



SPORTS ORIENTATION AS A MEANS OF HEALTH- IMPROVING PHYSICAL EDUCATION FOR SCHOOLCHILDREN

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Abstract

This article highlights such tasks as theoretical knowledge obtained with the help of scientific and methodological literature and practical activities, motivation and orientation of motor function to adaptation and stability of the body, assistance in the formation of a healthy lifestyle.

Keywords: Physical education, sport, healthy lifestyle, health, young generation, physical opportunities, physical activity.

Introduction

Organizing health education through the physical education system is extremely important in the modern educational process. Establishing a healthy lifestyle in society, increasing the level of physical fitness of the younger generation, and preventing various diseases among them in the future is achieved primarily through systematic planned physical exercise and sports. Physical education is a comprehensive process that serves not only to train the body, but also to strengthen the entire human organism, boost immunity, and develop mental stability and willpower. Physical education should be recognized as an integral part of education, not just a compulsory subject, in order for the young generation, the future foundation of every country, to be healthy and well-rounded. The aim is to further increase the interest in sports among young people by conducting mass sports competitions among schoolchildren, expanding the activities of sports clubs, sections at local and international levels, introducing periodic medical examinations and preventive activities. In particular, if wellness programs are integrated into the educational process, children and students will regularly engage in various physical exercises, using folk games known since ancient times, modern



Modern American Journal of Social Sciences and Humanities

ISSN (E): 3067-8153

Volume 2, Issue 5, May, 2026

Website: usajournals.org

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sports, or innovative fitness programs. It is noteworthy that in recent years, the concept of health promotion through physical education has been intensely discussed not only within the framework of physical education, but also in medical and social research. In developed countries, the establishment of various fitness clubs, sports clubs, and wellness centers is considered a best practice to improve the health of people of all ages, combat obesity, and inactivity. Modern science also shows that sports training not only contributes to physical fitness, but also increases a person's mental activity, stress resistance, efficiency, and creativity. As a result, the clear goal-setting of physical education in pedagogical processes, encouragement of independent practice, and the promotion of a healthy lifestyle in a harmonious manner will form positive skills and beliefs in the minds of young people. It has become even more clear that it is necessary to create didactic foundations for health improvement through the physical education system, develop methodological recommendations, and implement them into practice. This requires studying the physical development characteristics of specific age groups, ensuring the integration of training exercises into the learning process, making effective use of sports facilities and equipment, and working in collaboration with medical prevention. In particular, factors such as the availability of a gym in each educational institution, its compliance with modern requirements, the high qualifications of teachers, the training plan, and compliance with established standards affect the effectiveness of the final result. All this is being confirmed by practical research and accumulated scientific and factual materials. Therefore, the article presents the main methods, research results, and scientific proposals that are noteworthy in organizing health promotion through the physical education system. Methodology. In this study, a number of research methods were used to determine the practical effectiveness of the health program through the physical education system and to find ways to improve it. First, the method of studying and analyzing scientific literature was used to collect information on physical education models, health programs, and forms of organizing sports training used in developed countries and in local practice. Subsequently, based on the theoretical data obtained, the main idea and hypothesis of the study were determined. The idea of the study was that by introducing a holistic health methodology into the physical education process, students could develop physical activity and a healthy lifestyle,



