



# THE ROLE OF PHYSICAL EDUCATION IN FORMING A HEALTHY LIFESTYLE IN PRIMARY EDUCATION

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## Abstract

This article examines the role of physical education in forming a healthy lifestyle among primary school students. In primary education, physical education is not limited to the development of motor skills; it also serves as an important pedagogical factor in strengthening pupils' health, improving discipline, shaping hygienic habits, developing social cooperation, and encouraging conscious attitudes toward daily physical activity. The article emphasizes that the formation of a healthy lifestyle begins from the early school years, when children acquire stable behavioral patterns related to movement, nutrition, rest, personal hygiene, emotional balance, and active participation in learning and social life. Physical education lessons create favorable conditions for developing endurance, agility, coordination, flexibility, and strength, while also teaching children to follow rules, respect classmates, act safely, and understand the value of health. Special attention is given to the pedagogical significance of age-appropriate exercises, active games, outdoor activities, health-saving technologies, and teacher-guided motivational methods. The article argues that systematic and well-organized physical education in primary school contributes to the harmonious development of the child and becomes a foundation for lifelong health-oriented behavior.



**Keywords:** Primary education, physical education, healthy lifestyle, motor activity, health-saving pedagogy, active games, physical development, hygienic habits, child development.

## **Introduction**

### **BOSHLANG'ICH TA'LIMDA SOG'LOM TURMUSH TARZINI SHAKLLANTIRISHDA JISMONIY TARBIYANING O'RNI**

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## **Annotatsiya**

Mazkur maqolada boshlang'ich sinf o'quvchilarida sog'lom turmush tarzini shakllantirishda jismoniy tarbiyaning o'rni tahlil qilinadi. Boshlang'ich ta'limda jismoniy tarbiya faqat harakat ko'nikmalarini rivojlantirish bilan cheklanmaydi, balki o'quvchilar salomatligini mustahkamlash, intizomni yaxshilash, gigiyenik odatlarni shakllantirish, ijtimoiy hamkorlikni rivojlantirish va kundalik jismoniy faollikka ongli munosabat uyg'otishda muhim pedagogik omil vazifasini bajaradi. Maqolada sog'lom turmush tarzi ilk maktab yoshidan boshlab shakllanishi, aynan shu davrda bolalarda harakat, ovqatlanish, dam olish, shaxsiy gigiyena, emotsional muvozanat hamda o'quv va ijtimoiy hayotda faol ishtirok etish bilan bog'liq barqaror xulq-atvor me'yorlari tarkib topishi ta'kidlanadi. Jismoniy tarbiya darslari chidamlilik, chaqqonlik, muvofiqlashtirish, egiluvchanlik va kuchni rivojlantirish bilan birga, bolalarni qoidalarga rioya qilish, sinfdoshlarini hurmat qilish, xavfsiz harakatlanish va salomatlik



qadriyatini anglashga o‘rgatadi. Yosh xususiyatlariga mos mashqlar, harakatli o‘yinlar, ochiq havodagi faoliyatlar, sog‘liqni saqlashga yo‘naltirilgan pedagogik texnologiyalar va o‘qituvchi tomonidan boshqariladigan motivatsion usullarning tarbiyaviy ahamiyatiga alohida e‘tibor qaratiladi. Maqolada tizimli va to‘g‘ri tashkil etilgan jismoniy tarbiya boshlang‘ich sinf o‘quvchisining uyg‘un rivojlanishiga xizmat qilishi hamda umrbod sog‘lom hayotga yo‘naltirilgan xulq-atvor uchun asos bo‘lishi asoslab beriladi.

**Kalit so‘zlar:** boshlang‘ich ta‘lim, jismoniy tarbiya, sog‘lom turmush tarzi, harakat faolligi, sog‘lomlashtiruvchi pedagogika, harakatli o‘yinlar, jismoniy rivojlanish, gigiyenik odatlar, bola rivojlanishi.

### **Introduction**

The formation of a healthy lifestyle in primary education is one of the essential tasks of modern pedagogy, because the first years of schooling create the basis for the child’s further physical, intellectual, emotional, and social development. At this stage, pupils begin to understand the importance of movement, personal hygiene, daily routine, proper rest, balanced nutrition, and positive communication with peers. Physical education plays a central role in this process, as it connects health-related knowledge with practical activity and helps children experience the value of movement through direct participation. Unlike theoretical explanations alone, physical education lessons allow pupils to feel how regular exercise improves mood, strengthens the body, increases attention, and supports active participation in school life.

