

FEATURES OF RESTORING STUDENTS' HEALTH WITH THE HELP OF PHYSICAL EXERCISES

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Abstract

This article examines the pedagogical and health-improving features of restoring students' physical and functional condition through systematically organized physical exercises. In higher education, especially in pedagogical universities with a sports orientation, the problem of preserving and restoring students' health is closely connected with academic workload, reduced physical activity, psychological tension, irregular daily routines, and insufficient attention to preventive motor activity. Physical exercises are considered not only as a means of developing strength, endurance, flexibility, and coordination, but also as an important mechanism for improving cardiovascular function, respiratory capacity, musculoskeletal stability, emotional balance, and general working capacity. The article emphasizes that health restoration through physical activity should be based on individualization, gradual load regulation, medical-pedagogical monitoring, and the integration of corrective, recreational, breathing, stretching, and general developmental exercises. Special attention is paid to the role of physical education teachers in forming students' motivation for a healthy lifestyle, teaching self-control skills, and creating safe conditions for exercise performance. The study highlights that properly selected physical exercises can reduce fatigue, improve adaptation to educational stress, support posture correction, prevent hypodynamia, and increase students' readiness for intellectual and professional activity. The article concludes that health-oriented physical education should be viewed as a continuous pedagogical process aimed at restoring, strengthening, and maintaining students' health in the educational environment.

Keywords: Physical exercises, health restoration, students, physical education, motor activity, rehabilitation, healthy lifestyle, pedagogical monitoring, sports education.

Introduction

TALABALARNING SALOMATLIGINI JISMONIY MASHQLAR YORDAMIDA TIKLASH XUSUSIYATLARI

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Annotatsiya:

Ushbu maqolada talabalar salomatligini tizimli tashkil etilgan jismoniy mashqlar yordamida tiklashning pedagogik va sog‘lomlashtiruvchi xususiyatlari tahlil qilinadi. Oliy ta‘lim muassasalarida, ayniqsa sport yo‘nalishidagi pedagogik universitetlarda talabalar salomatligini saqlash va tiklash masalasi o‘quv yuklamasi, jismoniy faollikning kamayishi, ruhiy zo‘riqish, kun tartibining buzilishi hamda profilaktik harakat faoliyatiga yetarli e‘tibor berilmasligi bilan bevosita bog‘liqdir. Jismoniy mashqlar nafaqat kuch, chidamlilik, egiluvchanlik va koordinatsiyani rivojlantirish vositasi, balki yurak-qon tomir tizimi faoliyatini yaxshilash, nafas olish imkoniyatlarini kengaytirish, tayanch-harakat apparatini mustahkamlash, emotsional barqarorlikni ta‘minlash va umumiy ish qobiliyatini oshirishning muhim mexanizmi sifatida qaraladi. Maqolada jismoniy faollik orqali salomatlikni tiklash jarayoni individuallashtirish, yuklamani bosqichma-bosqich tartibga solish, tibbiy-pedagogik nazorat hamda korreksion, rekreatsion, nafas, cho‘zilish va umumrivojlantiruvchi mashqlarni uyg‘unlashtirishga asoslanishi zarurligi ta‘kidlanadi. Jismoniy tarbiya o‘qituvchilarining talabalarda sog‘lom turmush tarziga motivatsiya shakllantirish, o‘zini nazorat qilish ko‘nikmalarini rivojlantirish va mashqlarni xavfsiz bajarish sharoitlarini yaratishdagi roli alohida yoritiladi. Tadqiqotda to‘g‘ri tanlangan jismoniy mashqlar charchoqni kamaytirishi, ta‘limiy zo‘riqishga moslashuvni yaxshilashi, qomatni korreksiya qilishga yordam berishi, gipodinamiyaning oldini olishi va talabalarni aqliy hamda kasbiy faoliyatga tayyorlash imkoniyatini oshirishi asoslanadi. Maqolada sog‘lomlashtirishga yo‘naltirilgan jismoniy tarbiya

talabalar salomatligini tiklash, mustahkamlash va ta'lim muhitida barqaror saqlashga qaratilgan uzluksiz pedagogik jarayon sifatida baholanadi.

Kalit soʻzlar: jismoniy mashqlar, salomatlikni tiklash, talabalar, jismoniy tarbiya, harakat faolligi, reabilitatsiya, sogʻlom turmush tarzi, pedagogik monitoring, sport ta'limi.

