

PEDAGOGICAL FOUNDATIONS FOR DEVELOPING INTEREST IN SPORTS AMONG SCHOOL-AGE CHILDREN THROUGH THE DEVELOPMENT OF PHYSICAL QUALITIES

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Abstract

This article examines the pedagogical foundations for developing school-age children's interest in sports through the purposeful development of physical qualities. The study emphasizes that strength, speed, endurance, flexibility, coordination, agility, and balance are not only indicators of physical fitness but also important factors that influence children's motivation toward sports activities. When physical education lessons and extracurricular sports activities are organized according to age-specific, psychological, and pedagogical principles, children begin to perceive sport as an attractive, useful, and personally meaningful activity. The article analyzes the role of physical qualities in shaping positive attitudes toward regular exercise, developing self-confidence, strengthening discipline, and encouraging active participation in sports. Special attention is paid to the importance of game-based methods, differentiated exercises, motivational tasks, and supportive teacher-student interaction in the educational process. The article also highlights the relevance of this issue for pedagogical universities preparing future physical education teachers and sports specialists.

Keywords: School-age children, physical qualities, interest in sports, physical education, sports motivation, pedagogical foundations, motor activity, healthy lifestyle.

Introduction

MAKTAB YOSHIDAGI BOLALARDA JISMONIY SIFATLARNI RIVOJLANTIRISH ORQALI SPORTGA QIZIQISHNI SHAKLLANTIRISHNING PEDAGOGIK ASOSLARI

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Jismoniy tarbiya va sport kafedrası o'qituvchisi

Annotatsiya

Ushbu maqolada maktab yoshidagi bolalarda jismoniy sifatlarni maqsadli rivojlantirish orqali sportga qiziqishni shakllantirishning pedagogik asoslari yoritiladi. Tadqiqotda kuch, tezkorlik, chidamlilik, egiluvchanlik, koordinatsiya, chaqqonlik va muvozanat kabi jismoniy sifatlarning nafaqat jismoniy tayyorgarlik ko'rsatkichlari, balki bolalarning sport faoliyatiga bo'lgan motivatsiyasini kuchaytiruvchi muhim omillar sifatida talqin qilinadi. Jismoniy tarbiya darslari va darsdan tashqari sport mashg'ulotlari yosh xususiyatlari, psixologik ehtiyojlar va pedagogik tamoyillar asosida tashkil etilganda, bolalarda sport foydali, qiziqarli va shaxsiy rivojlanish uchun zarur faoliyat sifatida shakllanadi. Maqolada jismoniy sifatlarning muntazam mashg'ulotlarga ijobiy munosabat, o'ziga ishonch, intizom va faol ishtirokni rivojlantirishdagi o'rni tahlil qilinadi. Shuningdek, o'yin metodlari, differensial mashqlar, motivatsion topshiriqlar va o'qituvchi bilan o'quvchi o'rtasidagi qo'llab-quvvatlovchi pedagogik muloqotning ahamiyati ochib beriladi.

Kalit so'zlar: maktab yoshidagi bolalar, jismoniy sifatlarning, sportga qiziqish, jismoniy tarbiya, sport motivatsiyasi, pedagogik asoslar, harakat faolligi, sog'lom turmush tarzi.

Аннотация

В данной статье рассматриваются педагогические основы формирования интереса к спорту у детей школьного возраста посредством целенаправленного развития физических качеств. В исследовании подчеркивается, что сила, быстрота, выносливость, гибкость, координация, ловкость и равновесие являются не только показателями физической подготовленности, но и важными факторами, влияющими на мотивацию

детей к спортивной деятельности. При организации уроков физической культуры и внеурочных спортивных занятий с учетом возрастных, психологических и педагогических особенностей спорт воспринимается детьми как интересная, полезная и личностно значимая деятельность. В статье анализируется роль физических качеств в формировании положительного отношения к регулярным занятиям, развитию уверенности в себе, дисциплины и активного участия в спортивной деятельности. Особое внимание уделяется значению игровых методов, дифференцированных упражнений, мотивационных заданий и поддерживающего педагогического взаимодействия между учителем и учащимися. Также раскрывается актуальность данной проблемы для педагогических вузов, готовящих будущих учителей физической культуры и специалистов спортивного образования.

Ключевые слова: дети школьного возраста, физические качества, интерес к спорту, физическая культура, спортивная мотивация, педагогические основы, двигательная активность, здоровый образ жизни.

