditions.

- ✓ Buddhism - in Buddhism, with the acceptance of the different, the differences are normally accepted.

- ✓ Shintoism and Buddhism have common temples, where both kami (deities) and Buddha (enlightenment) are worshiped at the same time.

I.4. FEATURES, TRADITIONS, AND PRINCIPLES IN TRAINING IN EASTERN MARTIAL ARTS

The observance of traditions and principles in one martial art preserves it as such, so as not to degenerate into another, including in combat. The individual martial arts differ, but the essential values, ethics, and virtues of all traditional Eastern martial arts are the same and contribute to the improvement of the body and spirit of each practitioner.

Eastern martial arts embody the way of thinking and perception of the world by Eastern peoples, through which traditions, martial knowledge, and skills are passed on to the next generations and values are nurtured.

1.4.1 Traditions and ethics

Many rituals are a tradition and an expression of respect for the individual. Judo teaches both Tori (the performer of the technique) and Uke (the one who accepts it) tolerance and concern for each other, empathy and respect for the partner and everyone and everything in the surrounding reality. The concentration required in the training of Eastern martial arts, mutual assistance, as well as the sense of correctness of performance, fully realize the student's desire for successful self-improvement.

1.4.2 Principles

According to the author E. Prokopov (2005), in all martial arts it is mandatory to observe psychophysical principles, which are based on flexibility and the most effective ways of practical use of techniques.

Other essential principles in martial arts are biomechanical principles, which are based on the principles of biomechanics.

Jigoro Kano believes that the main difference between the ancient martial art and the new budo is determined by the *two new generalizing principles* formulated and introduced in the training and practice of judo: "Seirioku zen yo" (most effective use of force) - determines the selection criteria energy efficiency or "maximum efficiency"; "Jita Kioei" (universal prosperity and prosperity) - educating all-round people with new understandings, striving for harmony in society.

Kano's two general principles, combined with many other factors and principles, such as the principle of safety, equality, efficiency, ethics, etc., are implemented through the norms and rules to which the sport of judo is subject. They are all formulated in the rules of the International Judo Federation, which make the sport of judo accessible and loved by millions of people around the world.

1.4.3. Initiative - Sen

In martial arts, the "principle" of the initiative or "sen" is important for success: *Go no sen*, *Sen no sen*, and *Sensen no sen*. The three sen means that the situation must be considered and the principle by which victory will inevitably be achieved, but by exercise (Musashi, 2001). The three senses can be achieved only through constant and purposeful training, which should be part of the athlete's daily life because, during competitions or battles, decisions are made instantly.

The concept of initiative (*sen*) is a tactical concept for preparation and realization in a battle or competition to defeat the enemy. In the training, both in the real and in the ideomotor, the three initiatives must be purposefully exercised, creating different situations and tasks. Many of them are presupposed or must be embedded in the training systems of the trainees. Particularly suitable for training are the situations and techniques set in the kyu levels, following the age of the trainees and the competition rules of the International Judo Federation.

1.4.4. Motivation and choice of sport

Many studies examine the opinion of students about their motives for participating in sports activities that engage in sports only because it is "modern" and will be part of the "friendly" group (Yaneva A., Stoyanova, Mitreva, & Gavrailova, 2018) or because they want to improve their physical development and mental state, to increase their level, to create new social contacts, to reduce aggression and to achieve success in competition (Yaneva A., 2013a).

Despite the positive findings of many studies, the conclusion is that the quality of training should be improved, curricula and methods for managing psycho-emotional mechanisms should be updated, according to the abilities and desires of practitioners to form balanced personalities ready to deal with various challenges. and realization in life.

1.4.5. Education in Eastern martial arts

Martial arts build skills and educate practitioners in the ability to assess the situation, make quick decisions and overcome difficulties and fatigue.

Martial arts are of great interest and are very popular among the most popular physical activities for young people around the world, because of the inherent in the process of education and training educational methods and acts of courtesy and respect. Through martial arts, the motor culture is formed and the whole organism is hardened, at the same time physical, moral and intellectual education is carried out.

1.4.6. Intelligence

In sports, the manifestations of the intellect have a special character, as they combine mental processes and motor actions that take place and are performed at a certain time, in judo - instantly. The intellect manifested in sports conditions depends on the created situations, which defines it as specific, as it depends on the relevant requirements and features.

Judo enriches and complements the individual's ability to develop skills and habits and to adequately solve problems in extreme situations. The sport of judo helps to successfully overcome stressful situations, to express the personality, and achieve the set goals in the dynamic or extreme conditions of the environment.

1.4.7. Emotional intelligence

The improvement of the mechanisms for overcoming the different situations is achieved through the development and improvement of emotional intelligence. Eastern martial arts systematically provoke this type of situation, in which it is assumed to seek and find the right solution. The development and increase of emotional intelligence is a guarantee for the accumulation of knowledge and development of skills and competencies, for building harmonious personalities, gaining confidence, and achieving goals.

I.5. DEGREES IN MARTIAL ARTS

In almost all modern martial arts, the abilities of the practitioners are graded, ie. there is a rank hierarchy. There are different grading systems, but the most used is the dan-kyu system, which is composed of different types of kata.

Unfortunately, kata, as a way to patiently and steadily develop and improve skills, is not popular in many martial arts. In general, the pursuit of improvement in any profession is no longer relevant. Racing in time, the low quality of acquired skills is displaced by participation in the competition and the search for quick victories by compensating for the development of physical and other qualities, including techniques that are on the edge of competition rules.

Degrees in judo are generally classified as degrees for beginners (students) and advanced (master). However, in the different schools, the degrees consider who is being taught judo - children, athletes, randori or kata, veterans, people with disabilities. Degrees in most cases are not only opportunities to participate in a competition, such as the conditions for different ages or ranks of the competition, but also for personal satisfaction, to follow the path of improvement in judo or other martial arts.

The study conducted with participants of different ages shows large discrepancies with the degree and color of the belt and that in some judokas, the color of the belt does not meet the necessary knowledge and skills. Some of the trainees tie the color belt without even knowing what it means and how it is deserved. The blame is shared between the coaches and the athletes because in the era of communication everyone can acquire the necessary information on the Internet. In addition to practical judo skills, the athlete should acquire theoretical knowledge, as well as knowledge of other sports, healthy lifestyle, physiology, anatomy, biomechanics, etc.

It is impressive from the practice that: the techniques are performed only on a convenient side; Judo rituals are not observed - a requirement that leads to respect, accuracy, concentration, etc.; the time requirements for covering the next level are ignored; the criteria for technical skills are lowered; the kata for VI kyu is missed, and from there, there are omissions in mastering the basic techniques in judo, which affects the general technical training of the judokas and the skills both in martial arts and in life.

CHAPTER TWO

II. THEORETICAL AND METHODOLOGICAL ASPECTS OF MARTIAL ARTS

Martial arts and sports are not only two components of Eastern physical culture, but they are closely related to philosophy and science, as well as to the manners, customs, and way of life of people. The connections and mutual conditioning of the eastern martial arts and sports as inseparable parts of the culture are categorical.

Martial arts and sports are the subjects of research originating from various scientific disciplines such as history, martial arts, education, medicine, health, culture, religion, philosophy, and others. In addition, martial arts bring with their health benefits and a role in traditional and popular culture, as well as an impact on the social attitudes of athletes from different cultural backgrounds.

II.1. GENERAL BASICS OF JUDO TRAINING

To achieve high sports results in judo, the level of physical capacity, functional and physical development is important, but based on well-developed motor skills and established motor habits.

Mastering the technique in judo depends on the qualities of the coach and the training methods he applies for learning and consolidation until the acquisition of a motor habit. In this direction, kata is the appropriate method. In advanced judokas, the technique must be improved in various situations set by the coach and the opponent - randori, and shiai. In this regard, there are two main problems - the individual technique, which is not an original implementation of the technique, and the already acquired motor habit, which takes the performer away from the goal of training. Although, sometimes the "crooked" technique succeeds, especially if this technique is already an established motor habit.

The technique of advanced judokas, reinforced by repeated repetitions, is difficult to correct, so the efforts of judo specialists should be directed towards the correct construction of the stereotype of the techniques with the help of kata training.

II.1.1. The purpose of judo

At the beginning of the development and spread of judo, the principle was derived that the success of the fight does not depend on physical strength but technique. Prof. Jigoro Kano calls judo the "Great Universal Way", which is a martial art, physical education, intellectual and moral education, as well as a method for everyday life.

The results of surveys, with the main question "What is judo for me?", Conducted in 2013 and 2020 (A. Yaneva), are similar, with nearly 28% of respondents answering that judo is a way of life, that for them judo is: martial arts (20%), the path to personal and spiritual growth (16%), my life (12%). Collected in a group such as "Road", "Martial Arts" and "Lifestyle", these answers show that more than 75% of respondents understood the nature of judo, as Jigoro Kano bequeathed it to generations.

Some of the respondents define judo as the presence and development of the spirit, building the ability to perceive, direct, preserve and harmonize the life energy. This is, as Tokey (1996) puts it, the reason martial arts are practiced for a lifetime, and over the years, personal development without limits is achieved (Tokey, 1996).

II.1.2. Concepts and terminology in martial arts

The Japanese affiliation to the sport presupposes, requires, and obliges adherence to specific Japanese judo terminology (Prokopov, Yaneva, & Vlahov, 2004). Knowledge of the terminology in any sport is important, especially for the martial art of judo. However, many coaches and athletes ignore the theoretical, incl. terminological training, which is a prerequisite for unsatisfactory sports results.

A study in 2018 examined the knowledge of some basic terms in judo of judo specialists from Bulgaria (47) – leaders, coaches, and athletes attending the "European Open Judo Cup", Sofia - 2018 (Yaneva, Stoyanova, & Lukanova, 2018). The research shows that: none of the respondents has complete theoretical knowledge of the **basic** Japanese terms in Bulgarian, they do not even know the names of their favorite techniques. Neglect of terminology is a kind of neglect of sport, which is irresponsibly unacceptable and is an indicator of the attitude to sports, to the personality of the athlete, to one's personality as a coach and specialist.

II.2. FEATURES IN THE TRAINING IN MARTIAL ARTS AND JUDO

Martial art "Judo", founded by Prof. Jigoro Kano, who in winter the best of Eastern philosophy, Japanese traditions and culture, Western European sports and physical systems and in particular the didactic principles of Western pedagogy, as well as some elements from the value system of the West, emerges as a system of "physical culture and competition."

II.2.1. Methodology of judo training

Judo is constantly evolving and, in this regard, it is necessary to explore and experiment with the possibilities of using tools, methods, and forms for organizing training, establishing some patterns that are the basis for building an optimal methodology for training in judo for different ages.

There are two main methods of teaching and practicing judo: Kata and Randori. Kata (form) is practiced as pre-arranged exercises, while Randori (free practice) is practiced freely. Through the practice of kata, the trainees learn the principles of the techniques.

The specific method of participation in a competition (shiai) is also included in the training methods. Thus, the main teaching methods specific to judo become three: free practice, competitions, and forms of learning and improving techniques and tactics (randori, shiai, and kata) (Plavec, 2019):

Kata training increases the quality of training, safety, and efficiency, as well as the technical and theoretical literacy of coaches and athletes - not only to perform individual techniques but also to perform them in different situations in combinations and counters, effective for winning a competition.

II.2.2. Means and forms of training

According to some authors (Bandura A., 1969; Zhelyazkov & Dasheva, 2010, 2011, 2017; Zatsiorski, 2020; Popov IH, 1979; Rachev et al., 1984), physical exercises, the main means, are distinguished by their form and content. An important problem of theory and practice is their rational combination.

The form of physical exercises (motor habit or technique) is a set of individual elements of movement that make up its parameters. These are the spatial, Spatio-temporal, and temporal characteristics of motion. They represent the visible

side of the movements - body position, the direction of movement, speed, pace, rhythm, and more.

The technique (Waza) is based on the basic principle of judo, which is "Maximum effective use of mind and body." The theories of Tsukuri or tskuri (preparation for throwing) and Kake (throwing performance) express the principle from the point of view of Ouza (technique). In this regard, Tsukuri and Kake can also be called technical principles of judo.

II.2.3. Judo coaches

According to the data from the website of the Ministry of Youth and Sports in the Register of Coaches, before the changes in ZFVS from 2019, unfortunately, it is noticed that only 60% of judo coaches are specialists who have completed sports pedagogical education, and only 25 % of the "coaches" have higher education.

There is a big difference in the number of registered coaches before 2019, where they are 166, of which 50% are in the position of "coach" and 21% are instructors, and those entered in the Register until April 2021 are a total of 38 pcs. This is because not all applicants and registration documents have been registered yet and/or have not been approved. It is noteworthy that there are still no instructors registered in the Register, and only 3% of the coaches registered until April have the position of "head coach".

The comparative analysis of the data entered in the Register of Coaches, before and after the changes in the LFVS, shows irregularities that the new law and ordinance should eliminate. In this regard, the main problem in the educational policy and training of judo staff is the quality of training and reserves for optimizing the methodology and means of training of sports professionals, as well as the lack of competition.

Finally, in the training, as a strategy for building successful athletes, opportunities should be sought to improve the quality of staff training, which would improve the skills and knowledge of specialists and would unify the training methodology.