Modern American Journal of Social Sciences and Humanities

ISSN (E): 3067-8153

Volume 2, Issue 5, May, 2026

Website: usajournals.org

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as well as improve their mental and social well-being. 120 students studying in grades 9-11 were selected as study participants. They were voluntarily separated into experimental and control groups. In the experimental group, a specially designed wellness program was introduced in addition to traditional physical education classes, while the control group retained the school's usual physical education plans. The wellness program includes elements of aerobics, mini-football, athletics, table tennis, and yoga, with a load planned that is tailored to the individual physical performance of each student. The methodological approach included regular exercise (3–4 times a week), recommendations for proper nutrition, monitoring daily routines, and psychological training aimed at reducing stress factors. One of the methods used in the study was pedagogical observation, which made it possible to directly study the quality of training. During the observation, the level of involvement, enthusiasm, level of exercise completion, and teamwork of each student were recorded. As an assessment criterion, mainly physical indicators were obtained, such as the time of running in the 100-meter distance and running in the 1000-meter distance, body weight, body mass index, flexibility (softness) level, heart rate (Pulse) in simple exercises, as well as the results of various sports tests. The dynamics of these indicators were determined at the intermediate and final stages of the training. The survey and interview methods were also used to measure students' psychological state, their attitude towards a healthy lifestyle, and their level of interest in classes. Based on the surveys, it was possible to find out what types of sports they prefer, how they organize their daily work and leisure, and what the level of healthy lifestyle culture is in the family. During the training, teachers and instructors also collected information and provided feedback on students' adaptation to physical exertion, difficulties in mastering complex exercises, and motivation levels. The collected multidimensional data was then statistically analyzed, which allowed for a comparative assessment of the results achieved in the experimental and control groups. The collected multidimensional data was then statistically analyzed, which allowed for a comparative assessment of the results achieved in the experimental and control groups. The advantage of this methodological approach is that it not only demonstrates the effectiveness of the study through specific physical indicators, but also through psychological aspects



Modern American Journal of Social Sciences and Humanities

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and lifestyle factors. Because the rehabilitation process is complex and is closely related to factors such as the physiological characteristics of each student, family environment, initial physical fitness level, and health status. To increase the reliability of the results, the study covered one academic year (9 months), during which interim summaries were conducted and the collected data were finally analyzed comparatively. Thus, it became possible to plan the health-improving process through the physical education system and develop specific recommendations for analyzing the factors influencing it. Results section. The results of the study showed positive changes in the experimental group that implemented a health program through a physical education system. First of all, the physical fitness level of students has steadily increased according to several criteria. For example, it was observed that the time to run 100 meters was reduced by an average of 0.8-1.2 seconds compared to the initial stage, and the results of the 1000-meter run improved by 6-7 percent. In the flexibility test, participants improved their performance by 8-12 percent. All of this can be attributed to regular exercise, a targeted plan, and a motivating environment. In addition, while some students had overweight and body mass index levels above the norm at the beginning of the program, these indicators approached the norm by the end of the program. Initially, 25% of students in the experimental group had overweight problems, by the end of the program, only 10% of them had weight at a higher level than normal, while others managed to proportionate their own weight as a result of nutritionist recommendations and physical activity. As a result, it was observed that the reduction in body fat, improved muscle tone, and strengthened cardiovascular system also had a positive effect on mood and overall health. Analysis of psychological questionnaires showed a clear positive change in the attitude towards sports among students in the experimental group. Due to the successful results and achievements of the team, it can be noted that their level of self-esteem has increased, their tolerance to stress factors has increased, and their tendency to consider physical education classes as a hobby and perform them responsibly has increased. Participants noted that the relationships between students also shifted positively, with a collaborative, supportive, and friendly competitive environment fostered through team sports. This also helped develop a social environment at school. In the control group, however, physical performance



*Modern American Journal of Social Sciences
and Humanities*

ISSN (E): 3067-8153

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Website: usajournals.org

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did not change significantly or only improved slightly within the range of natural development. Some students in the control group continued to skip physical education classes, citing excuses such as "I'm not feeling well" or "I'm tired from the course." Of course, some individual results were observed here, but they were far below the effect of regular, planned health-improving exercises in the experimental program. Additionally, there was no significant change in students with overweight problems in the control group. According to intermediate and final analyses, the work done through the wellness program, the prepared exercise complex, and the methodological approach proved to be effective. Along with the positive attitudes towards a healthy lifestyle, the students in the experimental group also reported planning to approach their daily routine responsibly, avoid harmful habits, and continue regular physical activity. It is noteworthy that such a clear interest in physical training was not formed on its own, but was observed to be decided by gradual stimulation, positive competition, regular measurement of performance and personal development indicators. It has been found that this process requires regular support and pedagogical guidance, as young people cannot fully control their own physical fitness programs. Discussion section. The analysis of the research results clearly showed that organizing health promotion through a physical education system requires, first of all, careful methodological planning. The wellness program used in the experimental group achieved the involvement of students in regular physical activity, taking into account various age characteristics, while in the control group this process remained in its usual form, and as a result, the indicators did not show a significant increase. Therefore, limiting physical education lessons to standard exercises from the general education curriculum is no longer sufficient in today's fast-paced world. This study, which involves the creative interest of children and adolescents, providing them with solid motivation, various interactive methods for classes, forms of play, shows that the effectiveness of the wellness program increases even more if it is carried out not alone in the educational process, but within the framework of an integrated approach. It is advisable to regularly monitor the health status of students, provide dietary or nutritional advice, and, if necessary, develop individual restrictions or additional advice, in collaboration with healthcare professionals, such as nurses or doctors. It is also important to consider stress management, motivation techniques, and



