

DEVELOPING PRIMARY SCHOOL STUDENTS' PHYSICAL ACTIVITY THROUGH ACTIVE GAMES

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Abstract

This article examines the pedagogical foundations for developing primary school students' physical activity through active games in the educational process. Physical activity in the primary grades is not limited to the performance of movement exercises; it is closely connected with pupils' health, emotional stability, social communication, discipline, motivation, and general learning capacity. Active games create a natural and age-appropriate environment in which children move, compete, cooperate, follow rules, make quick decisions, and experience positive emotions. The article emphasizes that active games should be purposefully selected according to pupils' age, physical preparedness, classroom conditions, safety requirements, and educational objectives. Special attention is given to the role of the teacher in organizing games as a pedagogical tool that supports motor development, coordination, endurance, agility, teamwork, and interest in a healthy lifestyle. The study highlights that systematic use of active games in primary education can increase pupils' participation, strengthen their physical culture, and improve the effectiveness of physical education lessons.

Keywords: Primary school, physical activity, active games, physical education, motor development, healthy lifestyle, pedagogical approach, movement skills, motivation, teamwork.

Introduction

HARAKATLI O‘YINLAR ORQALI BOSHLANG‘ICH SINIF O‘QUVCHILARINING JISMONIY FAOLLIGINI RIVOJLANTIRISH

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Annotatsiya

Ushbu maqolada boshlang‘ich sinf o‘quvchilarining jismoniy faolligini harakatli o‘yinlar orqali rivojlantirishning pedagogik asoslari yoritiladi. Boshlang‘ich sinflarda jismoniy faollik faqat harakat mashqlarini bajarish bilan cheklanmaydi, balki o‘quvchilarning salomatligi, emotsional barqarorligi, ijtimoiy muloqoti, intizomi, motivatsiyasi va umumiy o‘quv faoliyati bilan uzviy bog‘liqdir. Harakatli o‘yinlar bolalar uchun tabiiy va yosh xususiyatlariga mos pedagogik muhit yaratadi. Bunday o‘yinlar jarayonida o‘quvchilar harakat qiladi, musobaqalashadi, hamkorlik qiladi, qoidalarga rioya etadi, tez qaror qabul qiladi va ijobiy emotsional holatni boshdan kechiradi. Maqolada harakatli o‘yinlarni o‘quvchilarning yoshi, jismoniy tayyorgarligi, dars sharoiti, xavfsizlik talablari va ta’limiy maqsadlarga mos holda tanlash zarurligi ta’kidlanadi. Shuningdek, o‘qituvchining harakatli o‘yinlarni jismoniy rivojlanish, koordinatsiya, chaqqonlik, chidamlilik, jamoaviylik va sog‘lom turmush tarziga qiziqishni shakllantiruvchi pedagogik vosita sifatida tashkil etishdagi o‘rni tahlil qilinadi.

Kalit so‘zlar: boshlang‘ich sinf, jismoniy faollik, harakatli o‘yinlar, jismoniy tarbiya, harakat ko‘nikmalari, sog‘lom turmush tarzi, pedagogik yondashuv, motivatsiya, chaqqonlik, jamoaviylik.

Introduction

Physical activity is one of the essential conditions for the healthy growth and harmonious development of primary school students. At the early school age, children experience intensive physical, psychological, emotional, and social development. Their bodies require regular movement, their nervous system needs dynamic activity, and their motivation for learning is closely connected with positive emotions and active participation. In this regard, the organization of physical activity through active games has particular pedagogical significance. Active games correspond to the natural needs of children, because play is one of the leading forms of activity in childhood. Through games, pupils not only move, run, jump, throw, catch, and coordinate their actions, but also learn to communicate, obey rules, cooperate with peers, control emotions, and make decisions in changing situations.

In primary education, physical education lessons should not be understood only as a set of standard exercises aimed at developing strength, speed, endurance, or flexibility. They should be organized as a holistic pedagogical process that supports pupils' physical culture, health awareness, social behavior, discipline, and interest in a healthy lifestyle. Active games are especially effective in this process because they combine movement with emotional engagement. A child who may lose interest during monotonous exercises often becomes more active and motivated when the same physical qualities are developed through a game situation. For example, running games develop speed and endurance, ball games improve coordination and accuracy, relay games form teamwork and responsibility, while imitation games help younger pupils understand movement through familiar images and situations.

