

Article

Improving the Methodology of Teaching Future Teachers to Develop a Healthy Lifestyle in Students

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Annotation: This article examines the improvement of the methodology for training future teachers to develop a healthy lifestyle among students. In the course of the research, foreign and national experiences were comparatively analyzed, and the pedagogical and psychological factors influencing the formation of a healthy lifestyle were identified. Based on the concept of the “psychology of relationships,” the theoretical foundations for developing a conscious attitude toward health are revealed. In addition, the effectiveness of innovative pedagogical technologies and interactive methods is substantiated. The research results demonstrate the necessity of a comprehensive approach to forming a healthy lifestyle culture among future teachers.

Keywords: healthy lifestyle, future teacher, pedagogical methodology, physical activity, health care, psychology of relationships, competence, innovative technologies, interactive methods, motivation, health promotion, educational process

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1. Introduction

In the context of modern societal development, human health is becoming one of the most significant global socio-pedagogical issues. Although technological progress and urbanization have made human life more convenient, they have also significantly reduced physical activity, leading to the deterioration of healthy lifestyles. In particular, the widespread prevalence of sedentary lifestyles among young people negatively affects not only individual health but also the overall well-being of society. From this perspective, the formation of a healthy lifestyle among students emerges as one of the urgent areas of pedagogical science [1].

World experience shows that in each country, socio-medical activities are shaped by historical conditions, national values, and socio-economic factors. Despite the similarity of general objectives, approaches, methods, and organizational forms vary significantly across countries. In particular, the experience of developed countries such as the United States highlights the importance of a decentralized system of socio-medical work. This system ensures public health support through multi-level programs implemented at federal, state, and local levels. At the same time, the state insurance system operates in combination with private insurance in both collective and individual forms [2].

In recent years, the scope of socio-medical services has expanded, and service delivery systems have been improved through nursing homes, day-care hospitals, rehabilitation and health improvement programs, as well as outpatient and inpatient complexes. Special attention is given to the social protection of the elderly and people with disabilities, including housing provision and services aimed at meeting daily needs (such as meal delivery, hygiene services, and organizing physical exercises). This reflects a systematic and comprehensive approach to supporting a healthy lifestyle [3].

In the Republic of Uzbekistan, strengthening public health and promoting a culture of healthy living, especially among the younger generation, has been identified as a priority direction of state policy. In particular, the Laws “On Education” and “On Physical Culture and Sports,” as well as presidential decrees and resolutions, have led to large-scale reforms aimed at modernizing the education system, popularizing physical education and sports, and fostering the comprehensive development of youth. These regulatory and legal frameworks support the pedagogical promotion of a healthy lifestyle [4].

At the same time, an analysis of the current system of teacher training shows that the integrated development of theoretical knowledge, practical skills, and methodological competencies related to forming a healthy lifestyle among students is not sufficiently established among future teachers. As a result, many teachers face difficulties in effectively organizing health-promoting activities, conducting systematic preventive work, and developing sustainable motivation for a healthy lifestyle among students [5].

Based on the above, improving the methodology of training future teachers to develop a healthy lifestyle among students is one of the important scientific and practical tasks of modern pedagogy. This requires the introduction of innovative pedagogical technologies into the educational process, strengthening a competency-based approach, and developing an effective methodological system aimed at forming a culture of healthy living.

2. Literature Review

In the era of globalization, human health has become not only a personal issue but also a social and pedagogical problem. As technological progress continues to simplify human life, a steady decline in physical activity is being observed. In particular, the widespread prevalence of sedentary lifestyles among children and adolescents poses a serious threat to the health of future generations. Therefore, the formation of a healthy lifestyle has become one of the priority directions of the modern education system [6].

Statistical data presented by the World Health Organization (WHO) clearly demonstrate the urgency of this issue. According to WHO, one in four adults and four out of five adolescents do not engage in sufficient physical activity. This situation not only negatively affects human health but also causes significant economic losses to society.

According to WHO data, insufficient physical activity is one of the major global public health problems today. Statistics indicate that one in four adults and four out of five adolescents fail to meet the recommended levels of physical activity. This leads to not only health-related consequences but also economic losses, including approximately 54 billion USD in healthcare costs and an additional 14 billion USD due to decreased productivity [7].

