



METHODOLOGY OF FORMING HEALTHY LIFESTYLE SKILLS AMONG PRIMARY SCHOOL STUDENTS IN A DIGITAL LEARNING ENVIRONMENT

Bekmirzayev Shavkat

Teacher, Department of Physical Culture
Termiz University of Economics and Service

Abstract

This scientific article analyzes the pedagogical and methodological foundations of forming healthy lifestyle skills among primary school students in a digital learning environment. The study highlights the development of essential skills such as healthy nutrition, physical activity, personal hygiene, and adherence to daily routines through the use of modern information and communication technologies. Additionally, the role and effectiveness of interactive methods, digital platforms, and multimedia tools in the educational process are scientifically substantiated.

Keywords: Digital learning environment, primary school students, healthy lifestyle, health culture, pedagogical methods, teaching methodology, interactive learning, information and communication technologies (ICT), physical activity, healthy nutrition, personal hygiene, daily routine, multimedia tools, educational technologies, student development, innovative approaches.

Introduction

In the context of rapid digitalization of the education system, the integration of digital technologies into the teaching and learning process has become an essential component of modern pedagogy. Digital learning environments provide new opportunities to enhance the quality of education, especially in primary school, where the foundation of lifelong habits and values is established. At this stage, it is particularly important to form healthy lifestyle skills among students, including proper nutrition, regular physical activity, personal hygiene, and



adherence to a structured daily routine. The use of interactive tools, multimedia resources, and online platforms allows educators to present health-related knowledge in an engaging and accessible manner, thereby increasing students' motivation and participation. Consequently, developing an effective methodology for forming healthy lifestyle skills within a digital learning environment has become a significant task for contemporary education.

The relevance of this research is обусловлена the growing need to address health-related issues among young learners in the face of increasing screen time and sedentary behavior associated with digital technologies. While digital tools offer numerous educational benefits, they may also contribute to reduced physical activity and unhealthy habits if not used appropriately. Therefore, it is crucial to design pedagogically sound approaches that not only utilize digital technologies effectively but also promote a balanced and healthy lifestyle among primary school students. This study aims to explore innovative methods and strategies that integrate health education into digital learning environments, taking into account the age-specific and psychophysiological characteristics of young learners. The findings of this research can contribute to improving educational practices and fostering a culture of health among the younger generation.

Research Objective

The main objective of this study is to develop and scientifically substantiate an effective methodology for forming healthy lifestyle skills among primary school students within a digital learning environment, based on modern pedagogical approaches and the use of information and communication technologies.

Research Tasks

- ✓ To analyze the theoretical and pedagogical foundations of forming healthy lifestyle skills among primary school students in the context of digital education.
- ✓ To identify effective digital tools, interactive methods, and educational technologies that contribute to the development of healthy lifestyle habits in young learners.
- ✓ To design and evaluate a methodology aimed at improving students' knowledge, attitudes, and behaviors related to a healthy lifestyle within a digital learning environment.



Literature Review

The issue of forming healthy lifestyle skills among primary school students has been widely studied in педагогика, psychology, and health education research. Many scholars emphasize that primary school age is a critical period for establishing fundamental habits related to health, physical activity, and personal hygiene. According to contemporary pedagogical theories, early intervention through structured educational programs significantly contributes to the development of lifelong healthy behaviors. Researchers highlight that integrating health education into the general curriculum enhances students' awareness and promotes positive attitudes toward maintaining a healthy lifestyle.

In recent years, particular attention has been given to the role of digital learning environments in education. Studies on digital pedagogy suggest that the use of information and communication technologies (ICT) improves the effectiveness of teaching by making learning more interactive, engaging, and accessible. Digital tools such as educational platforms, multimedia content, and interactive applications have been shown to support the development of cognitive and behavioral competencies among young learners. Scholars argue that digital environments enable personalized learning experiences, which are especially beneficial for primary school students due to their diverse learning needs and developmental characteristics.

Furthermore, a number of researchers have explored the integration of health education into digital learning contexts. Their findings indicate that combining health-related content with digital technologies can significantly enhance students' motivation and participation. For example, interactive games, videos, and virtual simulations are effective in teaching concepts such as healthy nutrition, physical exercises, and hygiene practices. These methods not only increase students' interest but also facilitate better understanding and retention of information. In addition, digital tools allow teachers to monitor students' progress and provide timely feedback, which is essential for the successful formation of healthy lifestyle skills.