II.3. PREVENTION OF AGGRESSION THROUGH EASTERN MARTIAL ARTS

The practice of Eastern martial arts provides an opportunity to form qualities in young people, which today are in short supply - discipline, self-control, respect, humility, tolerance. The educational accents and wisdom of philosophical concepts are at the core of the system of values that practitioners master, along with mastering the various techniques in Eastern martial arts.

At the heart of the Eastern martial arts is a universal principle - the principle of respect for the individual, which in the training and educational, play process is easily mastered by adolescents and helps them to control and overcome the manifestations of aggression. As part of a special community, practitioners touch on ancient traditions and master specific skills, but the awareness that they must follow certain rules helps them to restrain aggression to stay in the team, in society, in the group.

II.3.1. Peculiarities in the teaching of Eastern martial arts to children showing aggression and conflict prevention

There is close interdependence between the emergence of aggression and conflict in children and the development of their motor activity. In children, close contact, as well as the possibility of real victory without humiliation or injury is a wonderful way to suppress aggression, to channel it in a sports match (Yaneva-Prokopova, 2009: 9).

One of the most important factors for the emergence and development of aggression is the wrong patterns of upbringing in the family. According to various studies, parents believe that most children are aggressive because they are very energetic and active, and according to teachers, aggression comes from the fact that students between 10-18 years cannot control their emotions and have a desire for supremacy.

Children who practice martial arts believe in themselves and do not need to prove themselves through strength and aggression, as they are taught self-control and discipline, quick thinking, confidence to deal with critical situations.

Most often, aggression in children is caused by a lack of communication skills to help them communicate with others. Conflict avoidance is achieved by combining traditional teaching methods in Eastern martial arts with traditional methods of education and training.

II.3.2. Means for prevention of aggression in Eastern martial arts

One of the important elements for reducing aggression is the authority of the judo teacher (sensei). It should give adolescents not only knowledge, skills, and habits, but also by applying the established rules and norms of behavior to teach visually (practically) not only theoretically; to be able to influence them with his example and behavior (Yaneva-Prokopova, 2009).

The best and most effective way to combat aggression and build lofty personalities and value systems is to practice Eastern martial arts. Principles such as the balance between internal and external, ethics, morality, and a list of virtues, as well as the combination of physical and mental development and acquisition of motor skills. This is an ideal way to educate individuals who are looking for development, goodness, and balance. These individuals will be willing to improve not only themselves but also the world around them (Lu, 2008).

Studies by various authors show that the optimal age for reducing aggression is the preschool and primary school period of intensive socialization and interactions. Physical education, with its specific means, methods, forms, and activities, is a special kind of social system with unlimited opportunities to stimulate the development of positive personalities, reduce negative states, and form adequate attitudes towards the world and oneself.

Judo, as a universal system for the development and improvement of the personality, combines such philosophical and sports-technical aspects that it educates children in tolerance, discipline, respect, social adaptability, and adequate behavior. In this sense, judo reduces the manifestations of aggression in children and in all those who have chosen judo as their path in general.

Martial arts classes are often associated with learning self-defense methods. By learning such techniques, students develop better health, calmness, self-confidence, self-control, self-confidence, concentration and additionally learn gender equality and respect for foreign cultures.

II.4. INFLUENCE OF PSYCHOEMOTIONAL MECHANISMS FROM JUDO PRACTICE

The dynamic and aggressive side of modern cultural and communicative reality leaves lasting effects on the human psyche and affects psycho-emotional manifestations such as anxiety, aggression, depression, etc., which are indicators of mental overload and vital, healthy, social, and economic features.

Doing sports leads to the improvement of the personality and the accumulation of knowledge and experience, building self-control and self-confidence, and adequate reaction. Sport, and in particular judo, directly related to education, upbringing, and methods of teaching through kata, is a way to improve the personality and prepare to meet the negative psycho-emotional tensions and difficulties during various crises or extreme situations.

In this regard, the levels and indices of aggression and depression and the manifestations of aggression of young students studying sports in a university environment, including judo, were studied.

II.4.1. Investigation of aggression levels

The levels of aggression and depression are an indicator of the individual's ability to manage, influence, and control their emotions, attitudes, behavior, as a result of which the level of emotional intelligence is determined, as well as his mental and volitional state.

A team of researchers from the Department of Sports at Sofia University conducted a study in two stages 2019 (2019 - 2020), the subject of which is the *levels of mental resilience* of students practicing sports at the University. The aim is to determine the impact of sports on the mental stability, stability (emotional intelligence) of students.

Physical aggression

The results of the study show that the lowest levels of "physical aggression" in students who practice judo – 7.70%. This fact is not accidental, as the idea of a meaningful life in the Eastern "road culture" (expressed in the judo tradition) is opposed to the Western reading of sports - "culture of achievement" (expressed in a basketball game) (Stoyanova E., 2017).

The high percentage of Judo students who show "weak physical aggression" - 73.10% - does not go unnoticed. This high percentage should not be a concern, as

the trend in this sport as a whole is towards eliminating the manifestations of "physical aggression". The authors believe that this is influenced by the duration of the sport and its educational methods and tools (Yaneva, et al., 2020). A strong-minded individual does not cause physical harm or hurt the other. This is what is taught in martial arts and in particular in judo.

The improvement of judo through the teaching form of kata is one of the main teaching methods in the program of the University. The precision of execution, synchrony and mutual help between the partners, the rituals, the perseverance, and the different situations in which the techniques are improved are strong means for reducing all forms of physical aggression.

Indirect aggression

Indirect aggression is a type of aggression without entering into a direct physical confrontation, in the form of a threat; demonstration of power, authority, prestige, etc.; negative, provocative attitude, etc.

Neglecting sports creates conditions for the development of negative tendencies, accompanied by feelings of inferiority, complexes, etc., which in combination with overexposure of negative cultural and communicative models and alienation demotivate, demobilize and stimulate - apathy, depression, trigger deviant behavior, aggression, etc. (Yaneva et al., 2020).

The results of the study (Yaneva A., Stoyanova, Yordanov, Mitreva, & Lukanova, 2020) for *indirect aggression* prove that sport forms qualities in the individual, but is also able to unlock such qualities that provoke aggression, in this case indirectly, as well as the devotion to sports depends on the stability of the developed qualities and the manifestations of aggressive reaction.

The reliable results show that only 11.50% of students in judo show a weak indication of indirect aggression - "low level" indirect aggression, which they still try to hide because it is a product of education and/or the social environment.

Judo is an individual, very dynamic, power and technical sport, existing based on common philosophical and ethical principles and traditions, and respect is an expression of the attitude to things. All this excludes any manifestation of hostility and aggression, including indirect. The practice of kata contributes greatly to the reduction of aggression in all its forms, including indirect aggression, because

without mutual help, interaction, and trust it is unthinkable to improve the spirit and personality in judo.

Aggressive irritability

The inability of the individual to adequately process their emotions, the lack of cultural-communicative and ethical model, and the presence of an educational vacuum escalate into aggressive irritability. Aggressive irritability manifests itself in irritability, incontinence, coarseness, and emotional response, expressed in intolerance and manifested by specific events, facial expressions, gestures, the posture of the body, and so on. (Yaneva, Stoyanova, & Jordanoff, 2020).

The results of the study on the indicator of aggressive irritability show that the sport is essential both for provoking aggressive irritability and for its control.

Judo students lack high and very high aggression. Symptoms of aggressive behavior in adolescence are an indicator of subsequent criminal manifestations in adulthood. In this regard, it is important to develop emotional intelligence and increase the mental resilience of the individual. The results show that judo has a very good effect on the individual, who acquires skills to quickly and more effectively subdue and control his aggressive behavior.

Negativism

One of the forms of aggressive behavior is oppositional behavior, the so-called *negativism*, which is expressed in an escalation from passive non-adaptation to the requirements of others to clear opposition to norms and rules (Yaneva & Stoyanova, 2020b).

The data from the survey on the manifestations of negativism show that there are no students from those who practice judo and tennis who show a "high level of negativism". Even more impressive is that the unreliable results also lack students (judokas) to hide their negativity. This leads to the following conclusions:

- ✓ the sport of judo can strengthen the individual emotionally;
- ✓ compared to other sports, judo is a sport that suppresses (high and very high levels) aggressive reactions in the individual and most effectively promotes the development of emotional intelligence (Yaneva & Stoyanova, 2020b).

Offense

One of the forms and manifestations of aggression is an *insult*. The abusive individual tends to show envy, hatred, reacts with strong, aggressive reactions to the slightest provocation; shows irritation, rudeness, impatience. "Insult" is the experience of a state of impending outburst, pettiness, etc. It is defined as "passive" aggression, as the manifestation hurts himself above all, which leads to sadness, insult, self-pity (Yaneva & Stoyanova, 2020a).

The analysis of the results of the study on the manifestation of "insult" leads to the conclusion that students playing judo and tennis are much less likely to react aggressively, through insult, and much more effectively and quickly recover violations of emotional balance. These sports have a significant impact on improving the emotional intelligence of students.

It is noticed that there are no students involved in the sports of tennis and judo who show a "high" and "very high" level of insult, which is an indicator of the rapid processing of negative emotions and mostly anger. Students can get rid of the accumulated negativity (anger) and most likely, this is due to the practice of these sports (Yaneva & Stoyanova, 2020a).

Suspicion

The aggressive reaction of " *suspicion* " is the result of atrophied faith and is associated with the transfer of one's hostility to other people.

Students in tennis, basketball, and fitness have a high percentage at the "high" level (23.10%), while 50% of all students in judo show a "weak" suspicion and no students show a "high" and "very high" level of suspicion.

Judo can strengthen students' faith in the good, which is why they do not fall into the "high" and "very high" levels as suspicious people.

Verbal aggression

Verbal aggression carries serious risks to general health and leads to anxiety, depression, chronic pain, digestive problems, indecision, low self-esteem, and more.

The data from the study on the aggressive reaction "verbal aggression" are similar to the data on the other aggressive reactions. In sports, judo "high" and "very high" levels of verbal aggression do not exist. This is due not only to the educational model of judo and the competition rules, where such manifestations of aggression are not allowed, not even talked about.

Guilt

The desire to overcome internal conflict, to resist the demands of the times, often escalates into aggression, which helps the individual to preserve himself and survive.

The study considers one of the reasons for aggression towards others, namely - the manifestation of aggression towards oneself, as the results show that judo students do not show a "high" and "very high" level of guilt, while in other sports, a large proportion of students experience a high and very high degree of guilt.

Judo students show symptoms of self-underestimation ("average" level of guilt), which most likely also links students to the choice of sport. But unlike other students, they are more able to compensate for the emotional deficit and achieve self-control, balance, harmony (emotional resilience - intelligence). Most likely this is due to the nature of the sport of judo.

II.4.2. Study of the indices of psycho-emotional state - aggression, depression, hostility, self-esteem

Based on the identification of forms of aggression, psychologists have divided aggressive behavior into two main types: motivational aggression (as a value) and instrumental aggression (as a means). Both types of aggression can occur both under the control of consciousness and outside it and are associated with emotional experiences - anger, resentment, hatred, hostility, etc.

Aggression index

The index of aggression is determined by the different types of manifestations of aggression but is calculated by summarizing the results of physical aggression, aggressive irritability, and verbal aggression (Fig. 26).

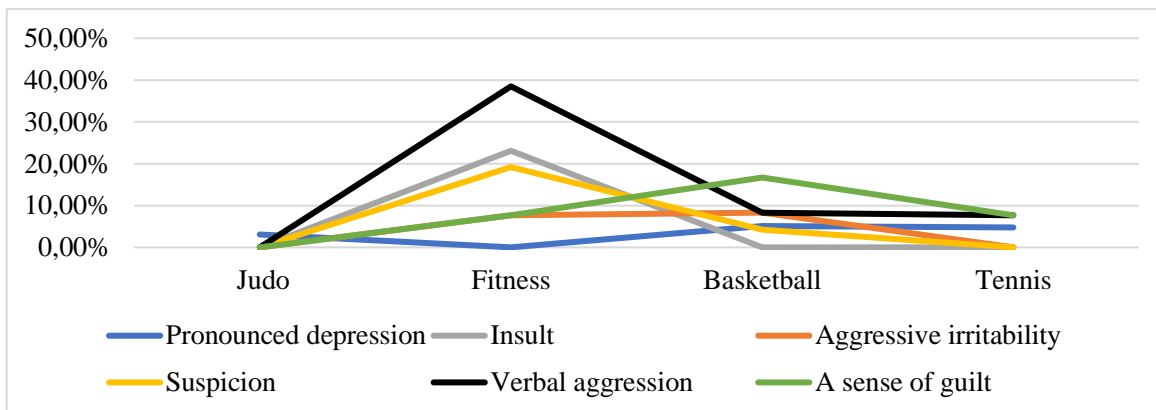


Figure 26. Very high levels of aggression

The results of the study show that students who play judo do not show high levels of aggression, except for very low depression - 3%.

The results are important for diagnosing the causes of aggression and personality depression and developing training programs that contribute to the development of trust, self-affirmation of the individual, reduction of aggression, emotional development, and personal development.