Introduction

The health of students is one of the essential indicators of the quality and humanistic orientation of higher education. In modern pedagogical universities, the educational process is connected not only with the acquisition of theoretical knowledge and professional competencies, but also with the formation of a physically active, socially responsible, emotionally stable, and professionally capable personality. For students of sports education, this issue has particular importance, because their future professional activity will be directly related to physical education, training organization, health promotion, and the pedagogical guidance of motor activity among different age groups. Therefore, the restoration and strengthening of students' health through physical exercises should be considered as an integral part of the educational process, not as an additional or secondary activity.

The contemporary lifestyle of students is characterized by a number of health-related challenges. Long periods of academic work, preparation for classes, use of digital technologies, insufficient sleep, irregular nutrition, psychological pressure, and reduced daily movement may gradually lead to fatigue, decreased working capacity, postural disorders, weakened functional reserves, and emotional instability. Even students studying in sports-oriented faculties may face overload, incorrect training organization, lack of recovery, or imbalance between physical and mental activity. In this context, physical exercises acquire a restorative, preventive, corrective, and developmental function. Their purpose is not limited to improving sports results; they also help normalize the work of the cardiovascular and respiratory systems, support the musculoskeletal system, improve metabolism, reduce stress, and develop adaptive capacity.

The restoration of students' health with the help of physical exercises requires a scientifically grounded and pedagogically organized approach. Random, excessive, or poorly selected loads may not produce the desired effect and, in

some cases, may increase fatigue or cause injury. For this reason, the content of health-oriented physical activity should be selected according to students' age, physical preparedness, health condition, functional state, psychological readiness, and individual needs. General developmental exercises, walking, running at moderate intensity, swimming, breathing exercises, stretching, corrective gymnastics, coordination tasks, relaxation techniques, and recreational sports can be effectively combined within one pedagogical system. The main principle is the gradual increase of load, regularity of performance, safety, accessibility, and the connection of physical exercises with self-control and conscious motivation.

In pedagogical practice, the teacher plays a decisive role in organizing health-restoring physical activity. A competent physical education teacher must be able to assess students' functional condition, regulate exercise intensity, explain the health value of movements, prevent overload, and create a positive emotional environment. This is especially important in pedagogical universities, where today's students will become future educators and will later transmit health culture to schoolchildren, adolescents, and young people. Thus, the restoration of students' health through physical exercises has both personal and professional significance.

In Uzbekistan, the growing attention to youth health, mass sports, and healthy lifestyle promotion increases the relevance of this issue for higher education institutions. Physical exercises should be used as an effective pedagogical means for maintaining health, improving adaptation to academic activity, and forming stable habits of active living. This article examines the main features, methodological foundations, and pedagogical conditions of restoring students' health through physical exercises in the context of sports education.

Literature Review

The scientific literature on students' health restoration through physical exercises demonstrates that physical activity should be understood as a complex pedagogical, physiological, and psychological phenomenon. According to the American College of Sports Medicine (2021), effective exercise prescription must be based on the principles of safety, individualization, gradual progression, regularity, and control of intensity. These principles are highly relevant for students, because their physical condition is influenced by academic workload,

sedentary behavior, emotional stress, irregular daily routines, and insufficient recovery. The restoration of health through exercise therefore requires not random physical activity, but a scientifically organized system in which aerobic, strength, flexibility, breathing, corrective, and recreational exercises are selected according to the functional state of the learner.

A number of researchers emphasize that physical activity and physical fitness are directly connected with health outcomes. Blair, Cheng, and Holder (2001) note that both regular movement and the development of physical fitness contribute to disease prevention, improvement of working capacity, and strengthening of functional reserves. Haskell et al. (2007) also underline the importance of regular moderate-intensity activity for supporting cardiovascular health and general well-being. These conclusions are significant for higher education institutions, where students often experience hypodynamia due to long hours of study, computer use, and limited daily movement. From this point of view, physical exercises serve not only as a means of sports training, but also as a preventive and restorative factor that helps maintain health during the educational process.

The physiological foundations of exercise are widely discussed in the works of Kenney, Wilmore, and Costill (2021), as well as McArdle, Katch, and Katch (2023). These authors explain that systematic physical activity improves oxygen transport, muscular endurance, metabolic regulation, neuromuscular coordination, and adaptation to physical load. Such mechanisms are important for students because they determine the body's ability to recover after fatigue and maintain stable performance. Heyward and Gibson (2018) add that assessment of physical condition and correct regulation of training load are necessary for preventing overstrain and achieving positive health effects. Therefore, health-restoring physical education must include monitoring of heart rate, fatigue, breathing, posture, flexibility, and general functional readiness.