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Website: usajournals.org

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enhancing social interaction with the help of psychologists. In addition, it is necessary for the administration of schools or educational institutions to pay attention to updating the material and technical base of sports facilities, equipping them with modern equipment, and improving the qualifications of teachers. Parents are also the most important partners in the process of strengthening the physical education system. As observed in the research process, when a healthy lifestyle culture was formed in the family, the attitude of students to training also became much more positive. That is, children see morning exercise, proper nutrition, and sports as a normal way of life. In such families, children expressed a desire to participate in sports sections, actively participate in school physical education events, and even consider a future career in professional sports. Conversely, the effectiveness of wellness programs may be impaired in conditions where family culture is lacking or where parents themselves have a passive lifestyle. Another important aspect is the social adaptation of students in physical education classes. During lessons, group exercises, team games, and competitions foster a sense of togetherness, cooperation, and a sense of forward movement. This process is also beneficial for adolescents who are just entering puberty, as they navigate social self-discovery, complex mental changes, and challenges. The results of the study confirm that collective forms of the healing process strengthen positivity from this perspective. Of course, the individual interests and physical capabilities of each student must also be taken into account, for example, someone may prefer football, while another may be interested in swimming or have good results in athletics. Therefore, it is important for the program to offer a variety of sports and training formats. It is important to further expand the practice of such health programs in the future and develop physical education plans suitable for different age groups (preschool, primary school, older students, and students). Since the physiological and psychological characteristics of children change at each stage, it is necessary to update the methods accordingly. While the approach used in the study has tested positive for school-age students, the experience gained about excellent methods in the future will also be able to be used in the health care of early-aged children, young people in the higher education system or adults who are starting work in the labor market. In general, the process of organizing health promotion through a physical education system depends on many factors, and the



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main success factors include the careful development of a methodological plan, regular monitoring, encouragement, and social cooperation. It turned out that if all the front lines – students, parents, teachers, medical and psychological specialists, as well as the school administration-work in the same direction, teamwork, it is realistic to achieve high results in every possible way. Thus, the role of physical education in raising a healthy generation and forming a harmonious personality in accordance with the requirements of the times, and the importance of research and practical training in this field, are once again confirmed.

Health is the most important condition for self-realization in all areas of human activity. Currently, the problem of forming a healthy lifestyle in society, improving the quality and level of healthcare, requires a comprehensive systemic solution at the highest level. The urgency of this problem stems from this. All aspects of human life are ultimately determined by the level of health. It encompasses both the "material" structure (physical health) and the spiritual and practical essence of the application of a person's creative abilities (mental health), as well as his or her comprehensive development (the social aspect of health care). The level and quality of life also depend on the level and quality of human health, in particular, physical education and sports. The search for ways to solve these problems involves, first of all, a revision of previously established approaches to the study of the role and role of physical education and sports in the system of social relations, their social essence, the laws of development. As independent areas of sociological analysis, it is necessary to study the place of physical education and sports in the lifestyle and culture of young people as a socio-demographic group, to shed light on the attitude of society and the individual to physical education and sports, and to strengthen a healthy lifestyle. In addition, modern theory and practice require the study of the specific features of the processes of forming a person interested in a healthy lifestyle, engaged in physical education and sports, and the characteristics of his personal structure, in order to subsequently predict the behavior of such a person. Thus, the relevance of this work is determined by the theoretical and practical study of the factors of forming a healthy lifestyle of students in physical education and sports. The problem of youth health and its relationship to physical education and sports are among the priority tasks of social development, as physical education and sports are factors in shaping a healthy



lifestyle in students. This determines the relevance of its theoretical and practical development, the need to conduct relevant scientific research, and the development of methodological and organizational approaches.

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