In primary school, children are naturally active, curious, and emotionally responsive. Therefore, physical education should not be limited to mechanical performance of exercises. It should be organized as a pedagogical process that develops interest, motivation, discipline, cooperation, and responsibility for personal health. Through age-appropriate exercises, active games, relay activities, rhythmic movements, outdoor tasks, and simple sport elements, pupils learn to control their movements, coordinate actions, follow instructions, and respect collective rules. These qualities are important not only for physical development but also for general educational success, because a healthy and



active child is more prepared to learn, communicate, and adapt to the school environment.

The relevance of this topic is connected with the increasing need to strengthen health-preserving approaches in education. Modern children often face reduced physical activity due to long periods of sitting, excessive use of digital devices, and insufficient time spent outdoors. These factors may negatively influence posture, endurance, eyesight, emotional stability, and general working capacity. In this context, the primary school teacher and physical education teacher have an important responsibility to create conditions for regular movement and to explain the practical meaning of healthy habits in a simple and understandable way. Physical education lessons, morning exercises, short movement breaks, active games during extracurricular activities, and health-oriented events can become effective means of preventing inactivity and forming a positive attitude toward a healthy lifestyle.

A healthy lifestyle is not formed spontaneously. It requires systematic pedagogical influence, continuity between lessons and extracurricular activities, cooperation between teachers and parents, and the use of methods that correspond to children's age characteristics. In primary education, the teacher should gradually teach pupils that health is a valuable personal and social resource. Children need to understand that physical activity, cleanliness, correct posture, safe behavior, sufficient sleep, and emotional balance are connected with their daily well-being and learning achievements. When these ideas are reinforced through practical physical education activities, they become more meaningful and stable.

Thus, the role of physical education in primary education is broader than the development of motor skills. It is a purposeful pedagogical mechanism for forming health culture, strengthening moral-volitional qualities, developing social interaction, and preparing pupils for an active and responsible life. A well-organized physical education process helps children acquire the first experience of self-care, self-discipline, cooperation, and conscious attitude toward their own health.



## **Methods**

The methodological basis of this study is formed by pedagogical analysis of the role of physical education in developing a healthy lifestyle among primary school pupils. The study relies on the idea that health-oriented behavior in childhood is formed through systematic educational influence, practical activity, repetition of useful habits, emotional motivation, and cooperation between school and family. In order to examine this process, the article uses theoretical analysis, comparative pedagogical interpretation, observation-based reasoning, and generalization of educational experience related to physical education in primary classes. The main attention is directed to how physical education lessons, active games, movement breaks, outdoor activities, and health-preserving pedagogical technologies influence pupils' physical development and daily behavioral culture.

The theoretical analysis method makes it possible to identify the pedagogical meaning of such concepts as physical education, healthy lifestyle, motor activity, health culture, hygienic habits, and age-appropriate physical development. In primary education, these concepts are closely connected with the child's daily school routine. Therefore, the study considers physical education not only as a subject aimed at teaching exercises, but also as an integrated educational process that influences discipline, responsibility, emotional balance, social interaction, and self-care skills. This approach allows the problem to be studied from a broader pedagogical perspective.

The comparative method is used to analyze different forms of organizing physical activity in primary education. Traditional physical education lessons are compared with active games, short physical pauses during academic lessons, extracurricular sport events, morning exercises, and outdoor movement activities. Such comparison shows that the formation of a healthy lifestyle becomes more effective when physical activity is not limited to one lesson, but becomes a regular and natural part of school life. For example, active games help pupils develop agility and cooperation, while movement breaks reduce fatigue and restore attention during classroom learning. Outdoor exercises strengthen the body and create a positive emotional environment, while sport festivals and health days increase pupils' interest in physical activity.

Observation-based reasoning is important because primary school pupils often demonstrate their attitude toward health through behavior rather than through



verbal explanation. The teacher can observe how children participate in exercises, follow safety rules, maintain personal hygiene, cooperate with classmates, respond to success or failure, and show interest in active games. These observations help determine whether physical education is influencing not only the child's body, but also personal qualities such as perseverance, self-control, courage, mutual respect, and responsibility. In this sense, observation becomes an important pedagogical tool for understanding the real effectiveness of health-oriented education.

