



DEVELOPING PRIMARY SCHOOL STUDENTS' SOCIAL ACTIVITY IN PHYSICAL CULTURE LESSONS

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Abstract

This article examines the pedagogical conditions and methodological opportunities for developing primary school students' social activity in physical culture lessons. Physical culture in primary education is not limited to the formation of motor skills, physical endurance, coordination, and healthy lifestyle habits; it also creates a meaningful educational environment for developing cooperation, communication, initiative, responsibility, mutual support, discipline, and respect for peers. In physical culture lessons, children enter into active interaction through games, relay races, team exercises, movement tasks, and collective problem-solving situations. These forms of activity help them understand social rules, accept common goals, follow fair play principles, and participate consciously in group processes. The article emphasizes that social activity in younger schoolchildren develops effectively when physical exercises are connected with pedagogical guidance, positive motivation, inclusive participation, and reflective discussion. Special attention is given to the role of the teacher in organizing lesson content in such a way that every child can take



part, express initiative, support classmates, and gain experience of socially significant behavior. The study highlights the importance of active games, cooperative tasks, differentiated physical activities, and moral-educational situations in strengthening students' communicative and social competence.

Keywords: Primary education, physical culture, social activity, active games, cooperation, communication, teamwork, responsibility, pedagogical approach, student development.

JISMONIY MADANIYAT DARSLARIDA BOSHLANG'ICH SINIF O'QUVCHILARINING IJTIMOY FAOLLIGINI RIVOJLANTIRISH

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Annotatsiya

Mazkur maqolada jismoniy madaniyat darslarida boshlang'ich sinf o'quvchilarining ijtimoiy faolligini rivojlantirishning pedagogik shart-sharoitlari va metodik imkoniyatlari yoritiladi. Boshlang'ich ta'limda jismoniy madaniyat faqat harakat ko'nikmalari, jismoniy chidamlilik, muvofiqlashtirish qobiliyati va sog'lom turmush tarzini shakllantirish bilan cheklanmaydi, balki o'quvchilarda hamkorlik, muloqot, tashabbuskorlik, mas'uliyat, o'zaro yordam, tartib-intizom va tengdoshlariga hurmat kabi ijtimoiy sifatlarni rivojlantirish uchun muhim tarbiyaviy muhit yaratadi. Jismoniy madaniyat darslarida bolalar harakatli o'yinlar, estafetalar, jamoaviy mashqlar, guruhli topshiriqlar va umumiy



maqsadga yo'naltirilgan faoliyat orqali faol ijtimoiy munosabatga kirishadilar. Bunday faoliyat shakllari ularga ijtimoiy qoidalarni anglash, jamoaviy maqsadni qabul qilish, adolatli o'yin tamoyillariga rioya etish va guruh jarayonlarida ongli ishtirok etishni o'rgatadi. Maqolada ijtimoiy faollik pedagogik rahbarlik, ijobiy motivatsiya, inklyuziv ishtirok va reflektiv tahlil bilan uyg'unlashganda samarali shakllanishi ta'kidlanadi.

Kalit so'zlar: boshlang'ich ta'lim, jismoniy madaniyat, ijtimoiy faollik, harakatli o'yinlar, hamkorlik, muloqot, jamoaviylik, mas'uliyat, pedagogik yondashuv, o'quvchi rivojlanishi.

Introduction

The development of social activity in primary school students is one of the important tasks of modern pedagogical practice, because the first years of schooling create the foundation for a child's attitude toward communication, cooperation, responsibility, discipline, and participation in collective life. At this stage, education should not be limited to the transfer of knowledge or the formation of separate skills. It should also help the child become an active member of the class community, learn to interact with peers, respect common rules, support others, and show initiative in different learning situations. Physical culture lessons have a special place in this process, since they naturally combine movement, emotion, communication, competition, cooperation, and collective responsibility.

In primary education, physical culture is often perceived mainly as a subject aimed at strengthening health, developing motor abilities, improving coordination, and forming basic physical skills. However, its pedagogical potential is much broader. Every physical culture lesson includes social situations in which students must listen to the teacher's instructions, follow rules, coordinate their actions with classmates, participate in teams, accept victory and defeat, help weaker peers, and control their behavior. These situations create favorable conditions for the development of social activity, because the child learns not only to move correctly, but also to act consciously within a group.