Level of depression

The various manifestations of depression are expressed in the following conditions: *hyperthymia* (unusually high mood and overactivity); *normothymia* (normal mood and activity); *concern with developing a depressive reaction*; *neurotic depression* and *severe depression*.

Depression was studied with the VON ZERSSSEN Depression Scale.

The results again show that the least are students who play judo and fitness, who show the form of depression - hyperthymia (unusually high mood and overactivity), and most have a normal mood and activity (normothymia).

Few students express depression, mostly in sports basketball and fitness (5%) and very few in judo and none in sports fitness.

Hostility index

Hostility is a condition characterized by feelings of hatred, aggression, aggression due to trauma, mental and behavioral disorders, and more anomalies and deformations.

Whatever the reason, the hostility index is reduced utilizing sports and very successfully by judo, which is due to the educational moment in judo training, as well as empathy in training and practicing in pairs, because without a partner there is no way to progress and improves, even during randori (Fig. 33.).

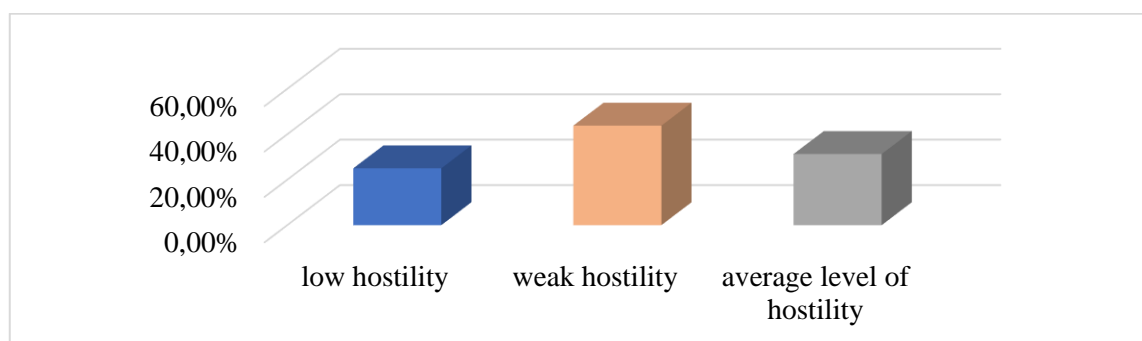


Figure 33. Hostility index for judo practitioners

Self-esteem

Pedagogical intervention in judo and martial arts education and training fosters a sustainable value system and leadership spirit. The result of this process is a functional and psychological improvement of the personality, supporting the future social realization of the practitioners.

Sport is a great opportunity to reduce both aggression and depression and the accompanying mental resilience, stability, emotional intelligence, etc., with the greatest influence on organized judo.

Sport brings not only benefits for physical development, but also for the intellectual, emotional, and moral growth of the individual, by unlocking emotions and positive personal qualities, the result of the desire to win, to succeed, to express themselves in the sports and training process.

CHAPTER THREE

III. JUDO TRAINING METHODOLOGY

Judo adapts to changing circumstances as some of the dangerous techniques are removed from the judo system, especially from the judo competition section, and new ones are included. The changes are in line with the right combination of modern means and methods of teaching and training, with the basic principles of judo, with safety and attractiveness.

In 1999 and 1997, the International Judo Federation (IJF) and Kodokan Judo revised and updated the technical arsenal. There is a serious discrepancy in the number of throwing techniques officially recognized by the two most serious institutions, the Kodokan and the IJF, at almost the same time.

Later in 2017, the Kodokan and the International Judo Federation made general and official classifications in judo. All other classifications should be based on them, as Kodokan and MFD share their views on judo techniques.

Other classifications have been published by various authors, far enough in time. For example, Essink (Essink, 1974, pp. 115-119) lists a total of 131 techniques from the Nage Waza and Katame Waza sections. Much later, Putin (2002, pp. 149-159) provided a list of 189 throwing and control techniques. Wolf (Wolf, 1980: 38-39) and Dolin (Dolin, 1991: 114) claim that judo has 40 throws in its arsenal.

The authors allow themselves to classify the techniques according to different principles, such as considering the degree of difficulty. This classification creates problems because the training is perceived by beginners individually, which makes it difficult to categorize the throws. Some accept different levels of difficulty, such as requirements for balance, mutual aid, physical qualities (flexibility, speed of coordination), and reaction.

III.1. JUDO TECHNIQUES AND CLASSIFICATIONS

III.1.1. Judo technique

Each technique in judo embodies the fundamental principle of Jigoro Kano to achieve maximum effect with minimum effort (*Sei ryoku zen yo - Seirioku zen yo*). This principle is a set of psychological, psychophysical, tactical, and biomechanical principles, which is realized through the individual techniques in a training, competition, or combat-applied situation. The technique is generally divided into basic and basic.

III.1.1.1. The main techniques are Kihon Waza

Training in any martial art begins with learning the basic techniques that are the basis for survival and conducting an effective attack. Good mastery of basic techniques is a guarantee for easy and correct mastery of special techniques for attack and defense in martial arts.

To understand the theory of attack, one must first master the theory of defense, but first the etiquette and ways of performing greetings. It is also important to learn the basic techniques in judo, called "*Kihon Waza*": *Posture* - body position; *Body movement* - walking; *Grip* - gripping a judoka or part of the body of a uke; *Offset of balance* - imbalance; *Fall* - protection of uke when throwing.

Mastering the individual basic techniques is a way to move on to the next step in mastering judo. The practice of combinations of basic techniques, such as stands - movement, grip - unbalance, posture - grip - kuzushi - movement, etc., lead to the proper preparation (*tsukuri* or *tskuri*) of tori and uke to perform special techniques.

Greetings, as part of the rituals, are an important part of judo education, as well as an integral part during training, competition, kata, etc., which makes their proper learning mandatory. There are two main types of greetings - in *Nage waza* ("*ritsurei*" or "*rei*" for short) and *ne waza* (dawn).

The terms *tskuri* (preparation for throwing) and *kake* (throwing performance) are widely used in the literature.

In competition, *kudzushi* and *tsukuri* occur simultaneously, but the learning and improvement of these two basic techniques should not be neglected and when trained in a technique, the sequence should be followed.

III.1.1.2. Special techniques

The special techniques in judo are divided into three main sections:

- ✓ Throwing techniques (Nage waza) - they are performed in an upright position – Tachi waza and with self-sacrifice Sutemi waza;
- ✓ Control techniques (Katame waza) - they are performed in a low position, the so-called. ground floor (Ne waza);
- ✓ Percussion techniques (Atemi waza) - they are performed from any position of the body.

III.1.1.3. Special throwing techniques - NAGE WAZA

Despite the unification of Kodokan's and International Judo Federation's views on officially recognized techniques, some of them belong to different groups.

For example, in the group of techniques from Te waza, the IJF also includes the Obi Tori Gaeshi technique, which means "turning with a belt clip". This technique, however, is a variant of Hikkomi Gaeshi, a technique from the Ma sutemi waza group.

In the group of techniques from Cauchy Waza, Daki age is considered a dangerous technique and is prohibited under IJF rules. Daki Age is a technique that was created during the creation of judo but is currently used mainly in MMA.

In the Ashi waza group, the O soto otoshi technique is included by the IJF in the Te waza group.

In the group of Ma sutemi waza, the IJF does not include in its classification two techniques that are included in the group of Yoko sutemi waza: Daki wakare and Kawazu gake. Kawazu gake is a part of the technical arsenal of judo, but it is forbidden to use it during sports competitions, as throwing is dangerous for uke.

III.1.1.4. Special control techniques - KATAME-WAZA

The control techniques are performed in a low position – ne waza (ground floor). Since the last revision of the Kodokan techniques in 1997, 29 control techniques have been approved and officially recognized in Katame waza, and in 2017 the techniques are 32, with two techniques that are banned during competition.

In general, ground floor techniques are divided into three groups: restraint techniques (Osae komi waza); tightening techniques (Shime waza), and wrenches (Kansetsu waza).

In addition to the ground floor techniques approved in 2017, there are requirements in different countries to cover the respective student degree (kyu) in judo, and Kodokan has approved a special kata "Katame no kata", which includes 15 techniques from the three main groups of techniques.

Different countries have different requirements for including Osaekomi waza techniques in the compulsory curriculum, as well as different techniques that are not officially recognized.

The comparative analysis of the techniques from the Katame waza section in the modern Kodokan system and the Bulgarian Kyu system shows another aspect of the problem. The basic techniques that are officially approved and recognized at the moment have many variants. For some of them, variants have been developed, applicable both in the conditions of wrestling on the ground floor and for their imposition in an upright position.

III.1.1.5. Special techniques in the combat section of judo

In the sports section, judo is not studied, much fewer punches are used to hit vital points, as they can endanger the health of athletes (Prokopov, 2005).

III.1.1.6. Combinations of techniques – Renraku henka waza

The combinations are a consequence of the respective reactions and actions of Tori and Uke, subject to the principles of the most effective use of force and safety, but are by the capabilities and qualifications of the judokas. In this regard, it is very important to include in the training program the volume of possible combinations that a judoka must learn or master, depending on the techniques he masters or with which he defeats a certain opponent.

Combinations consist of techniques with the same or different characteristics belonging to the same or different groups. The combinations also differ in the number of techniques involved.

Combinations should be included in the training of judokas, as they are of great importance for improving and perfecting the technical capabilities, for developing the intellectual abilities of the athletes, including emotional intelligence.

III.1.1.7. Counter-techniques – Ura waza

The variety of counter-techniques is extremely large because it is determined by different and many factors: the level of training of the participants in the fight, the type and styles of Eastern martial arts they master, the place and nature of the battle, and the number of fighters, whether they are all armed or not and if so, what are the main characteristics of the weapons used, the specifics of the place chosen for the battlefield and much more.

Counter-techniques can be divided into two main categories, depending on the number of techniques involved in the system, the techniques in the different phases, and the type of attack:

- ✓ attack by the counter-attacker, after defensive actions, as a result of the opponent's attack (soft), avoiding the attack;

- ✓ attack against the enemy's attack, such as defensive action (hard), direct participation in the attack (blocks, blows, throws, tightenings, etc.).

In turn, the counter-techniques can be divided depending on the type of special techniques used by the counter-counter (Atemi waza, Nage waza, Ne waza).

There are several specific techniques of doubling, which may be used as techniques for direct attack, as well as those that include in their names doubling or reversing (gaeshi) as *Hikkomi Gaeshi*, *Kibisu Gaeshi*, etc. . De ashi harai versus De ashi harai became a separate technique – *Tsubame gaeshi*.

In principle, each technique is also used as a counter technique, after the enemy's attack is missed or stopped (soft or hard defense). Soft defense is a typical example of using the strength and energy of the enemy. After escaping from the opponent's attack, a technique is performed that is in the same direction, that is, he is brought out of balance (kudzushi) (Prokopov E., 2005: 94).

In judo, there are many techniques in stand and ground, which are studied as separate techniques, but also as combinations and counter-techniques. The numerous opportunities provided by judo are to achieve victory over the opponent. What

techniques the judoka will learn depends on the coach/teacher, but which techniques will become "suitable" for him depends on himself and his desire to improve.

III.1.2. Types of classifications

Prof. Jigoro Kano divides judo into three main sections: combat, sports, and rehabilitation or a medical section. They, in turn, are made up of smaller sections and so on until the waza - the separate technique, in the sports, combat-applied, or recovery section (Prokopov, Yaneva, & Vlahov, 2003b).

III.1.2.1. Classification of Kodokan Judo

There are two main classifications in Kodokan Judo. The system created in 1895 in the Kodokan was called Go kio no waza, and after a revision of techniques in 1920, the system was now called Gokyo no kaisetsu.

In 1982 and 1997, two more groups of techniques were added and recognized: Dai-rokukyo (sixth group) and Shinmeisho no Waza, with the total number of techniques in Nage-waza becoming 67 and 29 in Katame waza (96 in total) (Prokopov & Yaneva, 2006).

III.1.2.2. International Judo Federation

The International Judo Federation (IJF), following the revision of the technical arsenal of judo on October 1, 1999, officially recognizes 99 techniques (<http://www.ijf.org>, 2016):

- ✓ Nage Waza (throwing techniques) - 66 pcs.
- ✓ Katame Waza (control techniques) - 29 pcs.
- ✓ Kinishi Waza - 4 pcs. prohibited in judo competitions throwing and control techniques - (<http://www.ijf.org>, 2016).

III.1.3. Last updated classification

After the Olympic Games in London in 2016, the two major structures: Kodokan Judo and the International Judo Federation, merged in their classification, according to the IJF Competition Rules and the modern development of judo. The "new" classification retains the spirit of judo, with a total of 100 techniques, including 68 techniques in Nage Waza and 32 techniques in Ne Waza.

The abundance of judo throwing techniques, even without those prohibited by the Rules of the Competition, allows the creation of a large number of combinations of two or more techniques.

III.2. ANALYSIS OF THE SPECIAL TECHNIQUES USED IN JUDO

Technical training is one of the most important parts of judo training, which requires a long period of training and is not carried out by occasionally involved amateurs intrigued by the mystery of martial arts. The large arsenal of techniques, as well as the complex coordination for the implementation of the techniques, require many years of sports training, dedication, and going through many stages to achieve technical literacy.