The study also uses the method of pedagogical generalization. This method allows the main conditions for forming a healthy lifestyle through physical education to be summarized. These conditions include the systematic nature of lessons, age-appropriate selection of exercises, emotional attractiveness of activities, connection between movement and health knowledge, safe organization of tasks, individualization of physical load, and cooperation with parents. It is especially important that exercises correspond to the physical readiness of children and do not create excessive pressure. The teacher should support every pupil's participation and encourage gradual progress rather than only athletic achievement.

Thus, the methodological approach of the article is based on the unity of theory and practice. Physical education is studied as a pedagogical environment in which children acquire knowledge about health through direct movement, personal experience, communication, and repeated daily actions. This makes it possible to reveal its role in forming a stable healthy lifestyle in primary education.

## **Results**

The analysis of physical education in primary education shows that its influence on the formation of a healthy lifestyle is expressed not only in the improvement of physical qualities, but also in the development of stable behavioral habits connected with health, discipline, hygiene, cooperation, and self-regulation. When physical education is organized systematically and according to the age characteristics of children, pupils gradually begin to understand movement as a natural and necessary part of everyday life. They become more active during lessons, show greater interest in games and exercises, and develop a more positive attitude toward physical activity outside the classroom environment.



One of the main results of physical education is the development of basic motor qualities. Regular performance of running, jumping, throwing, balancing, stretching, rhythmic movements, and active games helps primary school pupils improve coordination, agility, flexibility, endurance, and strength. These qualities are especially important at the early stage of schooling, because the child's body is still developing, and properly selected physical exercises support harmonious growth. Physical education also helps children control their posture, breathe correctly during movement, maintain balance, and perform actions safely. As a result, pupils become more confident in their movements and more prepared for different types of physical activity.

Another important result is the formation of hygienic and health-preserving habits. During physical education lessons, pupils learn the importance of clean sportswear, personal hygiene, correct preparation before exercises, safe behavior in the gym or playground, and proper rest after physical activity. These simple but regular actions gradually become part of the child's daily behavior. The teacher's explanations about cleanliness, healthy routine, fresh air, water consumption, and safe movement help pupils connect physical activity with general well-being. In this way, physical education becomes a practical means of teaching children to take care of their health.

The results also show that physical education has a positive influence on pupils' emotional and social development. Active games and collective exercises teach children to communicate, follow rules, accept victory and defeat, support classmates, and act as part of a team. In primary education, these experiences are pedagogically significant because children learn social norms through activity. A well-organized game develops not only speed or agility, but also fairness, patience, mutual respect, and responsibility. Pupils who regularly participate in such activities usually become more open, energetic, and confident in communication with peers.

Physical education also contributes to the improvement of learning capacity. Short movement breaks, active exercises, and properly organized physical lessons reduce fatigue, improve attention, and create emotional readiness for further study. Primary school pupils cannot remain concentrated for a long time without movement; therefore, health-oriented physical activity supports the general educational process. When movement is included in the school routine, children



show better classroom discipline, increased motivation, and greater readiness to participate in academic tasks.

The formation of a healthy lifestyle through physical education is most effective when lessons are connected with extracurricular activities and family support. Health days, sport competitions, outdoor games, morning exercises, and teacher-parent cooperation strengthen the influence of classroom physical education. These activities help pupils understand that healthy behavior is not limited to one school subject, but belongs to everyday life. Thus, the results indicate that physical education in primary education creates a pedagogical foundation for physical development, health culture, emotional stability, social cooperation, and conscious attitude toward a healthy lifestyle.

### **Discussion**

The formation of a healthy lifestyle in primary education should be understood as a gradual pedagogical process in which physical education performs both developmental and educational functions. The results of the analysis show that physical education lessons are effective when they are not reduced to the mechanical repetition of exercises, but are organized as meaningful activities connected with the child's health, emotions, behavior, and social experience. In this regard, the teacher's role is especially important. The teacher must create a positive environment where every pupil feels safe, active, and motivated, regardless of individual physical abilities. If physical education is based only on comparison, competition, and strict performance standards, some children may lose interest. However, when the lesson includes encouragement, active games, cooperative tasks, and gradual progress, pupils begin to perceive physical activity as a pleasant and useful part of life.

