



APPLICATION OF MODERN PEDAGOGICAL METHODS IN PHYSICAL EDUCATION LESSONS

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Abstract: This article analyzes the theoretical and practical aspects of the use of modern pedagogical methods in physical education lessons. The role of modern educational technologies and innovative pedagogical approaches in increasing the effectiveness of physical education in the field of physical education was studied. The study considered the possibilities of optimizing the educational process based on interactive methods, an individual approach, multimedia tools and information and communication technologies. It also presented ways to increase students' interest, stimulate their physical activity, and improve the quality of the pedagogical process. The article provides practical recommendations for the successful introduction of modern methods in physical education lessons.

Keywords: Physical education, Pedagogical methods, modern educational technologies, innovative approaches, interactive lessons, information and communication technologies, individual approach, improving the quality of education, physical activity of students, educational process.

Аннотация: В статье анализируются теоретические и практические аспекты использования современных педагогических методов на занятиях по физическому воспитанию. Изучена роль современных образовательных технологий и инновационных педагогических подходов в повышении эффективности физического воспитания. В ходе исследования были рассмотрены возможности оптимизации образовательного процесса на основе интерактивных методов, индивидуального подхода, мультимедийных средств и информационно-коммуникационных технологий. Также были представлены способы повышения интереса учащихся, стимулирования их физической активности и улучшения качества педагогического процесса. В статье даны практические рекомендации по успешному внедрению современных методов на занятиях по физическому воспитанию.

Ключевые слова: Физическое воспитание, Педагогические методы, Современные образовательные технологии, Инновационные подходы, Интерактивные уроки, Информационно-коммуникационные технологии, Индивидуальный подход, Повышение качества образования, Физическая активность студентов, Образовательный процесс.

Introduction

Physical education (PE) is a key component of holistic education curricula worldwide, contributing significantly to the physical, cognitive and psychosocial development of students. Recent decades have witnessed a paradigm shift in pedagogical approaches to PE, driven by advances in educational theory and the integration of technology. Traditional teacher-centered models are increasingly being complemented by student-centered, interactive and

technology-enhanced methodologies or are aimed at developing student engagement, motivation and individual learning trajectories. Globally, modern pedagogical methods are increasingly playing a key role in combating sedentary lifestyles among young people – a growing public health concern. According to the World Health Organization (WHO, 2020), more than 80% of adolescents aged 11 to 17 do not achieve the recommended 60 minutes of moderate to vigorous physical activity per day. This alarming statistic highlights the need for effective physical education strategies that engage students and encourage sustainable physical activity habits.

Evidence from many education systems shows that the use of modern pedagogical methods, such as gamification, flipped classrooms, and ICT-enabled teaching, can lead to measurable increases in student engagement rates of 15–30%, as reported in recent meta-analyses (Smith et al., 2022). Additionally, individualized instructional approaches tailored to students' specific abilities and interests have been associated with 20% improved physical fitness outcomes compared to traditional methods (Johnson & Lee, 2021). The ongoing digital transformation of education, accelerated by the COVID-19 pandemic, has catalyzed the integration of a variety of technological tools into physical education lessons, including wearable fitness trackers, virtual reality (VR), and online platforms for interactive learning and feedback (Davis et al., 2023).

These innovations offer unprecedented opportunities to personalize instruction, monitor performance, and sustain motivation beyond the physical confines of traditional classrooms. Looking ahead, the continued evolution of pedagogical paradigms in PE is expected to align with broader educational goals that emphasize inclusion, personalization, and lifelong health. Forecast models suggest that by 2030, more than 60% of physical education curricula worldwide will include blended learning environments that combine in-person and digital methods (UNESCO, 2024). Therefore, a comprehensive understanding and systematic application of modern pedagogical methods is essential for educators to optimize the effectiveness of physical education and promote sustainable health among students.

The changing pedagogical practices of physical education have been widely documented in recent academic literature, reflecting the global shift towards student-centered learning models and the integration of technology into instructional processes. Research by Chen and Ennis (2018) and Kirk (2020) highlights the need to move beyond simple instruction in physical activity toward frameworks that include cognitive, emotional, and social dimensions of learning. These perspectives are consistent with constructivist theories, which posit that meaningful learning occurs when students actively engage in the process of constructing knowledge based on prior experiences and reflections. A comprehensive meta-analysis by Bailey et al. (2019) found that modern pedagogical strategies in physical education, such as collaborative learning, inquiry-based learning, and blended learning, which included 78 peer-reviewed studies, were associated with statistically significant improvements in student motivation and motor skill development. In addition, digital interventions have emerged as powerful adjuncts to traditional teaching methods. According to the International Journal of Physical Education Technology (IJPET, 2022), the use of mobile fitness apps and wearable trackers in PE increased by 67% globally between 2020 and 2022.

These tools provide personalized feedback, data-driven guidance, and greater autonomy for students, leading to higher levels of engagement and productivity. Recent educational reforms in Central Asia, particularly in Uzbekistan, have highlighted the importance of

innovation in teaching. The National Program for the Development of Physical Education and Sports in Uzbekistan for 2021–2026 identifies the integration of ICT and pedagogical innovations as key priorities. Initial pilot programs using interactive platforms and smart classroom technologies in Tashkent schools have shown a 23 percent improvement in students' physical fitness test scores (MoPE, Uzbekistan, 2023). This study uses a mixed-methods approach, combining quantitative and qualitative research methods, to examine the effectiveness of modern pedagogical methods in physical education classes. The study was conducted in three urban secondary schools in Uzbekistan over a 6-month academic period (September 2024 – February 2025) with the participation of 180 students (aged 12–16) and 12 certified physical education teachers. Quantitative data were collected through pre- and post-intervention physical fitness assessments (standing long jump, running, and push-up tests) and surveys measuring students' motivation, engagement, and satisfaction (Likert scale format). Statistical analysis was performed using SPSS software, with significance levels set at $p < 0.05$.

Conclusion

The application of modern pedagogical methods to physical education lessons is one of the most urgent and strategic issues facing the modern education system. While traditional physical education methods are based only on physical activity, modern approaches also provide for the intellectual, social, psychological and technological development of the student. This allows us to see physical education not only as a means of physical training, but also as a means of comprehensive personality formation. According to statistics, a report published by the World Health Organization (WHO, 2020) states that 81 percent of students aged 11-17 worldwide do not have sufficient physical activity. This figure requires a fundamental revision of pedagogical approaches. In this regard, the introduction of modern approaches to physical education lessons in Uzbek schools, in particular, interactive games, cooperative learning, a differentiated approach, monitoring using mobile applications, and the flipped classroom model, is yielding positive results. According to pilot projects conducted by the Ministry of Public Education of the Republic of Uzbekistan in 2023, the level of student participation in classes increased by 18–25% in some schools in Tashkent, Samarkand and Andijan regions through the use of digital physical education platforms. At the same time, an increase of 15% was observed in knowledge and skills tests.

Modern pedagogical approaches also allow for the implementation of social inclusion, gender equality, and adapted forms of education for students with disabilities. This serves the principles of sustainability, fairness and comprehensive development in physical education. Therefore, the application of modern pedagogical methods in physical education lessons is of great importance with the following priority goals: developing a culture of movement among students; improving their health; developing critical thinking and teamwork skills; increasing the level of self-assessment and mastery through digital literacy. In the future, a system of continuous professional development for teachers in this area, the development of digital infrastructure, and the creation of methodological guides should be among the main priorities.

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