In general, technical training is a key element in the training of judokas at different stages of their long-term sports training, as many other authors claim through their research (Jagiello, 2000; Jonczyk & Adam, 1997; Sadowski & Gierczuk, 2009; Weers, 1997, etc.).

In this regard, opportunities are being sought to find solutions to optimize the racing game. The development and dynamics of sports science require professionals to explore different opportunities and experiment both in training and in competitions.

III.2.1. World trends in the development of technical training

Research at World and Olympic Judo competitions improves knowledge of the technical and tactical profile of Olympic medalists. Coaches could use them as references to prepare for future competitions. The modeling of the attack system is of interest in terms of structure, technical diversity, tactical choice, and other parameters for success in high-level competitions. The results are also an occasion to make changes in the competition rules and this is observed, usually after major competitions such as the Olympic Games and/or World Championships (2013, 2017).

III.2.2. Analysis of the participation of Bulgarian judokas in World and European Championships

The matches played at European and world championships in 2021 of three Bulgarian athletes participating in the Olympic Games in Tokyo are analyzed, with Ivaylo Ivanov having the most victories - 14 victories (78%), Ivelina Ilieva - 3 victories) and Yanislav Gerchev 7 wins (39%). The small number of meetings of I.

Ilieva is a consequence of trauma, he even lost one of his meetings with Fusen Gachi - refusal due to injury.

Of interest is the percentage of penalties, where it can be seen that Yanislav Gerchev receives penalties "shido", an average of 1.72 times per game and has 3 losses from hansoku make (disqualification), unlike Ivaylo Ivanov, who has 0.72 times penalties on average per match and one loss by disqualification. Ivelina Ilieva has an average of 0.86 penalties per game but has not lost a penalty game. Ivelina's small number of matches is not a criterion for reliability, but still, the results should be considered as general information about the current state of the Bulgarian judokas who represent Bulgaria at the Olympic Games.

The data from the website of the International Judo Federation for the period 2019-2021 show that Ivaylo Ivanov won with an ippon 35 times out of a total of 166 meetings, Yanislav Gerchev - 12 times out of 119 meetings and Ivelina Ilieva - 16 times out of 119 meetings. Again, Iv's better performance is noticeable. Ivanov (21%), A. Gerchev - 10%, and I. Ilieva - 14%, as well as the improvement of efficiency in 2021.

The data from the recorded matches during the European and World Championships in 2021 show which techniques our judokas use in these competitions and what is their technical preparation before the Olympics:

✓ Yanislav Gerchev - 2 pcs. posture techniques (Tomoe nage - used 5 times, Ko uchi gake - used 1 time in 18 meetings);

✓ Ivaylo Ivanov - 11 pcs. equipment, 7 pcs. in a stand and 4 pcs. on the ground floor (Ko uchi gake, O uchi gari, Seoi otoshi, Tai otoshi, Kata guruma, Sumi otoshi, Sumi gaeshi, Kata gatame, Tate shiho gatame, Yoko shiho gatame, Hadaka jime);

✓ Ivelina Ilieva - 3 pieces, 2 techniques from a stand and one from the ground floor (Sumi otoshi - 2 times, Koshi guruma, Okuri eri jime).

The large number of techniques used by Ivaylo Ivanov - 11 pcs.

III.2.3. Analysis of the technical capabilities of judokas from Bulgaria

In the period from 2012 to 2020, the researcher Yaneva conducted a series of surveys of the opinion of specialists from Bulgaria through anonymous surveys in written and online form through the Crowdsignal website. The problems it affects

are terminology, knowledge, and preferences for the techniques they train during training and use in competition, for the techniques, for the motives for judo and other topics.

The favorite techniques of throwing from a stand - *Nage waza*, mentioned by the interviewees, are 18 in number, and some of the respondents indicated 2 and 3 techniques, but the small number of techniques (31%) of the possible shows a limited technical arsenal, unlike the elite competitors who have 7 to 14 throwing techniques.

Of these techniques, the largest number of techniques is from the group of Ashi Waza (42%), while the others are evenly distributed, with a slight predominance for the techniques from the group of Te Waza (22%), which are more effective. These results confirm other studies on the techniques used (Jagiełło W., 2000; Jonczyk & Adam, 1997; Sadowski & Gierczuk, 2009; Jagiełło, Dornowski, & Wolska, 2014; Weers, 1997, etc.). As the most used techniques, the respondents indicated Uchimata 18%, O goshi - 12%, 8% - O soto gari and O uchi gari, as well as the techniques Harai goshi, Seoi nage, Ura nage, etc.

A large percentage of respondents say they use their favorite techniques in competition (74%). The comparison between the number of favorite and used techniques shows a high degree of profiling of the training of judokas, as well as the improvement and application in a competitive environment of a limited arsenal of techniques. The distribution of stand techniques (*Nage waza*) as a favorite-to-use ratio is shown in FIG. 52.

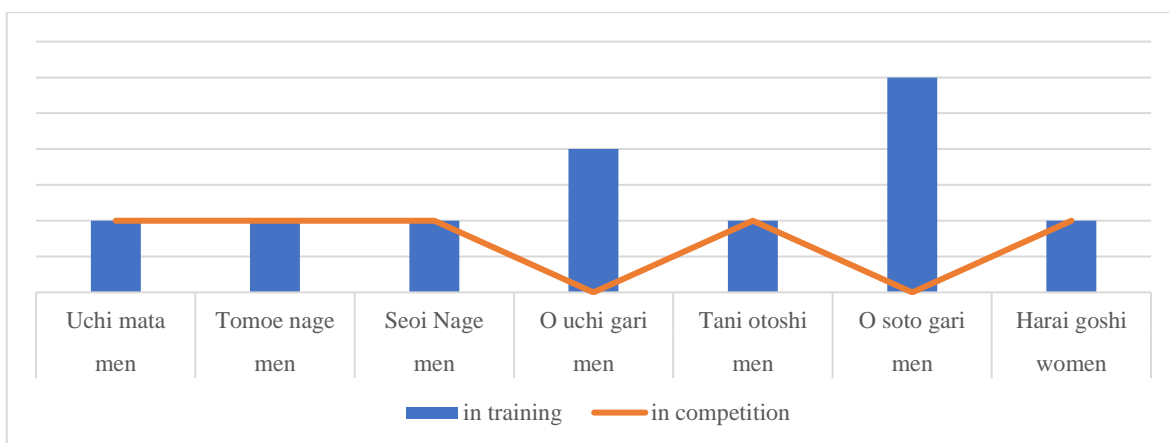


Figure 52. The ratio of favorite and used techniques from *Nage waza*

The small number of favorite techniques has two aspects: the lack of opportunity to get acquainted (training) with a large number of techniques or the lack of motor and emotional abilities of the judoka.

The small number of favorite techniques has two aspects: the lack of opportunity to get acquainted (training) with a large number of techniques or the lack of motor and emotional abilities of the judoka.

There is an increase in throwing techniques from the group of Ashi waza (techniques with legs), which makes judo very attractive to the audience, which is the purpose of the changes in the rules and that they are accepted by judokas, both by trainees and already inactive practicing judo.

It is noteworthy that some techniques from the sports section of judo, such as O uchi gari and O soto gari, are among the favorite techniques of judokas, but at the same time, they are rarely used during competitions. It is assumed that this is because both techniques are more effectively applied not as stand-alone techniques, but as a combination with other techniques, the application of which in competitive conditions, however, creates difficulties for judoists.

For example, the main combination "O uchi gari – O soto gari" was not indicated by the respondents as being used in competition, contrary to international trends (Okada, et al., 2013).

Another group of techniques such as (morote) Seoi nage, Uchi mata, and Harai goshi have an even distribution of their use in competitions and a degree of liking for the technique. This is mostly because the listed techniques are applicable during competitions and in most cases lead to high performance.

At the same time, it is noticed that only 4 people have indicated one favorite technique – Morote gari, which technique is performed by gripping the pants and is prohibited in competition.

In a parallel survey conducted in 2019-2020, judo coaches said that the emphasis should be on learning the techniques of the group of Ashi waza and Koshi waza (techniques with legs and pelvis), which build a sense of distance, moment for attack, and defense, spatial orientation and developing dexterity and flexibility in the judoka (Yaneva & Lukanova, 2019).

When distributing the favorite techniques in *Katame waza*, the relatively even distribution of results is impressive, with the techniques in the section Osaekomi waza prevailing by 33%, followed by the techniques in shime waza 30%, and lastly the keys to the elbow joint – Kansetsu waza – 17%. In contrast to the techniques in Nage waza, respondents indicated a large number of favorite techniques in Katame waza.

It is noticeable that there is an answer "everyone", which means that: the techniques in Katame waza are a favorite or that he knows and can perform a small number of techniques. A large number of respondents (17%) indicated that they do not have favorite techniques in Katame waza. A large number of techniques from Shime waza's group show a low level of preparation and protection from these techniques, given the respondents who do not like the "game" on the ground floor (Fig. 54).

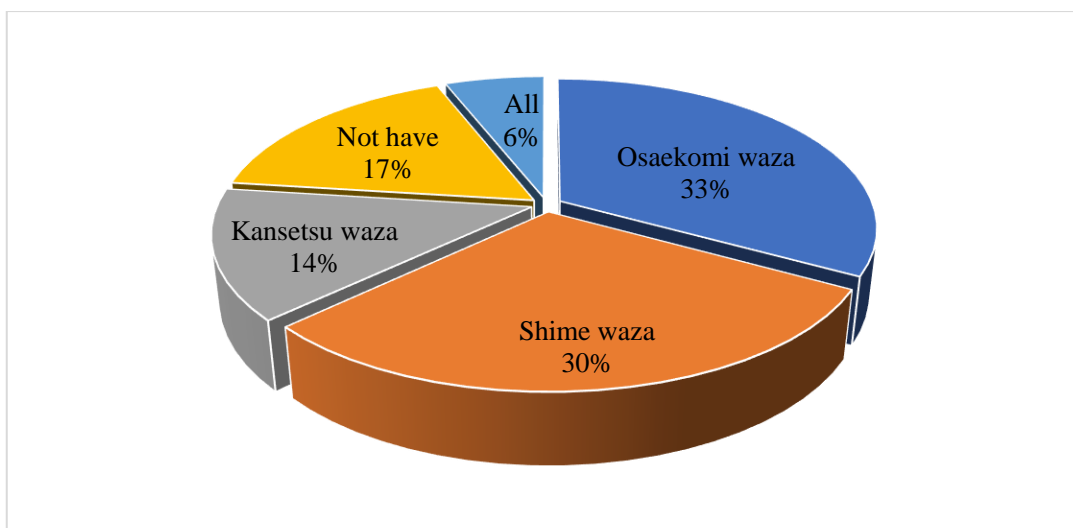


Figure 54. Favorite techniques in Katama ouza

When asked if you use your favorite Katame waza techniques in competition, most of the respondents (72%) answered positively, which is also due to the level of training in Ne waza of a large number of judo practitioners in Bulgaria.

There is a use of a large number of techniques from the group of Shime waza, which confirms the above statement for Bulgaria, but differs from global trends, where tightening techniques are rarely successful in major competitions (Fig. 55).

In addition, only 38% of those listed as favorite techniques are used in competition, and summarizing the answer that there are many favorites and used techniques points to the previous claim of lack of skills and knowledge.

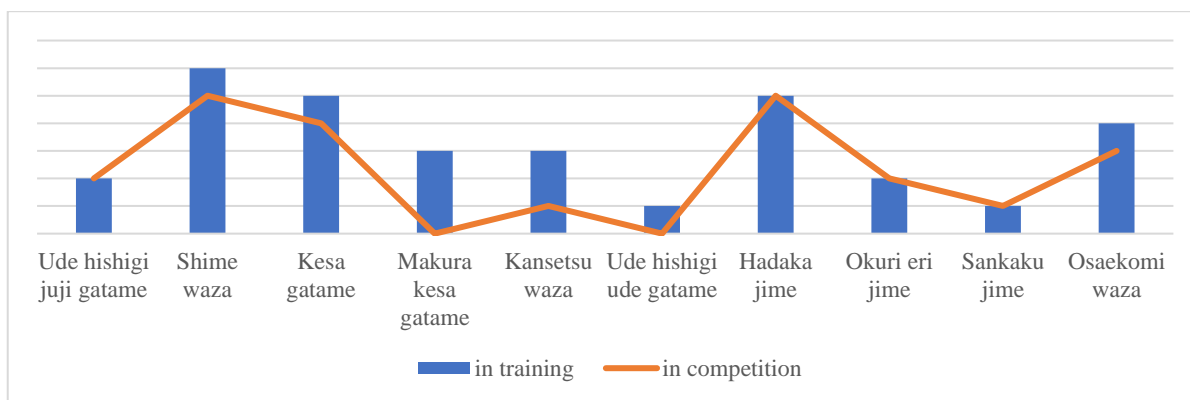


Figure 55. The ratio of favorite and used techniques in Katame waza

The results of the study lead to conclusions addressing issues related to the methodology of training and inefficiency in the training of judokas, and in most cases, the techniques that are improved, which are favorite and which are used in randori and competition, are usually different.