Social activity in primary school students can be understood as the child's readiness and ability to participate actively in collective activities, express initiative, communicate with peers, follow moral and social norms, take responsibility for common results, and contribute positively to the learning environment. In physical culture lessons, these qualities are formed through active games, relay races, team exercises, pair work, group tasks, competitions, and reflective conversations after activities. When such methods are organized purposefully, students begin to understand that successful participation depends not only on physical strength or speed, but also on cooperation, fairness, mutual support, and respect.

The relevance of this issue is connected with the need to educate physically healthy, socially active, disciplined, and communicative younger generations. In the educational context of the region, special attention is given to strengthening the role of schools in developing students' personal qualities, healthy lifestyle habits, and social competence. Therefore, physical culture lessons should be considered not only as a means of physical development, but also as an effective pedagogical environment for social education. The teacher's role in this process is especially important. The teacher selects tasks, distributes roles, regulates interaction, prevents conflicts, encourages passive students, and creates situations in which every child can experience success.

Developing social activity through physical culture lessons requires a systematic pedagogical approach. It is necessary to combine physical exercises with educational aims, use active games with clear social content, organize group tasks in which students depend on one another, and introduce short reflective discussions that help children understand their behavior. Such an approach makes physical culture lessons more meaningful and contributes to the formation of students who are not only physically active, but also socially responsible, cooperative, and prepared for constructive interaction in school and everyday life.

Methods

The methodological basis of developing primary school students' social activity in physical culture lessons is connected with the purposeful organization of movement-based, communicative, cooperative, and reflective learning activities.



In this article, the methods are understood as a set of pedagogical approaches that allow the teacher to transform physical exercises into situations of social interaction and personal development. The main methodological idea is that every physical task can have not only a motor result, but also a social and educational result. Therefore, the lesson should be planned in such a way that students learn to act together, follow common rules, support classmates, make decisions, and evaluate their own participation.

The first important method is the use of active games with social content. In primary school, play is one of the most natural and effective forms of learning. Through games, children easily enter into communication, accept roles, follow instructions, and experience collective emotions. In physical culture lessons, active games should be selected not only according to their physical effect, but also according to their ability to develop cooperation, attention to others, responsibility, honesty, and discipline. For example, team games, relay races, and movement tasks requiring coordination of actions help students understand that success depends on the joint efforts of all participants. The teacher should explain the rules clearly, monitor fair participation, and encourage students to respect both teammates and opponents.

The second method is cooperative learning through pair and group exercises. Pair work allows students to learn mutual assistance, trust, and responsibility for another person. For instance, exercises connected with balance, passing a ball, rhythmic movements, or coordinated actions require students to listen to each other and adjust their behavior. Group exercises develop the ability to distribute roles, agree on a common strategy, and achieve a shared goal. In such situations, the teacher should avoid creating excessive competition and instead emphasize the value of cooperation, respectful communication, and collective achievement. This is especially important in primary grades, where children are still learning how to regulate emotions and build stable relationships with peers.

The third method is differentiated organization of physical activities. Primary school students differ in physical preparedness, confidence, temperament, health condition, and social openness. Some children are active and quickly enter group tasks, while others may be shy, passive, or afraid of making mistakes. Therefore, differentiated tasks make it possible to include every student in the lesson without



psychological pressure. The teacher can offer tasks of different complexity, change roles within the team, allow children to choose certain forms of participation, and support those who need additional encouragement. Such differentiation helps students feel accepted and increases their willingness to participate in collective activity.

The fourth method is the creation of pedagogical situations that require initiative and responsibility. During physical culture lessons, the teacher may assign students small organizational roles, such as team captain, equipment assistant, rule observer, or warm-up leader. These roles should be rotated so that every child can experience leadership and responsibility. This method develops confidence, independence, communication skills, and readiness to contribute to the common process. It is important that leadership in primary school should not be limited to the most physically capable students. On the contrary, different children should be given opportunities to lead, explain, help, and organize.