The relevance of developing primary school students' physical activity through active games is also connected with the modern tendency toward reduced movement in children's daily lives. Increased use of digital devices, long periods of sitting, and limited outdoor activity may negatively affect children's posture, physical preparedness, attention, and general well-being. Therefore, the school has an important responsibility to create conditions for regular, safe, purposeful,

and enjoyable movement. Active games can serve as an accessible and effective means of increasing pupils' daily motor activity within physical education lessons, extracurricular activities, breaks, and school events.

From a pedagogical point of view, active games are valuable because they allow the teacher to individualize and differentiate physical activity. Games can be adapted according to pupils' age, health condition, level of preparedness, class size, available equipment, and educational objectives. The same game may be simplified for younger or less prepared pupils and complicated for those who demonstrate higher motor readiness. This flexibility makes active games suitable for inclusive and student-centered education. Moreover, the teacher can use games to develop not only physical qualities, but also moral and social qualities such as fairness, mutual respect, patience, responsibility, initiative, and support for classmates.

Thus, the development of primary school students' physical activity through active games requires a scientifically grounded and methodically organized approach. The effectiveness of this process depends on the teacher's ability to select appropriate games, explain rules clearly, ensure safety, maintain discipline, involve all pupils, and connect movement activity with educational and developmental goals. Active games, when used systematically and purposefully, become an important pedagogical tool for strengthening pupils' physical health, increasing their interest in physical education, and forming the foundations of physical culture from the first years of schooling.

Methods.

The methodological basis of this article is formed by the pedagogical analysis of active games as a means of developing physical activity among primary school students. The study relies on the principles of child-centered education, age-appropriate physical development, systematic organization of motor activity, and the integration of educational, health-improving, and social functions of physical education. Since the topic is connected with primary education, special attention is given to the psychological and physiological characteristics of younger schoolchildren, including their need for movement, emotional responsiveness, quick fatigue, unstable attention, high imitation ability, and strong interest in play-based learning situations. These characteristics determine the selection, organization, and assessment of active games in the educational process.

The research approach is based on the analysis of pedagogical literature, physical education methodology, observation of lesson organization, and generalization of practical teaching experience. In studying the role of active games, attention is paid to how games influence pupils' motor skills, participation, motivation, discipline, communication, and attitude toward physical activity. The methodological framework considers active games not as spontaneous entertainment, but as a structured pedagogical instrument that must have a clear purpose, rules, duration, safety conditions, and expected learning outcomes. Therefore, each game used in a physical education lesson should correspond to the topic of the lesson, the physical quality being developed, and the readiness level of the pupils.

In the organization of active games, the first methodological requirement is age appropriateness. Primary school students need games with simple rules, clear movement tasks, visible goals, and short duration. Long and complicated games may reduce attention and create difficulties in maintaining discipline. For this reason, games should be selected in accordance with the age group, class level, and pupils' physical preparedness. For younger pupils, imitation games, simple running games, and games based on quick reactions are more effective. For older primary school students, relay games, team games, ball games, and games requiring coordination, strategy, and cooperation can be gradually introduced.

The second methodological requirement is gradual complication. Physical activity through active games should be organized from simple movements to more complex actions. At the initial stage, pupils may perform walking, running, jumping, catching, throwing, and changing direction in simple game situations. Later, these movements can be combined with team interaction, time limitation, competition, and tactical decision-making. This gradual approach prevents excessive physical load and allows each pupil to participate according to his or her ability. It also supports the development of confidence, because children experience success before moving to more difficult tasks.

The third methodological requirement is safety. Before starting any active game, the teacher should check the playing area, explain the rules, demonstrate the movements, distribute pupils correctly, and prevent collisions or excessive physical strain. The teacher should also consider the health condition of pupils and provide lighter roles or alternative tasks for those who cannot perform

intensive movements. In this sense, active games should serve not only physical development but also the preservation and strengthening of health.