On the ground floor, judokas feel more confident in their abilities. They refine and apply techniques from all three sections in Ne waza - Osaekomi waza, Shime waza, and Kansetsu waza. However, in a competitive environment, they rely on only a small number of techniques to ensure reliable results.

Only 18 of the Bulgarian judoists were mentioned in the survey. favorite throwing techniques in a stand of 172 pcs. Respondents mean that a limited number of techniques are studied in Bulgaria or that these techniques are very effective and that is why they become a favorite of most judo specialists.

The study of the opinion of judo specialists shows the main weaknesses in the training of judokas. It is necessary to increase the arsenal of techniques and build a unified methodology, based on a cue system, for training at all ages and different periods of technical training.

III.2.4. Analysis of the technical capabilities of judokas included in the ranking of the International Judo Federation from Bulgaria

The same survey was conducted in 2021 with judoists included in the rankings of the International Judo Federation by age. Through their success, these judokas rank in the ranking of nations Bulgaria 42nd place among adults, 49th place among adolescents, and 74th place among cadets. Better performance at older ages

is an indicator of improved competitiveness or experience as a result of participating in competitions of different ranks.

New questions about the participation and ranking of the competitors and the use of combinations of techniques were added to the questions of the survey. Of all the surveyed (38) judokas answered 34, divided by age (from 15 to 31 years) and gender (men – 82.4%; women 17.6%). Most are in the national team (88.2%), some are professional athletes (41%), 35% are students and 12% are students or do something else.

The comparative analysis of the data on the age of the athletes and the age at which they start playing judo shows (Fig. 58) that the majority of the surveyed athletes start playing judo at the age of 5-6 (42.3%), and for the first time they participate in a competition in the youngest age group - boys and girls.

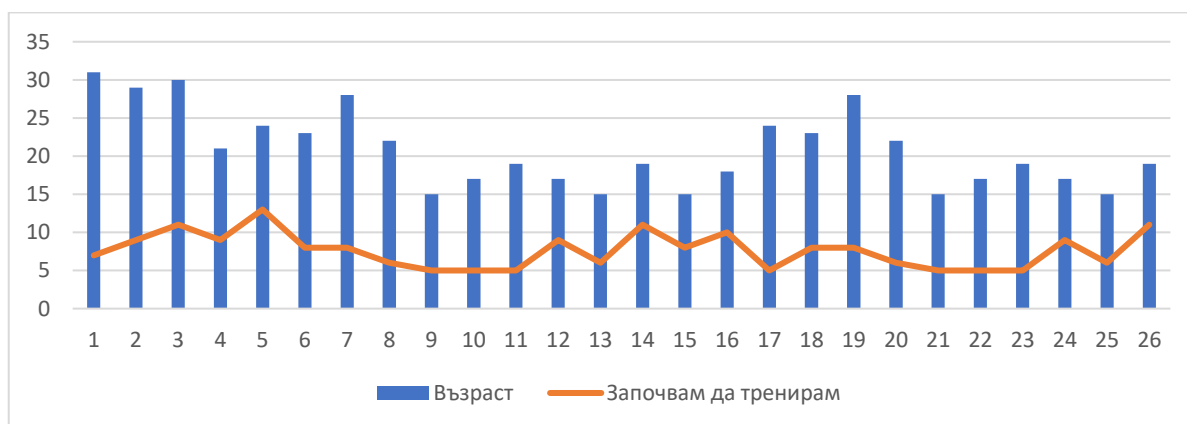


Figure 58. Age of respondents

This shows that a large number of respondents had enough time for preliminary training, without participating in regulated competitions, which implies that the training should be focused on technical training.

It is interesting to note that 88% of them indicate that in the club where they play sports, they adhere to the coverage of dan and kyu and most have covered the first dan (53%). Among them, some athletes have covered the 3rd and 4th dan, but some do not have a protected degree. The large percentage of competitors who have completed a degree is pleasing, and the question is not asked whether the color of the belt is covered in an official exam or based on participation and ranking in a competition or for age.

The correlation analysis of the length of service in judo and their technical growth shows that the strongest correlation is between age and length of service

(Pearson's correlation coefficient is, 896), as well as between age and degree (, 686). The relationship between seniority and degree is also strong (, 538). This strength of the correlation shows that the technical growth of the judo athletes is important, as well as for their realization in competition (, 442).

To the question "What is the most important for achieving judo victories" our elite athletes put the first three technical, psychological and physical training (Table 6), and it is clear that they put the technique first.

Table 6. In your opinion, what is the most important thing for achieving judo victories?

<i>Nº</i>	<i>Types of preparation</i>	<i>place</i>
1	Technical training	2.59
2	Psychological training	2.76
3	Physical training	3.12
4	Functional preparation	4.00
5	Tactical training	4.12
6	Theoretical training	5.47
7	Something else	5.94

Respondents say they use their favorite techniques in competition, with the most used and favorite technique in Nage waza being the Morote sei nage, which may mean that some of them mean Sei otoshi.

Impressive is the high percentage of athletes who do not have a favorite technique in Ne waza (17.65%), as well as the lack of retention techniques - Osaekomi waza, although observation shows that some of the athletes have a very good command of retention techniques, such as Ivelina Ilieva and Ivaylo Ivanov, which is also a world trend in judo.

From the comparative analysis of the favorite techniques and the techniques they use in their favorite combinations, it is evident that there is a discrepancy in the data given by the competitors.

The combinations include techniques that the contestants do not indicate as favorite techniques: Ko uchi gari, Ko soto gari, Ippon sei nage, Sei nage, Tai otoshi, Tani otoshi, O goshi, Kata guruma. The discrepancy also comes from the fact that the competitors indicated only 8 pieces. favorite techniques, although in the survey it is possible to indicate more than one favorite technique, the competitors

did not indicate, and in one combination, in most cases, two or several different techniques are included.

The analysis of the data for a favorite combination in Ne waza shows a more negative trend than that in posture. Most of the competitors share that they do not have a favorite combination (33%). These include those who do not meet the requirement to indicate a combination of techniques (18%). Some of them did not indicate specific techniques, but combinations from group to group, such as "From shime to juji gatame", "From suffocation to detention" and vice versa "From detention to suffocation" (18%), which also does not correspond specifically on the question. Some describe what they do (12%) without giving judo terminology to techniques such as "switching from guard to mount through so-called "sweep", "transition when the opponent attacks and I grab his hand by rolling ", etc.

Ignorance of the terminology is the smallest problem, the bigger one is the lack of a rich technical arsenal. Only 6% of respondents show knowledge of terminology and mastery of more than one technique and combinations of techniques.

The survey is not the most revealing of the true state of our elite athletes. Apart from the fact that the opinion is subjective, there are also gaps in the data collection, such as counter-techniques, favorite grip, etc., despite these conclusions, participation in this survey implies motivation and arousal of interest by the competitors.

III.2.5. Analysis of the Olympic Games - Tokyo 2020

The competition is the result of the training of a coach and a competitor, of the correctness of the training methodology. In addition, competition is the most important source of evaluation, especially from a technical point of view.

393 athletes from 128 countries, from a total of 206 IJF member countries, which is only 62% of the countries, take part in the individual judo competition. 138 athletes from 12 countries take part in the team.

For the first time at this Olympics, team competition is held by mixed teams - men and women. Teams participate in the team championship, which has the required number of athletes in the specified categories (6 - 3 men and 3 women), who win quotas for the Olympics.

The participants in the individual championship are mostly from the European Judo Federation (33%) or 197 judokas - men and women, from 42 countries, as Bulgaria is represented by three athletes.

In the World Rankings before the Olympics, our three competitors participating in Tokyo 2020 are Iv. Ivanov - 11th place, I. Ilieva - 22nd place, Y. Gerchev is in 28th place. All three of our competitors won one match in the elimination round and unfortunately failed to fight for participation in the quarterfinals. However, their very participation in the Olympics is a victory for Bulgaria and Bulgarian judo.

Of the 192 competitors in 7 categories, 159 won the ippon matches, 213 of the matches played, and 8% were disqualified, usually with an accumulation of 3 Shido (penalties for minor violations) (Figures 65 and 66).

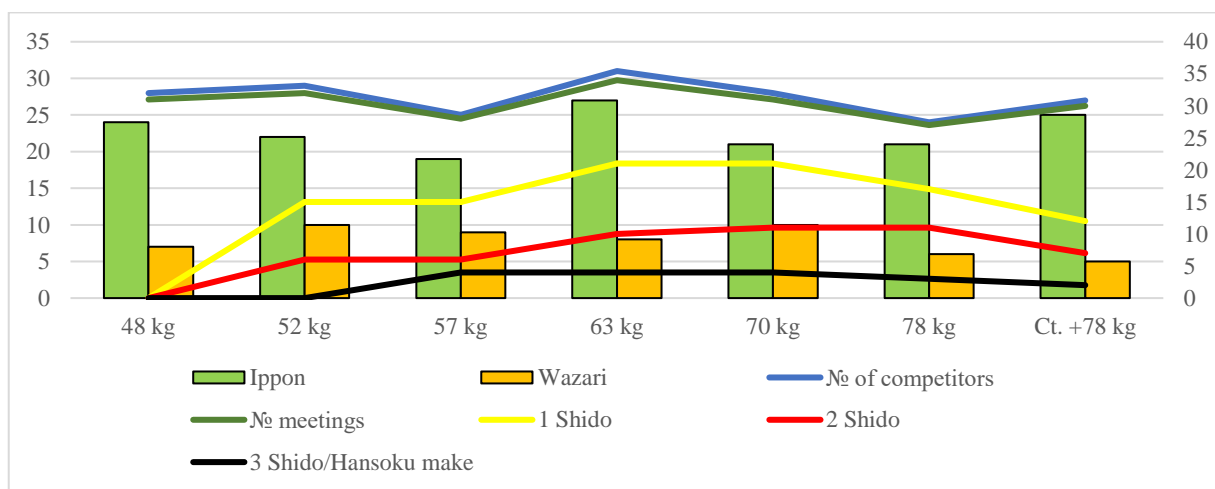


Figure 65. Statistics from the Tokyo 2020 Olympics – women

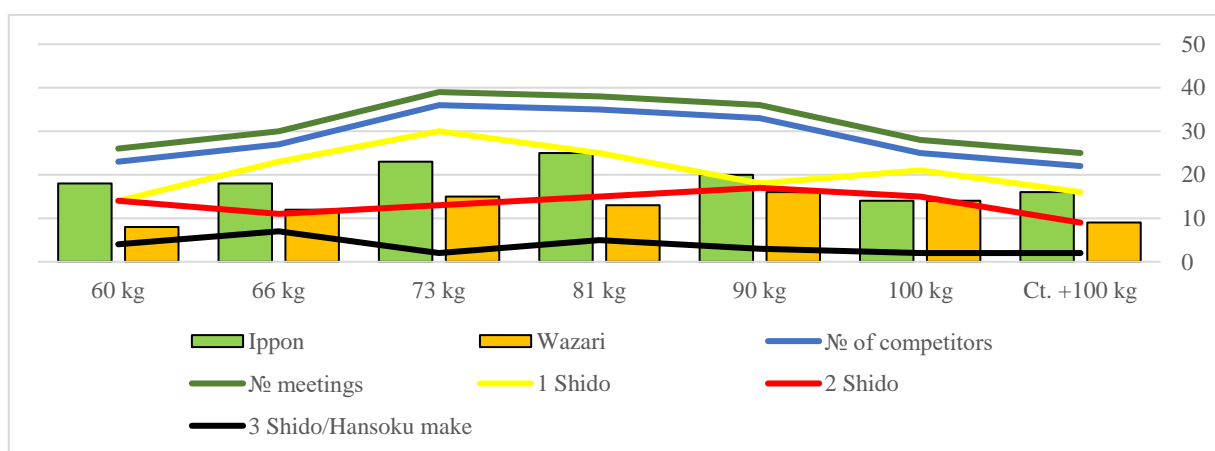


Figure 66. Statistics from the Tokyo 2020 Olympics – men

Among the men from the 201 competitors in 7 categories, the matches won with ippon are 134, out of 222 matches played, as 11% are through disqualification, and 2 of the matches are with direct disqualification.

In the individual championship, the net victories (without victory by disqualification) are 49% for men and 67% for women. In total, both women and men won 33% with Wazari.

In Tokyo 2020, similar to the Ceylan & Balci study (2021) of the 2018 and 2019 World Cups, the percentage of matches completed before the official duration for women is higher than for men, as well as the efficiency score. But in Tokyo 2020, the number of victories with a technical score is higher for women, while the number of Shido is higher for men (266/169) than 435 matches, and the disqualifications are 11.26% – men and 7.98% – women.

In summary, for both sexes, the percentage of winners of the throwing or controlling techniques is significantly high (57.88%), especially for women, which shows that the changes in the MFD Rules lead to positive changes in the quality of the players' game. A large number of meetings, however, end in non-regular time, with a gold score. This in turn speaks to the equal forces in judo.

In the team championship, judokas from Europe again dominate the standings, showing high spirit, technical skills, mental maturity, and physical fitness.

In summary, Tokyo 2020 brings to the fore not only the principles of Olympism and the creator of judo Jigoro Kano but also the high level of technical skills, emotional intelligence, sportsmanship, strategy and tactics, respect, and empathy, and compliance with the rules and label in judo.

