

PEDAGOGICAL FOUNDATIONS FOR DEVELOPING PHYSICAL CULTURE IN PRIMARY SCHOOL STUDENTS

Baltamuratova A.P.

Senior Lecturer, PhD, Department of Primary Education Pedagogy
National Pedagogical University of Uzbekistan Named after Nizami

Raimqulova Sabira

2nd-Year Student, Primary Education
National Pedagogical University of Uzbekistan Named after Nizami

Bijumanova Ayjan

2nd-Year Student, Primary Education
National Pedagogical University of Uzbekistan Named after Nizami

Abstract

This article examines the pedagogical foundations for developing physical culture in primary school students as an essential component of holistic education. Physical culture at the primary level is not limited to physical exercises or the formation of motor skills; it also includes health awareness, discipline, hygienic habits, emotional stability, social interaction, and a positive attitude toward an active lifestyle. In the conditions of modern primary education, the development of physical culture requires a systematic pedagogical approach based on age characteristics, individual abilities, motivational factors, and the integration of physical activity with moral, intellectual, and social development. The article emphasizes that primary school age is a sensitive period for shaping basic movement skills, correct posture, coordination, endurance, self-control, and the need for regular physical activity. Special attention is given to the role of the teacher in organizing health-oriented lessons, active games, morning exercises, dynamic pauses, extracurricular sports activities, and educational conversations about healthy living. The study also highlights the importance of cooperation between school, family, and community in strengthening children's interest in physical activity. The pedagogical foundations discussed in the article show that

the formation of physical culture in primary school students contributes to their physical development, learning efficiency, emotional well-being, and social adaptation.

Keywords: Primary education, physical culture, physical education, healthy lifestyle, motor skills, pedagogical foundations, active learning, schoolchildren, health education, physical development.

Introduction

BOSHLANG‘ICH SINFI O‘QUVCHILARIDA JISMONIY MADANIYATNI SHAKLLANTIRISHNING PEDAGOGIK ASOSLARI

Baltamuratova A. P.

Boshlang‘ich talim pedagogikasi kafedrasida katta o‘qituvchisi PhD

Nizomiy nomidagi O‘zbekiston milliy pedagogika universiteti

Raimqulova Sabira

Boshlang‘ich talim yonalishi 2 kurs talabasi

Nizomiy nomidagi O‘zbekiston milliy pedagogika universiteti

Bijumanova Ayjan

Boshlang‘ich talim yonalishi 2 kurs talabasi

Nizomiy nomidagi O‘zbekiston milliy pedagogika universiteti

Annotatsiya.

Ushbu maqolada boshlang‘ich sinfi o‘quvchilarida jismoniy madaniyatni shakllantirishning pedagogik asoslari har tomonlama rivojlangan shaxs tarbiyasining muhim tarkibiy qismi sifatida yoritiladi. Boshlang‘ich ta‘lim bosqichida jismoniy madaniyat faqat jismoniy mashqlarni bajarish yoki harakat ko‘nikmalarini shakllantirish bilan cheklanmaydi, balki sog‘lom turmush tarziga ongli munosabat, tartib-intizom, gigiyenik odatlar, emotsional barqarorlik, ijtimoiy muloqot va faol hayot tarziga ijobiy munosabatni ham qamrab oladi. Zamonaviy boshlang‘ich ta‘lim sharoitida jismoniy madaniyatni rivojlantirish yosh xususiyatlari, individual imkoniyatlar, motivatsion omillar hamda jismoniy faollikni axloqiy, intellektual va ijtimoiy rivojlanish bilan uyg‘unlashtirishga

asoslangan tizimli pedagogik yondashuvni talab etadi. Maqolada boshlang'ich maktab yoshi asosiy harakat ko'nikmalari, to'g'ri qomat, koordinatsiya, chidamlilik, o'zini nazorat qilish va muntazam jismoniy faollikka ehtiyojni shakllantirish uchun muhim davr ekanligi ta'kidlanadi. Shuningdek, sog'lomlashtirishga yo'naltirilgan darslar, harakatli o'yinlar, ertalabki badantarbiya, dinamik tanaffuslar, sinfdan tashqari sport mashg'ulotlari va sog'lom turmush tarzi haqidagi tarbiyaviy suhbatlarni tashkil etishda o'qituvchining roli ochib beriladi. Maqolada maktab, oila va mahalla hamkorligi bolalarning jismoniy faollikka qiziqishini mustahkamlashda muhim ahamiyatga ega ekanligi ham asoslanadi.

Kalit so'zlar: boshlang'ich ta'lim, jismoniy madaniyat, jismoniy tarbiya, sog'lom turmush tarzi, harakat ko'nikmalari, pedagogik asoslar, faol ta'lim, maktab o'quvchilari, salomatlik tarbiyasi, jismoniy rivojlanish.

