



Methodological Approaches To Improving Students' Physical Fitness Through Athletics Exercises In General Education Schools Based On The Development Strategy

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Abstract. This article examines methodological approaches to improving students' physical fitness through athletics exercises in general education schools within the framework of the Development Strategy. The study focuses on the pedagogical potential of athletics as an effective means of developing speed, endurance, strength, agility, and coordination in school-aged learners. Particular attention is given to the integration of modern teaching methods, differentiated training tasks, age-appropriate physical loads, and motivational techniques in the organization of physical education lessons. The article argues that athletics exercises not only strengthen students' functional preparedness but also contribute to the formation of discipline, self-confidence, and a sustainable interest in regular physical activity. The research highlights the importance of scientifically grounded methodological support, systematic lesson planning, and health-oriented pedagogical technologies in enhancing the quality of school physical education. The author concludes that the effective use of athletics exercises in accordance with strategic educational priorities creates favorable conditions for improving students' physical development and increasing the overall efficiency of the educational process.

Keywords. methodological approach, physical fitness, athletics exercises, school students, physical education, motor skills, health-oriented education, pedagogical technology, endurance, agility.



Taraqqiyot Strategiyasi Asosida Umumta'lim Maktablarida Yengil Atletika Mashqlari Orqali O'Quvchilarning Jismoniy Tayyorgarligini Takomillashtirishning Metodik Yondashuvlari

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Annotatsiya. Mazkur maqolada Taraqqiyot strategiyasi doirasida umumta'lim maktablarida yengil atletika mashqlari orqali o'quvchilarning jismoniy tayyorgarligini takomillashtirishning metodik yondashuvlari tahlil qilinadi. Tadqiqotda yengil atletikaning maktab yoshidagi o'quvchilarda tezkorlik, chidamlilik, kuch, chaqqonlik va koordinatsiya sifatlarini rivojlantirishdagi pedagogik imkoniyatlari yoritilgan. Jismoniy tarbiya darslarini tashkil etishda zamonaviy metodlar, differensial topshiriqlar, yoshga mos yuklamalar va motivatsion usullardan foydalanish masalalariga alohida e'tibor qaratiladi. Maqolada yengil atletika mashqlari nafaqat o'quvchilarning funksional tayyorgarligini kuchaytirishi, balki ularda intizom, o'ziga ishonch va muntazam jismoniy faollikka qiziqishni shakllantirishi asoslab berilgan. Tadqiqot natijalari ilmiy asoslangan metodik ta'minot, tizimli rejalashtirish va sog'lomlashtiruvchi pedagogik texnologiyalar maktab jismoniy tarbiyasi samaradorligini oshirishda muhim omil ekanini ko'rsatadi. Muallif yengil atletika mashqlaridan strategik ta'lim ustuvorliklari asosida samarali foydalanish o'quvchilarning jismoniy rivojlanishini yaxshilash va ta'lim jarayonining umumiy samaradorligini oshirish uchun qulay sharoit yaratishini ta'kidlaydi.

Kalit so'zlar. metodik yondashuv, jismoniy tayyorgarlik, yengil atletika mashqlari, o'quvchilar, jismoniy tarbiya, harakat ko'nikmalari, sog'lomlashtiruvchi ta'lim, pedagogik texnologiya, chidamlilik, chaqqonlik.



Introduction.

In contemporary educational discourse, the issue of improving students' physical fitness has become one of the most significant priorities in school pedagogy. This is especially relevant in the context of large-scale educational reforms and social modernization processes, where the formation of a physically healthy, active, and resilient younger generation is viewed as a strategic objective. Within this framework, the integration of athletics exercises into the physical education system of general education schools represents not merely a practical teaching decision, but also a scientifically grounded pedagogical approach aimed at strengthening learners' motor capacities, health culture, and readiness for productive social life. Athletics occupies a special place in school physical education because of its universal structure, accessibility, and wide developmental potential. Running, jumping, throwing, and relay-based tasks collectively influence the comprehensive development of speed, endurance, strength, agility, coordination, and volitional qualities in students of different age groups.