III.3. MODEL OF SPORTS AND TECHNICAL TRAINING THROUGH KATA

Many scientists study the technical training of athletes practicing judo and raise the question of the arsenal of techniques that the athlete must master at each stage of his training. The large arsenal of mastered techniques enables trainees:

✓ use them in the various situations in which they are placed by randori or shiai;

- ✓ to improve by applying them in combinations and counter-techniques, as well as with different grips and opponents;
- ✓ to gain self-confidence;
- ✓ to improve their mastery by covering kyu and dan, etc.

In this regard, it is necessary to compile a program or algorithm. The algorithms, in this case, the sequence in the training of kata for a certain degree and age, in addition to the content of the requirements for mastering the technique, also have theoretical information - features, terminology, idea. These algorithms provide possibilities for the ways and situations for solving a given task and the step-by-step transition, as well as the methods and means for control and evaluation. For each age and experience in judo, the evaluation criteria must be different, but at the same time, the requirements must be accessible and surmountable.

What the Kyu requirements in the different age groups should include depends on the goals that are set for each age group. The techniques that are included in the respective kyu kata must comply with the competition rules, but above all with the ability of the judoka to develop in the right direction and to accumulate knowledge and skills in his technical training.

What throwing and control techniques the judoka will use depends mostly on the system in which he is trained. The training program must include the volume and possible techniques, combinations, transitions, and counter-techniques that a judoka must learn and master to develop and win.

III.3.1. Comparative analysis of Kyu systems around the world and in our country

Around the world, there are various opportunities and methodologies for training and improvement in judo and particular cue systems and the judo techniques included in them. In this regard, the main differences and features of some of the Kyu systems around the world are presented.

The Japanese Gokyo no kaisetsu system is the basis for compiling student degrees (kyu) in various countries such as ***Germany*** and most ***European countries***.

The Portuguese Judo Federation has also built its cue system based on Gokyo no Kaisetsu, and the colors of the belts are the same as those listed by Wolf.²

² <http://www.fpj.pt/comissao-nacional-graduacoes/>

Cue degree examinations focus on requirements such as training time, age, moral character, the performance of the techniques specified in the rules, and conduct in competitions.

Judo Federation in Kosovo³ has similarly built its Kyu system. The Kyu system used in Kosovo has been taken into account due to the success of the Olympics in Japan, where Kosovo judokas won two women's gold medals. Of interest is the inclusion of transitions for techniques in ne waza, posture and ground floor combinations, and the release of osaekomi waza.

The French Judo Federation (FFJDA), in partnership with the International Judo Federation and Kodokan, is developing a kata specifically for children: Kodomo no Kata. At the same time, there is another system published on the website of the French Judo Federation, called " Progression ". In the system of progression, kyu is divided into two large groups - preliminary and preparatory (student).

In ***Kodokan Judo***, the above-mentioned project between the French Judo Federation, Kodokan, and the International Judo Federation, a version of Kodomo no Kata has been prepared, but there are many differences with that of the French Federation. The idea is the same, but their techniques and implementations differ.⁴

The British Judo Association BJA from 2020 updates its requirements for kyu, announced on their website^[51]. Attention is paid to the methodology of teaching children. The British Judo Association officially recognizes four ways to increase in rank: Sho Awards, Mon Grades, Kyu Grades, and Dan Grade, to ensure that everyone strives to improve in judo, according to their wishes.

The Sho system focuses on the development of basic motor skills and specific judo techniques for children from 5 to 7 years of age.

The Kyu Grade system is aimed at novice judokas over the age of 14, as well as those between the ages of 14 and 17 who already have a degree in the MES system. The two systems of MES and KYU are equated so that they correspond to the skills of the trainees and do not return to cover a degree that they have already covered in MES.

³ <http://www.kosovajudo.com/rreth-xhudos/>

⁴ <https://www.youtube.com/watch?v=FhwV1BjPYJQ>

In Bulgaria, the researcher and one of the creators of judo in Bulgaria, Prof. Petar Bogdanov, divide the preparation into four stages - beginner, basic, sports, and high sportsmanship. According to Prof. Bogdanov, attention should be paid to the technical training in the initial stage, which includes VI and V kyu from the dan-kyu system of the Bulgarian Judo Federation and several additional techniques. In this system, although unique for its time, there is no consistency in the levels of education, which does not meet the didactic principles - from simple to complex, from easy to difficult, etc.

Another attempt to create a kyu system in Bulgaria was commissioned by the BFD in 1984-1985, in order to improve the technical training of adolescent judokas. Emil Prokopov creates the model of the kyu system, which emphasizes the possibilities for studying more techniques to be performed not only on both sides but also under different conditions - capture, situation, opponent, etc. Successes and technical literacy are clear, but this model is applied only 2-3 years and is not maintained as a mandatory model for training athletes.

In 2000, judo teachers at Sofia University (Prokopov and Yaneva) created and tested a curriculum to prepare students for their studies, most of whom had not practiced judo before. In the program and the examination norm for assessment at the end of each semester and year, besides the technical requirements, which are based on the approved Q-system in Bulgaria, normative requirements for physical training and knowledge of the theory and philosophy of martial arts, the terminology is included. , rituals, judo competition rules.

Over the years (2008, 2014, 2019) the programs are updated, based on the main goal of the training for acquiring knowledge and skills in judo and self-defense in various martial arts. Emphasis is placed on the philosophy of martial arts, values , and the idea of universal well-being and prosperity. The programs include topics related to history, philosophy, safety, teaching methods, kata, law. Attention is paid to the origin, similarities, and differences between judo and other martial arts, rules, techniques, first aid, etc.

Consecutively, the authors: Anzhelina Yaneva (in the period 2006-2007) and Valeria Lukanova (in the period 2017-2020), research and create a teaching methodology for children from 4 to 7 years of age and about children from 7 to 10 years of age, creating criteria and requirements to cover degrees at these ages.

At the initiative of the members of the Dan-kyu commission at BFD (Georgi Petrov - VII dan, Emil Prokopov - VII dan, Angelina Yaneva - VI dan) an organization for methodological support of the coaches in Bulgaria is undertaken. As a result of the observations and contacts, several proposals stand out to increase the technical capabilities of athletes and coaches and to create an organization for the development of the dan and cue system in Bulgaria, updating the requirements for CJ, according to the new rules of judo and be presented to judo specialists.

Continuous research, expert assessments, and observations provide a basis for modeling a cue system adapted from different cue systems around the world and based on the personal experience of the author.

The prepared model is divided into three main groups:

- Model for children up to 7 years old;
- Model for children from 7 to 10 years old;
- Model for people over 10 years old - basic model.

III.3.2. Model for children from 4 years to 7 years

The model for children up to 7 years of age is consistent with the age of the children and has been tested in practice (Yaneva-Prokopova, 2009). It is divided into groups according to age, training time. Each group is associated with covering a certain color or number of strips, which also indicates the degree of skill and knowledge. The model for children up to 7 years of age contains *requirements* for covering VI kyu by groups. The colors and the number of strips are following the development in the following age groups. The model contains:

- ✓ Judo techniques that the judoka must demonstrate;
- ✓ Practical skills - motor exercises useful for the physical development of the judoka;
- ✓ Theoretical knowledge - history, terminology;
- ✓ Preparation time to cover the relevant degree.

In each part, the skills and knowledge that children need to demonstrate are defined. The form is playful and is tailored to age and training.

In the first and second years of training (3-5 years), the requirements for demonstrating judo techniques are in a lighter form, with sensei helping with instructions or using more advanced judokas for demonstrators and as uke.

In the last year of training, the requirements are close to the requirements for rituals, synchronization between Tories and Uke, control, and way of performing the technique.

Classes with children have different durations:

- ✓ For children aged 3-4 years in the first months the classes last up to 30 minutes, gradually increasing the duration to 40 minutes - once a week.
- ✓ In the second year (4-5 years) classes last up to 45 minutes - 2 times a week;
- ✓ In the third year (5-6 years) the duration increases to 60 minutes - 2 times a week.

The activities include many games and various tools from gymnastics for the development of physical qualities and game forms for the development of motor skills and theoretical knowledge. The proposed judo model, divided into groups and ages, is preparatory for the next stage of children's development.

III.3.3. Model for children from 7 to 10 years

The model for judo training for children from 7 to 10 years of age was created and tested by Valeria Lukanova, which protected her doctorate.

Several problems are pointed out as a disadvantage of the model:

- ✓ Some of the modified retention techniques included in the model are not those approved by Kodokan and IJF.
- ✓ For some transitions presented as combinations from Nage waza to Ne waza or from Ne waza to Ne waza no specific techniques are indicated.
- ✓ The techniques are not evenly distributed in the individual kyu or do not have an increasing progression in their number.
- ✓ The coverage of III kyu - the judoka is already in the competition age and this division has not been made, given the goals and tasks for participation in the competition.

Given the observed problems, A. Yaneva makes several changes:

- ✓ Determines the age group up to 10 years, which means that children in fourth grade are already within the age limit that allows them to compete in state championships organized by the Bulgarian Judo Federation.

- ✓ Distributes the techniques and requirements, according to the age peculiarities and the tested methodology, according to the previous preparation up to 7 years of age and prepares the next age limit - over 10 years.

- ✓ Includes mostly techniques from the Ashi Wadza group;

- ✓ Gradually she added techniques from the group of Te waza and Cauchy waza;

- ✓ Emphasizes the techniques in Ne waza;

- ✓ Includes techniques from Nage waza and Ne waza as combinations and Counter techniques, as well as attacks from different starting positions;

- ✓ Prepares children theoretically and terminologically for the next essential stage of judo training.

- ✓ Introduces children to the rules of judo.

The transition from one age group to another takes place smoothly, taking into account, in addition to age and previous experience. Techniques for preschoolers that continue in this age group largely overlap, but in different situations. These children wear their white belts with the appropriate color and number of stripes until they cover the age-appropriate cue.

The model for this age group is divided for each cue into two parts to facilitate the perception of the material and to motivate the children to cover the respective belt for:

- ✓ VIth kyu first part – white belt with two orange stripes;

- ✓ VIth kyu second part – white belt with three orange stripes;

- ✓ Vth kyu first part – yellow belt;

- ✓ Vth kyu second part – yellow belt with one orange ribbon;

- ✓ IVth kyu first part – orange belt;

- ✓ IVth second part – orange belt with a green ribbon.

The sixth kyu in the first part includes 14 techniques and ends in the second part with 22 techniques (Table 6). Both parts have a higher level of requirement and new techniques, combinations, and counter-techniques.

The first part of the fifth kyu includes 15 techniques, combinations, transitions, and counter techniques in Nage waza and Ne waza, from a total of 25 techniques from different groups. The children cover the yellow belt with one and two white stripes for the first and second part, respectively (Table 7.).

The fourth kyu includes in its first part 14 techniques, out of a total of 25 techniques, combinations, transitions, and counter techniques in Nage waza and Ne waza (Table 8).

Tables 6, 7, and 8 list the techniques that children need to master and demonstrate. The methodology and means depend on the trainer and his preparation, the distribution of the training material over time, and the observance of the stages of learning training, consolidating and improving the techniques. In addition to the above combinations, transitions, and counter-techniques, other exercises and combinations of exercises and techniques should be included to support the consolidation and improvement of judo skills.

The kyu exams can be divided into parts or by type of kata, for example, the fifth kyu has three to four kata: "Nage waza" and "Ne waza", "Renraku waza" and "Ura waza". The theoretical part is organized, also through various forms and means, such as a survey, talk, quiz, etc.

