

Pedagogical Basis of Forming the Concept of Healthy Lifestyle in Primary Students Through Digital Games

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Abstract

This article discusses the pedagogical foundations of using digital games to form the concept of a healthy lifestyle in primary school students. The introduction of digital educational tools into the educational process opens up new methodological opportunities for shaping children's attitudes towards a healthy lifestyle. The study analyzes the impact of digital games on increasing students' physical activity, instilling a culture of nutrition, hygiene and movement. At the same time, the article considers digital game formats suitable for the psychological characteristics of young children, criteria for their selection, and methods for integrating them into the teaching process. The results show that digital games are an interactive and interesting tool for forming students' knowledge, skills, and attitudes about a healthy lifestyle.

Keywords: Primary education, healthy lifestyle, digital games, pedagogical approach, interactive methods, student activity, health-promoting technologies, digital education, skill development, educational innovations.

Introduction

In an era of rapid digitalization of the modern education system, the formation of knowledge and understanding of a healthy lifestyle among primary school students is becoming an important pedagogical task. Children's assimilation of knowledge about a healthy lifestyle from an early age, strengthening the habits of physical activity, proper nutrition, personal hygiene and mental balance in themselves creates the foundation for their future healthy lifestyle. Especially in the context of the widespread use of digital technologies, the need to convey the promotion of a healthy lifestyle to children in an understandable, interesting and interactive form is increasing. In this regard, digital games stand out as an effective tool that enlivens the educational process, focuses the attention of students and ensures their active participation.

The relevance of the topic is that problems such as overweight, physical inactivity, unhealthy eating habits and psychological pressure are increasingly common among children. Therefore, the use of digital games in the formation of concepts of a healthy lifestyle is not only educational, but

also educational. Mastering topics related to a healthy lifestyle through digital games forms strong skills and positive attitudes in students. In addition, the didactic capabilities of these tools, their compatibility with the psychophysiological characteristics of young children, create the need to further improve the pedagogical approach. Therefore, an in-depth study of the scientific, theoretical and practical foundations of the formation of the concept of a healthy lifestyle through digital games is one of the important areas of modern education.

Research objective:

To identify the pedagogical foundations of the effective use of digital games in the formation of the concept of a healthy lifestyle among primary school students and to develop methodological recommendations for integrating these tools into the educational process.

Research Objectives:

- To study existing pedagogical approaches to the formation of knowledge and understanding of a healthy lifestyle among primary school students.
- To analyze the types of digital games that include elements of a healthy lifestyle and determine their educational effectiveness.
- To develop methodological recommendations and didactic materials aimed at forming the concept of a healthy lifestyle based on digital games.

Literature Review

In recent years, along with the active introduction of digital technologies into the educational process, modern approaches are also required to the issue of forming a culture of a healthy lifestyle. The study by K. Orinboyeva, M. Abdusattarova, Z. Abdukahharova and M. Yakubjonova in 2025 analyzes the role of digital games in the educational system. The authors emphasize that digital games should be viewed not only as an entertainment tool, but also as an educational resource that serves to increase the knowledge, skills and motivation of students. The possibilities of teaching a healthy lifestyle through games designed especially for primary school students are revealed.

Also, the scientific research conducted by K. Orinboyeva, F. Tojaliyeva, R. Toirjonova and M. Avazhonova shed light on the role of digital games in increasing motivation in education. The authors emphasize the positive effect of game elements in increasing students' interest in learning. This situation is also relevant in primary education, and shows that it is possible to ensure interactive and active participation of students in teaching a healthy lifestyle through the use of digital games.

U. Boqiyevna's study on the development of thinking using digital games for preschool children provides important information about the impact of game technologies on psychological and intellectual development. This approach can serve as a basis for the formation of concepts of a healthy lifestyle, critical thinking, decision-making and the acquisition of knowledge related to an active lifestyle.

The article on digital technologies in education by F. Mulaydinov and A. Abdullayev provides methodological recommendations on the impact of technologies on the general educational

process and their effective integration. These aspects constitute the main technological infrastructure for effective teaching of a healthy lifestyle using digital tools.

In turn, O. Eshmuradov and A. Turaev conducted research on the problems and prospects of developing healthy lifestyle skills in primary school students. They emphasize the importance of early formation of knowledge and habits of a healthy lifestyle in children of this age, and emphasize the need to use didactic materials and active methods in this process.