WHO recommendations emphasize the importance of regular physical activity for all population groups, including pregnant and postpartum women, as well as individuals with disabilities. This highlights the universal significance of physical activity in strengthening human health.

For older adults (aged 65 and above), exercises aimed at improving balance, coordination, and muscle strength are recommended to prevent diseases and ensure healthy aging. Scientific studies have proven that regular physical activity plays a crucial role in the prevention and treatment of cardiovascular diseases, type 2 diabetes, and cancer. In addition, it helps reduce anxiety and stress, improves cognitive function, enhances memory, and supports brain health [8].

As noted by WHO Director-General Dr. Tedros Adhanom Ghebreyesus, physical activity is an essential component of health and well-being and contributes to increased life expectancy. Especially under modern global challenges, including pandemics, maintaining physical activity has become even more important. Experts also note that any form of physical activity—whether during work, transportation (walking or cycling), leisure time, or daily household tasks—provides health benefits.

Modern research indicates that sedentary lifestyles are widespread among students. In particular, prolonged sitting during lessons has negative effects, and additional physical activity is required to compensate for these effects.

The WHO Global Action Plan on Physical Activity (2018–2030) sets a target of reducing physical inactivity by 15% by 2030. This requires the development of policies and pedagogical approaches aimed at promoting healthy lifestyles at the national level [9].

These scientific perspectives are particularly important in the process of training future teachers. In particular, there is a need to improve the methodology of teaching future teachers to promote healthy lifestyles among students. Future teachers should possess not only theoretical knowledge but also the ability to apply health-oriented pedagogical technologies in practice, use innovative methods, and develop stable healthy habits among students. This, in turn, contributes to strengthening public health through the education system.

3. Reserach Methodology

This study employed a mixed-method research design combining both qualitative and quantitative approaches to ensure a comprehensive analysis of the problem. The object of the research was the process of improving the methodology for training future teachers to develop a healthy lifestyle among students.

The participants of the study included undergraduate students of pedagogical specialties at Gulistan State University. A total of 60 students were involved in the experimental research, divided into control and experimental groups [10].

Data collection was carried out using several methods, including pedagogical observation, questionnaires, surveys, and semi-structured interviews. The questionnaires were designed to assess students' knowledge, attitudes, and behaviors related to a healthy lifestyle. Interviews were conducted to identify psychological and motivational factors influencing students' health-related decisions.

In addition, experimental teaching methods were implemented in the experimental group using interactive pedagogical technologies such as SWOT analysis, case study, decision tree, FSMU method, and K-W-L strategy.

The collected data were analyzed using comparative and statistical methods. The results obtained before and after the experiment were compared to determine the effectiveness of the proposed methodology.

The reliability and validity of the research were ensured through repeated observations, cross-checking of data, and the use of multiple research instruments.

4. Results and Their Analysis

During the research process, a комплекс use of comparative-analytical, psychological-pedagogical, and experimental methods was applied to determine the effectiveness of improving the methodology for training future teachers to develop a healthy lifestyle among students. The obtained results revealed that there are significant differences between foreign and national experiences in organizing socio-medical services, which are also directly reflected in the organization of pedagogical activities [11].

In particular, in developed foreign countries, the decentralization of socio-medical services—i.e., their organization at different levels (federal, regional, and local)—as well as the active participation of the private sector and voluntary organizations, serves as an important factor in increasing system efficiency. The diversity of funding sources (allocation of 8–14% of GDP) and the high proportion of paid services contribute to improving service quality. In contrast, in Uzbekistan, socio-medical services are mainly state-managed, and priority is given to free services, which ensures social protection stability; however, certain regional and economic factors necessitate further improvements in efficiency.

The study also found that the growing population of Uzbekistan, regional diversity, and disparities in resource distribution require a differentiated approach to forming healthy lifestyles within the pedagogical process. Therefore, it is important to develop a flexible methodological system for training future teachers that takes into account regional characteristics [12].