The relevance of this topic is reinforced by the growing need to align school physical education with the priorities of the Development Strategy, which places strong emphasis on healthy living, youth support, educational quality, and the modernization of pedagogical processes. Within these strategic priorities, physical education is no longer interpreted as an auxiliary component of schooling; rather, it is considered a fundamental domain that contributes to the harmonious development of personality, the prevention of physical inactivity, and the formation of a stable need for regular exercise. In many general education schools, however, the organization of physical training still faces several methodological difficulties, including insufficient differentiation of exercise loads, limited attention to individual capabilities, overreliance on reproductive teaching models, and inadequate use of motivating and health-preserving technologies. These issues necessitate a reconsideration of the methodological foundations of physical education, particularly through the use of athletics exercises as a flexible and pedagogically valuable means of student development.

From a scientific and pedagogical perspective, athletics exercises provide broad opportunities for structuring the educational process on the basis of age characteristics, physical preparedness, and developmental objectives. Unlike narrowly specialized sports activities, athletics includes natural forms of



movement that are accessible to most schoolchildren and can therefore be systematically introduced at different stages of education. Their educational value lies not only in their physiological benefits, but also in their capacity to form self-discipline, perseverance, emotional stability, competitiveness, and the ability to work toward measurable goals. In the context of school education, athletics may serve as a bridge between health promotion and educational achievement, since physically active students often demonstrate improved attention, better emotional balance, and greater persistence in academic tasks. This makes the methodological organization of athletics-based lessons especially important for pedagogical universities preparing future teachers of physical education.

Another important factor behind the relevance of this study is the shift from traditional teacher-centered instruction toward student-centered, competency-based, and outcome-oriented models of education. Modern pedagogy requires not only the transmission of knowledge and motor skills, but also the creation of conditions in which learners can actively participate in their own development. In physical education, this means designing lessons that encourage self-assessment, gradual progress, collaborative activity, and conscious engagement in movement. Athletics exercises are highly suitable for this purpose because they can be adapted to various pedagogical formats, including individual assignments, pair work, group competitions, circuit training, and differentiated task systems. When methodically organized, such activities increase motivation, reduce passivity, and allow students with different physical capacities to experience success and improvement.

Therefore, the study of methodological approaches to improving students' physical fitness through athletics exercises in general education schools is both timely and pedagogically necessary. It reflects the broader transformation of education in line with strategic national priorities and addresses the practical demands of school physical education. The scientific analysis of this problem allows for the identification of effective teaching principles, appropriate training methods, and pedagogical conditions that can enhance the developmental impact of athletics. In this regard, the present topic is significant not only for school practice but also for the professional preparation of future specialists in sports pedagogy, who are expected to implement innovative, health-oriented, and methodologically sound approaches in the educational system.

Methods



The methodological framework of this study is based on an integrated scientific and pedagogical approach aimed at identifying effective ways to improve students' physical fitness through athletics exercises in general education schools. The research relies on the combination of theoretical, empirical, and comparative methods, which together make it possible to analyze the educational potential of athletics in the context of modern school physical education. The choice of methods is determined by the interdisciplinary nature of the topic, situated at the intersection of pedagogy, sports methodology, developmental psychology, and health-oriented education. Since the study addresses both the organization of teaching and the physical development of learners, the methodological design includes tools for examining curricular principles, instructional technologies, age-specific training conditions, and indicators of physical preparedness.

At the theoretical level, the research applies analysis and synthesis of pedagogical, methodological, and sports-science literature related to physical education in schools, athletics training, competency-based learning, and student-centered teaching. This stage allows the systematization of scholarly views on the role of athletics exercises in the formation of students' motor skills and physical qualities. Comparative analysis is also used to evaluate traditional and innovative approaches to the organization of physical education lessons, with particular attention to the alignment between school practice and the priorities of the Development Strategy. Through this theoretical work, the study identifies key methodological categories such as differentiation, accessibility, continuity, gradual increase of load, motivational support, and health preservation. These categories form the conceptual basis for constructing effective models of physical education lessons oriented toward the comprehensive development of schoolchildren.

The empirical part of the methodology is grounded in pedagogical observation, descriptive analysis of lesson organization, and interpretation of practical teaching experiences related to the use of athletics exercises. Pedagogical observation is important because it makes it possible to examine how students respond to different instructional tasks, how teachers regulate motor activity during lessons, and how age and individual characteristics influence performance. Observation focuses on such indicators as student participation, accuracy of movement execution, emotional involvement, fatigue resistance, and ability to complete differentiated tasks. In addition, descriptive analysis of



teaching situations helps reveal the instructional conditions under which athletics exercises are most effective in developing speed, endurance, agility, coordination, and strength. The methodological value of observation lies in its ability to connect abstract pedagogical principles with actual educational behavior in the school environment.

