



IMPROVING THE PHYSICAL TRAINING OF FUTURE TEACHERS IN THE CONTEXT OF EDUCATIONAL TRANSFORMATION

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Abstract

The transformation of education in the modern era requires the preparation of teachers who are not only professionally competent but also physically well-prepared to meet the challenges of contemporary pedagogy. This article examines the importance of improving the physical training of future teachers in the context of educational transformation, focusing on the integration of innovative approaches and technologies into teacher training programs. The research emphasizes the correlation between physical readiness and professional efficiency, highlighting how enhanced physical capacity supports resilience, stress management, and effective classroom performance. The study also addresses the need to adapt physical education methods in higher pedagogical institutions to meet the demands of rapid digitalization and increasing workloads. By analyzing modern approaches and practical strategies, the article aims to provide a comprehensive understanding of how physical training contributes to the holistic development of teacher candidates and ensures their long-term professional sustainability.

Keywords: Educational transformation, teacher training, physical readiness, professional efficiency, resilience, pedagogical practice, higher education, innovative methods.

Introduction

In the context of educational transformation, the training of future teachers is undergoing significant changes that demand new approaches to both academic



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and physical preparation. The role of teachers has become increasingly complex as they are expected not only to impart knowledge but also to manage diverse classroom environments, integrate digital technologies, and respond to the psychological and social needs of students. These tasks require a high level of physical endurance, resilience, and well-being, which positions physical training as an essential component of teacher education. Without sufficient physical readiness, teachers may experience fatigue, stress, and a decline in professional performance, which ultimately affects the quality of education.

Modern educational reforms highlight the importance of developing competencies that ensure the teacher's ability to adapt quickly to innovative pedagogical practices. Within this framework, physical training contributes to building strong discipline, concentration, and self-management, qualities that are vital for a successful teaching career. Furthermore, the integration of physical preparedness into teacher education fosters long-term health and productivity, creating conditions for sustainable professional growth. Educational transformation also emphasizes the holistic development of students, which requires teachers themselves to serve as models of healthy lifestyles and balanced personal development. This cannot be achieved without targeted physical preparation during their university years.

Another significant factor is the growing use of interactive and technology-based learning platforms, which often lead to long hours of sedentary work for teachers and students alike. The absence of adequate physical activity in such conditions poses risks to both physical and mental health. Therefore, pedagogical universities must recognize the need to redesign physical training programs that align with the current realities of educational transformation. Such programs should not only develop general physical fitness but also prepare teachers to cope with occupational stress, maintain energy, and promote positive learning environments.

Ultimately, improving the physical training of future teachers is not a secondary issue but a central aspect of professional preparation. It ensures that teachers enter the profession with the resilience, stamina, and well-being necessary to meet the demands of modern education. This integrated approach reflects the broader goals



of educational transformation, which prioritizes innovation, adaptability, and human-centered development in teacher education.

Methods

The methodological basis of this study relies on an interdisciplinary approach, combining principles of pedagogy, physical education, psychology, and innovative teaching practices. The objective was to explore effective strategies for improving the physical training of future teachers within the framework of educational transformation. The study was carried out in pedagogical universities where prospective teachers undergo both theoretical and practical preparation for their future careers.

The first stage involved an analysis of existing curricula in teacher training institutions, with a focus on how physical education is integrated into academic programs. Special attention was given to identifying gaps in the current system, particularly in adapting physical training to the requirements of modern educational reforms. Comparative analysis was used to study international best practices in combining professional and physical training of teachers.

The second stage applied empirical methods, including surveys and interviews with students and instructors, to gather insights about the role of physical fitness in academic success and professional readiness. Respondents were asked to assess their physical activity levels, perceived stress, and ability to manage classroom tasks effectively. This data was essential in establishing correlations between physical preparedness and teaching competencies such as classroom management, communication, and endurance.

The third stage consisted of practical experimentation, where pilot programs were introduced in selected universities. These programs included modernized physical training modules such as yoga, fitness, aerobic exercises, and team-based sports, which were specifically tailored to enhance not only general health but also stress resistance and emotional stability. Physical training was integrated into the teacher preparation process with a focus on creating routines that students could realistically maintain in their professional lives.

Finally, statistical methods were used to analyze the collected data and evaluate the effectiveness of the interventions. The results were compared between control



and experimental groups, allowing for conclusions about the impact of targeted physical training on professional readiness. This mixed-methods design ensured both quantitative and qualitative insights into the relationship between physical preparation and successful adaptation to the challenges of educational transformation.

The methodological approach demonstrates that improving physical readiness cannot be isolated from broader pedagogical reforms. It must be systematically integrated into teacher education to ensure the holistic development of future educators.

Results

The findings of the study revealed several significant outcomes that emphasize the importance of physical training in the preparation of future teachers during educational transformation. First, the analysis of existing curricula demonstrated that while physical education is formally included in most pedagogical programs, its practical implementation often remains outdated and insufficient. Many students reported that the physical training offered did not align with the current challenges they face, particularly in terms of managing stress, maintaining energy levels, and balancing long working hours with academic performance. This indicates a pressing need for reform in the structure and content of physical education in pedagogical universities.

The surveys and interviews highlighted that students who regularly engaged in structured physical activity showed higher levels of resilience, better time management skills, and more effective classroom performance compared to their peers with lower physical activity levels. Respondents emphasized that physical fitness improved their concentration, motivation, and ability to cope with stress, directly influencing their academic achievements and readiness for teaching practice. Furthermore, many students noted that participation in physical training activities enhanced their teamwork skills, which are crucial for collaborative teaching and professional development.