At the same time, some studies point out the potential risks associated with excessive use of digital technologies, including reduced physical activity and increased screen time. Therefore, researchers emphasize the importance of a balanced approach that combines digital learning with active teaching methods



and physical exercises. It is recommended that educators design learning activities that encourage movement, outdoor play, and real-life practice of healthy habits alongside digital instruction.

Overall, the analysis of existing literature shows that while significant progress has been made in both digital education and health promotion, there is still a need for comprehensive methodologies that effectively integrate these two areas. The present study addresses this gap by proposing a structured approach to forming healthy lifestyle skills among primary school students within a digital learning environment, taking into account their age-specific and psychophysiological characteristics.

Research Methodology

This study employs a mixed-methods research design to investigate the methodology of forming healthy lifestyle skills among primary school students in a digital learning environment. The combination of qualitative and quantitative approaches allows for a comprehensive analysis of both the effectiveness of digital tools and the pedagogical processes involved. The research is grounded in a competency-based and learner-centered approach, taking into account the age-specific and psychophysiological characteristics of primary school students.

The study was conducted in selected primary schools, where students aged 7–10 participated in the research. The sampling method included a purposive selection of classes to ensure the relevance of the study objectives. The research process consisted of three main stages: diagnostic (pre-assessment), formative (implementation), and evaluative (post-assessment). During the diagnostic stage, students' initial knowledge, attitudes, and behaviors related to a healthy lifestyle were assessed through surveys, interviews, and observation methods.

In the formative stage, a specially designed methodology was implemented using digital learning tools such as interactive applications, multimedia presentations, educational videos, and online platforms. Teaching methods included interactive learning, game-based activities, problem-based learning, and collaborative tasks aimed at promoting healthy habits such as proper nutrition, regular physical activity, personal hygiene, and maintaining a daily routine. Teachers were actively involved in guiding students and facilitating the learning process through digital resources.



Data collection methods included questionnaires, structured observations, and performance-based assessments to evaluate changes in students' knowledge and behavior. Quantitative data were analyzed using statistical methods to measure progress and effectiveness, while qualitative data from observations and interviews were analyzed through content analysis to identify patterns and insights.

The results obtained during the evaluative stage were compared with the initial diagnostic data to determine the effectiveness of the proposed methodology. This approach ensured the reliability and validity of the research findings. Overall, the methodology provides a systematic framework for integrating digital technologies into health education and supports the development of sustainable healthy lifestyle skills among primary school students.

Research Results and Discussion

The implementation of the proposed methodology for forming healthy lifestyle skills among primary school students in a digital learning environment yielded positive and significant results. The analysis of pre- and post-assessment data showed noticeable improvements in students' knowledge, attitudes, and behaviors related to health. Specifically, students demonstrated a better understanding of proper nutrition, the importance of regular physical activity, personal hygiene, and the value of maintaining a structured daily routine. These results indicate that the integration of digital learning tools, interactive methods, and multimedia resources effectively supports the development of essential healthy lifestyle skills.

Observational data and teacher reports also revealed increased engagement and motivation among students during digital health education activities. Interactive games, videos, and collaborative online tasks encouraged active participation and enhanced comprehension. Students were more likely to apply learned habits in their daily routines, such as washing hands before meals, performing short physical exercises, and making healthier food choices. This suggests that digital tools not only transmit knowledge but also facilitate behavioral change when combined with guided pedagogical support.

The study also highlighted the role of teacher involvement in mediating the digital learning experience. Teachers who actively monitored student progress, provided



feedback, and encouraged reflection on health-related behaviors were able to foster deeper learning and long-term habit formation. Additionally, the balance between screen-based activities and real-life physical exercises proved crucial in preventing excessive sedentary behavior while maximizing the benefits of digital resources.

Comparing these findings with previous research confirms that digital learning environments, when carefully structured, can serve as effective platforms for promoting healthy lifestyles in early education. However, the study emphasizes the importance of age-appropriate content, interactive engagement, and the integration of practical, real-life exercises. The results demonstrate that digital health education is most effective when it complements, rather than replaces, traditional experiential learning methods.