In primary classes, the development of a healthy lifestyle is closely related to age-specific psychological and physiological characteristics. Children of this age need movement, emotional variety, visual explanation, and direct participation. Therefore, physical education should be integrated with play, rhythm, imitation, storytelling, and simple problem situations. For example, exercises can be organized through game-based tasks that imitate animals, natural movements, travel, teamwork, or rescue activities. Such methods increase children's interest and help them understand health-related ideas in a practical form. A pupil who



learns through movement remembers the value of activity more effectively than a pupil who only hears theoretical explanations about health.

Another important aspect is the connection between physical education and the broader educational process. A healthy lifestyle cannot be formed only during physical education lessons if other parts of school life do not support this goal. Movement breaks during academic lessons, correct seating posture, ventilation of classrooms, active recreation during breaks, extracurricular games, and teacher attention to emotional well-being should complement physical education. In this sense, the whole school environment must become health-oriented. When pupils repeatedly encounter the same health-preserving requirements in different situations, these requirements gradually become stable habits.

The family also has a decisive influence on the effectiveness of physical education. If pupils are encouraged to be active at school but spend most of their free time passively at home, the formation of a healthy lifestyle becomes weaker. Therefore, cooperation between teachers and parents is necessary. Parents should be informed about the importance of daily movement, outdoor play, sleep routine, balanced nutrition, and limitation of excessive screen time. At the same time, teachers should avoid giving recommendations in a formal or moralizing way. It is more useful to involve parents through simple practical tasks, family sport events, home observation assignments, and health-oriented conversations.

The discussion also shows that physical education contributes to moral and social education. Through collective games, pupils learn fairness, respect, patience, responsibility, and mutual support. These qualities are directly connected with a healthy lifestyle because health is not only a physical state, but also a culture of behavior, emotional stability, and positive relations with others. Thus, physical education in primary school should be considered an important pedagogical mechanism for developing the whole personality of the child. Its effectiveness depends on systematic organization, age-appropriate content, emotional attractiveness, individual support, and continuity between school, family, and social environment.

## **Conclusion**

Physical education in primary education is one of the most important pedagogical means of forming a healthy lifestyle from the earliest stages of school



development. At this age, children acquire basic habits, behavioral norms, attitudes toward their own body, and first ideas about the value of health. Therefore, physical education should not be considered only as a subject aimed at teaching movements or developing physical qualities. It is a broad educational process that unites physical development, health preservation, emotional stability, social cooperation, discipline, and personal responsibility. When physical education is organized systematically and meaningfully, it helps pupils understand that health is not an abstract concept, but a daily value connected with movement, cleanliness, nutrition, rest, safety, and positive communication.

The analysis shows that the formation of a healthy lifestyle among primary school pupils becomes more effective when physical education lessons are based on age-appropriate exercises, active games, outdoor activities, health-saving methods, and individual support. Children of primary school age learn better through activity, play, repetition, imitation, and emotional experience. For this reason, physical education should create a joyful and motivating environment where every pupil can participate according to his or her abilities. The main pedagogical task is not only to identify the strongest or fastest children, but to involve all pupils in regular movement and to develop confidence in their physical abilities. Such an approach strengthens motivation and prevents negative attitudes toward physical activity.

Physical education also has an important influence on the development of hygienic and health-preserving habits. Through regular lessons, pupils learn to wear appropriate sports clothing, observe cleanliness, follow safety rules, control posture, breathe correctly, rest after exercise, and understand the need for daily physical activity. These habits gradually become part of the child's lifestyle when they are supported by the teacher, family, and school environment. In this sense, physical education serves as a practical school of health culture, where knowledge is not only explained but also experienced in action.

Another important conclusion is that physical education supports the social and emotional development of children. Active games, relay races, team exercises, and cooperative tasks teach pupils to respect rules, help classmates, accept results fairly, overcome difficulties, and act responsibly in a group. These qualities are essential for the formation of a healthy personality, because a healthy lifestyle includes not only bodily strength, but also emotional balance, self-control,

communication culture, and positive relations with others. Physical activity reduces fatigue, improves mood, increases attention, and contributes to better participation in the general learning process.

Thus, the role of physical education in forming a healthy lifestyle in primary education is complex and multidimensional. Its effectiveness depends on the teacher's pedagogical competence, the systematic organization of lessons, the use of interesting and safe methods, cooperation with parents, and the creation of a health-oriented school environment. If physical education is implemented as a continuous and purposeful pedagogical process, it becomes a foundation for pupils' physical well-being, responsible behavior, social activity, and lifelong commitment to health.

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