The fifth method is reflective conversation after movement activities. Reflection should be short, simple, and age-appropriate. After a game or group exercise, the teacher may guide students to think about how they cooperated, whether they followed the rules, how they helped each other, and what could be improved next time. Such reflection helps children understand the social meaning of their actions. It connects physical activity with moral education and supports the formation of conscious behavior. As a result, physical culture lessons become a space where students develop not only motor skills, but also social maturity, initiative, discipline, and responsibility.

Results

The results of applying pedagogically organized physical culture lessons show that primary school students' social activity develops more effectively when movement tasks are connected with cooperation, communication, responsibility, and collective participation. In lessons where active games, relay races, pair exercises, group tasks, and reflective discussions are used systematically, students become more willing to participate in common activities, express initiative, follow agreed rules, and interact positively with classmates. This indicates that physical culture can serve not only as a means of physical development, but also



as a practical environment for forming socially significant qualities in younger schoolchildren.

One of the main results is the increase in students' communicative activity during lessons. At the beginning of the learning process, many primary school students may act individually, avoid group responsibility, or show uncertainty when communicating with peers. However, regular participation in team-based physical activities gradually changes their behavior. Students begin to ask each other for help, explain rules, discuss strategies, encourage teammates, and respond more calmly to the actions of others. This is especially visible in relay games and cooperative movement tasks, where the final result depends on the coordinated actions of all group members. Through such activities, children learn that communication is necessary not only for conversation, but also for achieving a common practical goal.

Another important result is the development of responsibility and discipline. Physical culture lessons require students to follow safety rules, listen to instructions, wait for their turn, respect the boundaries of the game, and control their emotions during competition. When these requirements are presented not as strict external pressure, but as necessary conditions for successful group activity, students begin to understand their social meaning. They gradually realize that breaking rules can affect not only their own result, but also the success and safety of the whole team. As a result, discipline becomes more conscious, and students show greater readiness to regulate their behavior during games and exercises.

The use of differentiated and inclusive tasks also leads to positive changes in student participation. Children with different levels of physical preparedness are able to take part in lessons without fear of failure when the teacher offers varied roles and tasks. A student who is not very fast may be successful as a rule observer, team organizer, equipment assistant, or participant in a task requiring accuracy rather than speed. This approach reduces passivity and helps each child feel socially important within the group. It also teaches classmates to value different abilities and understand that every participant can contribute to collective success.

The results also show that active games and cooperative exercises strengthen emotional involvement in the lesson. Students become more interested in physical



culture when they feel joy, support, and recognition from classmates. Positive emotions increase motivation and create a favorable psychological climate. In such an atmosphere, children are more open to cooperation, less afraid of mistakes, and more willing to help others. The teacher's encouragement, fair evaluation, and attention to each student's effort play an important role in maintaining this climate.

Reflective conversations after physical activities help students become aware of their social behavior. When children discuss how they cooperated, whether they respected the rules, who helped the team, and what could be improved, they begin to connect physical actions with moral and social values. Therefore, the most significant result is the gradual formation of students who are active, responsible, cooperative, and capable of participating constructively in collective school life.

Discussion

The development of social activity in primary school students through physical culture lessons should be viewed as a complex pedagogical process in which physical, emotional, communicative, and moral aspects of education are closely connected. In the traditional understanding, physical culture is often associated mainly with exercises, movement techniques, health improvement, and physical preparedness. However, in primary education, every movement task also contains an educational situation. When children run in a relay, pass a ball, perform a pair exercise, participate in a team game, or follow safety rules, they are simultaneously learning how to communicate, cooperate, wait, support, obey common norms, and take responsibility for collective results. Therefore, physical culture lessons have significant potential for shaping socially active behavior.

The effectiveness of this process depends largely on the teacher's pedagogical position. If the teacher limits the lesson only to physical performance, the social potential of the subject may remain unused. In contrast, when the teacher purposefully organizes interaction among students, explains the social meaning of rules, distributes roles fairly, encourages mutual assistance, and analyzes students' behavior after activities, the lesson becomes a space for social education. Primary school students need clear guidance, because their ability to regulate emotions, accept defeat, respect others, and cooperate is still developing.



Physical culture gives the teacher practical opportunities to form these qualities not through abstract explanations, but through direct experience.