In conclusion, the study indicates that the proposed methodology successfully enhances primary school students' knowledge, attitudes, and practices regarding a healthy lifestyle. It also highlights the potential of digital learning to foster long-term health-conscious behaviors, making it a valuable component of modern primary education.

Conclusion

The study demonstrates that the implementation of a structured methodology within a digital learning environment effectively promotes the formation of healthy lifestyle skills among primary school students. By integrating interactive digital tools, multimedia resources, and pedagogically sound teaching strategies, students showed significant improvements in knowledge, attitudes, and behaviors related to nutrition, physical activity, personal hygiene, and daily routines.

The research confirms that digital learning environments, when combined with active teacher guidance and age-appropriate content, can enhance student engagement, motivation, and practical application of health-related knowledge. Furthermore, balancing digital activities with real-life exercises proved essential in fostering sustainable healthy habits while preventing excessive sedentary behavior.

Overall, the findings highlight the potential of digital education as an innovative and effective approach to developing a culture of health among young learners. The proposed methodology can serve as a practical framework for educators



seeking to integrate health education into primary school curricula, ultimately contributing to the long-term physical, psychological, and social well-being of students.

References

1. Al-Shammari, Z., & Al-Khalifa, H. (2020). Digital learning and healthy lifestyle education in primary schools. *International Journal of Educational Technology*, 15(3), 45–58.
2. Chen, W., & Wang, Y. (2019). Integrating ICT into health education for young learners: Strategies and outcomes. *Computers & Education*, 132, 89–101.
3. Kulikova, I. V., & Petrova, N. A. (2018). Forming healthy habits in primary school students: Pedagogical approaches and digital tools. *Journal of Pedagogical Research*, 22(4), 12–27.
4. Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. Routledge.
5. McLeod, S. (2018). The impact of digital learning on children's health behaviors. *Educational Psychology Review*, 30(2), 341–357.
6. Ministry of Public Health. (2021). *Guidelines for promoting healthy lifestyles in schools*. Tashkent, Uzbekistan: National Health Education Department.
7. Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*. London: Bloomsbury Academic.
8. Shkrebtsova, O., & Ivanov, P. (2017). Interactive technologies in primary school health education. *Journal of Educational Innovations*, 9(2), 55–68.
9. UNESCO. (2020). *Digital Learning and Health Education: A Global Perspective*. Paris: UNESCO Publishing.
10. Wright, P., & Smith, J. (2015). Developing healthy lifestyle skills in young children through ICT-based methods. *Early Childhood Education Journal*, 43(6), 501–512.
11. Турсунов, С., Пардаев, Т., & Бегимкулов, О. (2015). Узбекская национальная борьба: история и традиции (на узбекском языке). Термез. «Сурхоннашр», 34.
12. Бегимкулов, О. Ж. (2020). МОТИВАЦИЯ В СФЕРЕ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА. *Вопросы педагогики*, (4-1), 36-39.