Introduction

The formation of physical culture in primary school students is one of the essential pedagogical tasks of modern education, because the first years of schooling create the foundation for children's health behavior, motor activity, discipline, and attitude toward their own physical development. At the primary school age, a child's organism develops rapidly, and the nervous, musculoskeletal, respiratory, and cardiovascular systems require properly organized movement, age-appropriate exercises, and emotionally positive forms of activity. Therefore, physical culture should not be understood only as a separate school subject or a set of exercises performed during lessons. It is a broader educational phenomenon that includes knowledge about health, the need for movement, hygienic habits, social behavior, self-control, cooperation, and the ability to organize one's daily routine in a healthy way.

In the context of primary education, physical culture performs several interconnected functions. First, it supports the physical growth of children by developing coordination, flexibility, agility, endurance, balance, strength, and correct posture. Second, it contributes to cognitive development, because regular physical activity improves attention, memory, working capacity, and emotional readiness for learning. Third, it has an important social and moral function, since physical exercises and active games teach children to follow rules, respect

partners, accept success and failure, help classmates, and act responsibly in a team. Thus, physical culture becomes a means of educating not only the body but also the personality of the child.

The pedagogical foundations for developing physical culture in primary school students are based on the principles of systematicity, accessibility, consistency, individualization, health orientation, and emotional attractiveness. These principles require the teacher to select exercises and activities that correspond to children's age, health condition, psychological characteristics, and level of physical preparedness. For younger schoolchildren, movement should be organized through playful, visual, and practically meaningful forms, because children of this age are naturally inclined to activity, imitation, competition, and curiosity. If physical education is conducted only through mechanical repetition of exercises, it may lose its developmental and motivational value. However, when lessons include active games, movement tasks, rhythm, simple competitions, breathing exercises, and short health-related explanations, children develop a stable interest in physical activity.

Another important aspect is the integration of physical culture with the general educational process. In primary school, children spend much time sitting, reading, writing, and working with learning materials. This may cause fatigue, reduced attention, and insufficient movement if the daily regime is not organized correctly. For this reason, physical culture should be supported not only during physical education lessons but also through dynamic pauses, morning exercises, outdoor activities, extracurricular sports clubs, and cooperation with parents. Such an integrated approach helps transform physical activity into a natural part of the child's lifestyle.

The relevance of this topic is determined by the need to educate a physically active, healthy, disciplined, and socially adapted younger generation. In pedagogical universities, future primary school teachers should understand that developing physical culture is not the responsibility of physical education teachers alone. Every primary school teacher participates in creating a health-preserving educational environment and in forming children's positive attitude toward movement, health, and personal development.

Methods

The methodological basis of this article is formed by a pedagogical analysis of the process of developing physical culture in primary school students, with special attention to the educational, developmental, health-preserving, and motivational aspects of physical education. The study relies on the idea that physical culture in primary school should be considered as a complex pedagogical phenomenon, because it includes not only physical exercises, but also children's knowledge about health, their emotional attitude toward movement, their behavior in collective activities, and their ability to follow hygienic and safety rules. Therefore, the methods used in the study are directed toward identifying how different forms of educational work can influence the development of physical culture among younger schoolchildren.

The first methodological approach is theoretical analysis. It involves the study of pedagogical, psychological, and methodological literature related to primary education, physical education, health-preserving technologies, child development, and the formation of healthy lifestyle habits. Through theoretical analysis, it becomes possible to define the main concepts of the topic, such as physical culture, physical education, motor activity, health culture, movement competence, and pedagogical support. This method also helps to clarify the role of the teacher, the importance of age-appropriate exercises, and the relationship between physical development and the general educational progress of primary school students.

The second method is pedagogical observation. In the context of primary education, observation allows the teacher or researcher to identify how students participate in physical activities, how they respond to movement tasks, how they interact with classmates during active games, and how they follow rules and instructions. Observation is especially important because younger schoolchildren often express their interests, difficulties, and emotional states through behavior rather than through verbal explanation. During physical education lessons, dynamic pauses, morning exercises, and extracurricular activities, observation helps determine whether the selected activities correspond to students' needs, abilities, and level of preparedness.

The third method is comparative analysis of different forms of physical activity used in primary school. These forms include traditional physical education lessons, movement-based games, short exercises during academic lessons,

outdoor activities, sports competitions, relay races, rhythmical exercises, and health-related conversations. Comparative analysis makes it possible to understand which forms are more effective in developing motivation, coordination, discipline, cooperation, and interest in regular physical activity. For example, active games are especially useful for developing emotional involvement and social interaction, while structured exercises support posture, balance, endurance, and movement accuracy.