An important research method used in the study is pedagogical modeling. This method is applied to design a methodological system for improving students' physical fitness through athletics exercises in accordance with modern educational requirements. Pedagogical modeling includes the selection of lesson objectives, the classification of athletics-based activities by developmental purpose, the sequencing of exercises according to age and preparedness, and the organization of control and feedback mechanisms within the lesson structure. Through this method, the study proposes a model in which warm-up activities, main physical tasks, relay exercises, individual norms, and restorative elements are integrated into a coherent instructional sequence. Modeling also makes it possible to determine the pedagogical conditions necessary for success, including the use of differentiated loads, positive motivation, safety considerations, and regular monitoring of student progress. The study also uses elements of diagnostic evaluation to interpret the effectiveness of athletics exercises in school practice. Although the research is primarily methodological in orientation, diagnostic thinking is essential for determining how physical fitness can be measured and improved in educational settings. For this reason, the methodology considers common school-based indicators such as running speed, jumping ability, flexibility, endurance level, coordination accuracy, and general motor activity. These indicators are not treated as isolated physiological results, but as integrated expressions of students' adaptation to pedagogically organized movement. Their interpretation is connected with age norms, lesson frequency, and the degree of student engagement. In this context, diagnostic evaluation functions not merely as measurement, but as a pedagogical tool for identifying strengths, difficulties, and opportunities for individualized support.

Another methodological aspect of the research is the principle of age appropriateness and differentiated instruction. Since students in general education schools differ in physical abilities, health status, motivation, and prior motor experience, the study adopts differentiation as a core methodological orientation. This means that athletics exercises are analyzed not as uniform



tasks for all learners, but as adaptable means of development that can be modified in intensity, volume, complexity, and form of execution. The differentiated approach is methodologically significant because it prevents overload, supports inclusion, and increases the educational accessibility of physical education lessons. At the same time, it reinforces the modern pedagogical view that effective instruction must take into account the learner's individual pace of development and create situations of success for every participant.

Thus, the methodology of this research is characterized by complexity, pedagogical relevance, and practical applicability. By combining theoretical analysis, pedagogical observation, modeling, descriptive interpretation, and diagnostic orientation, the study creates a solid basis for understanding how athletics exercises can be methodically integrated into school physical education. This methodological system not only supports the scientific examination of the topic but also provides a foundation for improving professional training in sports pedagogy and enhancing the quality of physical education in general education schools.

Results.

The results of the study demonstrate that athletics exercises possess substantial pedagogical potential for improving students' physical fitness in general education schools when they are organized on the basis of scientifically grounded methodological approaches. The analysis shows that the consistent inclusion of running, jumping, throwing, relay tasks, and coordination-based exercises in physical education lessons contributes to the balanced development of key motor qualities, including speed, endurance, strength, agility, flexibility, and coordination. These results confirm that athletics is not limited to the formation of isolated physical skills, but acts as an integrated pedagogical tool capable of influencing both the functional preparedness and the personal development of school-aged learners. In the educational environment, this integrated effect is particularly important because physical fitness is closely related to discipline, motivation, self-regulation, and the general culture of movement.

One of the most significant findings of the study is that the effectiveness of athletics exercises depends directly on the methodological structure of the lesson. The results indicate that where lessons are organized according to clear pedagogical logic, including preparatory, developmental, and restorative stages,



students demonstrate greater involvement and more stable progress in physical readiness. Warm-up activities that gradually prepare the body for movement improve the safety and effectiveness of subsequent tasks. The main section of the lesson, when built around differentiated athletics exercises, allows students to develop physical qualities in a more purposeful and measurable manner. The final stage of the lesson, involving breathing regulation, relaxation, and reflection on performance, helps consolidate the educational and health-preserving outcomes of physical activity. This staged organization confirms the importance of methodological precision in transforming movement into an educational resource.

The study also reveals that differentiated instruction significantly increases the productivity of athletics-based physical education. When students are offered tasks adapted to their age, health condition, and level of preparedness, they participate more confidently and achieve better results in motor performance. Stronger students benefit from extended repetitions, increased intensity, and more complex combinations, while students with lower preparedness experience success through accessible and gradually progressive exercises. Such differentiation reduces emotional discomfort, prevents overload, and fosters a sense of achievement among all participants. The results show that in classes where teachers apply differentiated methods, learners display higher motivation, improved motor accuracy, and more stable engagement in lesson activities. This confirms that methodological flexibility is one of the key conditions for improving physical fitness in school settings.

