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INTEGRATING PHYSICAL EDUCATION PROGRAMS TO FOSTER HEALTHY LIFESTYLES IN PRIMARY SCHOOL PUPILS.

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Abstract. The pivotal role of physical education in shaping the healthy lifestyle of primary school pupils cannot be overstated. In today's technologically advancing era, where smartphones, televisions, and automobiles dominate, there's a palpable decline in physical activity among children. Consequently, the demand for physical engagement is on the rise. While sports integrated into the physical education curriculum cater to the health and physical development of pupils, addressing this demand solely within class hours is increasingly challenging. Hence, it's imperative to transform physical education into an ingrained lifestyle for primary school pupils. Physical education encompasses three core facets: structured physical exercises, adherence to hygienic principles, and harnessing the therapeutic potential of nature. These elements are quintessential for nurturing holistic human health among children, enabling them to cultivate vital physical attributes.

Key words: primary school pupils, physical ability, healthy lifestyle, physical education, physical preparation and physical development.

THE PURPOSE OF THE STUDY

Investigating the cultivation of a holistic healthy lifestyle paradigm among primary school pupils via structured physical activity interventions.

TASKS OF RESEARCH

Over the duration of the project, a multitude of intricate tasks were adeptly negotiated and resolved, encompassing a diverse array of challenges, including yet not confined to:

- Exploring the beneficial impact of incorporating health-centric sporting events within academic curriculum and extracurricular activities on the physical well-being of pupils.

- Exploring the efficacious modalities and techniques of physical education in cultivating a holistic healthy lifestyle.

 Development of conclusions and recommendations regarding the means and methods of organizing physical education exercises with children.

ORGANIZATION OF RESEARCH

The research was conducted during 2022-2023 academic years.

The study was carried out in stages.

At the first stage (March 2022), an analysis of scientific literature was conducted. The theoretical information of primary school pupils on school physical education was studied.

In the second stage (April-June 2022), sets of experimental exercises aimed at developing physical qualities of primary school pupils were developed. Pedagogical observations were made in schools.

In the third stage (October 2022-April 2023), a pedagogical experiment was conducted among schoolchildren to determine the effectiveness of exercise complexes aimed at developing physical qualities.

In the fourth stage (May-June 2023), based on the summary and analysis of the results, practical recommendations were made and conclusions were drawn up.

The issues of physical training and physical development of primary school pupils have been studied by many scientists. For example, in the studies of scientists such as R.S. Salomov, T.S. Usmonkhodjaev, F. Khojaev, the physical fitness of children and the slowness of movement activity have been determined. V.M. Kachashkin, L.P. Matveev, K.M. Makhamjonov, T.S. Usmonkhodjaev, Sh.Kh. Khankeldiev, L.I. Lubishevalar conducted scientific research on the forms and methods of enriching the educational content of physical education classes.

RESULTS AND DISCUSSION

During the 2022-2023 school year, we have studied the attitudes of primary school pupils of school № 104 located in the Sergeli district of Tashkent to the forms of physical education activities, in particular, physical education classes, including fun moments. We studied the opinions of schoolchildren to find out the state of the organization of extended group sports lessons, dance exercises, sports holidays, rhythmic gymnastics and various sports competitions, and other issues related to the topic.

It can be seen from the results of the questionnaire, in school № 104, located in the Sergeli district of Tashkent, the range of interest in physical education classes is extremely wide and students actively participate in physical education classes, including pupils who are interested in physical education classes 93.75 made up %.

1. Are physical education activities fun? 70 students gave a positive answer to our question.

2. Is your class active in conducting physical education activities? 81.25% of students answered "Yes", while 18.75% of students answered "No".