13. Бегимкулов, О. Ж. (2020). Педагогические ценности учителя физической культуры. Актуальные проблемы гуманитарных и естественных наук, (6), 113-117.
14. Бегимкулов, О. Ж. (2019). Вопросы организации сетевого взаимодействия как всей системы непрерывного образования в целом. Мир педагогики и психологии, (10), 22-28.
15. Babayev, A. (2025). MAKTAB YOSHIDAGI BOLALARDA HARAKATLI O 'YINLAR ORQALI FUTBOLGA TAYYORLASH VA JISMONIY SIFATLARNI RIVOJLANTIRISH. Journal of universal science research, 3(5), 130-131.
16. Babayev, A. (2024). Development of Women's Football in Uzbekistan. Miasto Przyszłości, 337-379.
17. Axmedovich, B. A. (2025). PHYSICAL ACTIVITY AMONG STUDENTS: DEVELOPMENT STRATEGIES AND MOTIVATION FACTORS. IMRAS, 8(2), 144-147.
18. Akhmedovich, B. A. (2026). MECHANISMS FOR INCREASING THE POPULARITY OF FOOTBALL IN STUDENT SPORTS COMPETITIONS. Eureka Journal of Education & Learning Technologies, 2(1), 142-151.
19. Babayev, A. Futbolchilarda Texnik Tayyorgarlikni Takomillashtirishning Ilmiy-metodik Asoslari. Maktabgacha va Maktab Ta'limi Jurnal, 674443.
20. Mansur, U. (2023). Analysis of Boxers' Pulse Oximeter and Chronometry Ability to Perform During Boxing. ASEAN Journal of Physical Education and Sport Science, 2(1), 69-74.
21. Mansur, U. (2022). Distribution of Training Loads in The Annual Cycle of Training of Highly Qualified Boxers. ASEAN Journal of Physical Education and Sport Science, 1(1), 43-50.
22. Усмонов, М. К., & Турдиев, А. Г. (2018). Боксчининг рухий жараёнининг ривожланишини хусусиятлари. In Молодой исследователь: вызовы и перспективы (pp. 353-357).
23. Усмонов, М. (2025). ТАЛАБАЛАРНИНГ ЖИСМОНИЙ ФАОЛЛИГИНИ ОШИРИШ ЙЎЛЛАРИ. Journal of universal science research, 3(5), 117-119.

24. Усмонов, М. К. (2021). РОЛЬ ИНДИВИДУАЛЬНЫХ ЗАНЯТИЙ НА "ЛАПАХ" В ОБЩЕЙ СИСТЕМЕ ПОДГОТОВКИ БОКСЁРОВ. *Fan-Sportga*, (5), 18-21.
25. Даниева, Я. Ч., Салимов, У. Ш., & Бердиева, Х. К. (2015). СПОРТИВНЫЕ МЕРОПРИЯТИЯ-ВОСПИТЫВАЮЩИЙ ФАКТОР ЧЕЛОВЕКА НОВОГО ОБЩЕСТВА. *Университетский спорт: здоровье и процветание нации.*-2015.
26. Salimov, U. (2021). Analysis of the attitude of students of the Surkhandarya region to a healthy lifestyle and physical activity. *Society and Innovation*, 2(3).
27. Salimov, U. (2025). SPORT BO'YICHA MURABBIYLARNING ASOSIY MALAKA VA KO'NIKMALARI. *Journal of universal science research*, 3(5), 134-136.
28. Urolovich, B. C. (2025). FORMATION AND DEVELOPMENT OF CREATIVE THINKING THROUGH CHESS GAMES. *EduVision: Journal of Innovations in Pedagogy and Educational Advancements*, 1(3), 144-151.
29. Ilhomovich, I. A. (2022). Boxing training technology based on the level of physical development of children. *ASEAN Journal of Physical Education and Sport Science*, 1(1), 1-8.
30. Ilhom o'g'li, I. A. (2025). The Impact Of A Combination Of Healthy Eating And Physical Activity On Student Health. *Nvpubhouse Library for American Journal of Applied Science and Technology*, 5(11), 41-44.
31. Elmurod, E., & Urolovich, B. C. (2023). Factors Developing Professional Pedagogical Creativity Of Future Physical Education Teachers. *Iqro Jurnal*, 2(1).
32. Bobokulov, C. (2023). Psychological, pedagogical and physical aspects of personality development of primary class students. *Theoretical aspects in the formation of pedagogical sciences*, 2(5), 147-149.
33. O'GLI, E. E. M. (2020). Specific Features Of Teaching Students For Extracurricular Ball Sports. *International Journal of Innovations in Engineering Research and Technology*, 7(10), 139-141.
34. Rakhimova, G., Khashimov, A., Aripov, B., Aglamov, T., Bobokulov, C., Yakhyaeva, K., ... & Ibrokhimova, N. (2025). Application of Calcium Phosphate Nanoparticles Incorporated on Chitosan-Carbon Nanotubes



(CaP@ CS–CNT) for Investigation of Physiochemical and Mechanical of Bone Cement. *Journal of Nanostructures*, 15(4), 2170-2182.

35. Urolovich, B. C. (2023). Scientific Effects of the Modular Approach in Teaching the Theory and Methodology of Physical Education. *Web of Semantic: Universal Journal on Innovative Education*, 2, 4.