Introduction

The development of school-age children's interest in sports is one of the important pedagogical tasks of modern physical education. In the context of contemporary education, sport is considered not only as a means of strengthening health, but also as an effective factor in developing personality, discipline, social activity, emotional stability, and positive life motivation. For children, interest in sports does not appear spontaneously; it is formed through purposeful pedagogical influence, meaningful motor activity, age-appropriate exercises, and a supportive educational environment. Therefore, the development of physical qualities such as strength, speed, endurance, flexibility, agility, coordination, and balance should be viewed as an essential mechanism for increasing children's motivation toward sports participation.

School age is a sensitive period for the formation of motor abilities, health-related habits, and stable attitudes toward physical activity. During this period, children actively explore their physical potential, compare their abilities with peers, and develop self-esteem through movement, games, competitions, and physical achievements. If physical education lessons are organized in a monotonous,

formal, or overly demanding way, children may lose interest in sport and perceive physical activity as an obligation. However, when exercises are selected according to children's age, level of preparedness, emotional needs, and individual capabilities, sport becomes attractive and meaningful for them. In this regard, the development of physical qualities performs not only a physiological function but also a motivational and educational function.

Physical qualities are closely connected with children's psychological readiness for sports. For example, the development of strength helps children feel more confident in performing motor tasks; speed and agility increase their excitement and active involvement in games; endurance teaches patience and persistence; flexibility and coordination contribute to movement culture and self-control. When children notice their own progress, they begin to experience satisfaction, confidence, and interest in further improvement. This positive emotional experience becomes an important internal motive for regular participation in physical education and sports activities.

The role of the teacher is especially significant in this process. A physical education teacher should not limit the lesson to mechanical performance of exercises, but should organize activities that awaken curiosity, encourage effort, and create conditions for success. Game-based methods, relay races, team competitions, differentiated tasks, individual support, and positive feedback help children associate sport with joy, cooperation, and personal growth. Such pedagogical conditions are particularly important for pedagogical universities that prepare future physical education teachers and sports specialists. Future teachers must understand that the development of children's physical qualities should be combined with the development of motivation, responsibility, communication, and a healthy lifestyle.

In Uzbekistan, the promotion of mass sport, school physical education, and youth health is becoming increasingly important within the broader educational and social development agenda. Therefore, the study of pedagogical foundations for developing interest in sports among school-age children through physical qualities is highly relevant. This issue requires an integrated approach that connects physical development, pedagogical methodology, psychological motivation, and social education. The effectiveness of sports education depends on how successfully teachers can transform physical exercises into an attractive, developmental, and personally valuable activity for every child.

Literature Review

The literature related to the development of school-age children's interest in sports through physical qualities demonstrates that physical education is both a motor and pedagogical process. National legal and strategic documents on physical education, sport, and education emphasize the importance of strengthening children's health, increasing physical activity, and promoting a healthy lifestyle. The works of Salomov, Abdullayev, Xonkeldiyev, Kerimov, Nurimov, and Tursunov provide methodological foundations for organizing physical education lessons, developing motor skills, and forming students' positive attitudes toward sport. Matveev and Platonov explain the theoretical basis of physical training, showing that strength, speed, endurance, flexibility, agility, and coordination must be developed systematically and according to age-related characteristics. Gallahue, Ozmun, Goodway, Malina, Bouchard, and Bar-Or highlight the importance of motor development, growth, maturation, and physical activity in childhood. Pangrazi and Beighle emphasize that school physical education becomes more effective when exercises are organized through games, active participation, and emotionally engaging tasks. Bailey and colleagues analyze the educational benefits of physical education and school sport, particularly in social, emotional, and personal development. Deci and Ryan's motivation theory supports the idea that children's interest increases when they experience competence, autonomy, and encouragement. WHO and UNESCO guidelines also confirm that quality physical education should develop lifelong motivation for regular physical activity and healthy living.

Methods

The study was based on a theoretical and methodological analysis of the pedagogical conditions that support the development of interest in sports among school-age children through the systematic formation of physical qualities. The methodological basis of the research included the principles of age appropriateness, individualization, gradual progression, activity-based learning, motivation-oriented instruction, and the integration of physical, psychological, and social development in the educational process. These principles made it possible to examine physical qualities not only as motor indicators, but also as pedagogical tools for increasing children's involvement in sports.

The research used analytical, comparative, pedagogical observation, generalization, and modeling methods. The analytical method was applied to study scientific and methodological literature related to physical education, child development, sports motivation, and the formation of motor abilities. Through this method, the relationship between physical qualities and children's interest in sports was examined from the perspective of sports pedagogy. The comparative method was used to compare different pedagogical approaches to the development of strength, speed, endurance, flexibility, coordination, agility, and balance in school-age children. This allowed the identification of more effective forms of physical education that combine physical development with emotional engagement and motivation.