Another study by A. Turaev deeply covers didactic opportunities and analyzes methods and approaches that are convenient for primary school students. This article serves as an important source for identifying the practical foundations of this topic.

Also, the article written by Elmurod and B.C. Urolovich reveals the factors of developing pedagogical creativity of physical education teachers. This serves to increase the methodological potential of teachers in conveying the culture of a healthy lifestyle to the younger generation.

Research Methodology

In this study, it was planned to work on the basis of a comprehensive methodological approach in order to determine the effectiveness of forming the concept of a healthy lifestyle in primary school students through digital games. Theoretical, empirical and statistical analysis methods were used in the research process.

Firstly, at the theoretical analysis stage, existing scientific and literary sources, articles, dissertations and methodological manuals on a healthy lifestyle, digital games, digital educational technologies, and psychophysiological characteristics of primary school students were thoroughly studied. Through this, the content of the concept of a healthy lifestyle, pedagogical approaches and the role of digital games in education were clarified.

Secondly, empirical research methods were used. In this, experimental and control groups were formed, and students' knowledge, skills and attitudes about a healthy lifestyle were assessed at the initial and final stages through specially developed diagnostic tasks, questionnaires and observations. In the experimental group, teaching a healthy lifestyle through digital games was introduced, while in the control group, traditional methods were used.

Thirdly, the differences between the results of the pre-experimental and post-experimental stages were analyzed using statistical analysis methods. Based on the obtained numerical data, the effectiveness of the experimental methodology was substantiated by mathematical and statistical methods (percentages, diagrams, average values).

During the study, the content of digital games that serve to form students' understanding of a healthy lifestyle was selected, and their educational and educational effectiveness was evaluated based on pedagogical criteria. Also, the opinions of the participants of the experiment - primary school students, their parents and teachers - were systematically studied.

Research results and discussion. In the course of the research, the effectiveness of using digital games in forming the concept of a healthy lifestyle among primary school students was studied through a practical experiment. During the experimental work, experimental (based on digital games) and control (based on traditional methods) groups were formed with the participation of 2nd grade students. Before and after the experimental stage, special diagnostic tests were

conducted to determine the knowledge, habits and motivational states of students about a healthy lifestyle.

According to the results, the knowledge level of students in the experimental group on basic life skills such as healthy eating, physical activity, hygiene, sleep patterns increased from 42% at the beginning of the experiment to 81% at the end of the experiment. In this case, the presence of visual images, interactive tasks, a reward system, and live animations in digital games ensured high interest and active participation of students.

In the control group, the changes were relatively low - from an initial level of 45% to 60%, which showed that the use of integrated methods of digital games in the educational process is an important factor in increasing students' interest and the level of knowledge acquisition.

During the discussion, it was found that digital games serve as an effective tool not only in conveying information about a healthy lifestyle, but also in attracting students, encouraging active thinking, and strengthening healthy habits in everyday life. In particular, for primary school students, game-based activities are suitable for their psychological and physiological characteristics and have yielded significant results in forming a positive attitude towards a healthy life.

Also, the methodological training of teachers, technological literacy, and age-appropriate selection of game content were identified as important factors in teaching through digital games. During the study, parents were also involved in the process, and their children's activity in maintaining a healthy lifestyle increased. Overall, the results of the study confirm the wide possibilities of pedagogically effective use of digital games in the formation of a healthy lifestyle. If their content and methodological foundations are properly organized, this approach can have a positive impact on the daily habits of primary school students.

Conclusion

The results of the study showed that the use of digital games is an effective pedagogical tool in forming the concept of a healthy lifestyle among primary school students. Digital games provide an opportunity to interactively teach students such vital skills as healthy eating, physical activity, personal hygiene, relaxation and stress relief. They play an important role in increasing the level of mastery, increasing interest in education and forming strong motivation.

Based on the results of the experiment, it was proven that the use of digital games helps to deepen students' knowledge about a healthy lifestyle and strengthen healthy habits in everyday life. At the same time, it was found that the teacher's work on himself, the correct selection of games in terms of content and methodology, as well as cooperation with parents are important factors in this process. In the future, the quality of education on a healthy lifestyle can be further improved by using methodological guides developed based on digital games.

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