Table 6. Model for children from 7-10 years of age - VI kyu

VI KYU	WHITE BELT WITH TWO ORANGE STRIPES	WHITE BELT WITH THREE ORANGE STRIPES
	FIRST PART	SECOND PART
KIHON WAZA	Shisei	Shisei
	Shintai	Shintai
	Ukemi	Ukemi
	Kumi kata	Kumi kata
	Kuzushi	Kuzushi
TACHI WAZA	De ashi haray	De ashi harai
	O soto gari	O soto gari
	O uchi gari	O uchi gari
		Ko uchi gari
		O goshi
NE WAZA	Kesa gatame	Kesa gatame
		Kata gatame
		Kami shiho gatame
	Yoko shiho gatame	Yoko shiho gatame
	Tate shiho gatame	Tate shiho gatame
RENRAKU WAZA	Transitions for detention - uke is on the abdomen	Transitions for detention - uke is on the abdomen
		Retention transitions - uke is in knee-elbow support
		Transitions from detention to detention
	De ashi haray - Kesa gatame	De ashi harai - Kesa gatame
		De ashi harai - Yoko shiho gatame
URA WAZA	Liberation from Yoko shiho gatame	Liberation from Yoko shiho gatame
		Release from Kesa gatame
THEORY	History and terminology	History and terminology

Table 7. Model for children from 7-10 years of age - V kyu

V KYU	YELLOW BELT	YELLOW BELT WITH ONE ORANGE STRIPE
TACHI WAZA	Uki otoshi	Uki otoshi
	Ippon seoi nage	Ippon seoi nage
	Ko soto station	Ko soto station
		Sasae tsuri komi ashi
		Harai Goshi
		Ko soto hook
NE WAZA	Ushiro kesa gatame	Ushiro kesa gatame
	Kuzure kesa gatame	Kuzure kesa gatame
		Kuzure kami shiho gatame
RENRAKU WAZA	Retention transitions - uke is in knee-elbow support	Retention transitions - uke is in knee-elbow support
	Retention transition - Tori is in knee-elbow support	Retention transition - Tori is in knee-elbow support
		Transitions from detention to detention
	O soto gari - Kesa gatame	O soto gari - Kesa gatame
	Oh, learn - Daddy is a good fortune teller	Oh, learn - Daddy is a good fortune teller
		Ko uchi gari - Yoko shiho gatame
	Who learns stations - Oh learns stations	Who learns stations - Oh learns stations
	Oh, learn stations - Who learns stations	Oh, learn stations - Who learns stations
		O uchi gari - O soto gari
		De ashi harai - O soto gari
URA WAZA	Release from Kesa gatame	Release from Kesa gatame
	Liberation from Tate shiho gatame	Liberation from Tate shiho gatame
	Yoko shiho gatame against De ashi harai	Yoko shiho gatame against De ashi harai
	O soto gari against De ashi harai	O soto gari against De ashi harai
		Tsubame gaeshi
	O soto gaeshi	
THEORY	History and terminology	History and terminology

Table 8. Model for children from 7-10 years of age - *IV kyu* (Yaneva)

4TH KYU	ORANGE BELT	ORANGE BELT WITH ONE GREEN STRIP
TACHI WAZA	Seoi nage Uki goshi Hiza guruma Tani otoshi	Seoi nage Uki goshi Hiza guruma Tani otoshi Ko uchi gake O soto otoshi
NE WAZA	Uki gatame	Uki gatame Ura gatame
RENRAKU WAZA	Retention transitions - uke is between the legs of the Tories O goshi - Kuzure kesa gatame Ippon seoi nage - Kami shiho gatame Tsuru Komi Goshi - O uchi gari Ko uchi gari - Ippon seoi nage	Transitions from detention to detention Retention transitions - uke is between the legs of the Tori Retention transitions - Tori is between the legs of the uke O goshi - Kuzure kesa gatame Ko soto gake - Kata gatame Ippon seoi nage - Kami shiho gatame Tsuru Komi Goshi - O uchi gari Ko uchi gari - Ippon seoi nage Ko soto gari - Ko soto gake Harai goshi - O soto gari
URA WAZA	Liberation from Kami shiho gatame Liberation from Kudzure kesa gatame O goshi against De ashi harai Ko soto gari against Tsuru komi goshi	Liberation from Kami shiho gatame Liberation from Kuzure kesa gatame Liberation from Kata gatame Kuzure kesa gatame against Ko soto gake O goshi against De ashi harai Ko soto gari against Tsuru komi goshi Ippon seoi nage against O uchi gari
THEORY	History and terminology	Competition rules

III.3.4. Model for age over 10 years

In the presented model, the Sixth, Fifth, and Fourth kyu overlap to some extent with the models for both ages up to 7 years and up to 10 years, but already at a higher level, due to the age limit and the ability to realize and perceive more information and increased motor and functional indicators, as well as mental readiness for development in judo.

As in the previous age limit, VI and V kyu are divided into two parts, and the coverage of the techniques from one part supports and prepares the coverage of the requirements in the next part. The first group of techniques is performed in a freer form, with the aim of learning and consolidating in different situations and building emotional intelligence. Each group covers the corresponding color belt, but with different colored ribbons.

If someone has already covered the Fourth Cue in the lower age group, he has the opportunity to cover the next one, which includes additional elements and techniques, as the color of the bar shows the type of degree for the respective cue (Table 10).

The colors in this age group are the following:

- ✓ VI kyu, 1 part - white belt - with one blue ribbon;
- ✓ VI kyu, 2 part - white belt - with one brown ribbon;
- ✓ V kyu, 1 part - yellow belt - with two orange stripes;
- ✓ V kyu, part 2 - yellow belt - with three orange stripes;
- ✓ IV kyu - orange belt - with two green ribbons;
- ✓ III kyu - green belt;
- ✓ II kyu - blue belt;
- ✓ I kyu - brown belt.

Each cue has **additional requirements** to cover a degree that must be met to be admitted to the cue exam.

Theoretical training is not fixed as a requirement, as every judo practitioner must require it of himself. It is important for examiners and practitioners to know the terminology - in Japanese and translate it into Bulgarian.

The model "Kata for age over 10 years" is presented in the tables. 11-16.

Table 10. Distribution of cue models by age, degree, and time

Age	kyu	part	Belt		Time to prepare	
			color belt	tape.	months	г.
up to 7 years	VI	1	White		1-2	1
		2	White		2-3	
		3	White		3-4	
		4	White		3-4	1
		5	White		3-4	
		6	White		3-4	
		7	White		9-12	1
up to 10 years	VI	1	White		4-5	1
		2	White		4-5	
	V	1	Yellow		4-5	1
		2	Yellow		4-6	
	IV	1	Orange		4-6	1
		2	Orange		4-6	
over 10 years	VI	1	White		5-6	1
		2	White		5-6	
	V	1	Yellow		5-6	1
		2	Yellow		5-6	
	IV		Orange		9-12	1
	III		Green		9-12	1
	II		Blue		9-12	1
	I		Brown		9-12	1

Table 11. VI Kyu - Model for over 10 years of age

6TH KYU WHITE BELT	WITH A BLUE RIBBON	WITH A BROWN STRIPE
KIHON WAZA	Shin Thai	Shin Thai
	Shisei	Shisei
	Ukemi	Ukemi
	Kumi kata	Kumi kata
	Kuzushi	Kuzushi
NAGE WAZA	De ashi harai	De ashi harai
	O soto gari	O soto gari
	O uchi gari	O uchi gari
	Ko uchi gari	Ko uchi gari
		O goshi Uki otoshi
NE WAZA	Kesa gatame	
	Kata gatame	
	Kami shiho gatame	
	Yoko shiho gatame	
	Ushiro kesa gatame	
	Tate shiho gatame	
COMBINATIONS IN NE WAZA	Transition for retention - uke on the abdomen - from the sides of the uke	Transitions from detention to detention
	Retention transition - uke between tori legs	
	Retention transitions - uke in knee-elbow support	
COMBINATIONS NAGE WAZA - NOT OUZA		De ashi harai - Kesa gatame
OF COUNTERTECHNICS PRICE NE WAZA 	Liberation from Yoko shiho gatame	Release from Kesa gatame
		Liberation from Kami shiho gatame

Table 12. *V kyu* - Model for age over 10 years

5TH KYU YELLOW BELT	WITH TWO ORANGE RIBBONS	WITH THREE ORANGE STRIPES
ADDITIONAL REQUIREMENTS	Mae mawari ukemi through an obstacle (partner in knee-elbow position(turtle)) - 2 pcs.	Ukemi from different starting positions - knee support, through the arm of a partner - 2 pcs.
NAGE WAZA	Ko soto gari Sasae tsuri komi ashi Seoi nage Ippon seoi nage	Ko soto gari Sasae tsuri komi ashi Seoi nage Ippon seoi nage Uki goshi Harai Goshi Tani otoshi
NE WAZA	Kuzure kesa gatame Kuzure kami shiho gatame	Kuzure kesa gatame Kuzure kami shiho gatame Uki gatame Ura gatame
COMBINATIONS IN NE WAZA	Retention transition - uke on the abdomen - from the head of the uke Retention transition - Tori is in knee-elbow support	Transitions from detention to detention Retention transitions - tori between the legs of the uke
COMBINATIONS NAGE WAZA – NE WAZA	DE ASHI HARAI - YOKO SHIHO GATAME O soto gari - Kesa gatame	DE ASHI HARAI - YOKO SHIHO GATAME O soto gari - Kesa gatame O uchi gari – Tate shiho gatame Ko uchi gari - Yoko shiho gatame Uki otoshi - Kata gatame
COMBINATIONS IN NAGE WAZA	De ashi harai - O soto gari Ko uchi gari – O uchi gari O uchi gari – Ko uchi gari	De ashi harai - O soto gari Ko uchi gari – O uchi gari O uchi gari – Ko uchi gari O soto gari - O uchi gari O uchi gari - O soto gari
COUNTERTECHNICS IN NE WAZA	Liberation from Tate shiho gatame Release from Ushiro kesa gatame	Liberation from Tate shiho gatame Liberation from Kata gatame
COUNTER- TECHNIQUES – NE WAZA VS. NAGE WAZA	Yoko shiho gatame against De ashi harai	Yoko shiho gatame against De ashi harai
COUNTERTECHNICS IN NAGE WAZA		Tsubame gaeshi

Table 13. IV kyu - Model for age over 10 years

4TH KYU ORANGE BELT	WITH TWO GREEN RIBBONS
ADDITIONAL REQUIREMENTS	Imitation exercises in Ne waza - release from restraint by pushing and through a bridge, restraint control with a change of direction (3 pcs.)
NAGE WAZA	Ko uchi gake Ko soto gake Okuri ashi harai Tai otoshi Seoi otoshi Koshi guruma Hane Goshi
NE WAZA	Ude hishide ude gatame Ude hishi juji gatame Ude hishigi hidza gatame Ude hishigi ashi gatame Ude garami
COMBINATIONS IN NE WAZA	Kasa gatame - Kuzure kesa gatame Kami shiho gatame - Kuzure kami shiho gatame Transition to Uki gatame Transition to Ura gatame
COMBINATIONS NAGE WAZA – NE WAZA	Ko soto gari - Kuzure kesa gatame Sasae tsuri komi ashi - Kesa gatame Seoi nage - Kuzure kami shiho gatame Uki otoshi - Kata gatame
COMBINATIONS IN NAGE WAZA	Sasae tsuri komi ashi - O soto gari Sasae tsuri komi ashi - Seoi nage Ko uchi gari - Ippon seoi nage O uchi gari - Seoi nage O goshi - Uki goshi
OF COUNTERTECHNICS PRICE NE OUZA 	Liberation from Kuzure kesa gatame Liberation from Uki gatame
COUNTER-TECHNIQUES - NOT OUZA VS. NAGE WAZA	Kudzure kesa gatame against Tani otoshi
OF COUNTERTECHNICS IN NAGE WAZA	Tani otoshi against O goshi Ushiro Goshi against Harai goshi

Table 14. *III kyu - Model for age over 10 years*

3RD KYU	GREEN BELT
ADDITIONAL REQUIREMENTS	Imitation exercises individually and in pairs on each side (Uchi komi) of the techniques O soto gari, Ippon seoi nage, and Tai otoshi 20 each side from each technique.
NAGE WAZA	Uchi mata Hiza guruma Haray tsuri komi ashi Tsuru komi goshi Sode tsuri komi goshi Sumi otoshi Tomoe nage
NE WAZA	Ude hishigi waki gatame Ude hishigi hara gatame Ude hishi sankaku gatame Ude hishigi te gatame Okuri eri jime
COMBINATIONS IN NE WAZA	Transition to Ude hishigi juji gatame - Uke between the legs of Tori Transition to Ude hishi juji gatame - uke on the abdomen Kuzure kesa gatame - Ude hishi juji gatame Ude hishide ude gatame - Ude garami
COMBINATIONS NAGE WAZA – NE WAZA	Tai otoshi - Ude hishigi juji gatame Okuri ashi harai - Ude garami Uki otoshi - Ude hishi ashi gatame Tani otoshi - Yoko shiho gatame
COMBINATIONS IN NAGE WAZA	Ippon seoi nage – Ko uchi gake Ko soto gake - Tani otoshi Harai goshi - Tani otoshi O soto gari - Harai goshi Harai goshi - O soto gari
COUNTERMEASURES IN NE WAZA	Liberation from Ura gatame
COUNTER-TECHNIQUES – NE WAZA VS. NAGE WAZA	Kudzure kesa gatame against Ko uchi gake Kesa gatame against Ko Soto Gake
CONTRATECHNICS IN NAGE WZA	Utsuri goshi O soto gaeshi

Table 15. *II kyu* - Model for age over 10 years

2ND KYU	BLUE BELT
ADDITIONAL REQUIREMENTS	Throws - 2 series of 10 repeats on each side, the techniques of Seoi nage, Sode tsuri komi goshi, and Harai tsuri komi ashi
NAGE WAZA	O guruma Ashi guruma Yama arashi O soto otoshi Sumi gaeshi Soto maki komi Yoko otoshi Ura nage
NE WAZA	Nami juji jime Gyaku juji jime Kata juji jime Sode guruma jime Sankaku jime
COMBINATIONS IN NE WAZA	Transition to Ude hishi sankaku gatame - uke on the abdomen Transition to Ude hishi sankaku gatame - uke in knee-elbow support Transition to Okuri eri jime - uke on the abdomen Kesa gatame - Ude hishihi waki gatame
COMBINATIONS NAGE WAZA – NE WAZA	Seoi nage - Ude hishi juji gatame Thani Otoshi - Ude hishigi waki gatame Tomoe nage - Ude hishi hiza gatame
COMBINATIONS IN NAGA WAZA	Hiza guruma - O soto gari O soto gari - Hiza guruma Ko uchi gari – Uchi mata Tai otoshi - Seoi otoshi O uchi gari - Tomoe nage
COUNTER-TECHNIQUES – NE WAZA VS. NAGE WAZA	Kesa gatame against Tomoe nage Ude hishigi juji gatame against Ippon seoi nage
CONTRATECHNICS IN NAGE WAZA	Sumi otoshi against Seoi nage Ko soto gake against Tai otoshi Uchi mata sukashi Uchi mata gaeshi