Pedagogical observation was considered as an important method for identifying how children respond to different types of physical exercises and sports activities. Special attention was paid to children's participation, emotional reactions, willingness to repeat exercises, cooperation with peers, and confidence during movement tasks. In this context, interest in sports was evaluated not only by verbal expression, but also by children's active participation, persistence, initiative, and desire to improve their results. The study considered that children's motivation grows when they experience success, receive positive feedback, and participate in exercises that correspond to their abilities.

The methodological structure of the study included several interconnected stages. At the first stage, the pedagogical significance of physical qualities in school physical education was analyzed. At the second stage, the motivational potential of exercises aimed at developing strength, speed, endurance, flexibility, agility, coordination, and balance was examined. At the third stage, methods for increasing interest in sports through game-based exercises, relay races, team competitions, differentiated tasks, and individual support were generalized. At the fourth stage, a pedagogical model was proposed in which physical development, emotional stimulation, social interaction, and teacher support function as a unified system.

The study also emphasized differentiated instruction as a key methodological condition. Since school-age children differ in physical preparedness, temperament, motivation, and health status, the same exercises may not produce the same pedagogical effect for all learners. Therefore, tasks should be adapted according to the child's level of development, while preserving the possibility of

progress and success. This approach helps avoid fear of failure and creates a positive emotional background for sports participation.

The effectiveness of developing interest in sports was assessed through such pedagogical indicators as increased participation in physical education lessons, positive attitude toward sports activities, improvement of basic physical qualities, self-confidence, discipline, cooperation, and willingness to engage in extracurricular sports. Thus, the methodological approach of the study was directed toward revealing how the purposeful development of physical qualities can become a practical pedagogical mechanism for forming stable interest in sports among school-age children.

Results

The results of the study show that the development of physical qualities plays a significant role in forming school-age children's stable interest in sports. When physical education activities are organized in a purposeful, age-appropriate, and emotionally attractive manner, children become more willing to participate in sports, demonstrate greater initiative, and show a more positive attitude toward physical activity. The analysis indicates that physical qualities such as strength, speed, endurance, flexibility, agility, coordination, and balance influence not only motor development but also children's motivation, self-confidence, discipline, and social behavior.

The development of strength was found to be closely connected with children's sense of capability. When pupils successfully perform strength-related exercises such as climbing, jumping, carrying objects, or body-weight movements, they begin to feel more confident in their physical abilities. This confidence encourages them to participate more actively in games and sports competitions. Speed-related exercises, especially short running tasks, relay races, and reaction games, increase emotional involvement because children experience excitement, competition, and immediate achievement. Such activities create a dynamic learning environment and make physical education lessons more attractive.

Endurance exercises contribute to the development of persistence, patience, and goal orientation. Although endurance tasks may be difficult for some school-age children, their pedagogical value increases when they are presented through games, team challenges, or gradual progress tasks. In this case, children do not perceive endurance training as a burden, but as an opportunity to overcome

difficulties and improve their results. Flexibility and coordination exercises also have a positive influence on children's interest in sports because they help them perform movements more freely, accurately, and aesthetically. As a result, children gain satisfaction from movement and become more open to learning new sports skills.

The study also reveals that the motivational effect of physical qualities depends largely on the teacher's pedagogical approach. Children are more interested in sports when the teacher provides clear instructions, positive feedback, emotional support, and opportunities for success. Differentiated tasks are especially effective because they allow children with different levels of physical preparedness to participate without fear of failure. When each child can experience progress, even in small steps, motivation becomes more stable and internal.

Another important result is that the development of physical qualities strengthens social interaction among children. Team games, relay activities, paired exercises, and group challenges help pupils develop cooperation, mutual support, respect for rules, and responsibility toward teammates. These social experiences increase the attractiveness of sports activities because children begin to associate sport with friendship, communication, and shared success.

The results show that interest in sports is formed more effectively when physical development is combined with emotional stimulation, game-based learning, personal achievement, and collective activity. Therefore, the purposeful development of physical qualities can be considered an effective pedagogical mechanism for increasing children's motivation toward sports. For future physical education teachers, this means that every exercise should be selected not only according to its physiological benefit, but also according to its motivational, educational, and social value.

Discussion

The discussion of the obtained results shows that the development of interest in sports among school-age children should be considered as a complex pedagogical process in which physical, psychological, emotional, and social factors interact with each other. Physical qualities are often understood mainly as indicators of motor preparedness, but in the context of school physical education they also perform an important motivational function. When children improve their

strength, speed, endurance, flexibility, agility, coordination, and balance, they begin to experience their own physical progress more clearly. This progress becomes a source of positive emotions, self-confidence, and desire to continue participation in sports activities.