The fourth methodological requirement is pedagogical guidance. During the game, the teacher observes pupils' activity, corrects mistakes, encourages fair play, regulates emotional tension, and ensures that all children are involved. After the game, short reflection may be organized: pupils can discuss what was difficult, how the team cooperated, which movements were performed correctly, and what should be improved next time. Such reflection helps children understand physical activity consciously and connect movement with personal development, discipline, cooperation, and healthy behavior.

Results

The analysis of pedagogical approaches to developing primary school students' physical activity through active games shows that game-based movement activities have a positive influence on several aspects of children's development. Active games increase pupils' interest in physical education lessons because they transform ordinary exercises into emotionally engaging and meaningful actions. When pupils participate in games, they do not perceive physical activity as compulsory repetition, but as an enjoyable process connected with cooperation, competition, movement, and achievement. This emotional involvement strengthens motivation and encourages even passive or shy pupils to take part in the lesson.

One of the main results of using active games is the improvement of basic motor skills. Running, jumping, throwing, catching, crawling, balancing, changing direction, and reacting quickly are naturally included in many active games. Through repeated participation in such activities, pupils gradually improve coordination, agility, speed, endurance, flexibility, and spatial orientation. For example, relay games help develop speed and coordination, ball games improve hand-eye coordination and accuracy, while chase games strengthen reaction speed and endurance. Since these movements are performed in changing situations, pupils learn to control their bodies more consciously and adapt their actions to the conditions of the game.

Another important result is the development of social and communicative qualities. Active games require pupils to follow rules, listen to instructions, respect teammates, accept the result, and interact with others. In team games,

children learn to divide roles, support weaker classmates, make joint decisions, and understand the importance of collective success. This process contributes to the formation of discipline, responsibility, mutual respect, and cooperation. Physical education lessons organized through active games therefore become not only a means of physical development but also a space for social education.

The use of active games also positively affects pupils' emotional state. Primary school students often need emotional release after intellectual activities in the classroom. Properly organized movement games reduce tension, increase mood, and help restore attention. After active participation in physical games, pupils may become more focused, energetic, and prepared for further learning. This demonstrates the connection between physical activity and general educational effectiveness. Movement is especially important for younger pupils because their cognitive processes are closely related to bodily activity and emotional experience.

The results also show that active games create opportunities for differentiated and inclusive teaching. The teacher can change the rules, distance, speed, number of participants, equipment, or role distribution according to pupils' abilities. This allows children with different levels of physical preparedness to participate successfully. Less active pupils can be given simpler tasks at the beginning, while physically stronger pupils can receive more complex roles. Such flexibility prevents exclusion and supports a positive attitude toward physical education.

In addition, active games contribute to the formation of the foundations of a healthy lifestyle. When pupils experience movement as a joyful and valuable activity, they gradually develop a positive attitude toward regular physical exercise. They begin to understand that movement strengthens the body, improves mood, develops confidence, and helps them communicate with peers. Therefore, active games can be considered an effective pedagogical means for increasing daily motor activity, strengthening physical culture, and developing stable interest in health-preserving behavior among primary school students.

Discussion

The development of primary school students' physical activity through active games should be understood as a purposeful pedagogical process rather than a simple addition of entertainment to the lesson. In physical education, the game becomes effective only when it is connected with clear educational,

developmental, and health-improving objectives. If the teacher selects games randomly, without considering pupils' age, physical preparedness, safety, and lesson goals, the activity may become disorganized and lose its pedagogical value. Therefore, the main task of the teacher is to transform active games into a methodically grounded means of developing movement skills, physical qualities, social behavior, and motivation for a healthy lifestyle.

One of the key pedagogical advantages of active games is their ability to combine physical load with emotional involvement. Primary school students are naturally inclined toward movement, imagination, competition, and imitation. This means that game-based physical activity corresponds to their developmental needs more effectively than monotonous exercises. For example, a simple running exercise may seem repetitive to children, while the same movement included in a relay, chase, or team game becomes more meaningful and attractive. In this case, the child performs physical actions with greater interest, persistence, and emotional satisfaction. This strengthens not only motor development but also positive motivation toward physical education.