Table 16. *I kyu* - Model for age over 10 years

1ST KYU	BROWN BELT
ADDITIONAL REQUIREMENTS	3 randori lasting 2 min each, without interruption at Ippon. The number of attacks and their effectiveness, the combinability and implementation of counterattacks, the imposition and use of different grips is reported (Kef \geq 60)
NAGE WAZA	Yoko gake Obi otoshi O soto guruma O soto maki komi Harai maki komi Uki waza Yoko wakare Daki wakare
H IS OUZA	Kata ha jime Kata te jime Tsukkomi jime Hadaka jime Riote jime
COMBINATIONS IN NE WAZA	Transition to Sankaku jime - Uke on the belly Transition for Sankaku jime - uke in knee-elbow support Transition for Sankaku jime - Uke between the legs of the Tories Okuri eri jime - Hadaka jime
COMBINATIONS IN NAGE WAZA	Uchi mata - Tai otoshi O soto guruma - O soto otoshi Tsuru komi goshi - O uchi gari Hiza guruma - Yoko otoshi Sasae tsuri komi ashi - Sode tsuri komi goshi O soto gari - Soto maki komi Uchi mata - Sumi gaeshi
COUNTER-TECHNIQUES – NE WAZA VS. NAGE WAZA	Ude hishi ude gatame against Sode tsuri komi goshi Okuri eri Jime against Seoi Otoshi
CONTRATECHNICS IN NAGA WAZA	Harai goshi gaeshi Ko uchi gaeshi O uchi gaeshi Ura nage against O goshi Yoko Guruma against Koshi Guruma

III.3.5. Comparative analysis of the techniques in the different QU models for the three ages

The distribution of Nage Wadza and Ne Wadza techniques in the different models of kyu and ages is summarized in the following Figure 71. The idea is to have continuity, deepening, and development of judokas, regardless of the period in which they start practicing judo.

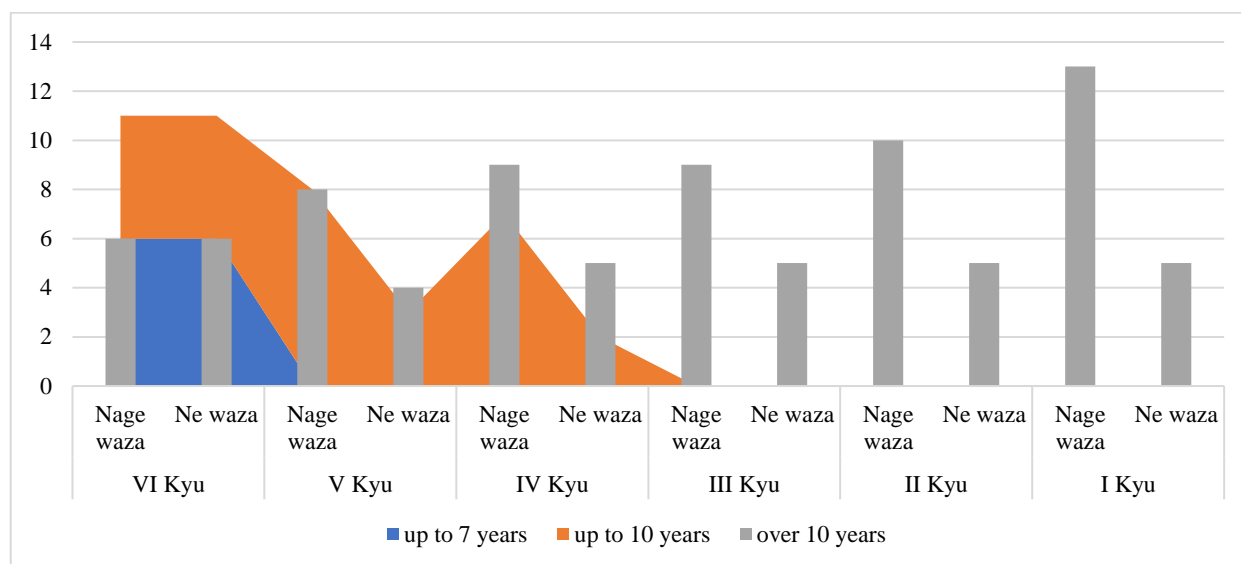


Figure 71. Distribution of post and ground floor techniques in the three models

For those who start at the earliest childhood from 3-4 years, the continuation of training is not only repetition and consolidation of the material, but also increases the level of knowledge and skills, as well as motivation and development at all levels of preparation. - physical, motor, mental, moral and ethical, etc. At this age, the emphasis is on education - rituals, discipline, respect, a healthy lifestyle, develop motor skills with the means of gymnastics and game forms of training.

For the age of 7-10 years, the techniques by sections and actions are 71 pieces, and for the age, over 10 years the techniques are 176 pieces. (Fig.73).

In this age group, standing techniques are distributed as stand-alone attacks and as techniques (56 in total) used as counterattacks, such as Tsubame gaeshi, Uchi mata gaeshi, etc.

The figures show the distribution of techniques as number and type, uniform load, and percentage distribution by groups of techniques, which is similar to the global trends of techniques used during the competition, according to research by various authors mentioned above (Bocioaca, 2014; Jonczyk & Adam, 1997; Jagiełło

W., 2000; Jagiełło, Dornowski, & Wolska, 2014; Okada, et al., 2013; Sadowski & Gierczuk, 2009; Weers, 1997; Yahia, 2021; Yaneva & Lukanova, 2019; and others.).

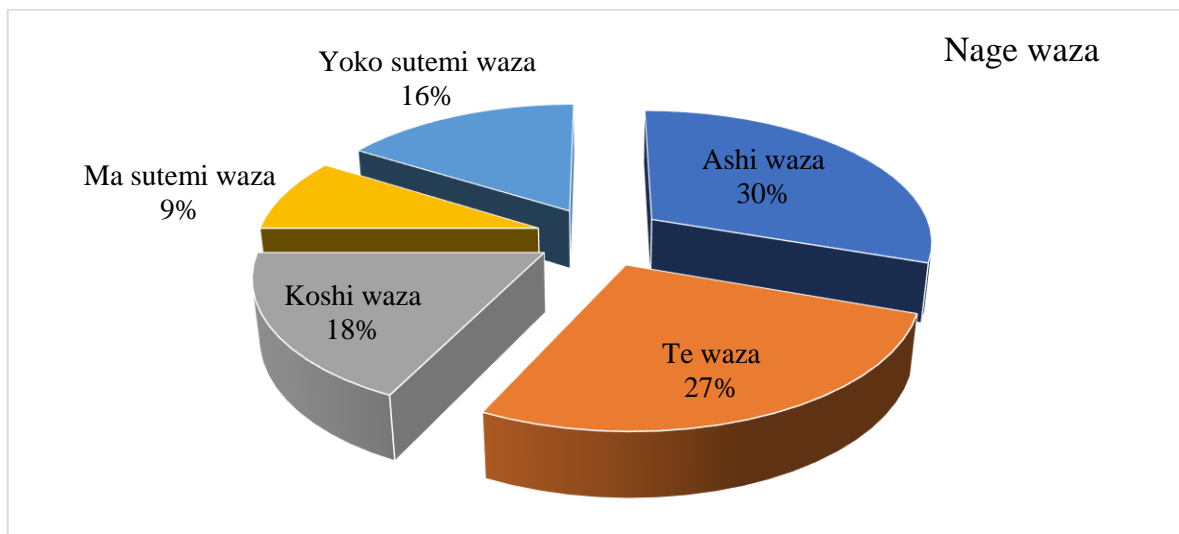


Figure 73. Distribution of stand techniques in the cue model (over 10 years)

The proposed model emphasizes the combinations and counter-techniques, which in most categories are missing or few. It is in the student levels that emphasis should be placed not only on the individual techniques on the stand and ground floor but also on their application in combinations and counters, as well as on the possibilities for transitions and implementation of techniques from different starting positions and grips. It should be borne in mind that in most cases in competitions, the victory is due to applied combinations or counter-techniques both in the stand and on the ground.

Organization and conduct of the exam

The organization of the exam is related to ensuring solemnity and safety both for those appearing and for all participants in the exam - audience, committee, trainees. It is also necessary to provide seats, if the hall allows, for the guests, the audience, the commission, and the opportunity to take pictures, without interfering with those taking the exam. Belts with the appropriate colors for the specified cue as well as certificates must be provided. The trainer creates a commission in which to attract members of the Dan-kyu commission to the BFD or specialists with proven experience and a protected minimum of the first dan.

The members of the *Dan-kyu commission at BJJF* support the coaches and their graduates by acquainting them with the requirements and controlling the performance of the kyu kata, rituals, synchrony, knowledge, skills.

CONCLUSIONS AND RECOMMENDATIONS FOR THE PRACTICE

CONCLUSIONS

✓ The methodology of kata training as part of judo training helps the judoka to master, master, and apply judo techniques in various situations, including extreme, to master and upgrade his psychophysical training, to control and observe the ethics of behavior as well. the tatami, and in society.

✓ The possibilities for improvement of the technical preparation as a consequence of the application of the methodology of teaching through kata are grounds for it to be offered in the mass pedagogical practice.

✓ Improving the technical level of athletes and professionals is related to the process of learning judo through kata and covering degrees.

✓ The created models of judo training in kata are:

- applicable;
- compatible with various forms of organization of the training process;
- have the flexibility and wide adaptability to different ages;
- are based on the concepts of active learning and communication between coach and trainee.

RECOMMENDATIONS

✓ Kyu to become a mandatory requirement for participation in a competition for children and adolescents.

✓ The Bulgarian Judo Federation to organize periodic qualification courses and/or seminars to improve the quality of training methodology for different age groups.

✓ BJJF to manage and control its coaching staff and to introduce criteria for educational qualifications and opportunities such as specific knowledge and skills in judo. A strategy for the development and control of the coaching staff is needed to increase the level of judo and better realization of both the coaches and the athletes.

✓ To look for other effective didactic solutions to support the consolidation and improvement of judo skills.

✓ Practitioners must perform techniques, combinations, transitions, and counter-techniques in all directions, depending on the technique.

✓ To illustrate the model - on paper and film.

✓ To create and approve a system for degree preparation and coverage.

✓ Periodically increase the qualification of judo coaches (higher education) and professional qualification for instructors and assistant coaches without higher education - opportunities and requirements, according to ORDINANCE № 2/2011 and Art. 14. of the Sports Act.

CONCLUSION

The models presented in this paper, built as a new system of sports and technical training for different ages and abilities, are based on the personal theoretical and practical experience of the author, summarizing the research needs on this issue. The training in kata is brought to the fore, according to the requirements, the changes in the rules, the length of service, and the age of the students.

The improvement of sports and technical skills in high-ranking athletes should take into account the individual characteristics of the individual athlete, which are built on based holistic training, combining practice and theory in sports and martial arts judo. In this sense, the development of a model of kata for kyu in Bulgaria for different ages and opportunities is aimed at the development of judoka and its implementation in competitive practice, combined with the traditions and modern requirements in judo.

THEORETICAL AND SCIENTIFIC CONTRIBUTIONS

Contributions to the development are formulated as follows:

✓ The following age groups are defined: up to 7 years, up to 10 years, and over 10 years.

✓ Distributed are techniques and requirements according to age characteristics and according to previous training to 7 years old and for the next age limit - over 10 years.

✓ Preparatory models of kyu have been developed and tested, which mainly include techniques from the group of Ashi waza, and gradually techniques from the group of Te waza are added; great attention is paid to the techniques in Ne waza; combinations and counter techniques from Nage Waza and Ne Waza are included, as well as attacks from different starting positions; attacks from different starting positions and grips are included;

✓ The children are brought up and prepared theoretically and terminologically for the next stages of the judoka's development.

✓ The applied training methodology provides a cumulative effect and prerequisites for building the foundation on the way to high mastery.

✓ By emphasizing the main points, the active thinking of the athletes in mastering the technique is strengthened, as the joint analyzes "sensei - gakusay" increase the active participation of the athletes in the training process in judo.

✓ The present study has a theoretical and scientific contribution to the methodology of judo training for beginners and advanced judokas at all ages, as well as to enrich the methodology of physical education and its introduction in extracurricular forms of education.

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DECLARATION

FOR ORIGINALITY / AUTHORSHIP

I, the undersigned,

ANZHELINA GEORGIEVA YANEVA-PROKOPOVA,

I declare with my signature that my doctoral dissertation: "JUDO TRAINING THROUGH KATA FOR DIFFERENT AGES " for the award of the scientific degree "Doctor of Science" is my work, written and prepared independently.

I declare that this doctoral dissertation has not been offered for publication and has not been published, including under another title.

I declare that I offer my own author's text and I am responsible for the authorship of the dissertation.

The sources used are cited accurately and with a correct indication of their authors.

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