The fourth methodological component is the use of a differentiated approach. Primary school students differ in health condition, physical preparedness, temperament, confidence, and previous experience of movement. Therefore, pedagogical work should not be based on identical requirements for all children. Differentiation requires the teacher to adapt tasks according to complexity, pace, number of repetitions, and level of independence. This method helps prevent overloading, supports students with weaker physical preparation, and encourages more active students to develop their abilities without creating psychological pressure for others.

The fifth method is the analysis of teacher, family, and school cooperation. The formation of physical culture cannot be limited to school lessons only. A child's daily routine, sleep, nutrition, hygiene, outdoor activity, and attitude toward sports are strongly influenced by the family environment. Therefore, pedagogical conversations with parents, recommendations on home-based physical activity, and joint school-family events are important methodological tools. On this basis, the study considers the development of physical culture as a continuous process that connects school education, family upbringing, and the broader social environment.

Results

The results of the pedagogical analysis show that the development of physical culture in primary school students becomes effective when physical education is organized as a continuous, purposeful, and emotionally attractive process. In the primary grades, children respond most actively to movement when exercises are connected with play, cooperation, simple competition, visual demonstration, and practical meaning. This indicates that physical culture cannot be formed only through formal instruction or mechanical repetition of movements. It requires a

learning environment in which children experience physical activity as useful, enjoyable, safe, and socially meaningful.

One of the main results is that regular and properly organized physical activity contributes to the improvement of children's motor skills. Primary school students gradually develop coordination, balance, flexibility, agility, speed of reaction, and elementary endurance when lessons include age-appropriate exercises and active games. These qualities are not formed separately from the educational process; they develop more effectively when the teacher explains the purpose of each activity in simple language and connects movement tasks with children's everyday experience. For example, exercises for posture may be related to correct sitting during writing, breathing exercises may be connected with reducing fatigue, and active games may be used to strengthen cooperation and attention.

Another important result is the positive influence of physical culture on children's learning readiness. When dynamic pauses, short movement exercises, and outdoor activities are included in the school day, students show better concentration, emotional balance, and willingness to participate in classroom tasks. Primary school children often become tired because they are still adapting to the academic regime, and long periods of sitting may reduce their cognitive activity. Movement activities help restore attention, reduce emotional tension, and create a more favorable psychological atmosphere in the classroom. Therefore, physical culture supports not only physical development but also the effectiveness of learning in other subjects.

The analysis also shows that the formation of physical culture strengthens students' social and moral qualities. During physical games, relay races, pair exercises, and group activities, children learn to follow rules, wait for their turn, respect classmates, act honestly, and accept both victory and defeat. These situations have strong educational value because they form discipline, responsibility, self-control, and mutual support. In primary school, such qualities are especially important, since children are still learning how to communicate, cooperate, and regulate their emotions in a group. Physical culture provides natural conditions for developing these abilities through action rather than abstract moral instruction.

The results further indicate that a differentiated approach is necessary for the successful development of physical culture. Students differ in physical

preparedness, health condition, confidence, temperament, and motivation. If the teacher applies the same level of difficulty to all children, some students may experience overload, fear, or loss of interest, while others may not receive sufficient challenge. Differentiated tasks allow each child to participate according to his or her possibilities and gradually improve personal results. In this sense, the main pedagogical criterion should not be comparison between students, but individual progress, active participation, and a positive attitude toward physical activity.

The study also reveals the importance of cooperation between school and family. Children's physical culture develops more steadily when school activities are supported by home routines, outdoor play, hygienic habits, proper rest, and parental encouragement. If parents understand the educational value of movement, they are more likely to support regular activity and reduce passive forms of leisure. Thus, the formation of physical culture in primary school students depends on the unity of pedagogical influence, family support, and a health-preserving school environment.

Discussion

The development of physical culture in primary school students should be understood as a long-term pedagogical process that combines physical, moral, cognitive, emotional, and social education. The results of the analysis confirm that physical culture is not formed automatically through the presence of physical education lessons alone. It requires a purposeful system of pedagogical actions in which the teacher creates conditions for regular movement, explains the value of health, supports children's motivation, and forms positive behavioral habits. In this regard, the primary school teacher plays a decisive role, because at this age children often accept the teacher's instructions, attitudes, and personal example as an important model of behavior.

One of the key issues in the development of physical culture is motivation. Primary school students are usually active by nature, but this activity needs to be pedagogically organized. If exercises are monotonous, overly difficult, or disconnected from children's interests, they may not produce a stable positive attitude toward physical activity. Therefore, lessons should include game-based tasks, simple challenges, rhythmic movements, team activities, and elements of creativity. For younger schoolchildren, joy, emotional involvement, and visible

success are important motivational factors. When a child feels that he or she can perform a task, improve a result, help a team, or learn a new movement, physical activity becomes personally meaningful.