Physical education lessons at a methodologically high level and on the basis of a well- directed plan does not require proof of the intended final effect. For your attention, the condition of organizing and conducting physical education classes, its methodical level and efficiency, creating conditions, improving the qualifications of teachers and coaches in the studied places, that is, in the studied school №. 104 located in the Sergeli district of the city of Tashkent. indicates that the attitude towards the development of the organization and conduct of physical education classes is in a serious condition. It is necessary to be able to interest pupils in physical education, sports and health activities, take them to competitions in neighboring schools, hold exemplary tournaments in their school. Organizational skills are required from every teacher for this.

It is known to everyone that the physical culture programs of primary school pupils are developed by the Ministry of Public Education, in which plans are drawn up for children's health, physical fitness, and weather conditions. In the experiment, national action and movement games were used: give your hand, everyone to their own flag, two yaks, the ball to the neighbor, blindfold, polar bears and calling by number. Physical development and physical training of pupils were analyzed.

Pre-experimental physical development of 2nd and 1st grade pupils of general education school № 104 in Sergeli district of Tashkent city.

№	Tests		I- II classes			
			Experimental group X ± n	**Control group X ± n**	**t**	**p**
1.	Height	B	125.1±1.45	124.4±0.01	1.93	>0.05
		G	124.2±1.82	123.4±0.94	1.94	>0.05
2.	Weight	B	26.1±1.14	25.6±0.65	1.82	>0.05
		G	25.7±0.88	24.9±0.23	1.96	>0.05
3.	Chest width	B	56.5±0.61	58.1±1.18	1.95	>0.05
		G	54.7±0.99	56.9±1.23	1.98	>0.05

G 54.7±0.99 56.9±1.23 1.98 >0.05

We determined the physical development and physical fitness of primary school pupils before we standardized the basic physical exercises in the physical education program for of primary school

pupils. Therefore, the physical development of of primary school pupils was determined by anthropometric indicators.

From the data given in the table, it can be seen that the difference between girls and boys is not big. Indicators of physical development of students after the experiment from a pedagogical experiment between experimental and control classes then it became known that the height of the 1st grade experimental group of boys increased by 3 cm. It was found that the height of the boys in the control group increased by 2 cm . The height of girls in the 1st grade experimental group increased by 4 cm. The height indicators of boys in the 2nd grade experimental group increased statistically significantly by t-3.42 p<0.01.

Indicators of post-experimental physical development of I-II graders of general education school № 104 in Sergeli district of Tashkent city.

№	Tests		I- II classes			
			Experimental group X ± n	**Control group X ± n**	**t**	**p**
1.	Height	B	129.6±1.48	127.2±0.94	3.42	<0.01
		G	126.5±2.12	125.5±1.28	1.94	>0.05
2.	Weight	B	2.76±0.46	26.8±0.48	2.83	<0.01
		G	26.5±0.72	25.2±0.35	2.96	<0.01
3.	Chest width	B	60.6±0.61	58.5±0.62	3.21	<0.01
		G	59.7±0.55	57.7±1.14	1.98	>0.05

G 59.7±0.55 57.7±1.14 1.98 >0.05

Primary school pupils prior to the use of health interventions in the core physical education program of the elementary school physical education program.

According to the information in the table, the students' ability to perform agility exercises increased year by year. The difference between the results of the boys in the standard 30-meter sprint and the boys of the 1st grade experimental group was equal to 8.4 seconds on average. In the case of girls, they showed average results of 9.8 and 9.2. Grade 2 experimental group boys

averaged 8.3 seconds, while control group boys averaged 8 seconds. In the case of girls, they showed average results of 9.5 and 8.9.

To determine the quality of strength through the test, we used the Squat Up Downs test, in which the boys of the 1st grade experimental group scored an average of 8.9 and the boys of the control group scored an average of 9.5 results were shown, and in the case of girls, 8.1 and 9.2 results were obtained. Grade 2 experimental group boys had an average score of 9.2 and control group boys had an average score of 9.9, while girls had an average score of 10.1 and 10 ,9 results were obtained.