The experimental implementation of modernized physical training modules provided valuable insights. Students in the experimental groups who practiced tailored physical activities such as yoga, fitness, or structured team games



demonstrated noticeable improvements in both physical and psychological well-being. They reported reduced fatigue, better emotional stability, and increased self-confidence when delivering lessons and engaging with students during practice sessions. Statistical analysis confirmed that the experimental group scored significantly higher in measures of stress management, endurance, and professional efficiency compared to the control group.

Another important result was the recognition of the role of teachers as role models for healthy lifestyles. Students who actively participated in physical training were more inclined to promote physical activity and health-conscious behaviors in their future classrooms, thus extending the benefits of their preparation to the younger generation. This finding illustrates the broader societal impact of strengthening physical training in teacher education, as it contributes not only to individual well-being but also to fostering healthier communities.

Overall, the results strongly indicate that enhancing physical preparation has a direct and positive impact on the professional competencies of future teachers. This supports the argument that physical readiness must be viewed as an integral part of educational transformation, ensuring teachers are well-equipped to handle the intellectual, emotional, and physical demands of modern pedagogy.

Dimension	Content	Practical Significance
Educational transformation	Integration of innovative technologies, digitalization, and modern methods in the learning process	Ensures teachers' adaptability and alignment with contemporary educational demands
Physical training	Formation of a healthy lifestyle, endurance, and stable psycho-physiological condition among future teachers	Increases efficiency during teaching, reduces professional fatigue
Professional efficiency	Enhancement of teaching, management, and communication skills	Directly impacts the quality of student learning outcomes
Stress resilience	Improvement of psychological stability through physical exercises	Strengthens the teacher's ability to solve classroom problems and maintain motivation
Innovative physical programs	Implementation of fitness, yoga, sports games, and team-based activities	Promotes teachers' physical and mental well-being and serves as a role model for students
Implementation in higher education	Development of specialized curricula and introduction of modern approaches in pedagogical universities	Reinforces the comprehensive preparation of future teachers



Discussion

The outcomes of this study highlight the growing recognition that teacher education cannot be limited to intellectual and methodological preparation alone; physical readiness must be considered a critical dimension of professional competence. In the context of educational transformation, where teachers face new challenges such as digital overload, diversified student needs, and increased professional demands, physical training serves as a foundation for resilience and adaptability. These findings resonate with global educational research emphasizing the holistic development of educators, where health, endurance, and stress management are indispensable for effective teaching.

One of the main points of discussion is the misalignment between traditional physical education programs in universities and the realities of the teaching profession. Standardized approaches to physical training often fail to prepare teacher candidates for the practical demands of long working hours, continuous student interaction, and high levels of emotional labor. The experimental modules introduced in this study show that more targeted and innovative physical training, designed with future professional needs in mind, can produce measurable improvements in both well-being and teaching performance. This demonstrates the necessity of integrating customized physical training into teacher education programs as a permanent and systemic component.

Another critical aspect is the role of physical fitness in shaping the teacher's identity as a role model. Students in teacher training programs are not only learners but also future influencers of younger generations. When they demonstrate healthy habits, discipline, and balanced lifestyles, they inspire their students to adopt similar practices. This extends the benefits of physical readiness beyond the individual teacher, fostering a culture of health and resilience within the broader educational system. In this regard, physical training is not simply an individual responsibility but also a societal contribution that strengthens the values promoted by education.

The discussion also points to the implications for policy and curriculum design. Educational reforms should mandate the integration of innovative physical training approaches into teacher education, ensuring alignment with the broader goals of transformation. Universities must allocate resources, modernize



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facilities, and provide professional development opportunities for instructors of physical education to ensure that these programs remain relevant and impactful. Furthermore, research into the long-term effects of physical readiness on teacher performance should be continued, as sustained data will offer further evidence for the necessity of such reforms.

In conclusion, the findings of this study support the argument that improving the physical training of future teachers is not an optional enhancement but a fundamental requirement in the era of educational transformation. A restructured approach that combines innovation, practical relevance, and holistic development will equip teachers with the endurance, confidence, and adaptability necessary to thrive in modern education.

Conclusion

The research conducted clearly demonstrates that improving the physical training of future teachers is a crucial factor in the success of educational transformation. Teachers today face multifaceted challenges, from adapting to digital technologies to addressing the social and psychological needs of diverse learners, and these demands cannot be met without adequate physical and emotional resilience. By focusing on strengthening physical readiness, teacher training institutions can ensure that graduates enter the profession equipped with not only pedagogical knowledge but also the stamina, health, and confidence needed to thrive in the modern classroom.

The results confirm that traditional approaches to physical education within universities are insufficient for preparing teachers to meet these new realities. Instead, physical training programs must be redesigned to integrate innovative methods that directly address occupational stress, sedentary lifestyles, and the holistic development of the individual. The pilot programs applied in this study revealed that targeted physical activities significantly improve concentration, reduce fatigue, enhance professional efficiency, and foster resilience. This indicates that systematic reforms in physical training are essential to achieve long-term educational goals.

Another important conclusion is the recognition of teachers as role models of health and well-being for their students. Teachers who maintain active and



balanced lifestyles are more likely to encourage similar behaviors in their students, thereby contributing to a healthier society overall. This dual impact—on both teacher preparedness and student development—illustrates the broader value of prioritizing physical training in pedagogical education.

Therefore, it is recommended that higher education institutions integrate comprehensive and innovative physical training modules into teacher preparation programs as an inseparable part of professional development. Such initiatives will not only enhance the immediate well-being of future teachers but also ensure their sustainable performance and adaptability in an era of rapid educational change. Educational transformation demands a new vision of teacher training—one that views physical readiness as a cornerstone of pedagogical excellence and long-term professional success.

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