At the same time, active games require careful regulation. Younger pupils can become overly excited during games, and excessive emotional tension may lead to disorder, conflict, or injury. For this reason, the teacher should clearly explain the rules, demonstrate the correct movements, determine the boundaries of the playing area, control the pace of the game, and stop the activity when necessary. Pedagogical control does not mean suppressing children's initiative; rather, it creates a safe and organized environment in which every pupil can participate confidently. The teacher's instructions should be short, understandable, and adapted to the age of the pupils.

Another important issue is the balance between competition and cooperation. Active games often include competitive elements, and competition can increase interest and effort. However, in primary education, excessive focus on winning may negatively affect pupils who are less physically prepared. Therefore, the teacher should emphasize participation, fair play, mutual support, and personal progress. Team games should be organized in such a way that all children have a role and each pupil feels responsible for the common result. This approach helps to prevent passivity, isolation, and fear of failure.

Active games are also significant for the development of inclusive education. In one class, pupils may differ in physical ability, health condition, temperament,

confidence, and social skills. A flexible game structure allows the teacher to adapt tasks so that every child can participate. For example, the distance can be shortened, the speed requirement can be reduced, the equipment can be changed, or pupils can be assigned different roles according to their abilities. Such adaptation supports equal participation and helps form a positive emotional attitude toward movement.

The pedagogical effectiveness of active games also depends on their systematic use. If games are used only occasionally, their influence remains limited. When they are included regularly in lessons, breaks, extracurricular activities, and school events, they gradually form stable motor habits and strengthen pupils' interest in physical activity. In this sense, active games serve not only the goals of physical education but also the broader educational mission of the school: to develop healthy, active, disciplined, cooperative, and socially responsible children. Thus, the use of active games in primary education represents an important pedagogical condition for improving pupils' physical culture and supporting their harmonious development.

Conclusion

The development of primary school students' physical activity through active games is an important pedagogical direction that supports the formation of a healthy, active, disciplined, and socially developed personality. At the primary school age, children need regular movement not only for physical growth but also for emotional stability, cognitive activity, communication, and adaptation to the school environment. Active games respond to these needs because they combine movement, play, cooperation, competition, imagination, and positive emotional experience. For this reason, they should be regarded as one of the most effective means of organizing physical education in the first years of schooling.

The pedagogical value of active games is expressed in their ability to develop basic motor skills in a natural and age-appropriate form. Running, jumping, throwing, catching, balancing, changing direction, reacting quickly, and coordinating body movements are included in many games without creating monotony or psychological pressure. Pupils perform these actions willingly because the game situation gives meaning to movement. As a result, physical exercises become more attractive, and children's participation in physical

education lessons increases. This is especially important for pupils who are shy, passive, or less confident in their physical abilities.

Active games also contribute to the development of social qualities. During games, pupils learn to follow rules, respect classmates, listen to the teacher's instructions, accept victory and defeat, cooperate in a team, and control their emotions. These qualities are essential for the general educational process because physical education is not separated from moral, communicative, and social upbringing. A properly organized game teaches children fairness, responsibility, mutual assistance, patience, and discipline. Therefore, active games are not only a means of physical development but also a powerful pedagogical instrument for character formation.

The effectiveness of active games depends largely on the professional competence of the teacher. The teacher should select games according to pupils' age, health condition, level of physical preparedness, lesson objectives, available space, and safety requirements. It is also necessary to regulate the intensity of movement, explain the rules clearly, involve all pupils, prevent conflicts, and create a positive emotional atmosphere. When the teacher organizes active games systematically and purposefully, they become an important component of a health-preserving educational environment.

Another important conclusion is that active games can support differentiated and inclusive teaching. By changing the rules, distance, duration, equipment, or roles, the teacher can adapt the same game to pupils with different abilities. This allows every child to participate according to personal capacity and gradually improve physical confidence. Such an approach prevents exclusion and strengthens pupils' interest in regular movement.

Thus, active games play a significant role in developing physical activity among primary school students. They help strengthen health, improve motor skills, increase motivation, develop teamwork, and form the foundations of physical culture. Their systematic use in physical education lessons, extracurricular activities, school events, and daily movement practices can create stable habits of physical activity and encourage pupils to value a healthy lifestyle from an early age.

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