Push-Up test was as follows: 1st grade experimental group boys scored an average of 1.8 and control group boys scored an average of 2.4 showed the results, in the case of girls, the results were 1.7 and 2.3. Grade 2 experimental group boys had an average of 2.7 and control group boys had an average of 3.1, while girls had an average of 2.1 and 2 ,6 results were obtained.

Pre-experience physical fitness of elementary school students of general secondary school № 104 in Sergeli district of Tashkent city.

№	**Tests**		**I- II classes**			
			Experimental group X ± n	**Control group X ± n**	**t**	**P**
1.	30 m (seconds)	B	8.3 ± 0.52	8±0.39	1, 78	>0.05
		G	9.5±0.84	8, 9 ±0, 89	1.9 8	>0.05
2.	Jumping rope (1 minute)	B	17.4±1.43	18.2±1.23	1.84	>0.05
		G	18.6 ± 0.77	19.7 ± 1.76	2.12	>0.05
3.	Long jump (cm)	B	92.3±10.34	98.8±10.64	1.8 3	>0.05
		G	85.7±7.28	91.3±7.12	1.91	>0.05
4.	Squat Up Downs with arms outstretched (times)	B	9.2±1.67	9.9 ± 0.68	1.95	>0.05
		G	10.1±1.43	10, 9 ± 0.79	1.9 6	>0.05
5.	Push-Ups (times)	B	2.7±0.82	3, 1 ±0, 80	1 , 87	>0.05
		G	2.1±0.81	2, 6 ±0.52	2.05	>0.05

After the experiment, when we checked the physical fitness of primary school pupils through tests, it became clear that it was different from the previous situation.

Experimental and control groups took the first 30-minute run test, mean results of 8.3 and 8 seconds were seen in boys. In this case, t-2.06 p <0.05 was reliable. Girls averaged 9.6 and 9

seconds. Then t-2.11 p<0.05 was found to be reliable. When this test was taken from the 2nd grade, boys and girls of the experimental group ran for an average of 7.5 and 8.2 seconds.

When we took the 1-minute jump rope test after the experiment, the 1st graders showed the following results: the boys in the experimental group jumped on average 20.3 and the boys in the control group jumped on average 17.1. The girls achieved 23.9 and 20.4 results. Boys and girls in the experimental group were able to perform 3 times more exercises than boys and girls in the control group. It was t-3.50 and t-3.4. The level of confidence was p < 0.01. Grade 2 showed the following results: experimental group boys jumped 21.4 on average and control group boys jumped 19.3 on average.

Boys and girls in the 1st grade experimental group and the control group showed the following results: boys had an average of 105.6 and 98.9. Based on this, t-2.13 and p <0.05 showed reliability. Girls jumped to an average of 85.8 and 91.5. In this, t-2.45 and p<0.05 showed reliability. The boys and girls in the 2nd grade experimental group and the control group showed the following results: boys had an average of 106.1 and 101.3. Based on this, t-2.72 and p <0.05 showed reliability. Girls jumped to 88.4 and 93.5 on average. In this case, t-2.76 and p<0.05 showed reliability.

The boys' long jump test after the experiment, experimental group boys in grade 1 had an average score of 12.7 and control group boys had an average score of 10.9 showed the results. Girls showed 11.2 and 9.7 results. Then it was t-3.24 and t-2.18. Based on these, p<0.01 and p <0.05 confidence levels were obtained.

Post-experimental physical fitness of elementary school students of general secondary school № 104 in Sergeli district of Tashkent city.