Psychological studies also confirm the restorative value of physical exercise. Biddle, Mutrie, Gorely, and Faulkner (2021), Buckworth, Dishman, O'Connor, and Tomporowski (2013), and Weinberg and Gould (2019) show that physical activity positively influences mood, motivation, stress resistance, self-confidence, and cognitive productivity. Ratey and Hagerman (2008) further emphasize the relationship between exercise and brain activity, showing that movement can support attention, emotional stability, and mental performance. For students, this is especially important because academic success depends not

only on knowledge, but also on concentration, psychological balance, and the ability to recover from intellectual fatigue.

The literature on fitness and wellness also highlights the importance of forming a stable healthy lifestyle. Corbin, Welk, Corbin, and Welk (2022), Fahey, Insel, and Roth (2018), Hoeger et al. (2019), and Sharkey and Gaskill (2013) consider physical activity as a lifelong habit that supports physical, emotional, and social well-being. In the pedagogical context, this idea is continued by Siedentop, Hastie, and van der Mars (2019), who stress the educational value of sport and physical education in developing responsibility, cooperation, motivation, and conscious participation. The World Health Organization (2020) also recommends reducing sedentary behavior and increasing regular physical activity as a key condition for health preservation.

Uzbek scholars also make an important contribution to the theoretical and methodological basis of this topic. Xankeldiyev (2016), Abdullayev and Xonkeldiyev (2018), Salomov (2015), and Kerimov (2017) emphasize the role of physical education methodology, sports training principles, pedagogical control, and scientific research in improving the effectiveness of physical activity. Their works are especially valuable for pedagogical universities, because they connect physical development with educational aims, professional preparation, and the formation of health culture among future specialists. Thus, the reviewed literature confirms that restoring students' health through physical exercises requires an integrated approach that combines physiological knowledge, psychological support, pedagogical guidance, individualization, and systematic health-oriented physical education.

Methods

The study was organized on the basis of a pedagogical and health-oriented approach aimed at identifying the features of restoring students' health through systematically selected physical exercises. The methodological foundation of the research was formed by the principles of individualization, gradualness, regularity, safety, accessibility, and functional orientation of physical activity. Since the topic is related to students of a pedagogical university with a sports profile, the methods were selected in such a way as to reflect both the health-improving value of physical exercises and their pedagogical applicability in the educational process. The main attention was paid to determining how different

types of exercises can influence students' physical condition, working capacity, fatigue level, emotional state, and readiness for academic and professional activity.

The research design included theoretical analysis, pedagogical observation, functional assessment, comparative analysis, and generalization of practical experience. The theoretical analysis made it possible to study scientific and methodological sources related to physical education, restorative training, student health, preventive motor activity, and health-oriented pedagogy. Pedagogical observation was used to examine students' participation in physical education classes, their response to different exercise loads, their level of motivation, and their ability to follow safety and self-control requirements. Functional assessment was directed at observing indicators such as general endurance, flexibility, posture stability, breathing rhythm, heart rate response to exercise, subjective fatigue, and recovery after physical load. These indicators allowed the restorative effect of exercises to be evaluated not only from the point of view of physical development, but also from the perspective of functional adaptation.

The practical part of the methodological approach was based on the use of a complex set of physical exercises. The program included general developmental exercises, moderate aerobic activity, stretching, breathing exercises, posture-corrective movements, coordination tasks, relaxation elements, and recreational sports exercises. General developmental exercises were used to prepare the muscular and joint systems for further load. Moderate aerobic activity, such as walking, slow running, rhythmic movements, and dynamic games, was applied to improve cardiovascular and respiratory function. Stretching exercises helped reduce muscle tension and increase flexibility. Breathing exercises were included to normalize respiratory rhythm, support oxygen supply, and reduce psycho-emotional tension. Corrective exercises were aimed at preventing postural disorders caused by prolonged sitting and academic workload. Coordination and relaxation exercises were used to restore nervous system balance and improve movement control.

The load was regulated according to students' preparedness and current condition. The intensity of exercises was increased gradually, while excessive fatigue, pain, dizziness, shortness of breath, and emotional discomfort were treated as signs for reducing or stopping the load. Self-control methods were also included in the process. Students were encouraged to observe their breathing, pulse, fatigue level,

mood, and muscle sensations before, during, and after exercise. This allowed them to develop a conscious attitude toward physical activity and understand the relationship between exercise and health restoration. In addition, the teacher's pedagogical control played an important role in correcting technique, selecting appropriate exercises, maintaining discipline, and creating a positive motivational environment.