Another important outcome concerns the role of motivational support in the development of students' physical qualities through athletics exercises. The research indicates that students respond more positively to athletics when exercises are presented in dynamic, game-based, competitive, or collaborative formats rather than as repetitive mechanical tasks. Relay races, paired running tasks, jumping challenges, and team-based movement activities increase emotional involvement and help maintain attention throughout the lesson. In such contexts, students do not perceive physical activity merely as obligatory school work; instead, they begin to associate it with enjoyment, self-expression, and constructive competition. As a result, the educational impact of athletics becomes stronger, and students are more willing to engage in regular movement. The findings suggest that motivation is not an external addition to



physical education, but a methodological factor that directly influences lesson outcomes and the sustainability of physical development.

The results further demonstrate that athletics exercises contribute not only to physical preparedness but also to the formation of valuable personal qualities. Through systematic participation in running, jumping, and other movement tasks, students develop perseverance, responsibility, attentiveness, self-control, and confidence in their own abilities. These qualities emerge especially clearly when learners are encouraged to compare their current performance with their previous achievements rather than with the results of others only. This pedagogical orientation strengthens internal motivation and supports the formation of a developmental rather than purely competitive learning environment. The findings therefore indicate that athletics, when methodically organized, serves both educational and formative purposes. It influences not only the body but also the learner's attitude toward effort, progress, and disciplined participation.

The study also confirms that the use of athletics exercises aligns well with the priorities of the Development Strategy in the sphere of education and youth support. The results suggest that athletics-based physical education responds to strategic demands for health promotion, active lifestyles, personality development, and the modernization of teaching methods. In schools where physical education is organized with attention to health-preserving technologies, differentiated loads, regular control of physical indicators, and student-centered lesson design, athletics exercises become a practical mechanism for implementing these strategic priorities. Thus, the findings support the conclusion that the methodological use of athletics in general education schools has both immediate pedagogical value and broader social significance. It improves students' physical fitness while simultaneously contributing to the formation of a healthy, active, and resilient younger generation prepared for the demands of contemporary society.

Discussion.

The findings of the study make it possible to interpret athletics exercises not simply as a traditional component of school physical education, but as a methodologically significant instrument for the comprehensive development of students within contemporary educational reforms. The discussion of the results shows that the effectiveness of athletics in improving physical fitness is determined not only by the type of exercises selected, but also by the



pedagogical logic through which these exercises are introduced, differentiated, monitored, and connected with the broader aims of school education. In this regard, the study supports the idea that physical education in general education schools should move beyond the limited framework of routine physical activity and be reconceptualized as an educational domain where health, personality, motivation, discipline, and socialization develop in an interconnected manner. One of the central points emerging from the discussion is that athletics exercises possess a unique pedagogical universality. Unlike some forms of specialized sports training that demand narrow technical preparation or expensive equipment, athletics is based on natural movements that are accessible to most learners and can be adjusted to different age groups and educational conditions. This makes athletics particularly suitable for the school environment, where inclusiveness, practicality, and developmental value are essential. At the same time, the discussion reveals that accessibility alone does not guarantee educational effectiveness. If athletics exercises are introduced through outdated reproductive methods, excessive standardization, or uniform loads for all students, their developmental impact becomes limited. Therefore, methodological renewal is necessary in order to transform athletics from a routine curricular element into a purposeful pedagogical technology.

The results also open an important discussion about the relationship between physical fitness and educational quality. In many pedagogical contexts, physical education has historically been treated as secondary in comparison with academically oriented subjects. However, the findings of this study support a more holistic understanding of schooling, according to which physical development contributes directly to emotional stability, attention span, persistence, self-regulation, and readiness for learning. From this perspective, improving physical fitness through athletics exercises is not only a sports-related objective but also a broader pedagogical task connected with the formation of a harmoniously developed personality. This interpretation is especially relevant for general education schools operating under the priorities of the Development Strategy, where the modernization of education includes both intellectual and physical dimensions of student growth.

Another significant issue for discussion concerns differentiation and individualization in physical education. The results clearly indicate that students benefit more from athletics exercises when the teacher takes into account differences in physical preparedness, health status, motivation, and movement



experience. This confirms the broader principle of modern pedagogy that educational effectiveness increases when instruction is adapted to learner diversity. In physical education, this principle has special importance because inappropriate loads may not only reduce motivation but also create physical and emotional discomfort. The discussion therefore highlights that differentiation is not merely a methodological preference but a pedagogical necessity. It enables schools to provide equitable opportunities for development and helps shift the focus from comparison between students to individual progress and achievement.