№	Tests		I-II classes			
			Experimental group X ± n	**Control group X ± n**	**t**	**P**
1.	30 m (seconds)	B	7.5±0.63	7.9±0.47	2.19	<0.05
		G	8.2±0.38	8.7±0.50	2, 27	<0.05
2.	Jumping rope (1 minute)	B	21 .4 ± 1.71	19.3±0.94	3, 65	<0.01
		G	2 4.8 ± 1.69	23.2±2.42	2.98	<0.01
3.	Long jump (cm)	B	10 6.1 ± 5.72	101.3±11.2	2, 72	<0.05
		G	88.4±5.37	9 3.5 ± 3.17	2, 76	<0.05
		B	1 3 ± 1.26	11.7±1.73	2.95	<0.01

4.	Squat Up Downs with arms outstretched (times)	G	13.7±2.98	11.6±1.74	2, 56	<0.05
5.	Push-Ups (times)	B	4.5 ±0.7 3	3.6±0.56	2.78	<0.01
		G	3.6 ± 1.02	2.9±0.79	2,3 4	<0.05

Boys in the experimental group in grade 2 scored an average of 13, and boys in the control group scored an average of 11.7. Girls showed results of 13.7 and 11.6, resulting in t-2.95 and t-2.56. Based on these, $p<0.01$ and $p<0.05$ reliability levels were obtained.

CONCLUSION

- The synthesis of scientific and methodological literature alongside the outcomes derived from the administered questionnaire underscores the paramount importance of effectively organizing and executing wellness activities beyond the confines of the classroom, particularly in primary education settings. Thus, meticulous consideration towards the content of such training sessions becomes imperative.

- Fostering student engagement in physical education, sports, and wellness activities entails a multifaceted approach aimed at igniting interest and sustaining regular participation. This involves integrating diverse initiatives such as incorporating gymnastic routines into morning warm-up sessions, infusing enjoyable elements into activities, establishing dedicated physical education clubs, and organizing competitive sporting events. Despite these efforts, the efficacy of health promotion endeavors within educational institutions remains suboptimal, as revealed by feedback from recent question-and-answer sessions. A prevailing issue lies in the inadequate elucidation of the objectives behind wellness activities, leading to a lack of clarity regarding their purpose. Furthermore, the content delivered during training sessions often falls short of meeting the prescribed standards, with insufficient emphasis on exercise intensity regulation.

- It is imperative to elevate the level of organizational accountability entrusted upon physical education instructors in the conceptualization and execution of wellness initiatives integrated within the school's agenda.

- The enhancement of primary school pupils' physical development and fitness ensued from our rigorous training regimen conducted within the school gymnasium.

Utilizing the aforementioned insights as foundational pillars, we have formulated the subsequent advanced recommendations:

 In orchestrating health initiatives tailored for primary school students, a nuanced approach is imperative, entailing meticulous consideration of their idiosyncratic interests and requisites, alongside the unique contextual parameters inherent to educational institutions.

 Incorporating the imperatives of physical education and fostering a culture of healthy lifestyle among pupils into the educational frameworks of all subject teachers promises manifold benefits. By integrating these facets into the curricular tapestry, educators can catalyze holistic development, fortify cognitive abilities, and instill lifelong habits conducive to overall well-being.

 Enhancing the overall cultural acumen of students necessitates a comprehensive approach integrating physical education, sports, and health initiatives both within the educational institution and the familial setting. This multifaceted endeavor not only cultivates a robust ethos of wellness but also elevates the cachet associated with embracing a wholesome lifestyle.

 Revitalizing the educational efforts surrounding the promotion of physical education and health activities demands a nuanced approach, leveraging the multifaceted reach of diverse press and mass media channels. Recognizing its pivotal role in shaping societal perceptions and behaviors, a sophisticated strategy is imperative to maximize impact and engagement.

 Integrating cutting-edge technologies and data analytics, we can tailor content dissemination to specific demographics, ensuring resonance and relevance. Harnessing the power of artificial intelligence, we can dynamically adjust messaging to align with evolving trends and audience preferences, optimizing outreach across various platforms.

 Collaborating with key stakeholders, including educators, health professionals, and media influencers, fosters a holistic approach towards advocating for physical well-being. By fostering partnerships with prominent media outlets and leveraging their platforms, we can amplify our message, reaching broader audiences and igniting widespread interest in fitness and health initiatives.

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