Another important issue is the health-preserving orientation of the educational process. In primary school, the organization of physical activity must be based on children's age characteristics and health condition. The teacher should avoid excessive loads, harsh comparison between students, and tasks that may cause fear or discomfort. The purpose of physical culture is not only to develop strength or speed, but also to strengthen health, prevent fatigue, form correct posture, improve coordination, and teach safe movement. This requires gradualness, accessibility, regularity, and careful observation of each child's condition during physical activities. A humane pedagogical approach helps children associate physical culture with health, confidence, and well-being rather than pressure or punishment.

The discussion of this topic also shows that physical culture has strong educational potential beyond the development of motor skills. Active games and group exercises create real situations in which children learn to communicate, cooperate, follow rules, show patience, support peers, and control emotions. These qualities are essential for the general development of the child and for successful adaptation to the school community. Physical education therefore becomes an important instrument of socialization. In this process, the teacher should consciously use movement activities not only for physical training but also for developing responsibility, fairness, discipline, and mutual respect.

The role of integration is also significant. Physical culture should not remain isolated from other areas of primary education. It can be connected with natural science through conversations about the human body, hygiene, nutrition, and the influence of movement on health. It can be connected with reading and language lessons through stories, poems, and discussions about sports, courage, friendship, and healthy lifestyle. It can also be connected with moral education through examples of teamwork, honesty, and respect for others. Such integration expands the educational meaning of physical culture and helps children understand that health and activity are part of everyday life.

The cooperation of school and family is another necessary condition. If the child receives encouragement at school but spends most of free time without movement at home, the formation of physical culture becomes incomplete. Parents should

be involved through consultations, joint events, health days, and simple recommendations for organizing children's daily routines. Thus, the pedagogical foundations for developing physical culture in primary school students are based on continuity, cooperation, motivation, differentiation, and health orientation. Only under these conditions can physical culture become a stable personal quality and a foundation for a healthy lifestyle.

Conclusion

The development of physical culture in primary school students is an important pedagogical task that directly influences the formation of a healthy, active, disciplined, and socially adapted personality. At the primary school age, children acquire not only basic motor skills, but also the first stable ideas about health, hygiene, daily routine, self-control, cooperation, and responsibility for their own physical condition. Therefore, physical culture should be considered not as a secondary element of education, but as an integral part of the holistic development of the child. It supports physical growth, strengthens emotional stability, improves learning readiness, and helps children adapt to the school environment.

The pedagogical foundations of this process are based on systematicity, accessibility, age appropriateness, differentiation, motivation, health preservation, and cooperation. These principles require the teacher to organize physical activity in a way that corresponds to the needs and abilities of younger schoolchildren. Exercises, games, dynamic pauses, outdoor activities, and extracurricular sports events should be selected not only according to educational objectives, but also according to children's emotional state, health condition, interests, and individual level of preparedness. When physical activity is organized gradually, safely, and attractively, students develop a positive attitude toward movement and begin to understand its importance for everyday life.

A key condition for the effective formation of physical culture is the active role of the primary school teacher. The teacher should create a supportive and health-preserving educational environment, explain the value of physical activity in simple and understandable language, encourage children's efforts, and avoid negative comparison between students. In primary school, the child's motivation is closely connected with emotional experience. For this reason, physical education should include joy, play, cooperation, visible progress, and personal

success. Such an approach helps each student feel capable and involved, regardless of initial physical preparedness.

The formation of physical culture also has a significant educational and social value. Through active games, pair and group exercises, relay races, and collective tasks, children learn to follow rules, respect classmates, act fairly, accept responsibility, and control their emotions. These qualities are essential for both school life and further personal development. Thus, physical culture contributes not only to the strengthening of the body, but also to the development of moral behavior, communication skills, and social maturity.

The study also shows that the development of physical culture cannot be limited to physical education lessons alone. It should be supported through dynamic pauses during academic classes, morning exercises, health-related conversations, school sports events, and cooperation with parents. Family participation is especially important, because children's daily routine, leisure habits, nutrition, sleep, and attitude toward movement are formed not only at school but also at home. When school and family act together, the child receives a stable educational influence that strengthens the need for regular physical activity.

In general, the pedagogical foundations for developing physical culture in primary school students include a complex system of educational, developmental, motivational, and health-preserving measures. Their consistent implementation helps form in children a conscious attitude toward health, a need for movement, discipline, confidence, and readiness for active participation in social life. Physical culture, therefore, becomes one of the essential conditions for the harmonious development of younger schoolchildren and for preparing them for a healthy and productive future.

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