A particularly important issue is the balance between competition and cooperation. Competition can motivate students and make lessons emotionally rich, but if it is organized incorrectly, it may lead to conflict, fear of failure, exclusion of weaker students, or excessive focus on winning. For this reason, physical culture lessons in primary grades should include cooperative tasks in which students understand that success is achieved through mutual support. Team games, pair exercises, and collective challenges should be structured so that each child has a meaningful role. In this case, students learn that social activity is not only the desire to be first, but also the ability to help, encourage, listen, and contribute to a common goal.

Another important aspect is inclusiveness. In every primary school class, students differ in physical abilities, confidence, temperament, communication skills, and learning pace. If lessons are based only on speed, strength, or technical accuracy, some children may become passive and socially isolated. Differentiated tasks and flexible roles help prevent this problem. The teacher may give different forms of participation, such as performing, organizing, observing rules, supporting teammates, or explaining the task. This approach allows every student to experience personal success and feel needed in the group. As a result, physical culture becomes a means of strengthening not only health, but also self-confidence and social belonging.

Reflective discussion is also essential. Younger students do not always understand the educational meaning of their actions unless the teacher helps them analyze it. Short questions after activities, such as who helped the team, why rules were important, how classmates supported one another, and what should be improved next time, help children connect physical behavior with social values. Such reflection gradually forms conscious participation, responsibility, and respect for others.

Thus, physical culture lessons can effectively develop students' social activity when movement is combined with cooperation, fair rules, differentiated participation, emotional support, and pedagogical reflection. This requires from the teacher not only methodological knowledge of exercises, but also an



understanding of child psychology, communication culture, and educational aims. A well-organized physical culture lesson becomes a model of social life, where every child learns to act actively, responsibly, and respectfully within a community.

Conclusion

Physical culture lessons in primary school have broad pedagogical opportunities for developing students' social activity, because they combine movement, communication, emotional experience, discipline, cooperation, and collective responsibility in one educational process. At the primary stage of education, children are still forming their basic attitudes toward classmates, teachers, common rules, success, failure, and personal participation in group life. Therefore, every lesson should be considered not only as a means of physical training, but also as an important environment for social education. When physical culture is organized with clear pedagogical aims, it helps students become more active, communicative, responsible, supportive, and confident in collective situations.

The development of social activity in physical culture lessons depends on the teacher's ability to connect physical exercises with educational meaning. Active games, relay races, team competitions, pair exercises, group tasks, and cooperative challenges create natural situations in which students must interact with one another. Through such activities, they learn to listen to instructions, follow rules, respect partners and opponents, support weaker classmates, accept different roles, and contribute to a common result. These qualities are essential for the formation of a socially mature personality. Physical activity becomes especially effective when it is accompanied by encouragement, fair evaluation, differentiated participation, and short reflective discussions.

An important conclusion is that social activity cannot be developed only through verbal explanation. Primary school students understand social norms more deeply when they experience them in action. For example, they realize the value of discipline when a game cannot continue without rules; they understand cooperation when the team result depends on each participant; they learn responsibility when they are given a specific role; they develop empathy when



they help a classmate complete a task. Such practical experience strengthens moral and social qualities more effectively than abstract instruction. Therefore, physical culture lessons should include educational situations that require initiative, mutual assistance, honesty, patience, and respect.

Differentiated and inclusive organization of lessons is also very important. Students have different physical abilities, emotional characteristics, confidence levels, and communication skills. If physical culture lessons are based only on speed, strength, or competition, some children may remain passive or feel excluded. However, when the teacher offers different roles and tasks, every student can participate successfully. This creates a positive psychological climate and develops students' sense of belonging to the class community. As a result, children begin to understand that each person has value and that collective success depends on the contribution of all participants.

Thus, developing primary school students' social activity in physical culture lessons requires a systematic, purposeful, and humane pedagogical approach. The lesson should unite physical development with social, moral, and communicative education. In this case, physical culture contributes not only to students' health and motor skills, but also to their ability to cooperate, take responsibility, show initiative, respect others, and participate actively in school life. This makes physical culture an important factor in the comprehensive development of primary school students.

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