



## PEDAGOGICAL FACTORS IN FORMING A HEALTHY LIFESTYLE IN STUDENTS

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### ABSTRACT

*This article analyzes pedagogical factors that play a crucial role in the process of forming a healthy lifestyle among students. The theoretical foundations for developing a healthy lifestyle culture in the educational process, the professional activity of the teacher, the healthy environment created in the educational institution, and the factors influencing the physical activity and psychological state of students are highlighted. Additionally, the importance of innovative pedagogical technologies, interactive methods, and educational work in forming a healthy lifestyle is substantiated. The article presents effective ways and practical recommendations for forming healthy lifestyle skills in students.*

In today's era of globalization and the rapid development of information technologies, human health is emerging as one of the most critical factors in the development of society. In particular, the healthy development of the younger generation is of decisive importance not only for individual well-being but also for the socio-economic development of the nation. From this perspective, the issue of forming a healthy lifestyle among students is becoming one of the priority areas of the modern education system. Because it is the school period that is an important stage in the formation of stable habits, values and lifestyle in a person's life.

The concept of a healthy lifestyle is not limited to physical health, but also includes many factors such as proper nutrition, physical activity, adherence to hygiene rules, abandoning harmful habits, and maintaining mental stability. This, in turn, serves to ensure the comprehensive development of students. The implementation of such a comprehensive approach is directly linked to the pedagogical process and is closely linked to the teacher's knowledge and skills, the quality of the educational environment, and the methods and technologies used. An educational institution is one of the primary social institutions that not only provides knowledge but also forms an educational environment in the lives of students. Therefore, the healthy pedagogical environment created at school, the positive psychological climate, and effective educational activities determine the students' attitude toward a healthy lifestyle. Upbringing, physical education lessons, extracurricular sports, and health-improving activities based on the teacher's personal example form a conscious approach to a healthy lifestyle in students.

At the same time, modern pedagogical approaches, including interactive methods, a competency-based approach, and innovative technologies, serve as an important tool in increasing students' understanding of and adherence to a healthy lifestyle. Such methods activate the student, encourage independent thinking, and form a sense of responsibility for one's own health. The formation of a healthy lifestyle in students is a complex, multifaceted pedagogical process that requires a systematic approach, a deep analysis of pedagogical factors, and their effective implementation into practice. This problem is characterized by its relevance, and conducting scientific research on it is a requirement of the times.

This research work utilizes theoretical and practical materials aimed at identifying pedagogical factors influencing the formation of a healthy lifestyle in students, elucidating their essence and substantiating their effectiveness in the educational process. The material base of the research consists of scientific sources on pedagogy, psychology, valeology, the theory of physical education, health technologies and educational methods, regulatory legal documents, educational and methodological manuals, results of observations on the activities of secondary schools and pedagogical experiments.

As research materials, scientific and theoretical views on the content, components, and pedagogical mechanisms of forming a healthy lifestyle were primarily analyzed. At the same time, approaches aimed at ensuring the harmonious physical, spiritual, moral, psychological, and social development of the student's personality were taken as a basis. Furthermore, concepts related to a healthy lifestyle have been systematized based on scientific sources, including structural elements such as proper nutrition, adherence to a daily routine, physical activity, personal hygiene, avoidance of harmful habits, mental health protection, ecological culture, and safe lifestyle skills.

In the course of the study, pedagogical conditions serving the formation of a healthy lifestyle in general education schools were also studied as material. In particular, the analysis included the educational environment at school, pedagogical relations between teachers and students, the activities of the class teacher, physical education lessons, educational hours, extracurricular sports and health activities, school-family cooperation, as well as promotional work on healthy nutrition and sanitary-hygienic culture. It is these factors that form the practical basis for forming students' knowledge, skills, attitudes, and habits related to a healthy lifestyle.