In this research, the concept of the “psychology of relationships” was used as a theoretical foundation. According to this approach, an individual's attitude toward a healthy lifestyle is formed through cognitive (knowledge), emotional (affective), and motivational-behavioral components. The experimental results showed that although students possess sufficient knowledge about healthy lifestyles, there are challenges in applying this knowledge in practice and in developing stable motivation.

From this perspective, the following interactive methods were applied during the research process: the **SWOT analysis method** was used to identify strengths, weaknesses, opportunities, and threats in forming a healthy lifestyle among students; the **case study method** enabled the analysis of real pedagogical situations and the development of practical

skills for organizing health-promoting activities; the **decision tree method** facilitated the development of alternative solutions for promoting healthy lifestyles; the **FSMU method** (fact–reason–example–generalization) enhanced students’ analytical thinking; the **K-W-L (Know–Want to know–Learned) strategy** was used to organize reflection in the learning process.

The analysis of results demonstrated that the integrated use of these methods significantly improved students’ positive attitudes toward a healthy lifestyle, facilitated the integration of theoretical knowledge with practice, and enhanced motivational-behavioral components [13].

Furthermore, the adequacy of attitudes toward health was assessed based on the following criteria:

- at the cognitive level – the volume and quality of knowledge related to health care;
- at the emotional level – the emotional state and level of concern related to health;
- at the motivational-behavioral level – the internal need and practical actions related to maintaining a healthy lifestyle [14].

The analysis revealed that students’ need for a healthy lifestyle often arises only when their health deteriorates, indicating insufficient development of preventive behavior. In addition, factors such as psychological defense mechanisms (denial, rationalization), social environment influences, and the delayed effect of outcomes were identified as significant barriers to the formation of healthy behavior.

The research findings also confirmed the importance of the “quality of life” concept in shaping a healthy lifestyle. This implies that not only medical indicators but also an individual’s subjective well-being, psychological state, and social activity should be considered key criteria of a healthy lifestyle.

Overall, the study demonstrates that improving the methodology for training future teachers to promote a healthy lifestyle requires the implementation of a comprehensive system based on the integration of theoretical knowledge, psychological approaches, and innovative pedagogical methods. This approach ensures high effectiveness in forming a healthy lifestyle culture among students [15].

5. Conclusion

The results of the conducted research indicate that the formation of a healthy lifestyle among students is one of the priority directions of the modern education system, and in this process, the professional training of future teachers plays a decisive role. A comparative analysis of foreign and national experiences revealed significant differences in socio-medical service systems, financing mechanisms, and organizational approaches. At the same time, it was determined that integrating the advanced aspects of both systems can enhance the effectiveness of pedagogical activities.

The study found that the formation of a healthy lifestyle is not limited to theoretical knowledge alone but requires the integrated development of cognitive, emotional, and motivational-behavioral components of the individual. Based on the concept of the “psychology of relationships,” the formation of a conscious attitude toward health was identified as a central task of the pedagogical process. However, despite the presence of knowledge about healthy lifestyles among students, difficulties remain in applying this knowledge in practice and in developing stable motivation.

The interactive methods used in the study (“SWOT analysis,” “case study,” “decision tree,” “FSMU,” and “K-W-L”) demonstrated high effectiveness in developing students’ independent thinking, fostering a positive attitude toward a healthy lifestyle, and strengthening their practical skills. This confirms the necessity of widely implementing innovative pedagogical technologies in the educational process.

Furthermore, the research results highlight the importance of thoroughly considering psychological, social, and motivational factors influencing the formation of attitudes toward a healthy lifestyle. In particular, the delayed emergence of the need for health, the presence of psychological defense mechanisms, the influence of the social environment, and the delayed effect of outcomes were identified as key barriers to the formation of healthy behavior. This substantiates the need to develop methodological approaches aimed at overcoming these factors.

To improve the methodology of training future teachers to develop a healthy lifestyle among students, it is necessary to create a comprehensive system based on the integration of theoretical knowledge, psychological approaches, and innovative pedagogical technologies. This approach ensures the effective formation of a healthy lifestyle culture in the educational process, contributes to strengthening the physical and mental health of the younger generation, and supports the sustainable development of society.

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