The effectiveness of the methodological approach was evaluated through qualitative and comparative analysis of students' physical and emotional responses. Particular attention was given to changes in working capacity, recovery after academic load, motivation for regular physical activity, and ability to perform exercises safely and consciously. The chosen methods made it possible to consider physical exercises not only as a means of training, but also as a pedagogical instrument for restoring health, preventing fatigue, and forming stable health-preserving behavior among future specialists in sports education.

Results

The results of the study indicate that systematically organized physical exercises have a positive influence on the restoration of students' health, especially when they are selected according to health-improving, corrective, and pedagogical principles. The most noticeable changes were observed in students' general working capacity, movement activity, emotional stability, and ability to recover after academic and physical load. The use of moderate and regular exercises helped students overcome passive fatigue, reduce muscle stiffness caused by prolonged sitting, and improve their readiness for educational activity. This confirms that physical exercises should be viewed not only as a means of developing physical qualities, but also as an effective factor in restoring the functional state of the organism.

One of the main results was the improvement of students' adaptive capacity. Students who regularly performed aerobic, breathing, stretching, and general developmental exercises showed better tolerance to educational stress and physical load. Moderate aerobic activity contributed to the activation of blood circulation, improvement of respiratory rhythm, and increase of endurance. Breathing exercises helped students regulate their psycho-emotional state, reduce tension, and restore calmness after intensive academic activity. Stretching and corrective exercises reduced discomfort in the back, neck, and shoulder area,

which is especially important for students who spend much time in lectures, libraries, and independent study. These results show that health restoration is most effective when exercises influence different functional systems in a balanced way. The study also revealed that physical exercises had a positive effect on students' psychological condition. After regular participation in health-oriented physical activity, students demonstrated greater motivation, improved mood, and a more conscious attitude toward their own health. Many students began to understand that physical activity is not limited to sports performance, but serves as a daily means of maintaining energy, preventing fatigue, and supporting mental productivity. This change is particularly important for students of sports education, because their future professional work requires not only personal physical preparedness, but also the ability to explain the educational and health value of movement to others.

Another important result was connected with the development of self-control skills. Students gradually learned to observe their pulse, breathing, fatigue level, muscle tension, and emotional state during exercise. This contributed to safer performance of physical tasks and reduced the risk of overload. The ability to evaluate one's own condition made the exercise process more conscious and individualized. Students with lower physical preparedness benefited from simplified and moderate tasks, while better-prepared students were able to perform more complex exercises without violating the principle of gradualness. Therefore, differentiated load regulation proved to be one of the necessary conditions for restoring health through physical exercises.

Pedagogical observation showed that the teacher's role remained decisive throughout the process. When exercises were accompanied by explanation, demonstration, correction of technique, and motivational support, students performed them more accurately and with greater interest. A positive emotional atmosphere increased participation and reduced fear of making mistakes. This result confirms that health-oriented physical education cannot be effective without competent pedagogical guidance. The teacher must combine methodological knowledge, medical-pedagogical awareness, and communication skills in order to create safe and productive conditions for student recovery.

Overall, the results demonstrate that a complex program of physical exercises can improve students' functional condition, reduce fatigue, support posture correction, increase emotional stability, and strengthen motivation for a healthy

lifestyle. The restorative effect becomes stronger when exercises are regular, moderate, individualized, and connected with self-control. For pedagogical universities with a sports orientation, such an approach has practical significance because it prepares future teachers to use physical exercises as a health-preserving tool in their own professional activity.

Discussion

The findings of the study show that physical exercises play a multidimensional role in restoring students' health when they are applied as a purposeful pedagogical system. The restorative value of exercise is not limited to the improvement of separate physical qualities, such as strength or endurance. It is expressed in the normalization of functional processes, reduction of fatigue, improvement of psycho-emotional balance, development of self-control, and formation of a conscious attitude toward health. This is especially significant for students of pedagogical universities, because their future professional activity requires not only personal physical preparedness, but also the ability to organize health-oriented motor activity for learners of different ages and levels of preparedness.

The discussion of the obtained results makes it possible to emphasize that the effectiveness of health restoration depends primarily on the methodological correctness of exercise selection. Exercises should correspond to the functional condition, age characteristics, physical preparedness, and individual health needs of students. If physical loads are excessive, monotonous, or poorly controlled, they may lead to additional fatigue instead of recovery. Therefore, the principle of gradualness becomes one of the most important pedagogical requirements. Moderate intensity, regular repetition, alternation of load and rest, and the combination of aerobic, breathing, stretching, corrective, and relaxation exercises create favorable conditions for safe recovery. In this regard, physical education should be organized not only as training, but also as a health-preserving educational process.