The study also encourages reflection on the motivational dimension of athletics-based instruction. Schoolchildren, particularly in middle and upper grades, often demonstrate declining interest in repetitive physical tasks if lessons are not emotionally engaging and pedagogically varied. The findings suggest that game-based elements, relay competitions, cooperative tasks, and measurable personal goals enhance learner involvement and make athletics exercises more meaningful for students. This leads to an important pedagogical implication: motivation in physical education must be built into the methodology of the lesson itself rather than added superficially. The structure of tasks, the teacher's communication style, the atmosphere of support, and the opportunity for success all influence whether athletics becomes a source of positive educational experience or a formal obligation. In this sense, motivation should be regarded as one of the core methodological conditions for effective physical fitness development.

The discussion further shows that the pedagogical use of athletics exercises is closely connected with the professional preparedness of physical education teachers. Even the most scientifically grounded exercises may lose their educational value if the teacher is unable to regulate load, explain movement technique clearly, observe safety requirements, or create a supportive learning climate. Consequently, pedagogical universities preparing future specialists in sports education must give serious attention to methodological competence, reflective teaching, and the integration of health-oriented approaches into professional training. The teacher's ability to interpret the aims of the Development Strategy in practical school lessons is especially important, since strategic educational priorities can only become real through competent pedagogical implementation. Therefore, the topic under discussion has value



not only for school practice but also for the system of higher pedagogical education.

Overall, the discussion confirms that athletics exercises can serve as an effective means of improving students' physical fitness when they are methodically organized in accordance with modern pedagogical principles and strategic educational priorities. Their significance lies in the combination of physiological effectiveness, educational accessibility, motivational richness, and formative potential. At the same time, the discussion makes clear that successful implementation requires a shift from formal lesson delivery toward scientifically grounded, student-centered, and development-oriented teaching. In this way, athletics becomes not simply a means of training the body, but a pedagogical resource for supporting healthy development, active lifestyles, and the formation of resilient, disciplined, and socially adaptable students.

Conclusion.

The study has shown that the improvement of students' physical fitness through athletics exercises in general education schools should be regarded as an important pedagogical task connected with the broader aims of modern educational development. Within the framework of the Development Strategy, school physical education is expected to contribute not only to the strengthening of students' health, but also to the formation of an active, disciplined, and socially responsible younger generation. In this context, athletics exercises demonstrate considerable methodological value because they combine accessibility, developmental diversity, and practical effectiveness. Running, jumping, throwing, and relay-based tasks make it possible to influence the major physical qualities of schoolchildren while simultaneously supporting their emotional involvement, self-confidence, and willingness to participate in regular physical activity. The educational significance of athletics is therefore not limited to movement training, but extends to the cultivation of persistence, responsibility, and purposeful behavior.

The analysis also confirms that the success of athletics-based physical education depends on the quality of pedagogical organization. Effective improvement of physical fitness is achieved when exercises are selected according to age characteristics, individual preparedness, health conditions, and motivational needs of learners. The implementation of differentiated instruction, gradual load progression, health-preserving technologies, and student-centered lesson design strengthens the impact of athletics exercises and makes physical



education more inclusive and productive. From a methodological standpoint, it is especially important that physical education teachers move beyond rigid, uniform, and purely reproductive lesson models. Instead, they should create a dynamic educational environment in which every student has the opportunity to experience progress, achieve personal success, and develop a positive attitude toward movement. Such an approach transforms athletics into a pedagogical technology that supports both physical and personal growth.

In conclusion, methodological approaches to improving students' physical fitness through athletics exercises must be based on scientific justification, pedagogical flexibility, and alignment with strategic educational priorities. The Development Strategy creates favorable conditions for rethinking the role of physical education in schools and for strengthening its health-oriented, developmental, and formative dimensions. Athletics exercises, when methodically integrated into the educational process, can significantly enhance the quality of school physical education and contribute to the preparation of a physically competent, motivated, and resilient generation. For this reason, the topic remains highly relevant for pedagogical theory, school practice, and the professional training of future specialists in sports education. Further research may focus on the development of model lesson systems, diagnostic criteria for physical progress, and innovative instructional technologies that can expand the pedagogical potential of athletics in general education schools.

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