The research methodology utilized systemic, personality-oriented, activity-based, and competency-based approaches. The formation of a healthy lifestyle through a systematic approach was interpreted as a set of interconnected pedagogical factors. Based on a personality-oriented approach, the issue of developing healthy lifestyle skills was highlighted, taking into account the age, individual-psychological, and physiological characteristics of each student. The activity-based approach made it possible to strengthen students' knowledge of a healthy lifestyle through practical activities. The competency-based approach focused on the formation of core competencies that serve the application of a healthy lifestyle culture in daily life.

A number of scientific methods were used in the study. First and foremost, based on the theoretical analysis method, philosophical, pedagogical, psychological, and methodological literature on the topic was studied, summarized, and scientifically analyzed. Using this

method, scientific interpretations of the concept of a healthy lifestyle, the content of pedagogical factors, and existing approaches to forming a healthy lifestyle in students were clarified.

Also, using the observation method, the educational process in educational institutions, physical education lessons, health-improving activities, extracurricular activities, and teachers' methods of working with students were studied. During the observation process, attention was paid to students' attitudes toward a healthy lifestyle, hygiene skills, physical activity levels, participation in lessons and activities, and a sense of responsibility for their health.

An exchange of views on the topic took place with teachers, class teachers, parents, and students using the conversation method. During the interviews, the problems encountered in forming healthy lifestyle skills in students, existing opportunities, the influence of family upbringing, the role of a healthy school environment, and the effectiveness of pedagogical approaches were identified. Through this method, real pedagogical situations and practical needs related to the research topic were identified.

The questionnaire method also played an important role in the study. The questionnaire questions were aimed at determining students' knowledge level regarding a healthy lifestyle, habits, attitude toward physical exercise, perceptions of proper nutrition, immunity against harmful habits, and skills in meaningful leisure organization. The questions for parents and educators allowed for an assessment of the state of work aimed at forming a healthy lifestyle in the family and at school.

Furthermore, through methods of comparison and generalization, advanced pedagogical experience and domestic and foreign approaches to health improvement were compared. As a result, effective pedagogical factors contributing to the formation of a healthy lifestyle in students were identified. In particular, the importance of factors such as pedagogical example, motivational environment, regular physical activity, promotion of a culture of healthy eating, use of interactive methods, cooperation with parents, encouragement, and monitoring was substantiated.

In the practical part of the study, elements of pedagogical experimentation were also applied. Educational classes, conversations, trainings, sports events, round tables, visual promotional work, and interactive tasks related to a healthy lifestyle were organized. Through these activities, the goal was to strengthen students' understanding of a healthy lifestyle, create positive motivation, develop practical skills, and instill healthy habits in their daily lives.

Qualitative analysis methods were used in the processing of the research materials. The obtained data were interpreted from a pedagogical perspective, grouped, and logically generalized. As a result of the analysis, it was determined that the following pedagogical factors occupy a leading place in the formation of a healthy lifestyle among students: creating a healthy pedagogical environment, setting a personal example by the teacher, the continuity of education and upbringing, using interactive methods aimed at health improvement, establishing school-family-mahalla cooperation, taking into account the age and individual characteristics of students, and supporting their independent activities.

Conclusion.

The results of this study show that the formation of a healthy lifestyle in students is a multifactorial, systemic, and continuous pedagogical process that encompasses all stages of educational and upbringing activities. A healthy lifestyle is formed not only through physical activity but also in close connection with the mental, social, and spiritual development of students. Therefore, a comprehensive approach is of great importance in the effective organization of this process. Creating a healthy pedagogical environment, the teacher's personal example, the continuity of education and upbringing, the use of interactive and innovative methods, taking into account the age and individual characteristics of students, as well as establishing cooperation between school, family, and society play an important role in the formation of a healthy lifestyle among students. In particular, the teacher's views and practical activities regarding a healthy lifestyle play a leading role in forming positive motivation and a conscious attitude among students.

In conclusion, the formation of a healthy lifestyle among students is one of the priority tasks of the education system, and for its effective implementation, it is necessary to widely use scientifically grounded approaches, best practices, and innovative methods in the pedagogical process. Consistent and purposeful work in this direction creates a solid foundation for raising a healthy generation in society

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