The results also confirm the importance of integrating physical and psychological aspects of student health. Academic stress, emotional tension, and information overload often reduce students' working capacity and negatively influence their motivation. Physical exercises help compensate for these effects by activating blood circulation, improving oxygen supply, reducing muscular tension, and

stabilizing emotional reactions. Breathing and relaxation exercises are especially valuable because they directly influence the regulation of nervous system activity. For this reason, restorative physical education should include not only dynamic and strength exercises, but also methods aimed at relaxation, concentration, and emotional self-regulation.

Another important aspect is the formation of students' health culture. The restorative effect of physical exercises becomes more stable when students understand why they perform certain movements and how these movements influence their body. Mechanical repetition of exercises has limited pedagogical value, whereas conscious participation develops responsibility, independence, and motivation. Self-control of pulse, breathing, fatigue, posture, and mood helps students evaluate their own condition and regulate activity more safely. This skill is particularly necessary for future physical education teachers, because they must be able to teach others to exercise consciously and responsibly.

The teacher's role in this process is central. A physical education teacher must not only demonstrate exercises, but also diagnose students' readiness, explain the purpose of each task, monitor safety, correct mistakes, and support positive motivation. The educational environment should be psychologically comfortable and inclusive, so that students with different levels of preparedness can participate without fear or excessive pressure. In pedagogical universities, this approach has double importance: it improves students' current health and simultaneously forms their professional competence in health-oriented teaching.

In the regional context, the development of health-improving physical education is closely related to the broader tasks of promoting youth health, mass sports, and active lifestyles. For this reason, higher education institutions should strengthen the practical role of physical exercises in preventing hypodynamia, reducing fatigue, improving adaptation to study, and preparing students for professional activity. The discussion shows that the restoration of students' health through physical exercises is most effective when it is systematic, individualized, pedagogically guided, and connected with students' personal motivation and future professional responsibilities.

Conclusion

The restoration of students' health with the help of physical exercises is an important pedagogical, physiological, and social task of higher education. In

pedagogical universities with a sports orientation, this issue has special significance because students are prepared not only as physically active individuals, but also as future specialists who will organize physical education, promote healthy lifestyles, and guide the motor development of learners. The study shows that physical exercises can serve as an effective means of restoring students' functional condition, reducing fatigue, improving emotional balance, strengthening the musculoskeletal system, and increasing general working capacity. However, this effect is achieved only when physical activity is organized systematically, safely, and in accordance with individual characteristics.

The analysis confirms that health restoration through exercise should not be understood as a simple increase in physical load. On the contrary, it requires a balanced combination of moderate aerobic activity, general developmental movements, stretching, breathing exercises, corrective gymnastics, coordination tasks, relaxation elements, and recreational forms of movement. Such a complex approach allows physical exercises to influence different systems of the body and support students' adaptation to academic, emotional, and physical stress. Aerobic exercises improve endurance and cardiovascular function, breathing exercises support psycho-emotional regulation, stretching reduces muscular tension, corrective exercises help prevent postural disorders, and relaxation tasks contribute to recovery after intensive educational activity.

One of the key conclusions is that individualization is a necessary condition for the effectiveness of health-restoring physical exercises. Students differ in health status, physical preparedness, motivation, previous sports experience, and level of fatigue. Therefore, a uniform exercise program cannot fully meet the needs of all participants. The teacher must regulate the intensity, duration, complexity, and sequence of exercises according to students' functional condition. Gradual increase of load, alternation of activity and rest, and constant pedagogical monitoring reduce the risk of overload and create conditions for stable positive results. In this process, self-control also plays an important role. Students should learn to observe their breathing, pulse, fatigue, posture, mood, and general well-being during physical activity.

The pedagogical value of restorative physical exercises is also connected with the formation of health culture. When students understand the purpose and effect of exercises, physical activity becomes a conscious need rather than a formal

requirement of the curriculum. This is especially important for future physical education teachers, because they must be able to transmit health-preserving knowledge and skills to others. Physical education in higher education should therefore combine practical motor activity with explanation, reflection, motivation, and the development of independent health management skills.

Thus, physical exercises represent a multifunctional means of restoring, strengthening, and maintaining students' health. Their effectiveness depends on regularity, methodological correctness, safety, individualization, and the professional competence of the teacher. In the conditions of modern higher education, health-oriented physical education should become an integral part of student development, helping young people preserve physical capacity, emotional stability, academic productivity, and professional readiness.

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