One of the most important pedagogical aspects of this issue is the connection between success and motivation. School-age children are especially sensitive to the experience of success or failure during physical education lessons. If exercises are too difficult, monotonous, or not adapted to the child's level of development, they may cause fear, passivity, or loss of interest. On the contrary, when tasks are selected according to age, individual preparedness, and emotional needs, children are more likely to become active participants in the lesson. Therefore, the teacher's ability to organize differentiated and motivating exercises is a decisive condition for forming interest in sports.

The results also confirm that game-based learning has a strong motivational effect in physical education. For school-age children, movement is naturally connected with play, competition, communication, and emotional expression. Relay races, team games, reaction tasks, balance games, and coordination exercises make the development of physical qualities more attractive and meaningful. In such activities, children do not perceive exercises as mechanical training, but as an interesting process in which they can communicate, compete, cooperate, and show their abilities. This is especially important in the initial stages of sports orientation, when the main pedagogical task is not early specialization, but the formation of a stable positive attitude toward physical activity.

Another important issue is the social role of sports activities. Through the development of physical qualities in group exercises, children learn to follow rules, respect peers, support teammates, accept victory and defeat, and take responsibility for common results. These qualities are essential not only for sports participation, but also for the general social development of the child. In this sense, physical education lessons serve as a pedagogical environment where motor development and social education are closely connected.

For pedagogical universities preparing future physical education teachers, this topic has special significance. Future teachers should understand that the development of physical qualities must not be limited to technical instruction or physical load. Each exercise should be pedagogically justified and directed toward the development of motivation, discipline, self-confidence, and interest in

sports. Teacher training programs should therefore include methodological preparation for using differentiated exercises, motivational feedback, inclusive participation, and game-based sports activities.

In the context of Uzbekistan, where the promotion of youth sport and healthy lifestyle is an important educational and social priority, the role of physical education teachers becomes even more significant. Schools need specialists who can transform physical education lessons into an attractive and developmental environment for every child. Thus, the development of physical qualities should be viewed as a practical pedagogical pathway for strengthening children's interest in sports, improving their health, and forming a lifelong positive attitude toward physical activity.

Conclusion

The formation of interest in sports among school-age children through the development of physical qualities is an important pedagogical task that connects physical education with personal, social, and motivational development. The study shows that physical qualities such as strength, speed, endurance, flexibility, agility, coordination, and balance should not be understood only as elements of motor preparedness. They also serve as effective pedagogical means for developing children's confidence, activity, discipline, persistence, communication, and positive attitude toward sports. When a child feels physical progress, successfully performs exercises, and receives emotional support from the teacher, sport becomes not an obligation, but an attractive and personally meaningful activity.

The development of physical qualities is especially effective when it is organized according to age-specific and individual characteristics of school-age children. At this stage of development, children need movement, play, emotional stimulation, recognition, and communication with peers. Therefore, physical education lessons should include not only standard exercises, but also game-based tasks, relay races, team competitions, differentiated assignments, movement challenges, and activities that allow every child to experience success. Such an approach strengthens motivation and prevents passivity, fear of failure, and loss of interest in sports.

The research confirms that each physical quality has its own motivational and educational value. Strength exercises help children feel capable and confident.

Speed and agility tasks create emotional excitement and increase involvement. Endurance exercises develop patience, willpower, and goal orientation. Flexibility and coordination exercises improve movement culture, self-control, and confidence in performing new motor actions. When these qualities are developed in a balanced and pedagogically justified way, they contribute to the formation of a stable interest in various types of sports.

The teacher's role is decisive in this process. A physical education teacher should be able to select exercises according to the physical preparedness, psychological state, and motivational needs of children. Positive feedback, encouragement, fair assessment, emotional support, and the creation of a safe educational environment are important conditions for increasing children's interest in sports. The teacher should not compare children only by results, but should pay attention to individual progress, effort, cooperation, and active participation. This helps each child believe in personal abilities and develop a positive attitude toward physical activity.

For pedagogical universities preparing future physical education teachers and sports specialists, the issue has practical significance. Future teachers must master methods of developing physical qualities together with methods of motivating children, organizing inclusive sports activities, and forming healthy lifestyle values. In the context of modern sports education, the effectiveness of a physical education teacher is determined not only by the ability to teach exercises, but also by the ability to awaken children's interest in regular sports participation.

Thus, the development of physical qualities can be considered a pedagogically effective pathway for forming interest in sports among school-age children. This process contributes to children's physical health, emotional well-being, social activity, and long-term motivation for an active lifestyle. The systematic and purposeful organization of physical education lessons based on these principles can strengthen the role of school sport as an important factor in the harmonious development of the younger generation.

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