



MOTIVATIONAL AND ADAPTIVE FACTORS OF PHYSICAL EDUCATION CLASSES IN SHAPING A HEALTHY LIFESTYLE AMONG STUDENTS

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Fergana State University, Department of Methods of Teaching Physical Education and Sports Games
Lecturer: **Muhidinov Abdumannob**

ABSTRACT. *This article analyzes the motivational and adaptive factors of physical education classes in shaping a healthy lifestyle among students. It reveals the pedagogical and psychological mechanisms that increase students' active participation in the physical education process, stabilize their psychophysiological state, and strengthen the need for a healthy lifestyle. In addition, the significance of physical education classes in developing students' social adaptability and the ways of enhancing motivational factors are scientifically explained.*

KEYWORDS: *healthy lifestyle, physical education, students, motivation, adaptive factors, pedagogical mechanisms, psychophysiological development.*

INTRODUCTION

In today's globalized world, promoting a healthy lifestyle is considered one of the key factors for social progress and the development of human capital. In particular, physical education classes play an essential role in ensuring students' physical and moral well-being, improving their quality of life, and preparing them for professional activity. Physical education in higher education institutions not only serves to strengthen health but also fosters an active life stance, willpower, discipline, teamwork skills, and social adaptability. However, among modern youth, certain negative trends are observed, such as a passive lifestyle, excessive use of computers and the internet, stress, and

unhealthy eating habits, which weaken the demand for a healthy lifestyle. Under these circumstances, studying the motivational (intrinsic incentives, interest, positive attitude toward sports activities) and adaptive (adaptation to the external environment, resilience to stress, social integration) factors of physical education classes in shaping a healthy lifestyle is considered a pressing task. The purpose of the research is to identify motivational and adaptive factors of physical education classes in shaping a healthy lifestyle among students and to scientifically substantiate ways to enhance their effectiveness.

Methods. The main research method used was the analysis of scientific literature. To explore the motivational



and adaptive factors of physical education classes in shaping a healthy lifestyle among students, the works, dissertations, and articles of local and foreign scholars were thoroughly analyzed. Several directions were studied:

- Theoretical foundations: A. A. Abduqodirov and M. O. Khojayeov analyzed pedagogical mechanisms of a healthy lifestyle, while Sh. T. To'xtayev focused on psychophysiological adaptation of students.

- Motivational factors: N. A. Rahmatov provided practical recommendations on developing students' interest in sports. Among foreign researchers, K. Fox studied social and psychological factors of motivation in physical education, while R. Deci and E. Ryan developed the Self-Determination Theory of physical activity motivation.

- Adaptive factors: Sh. T. To'xtayev studied students' physiological adaptation and resilience to physical loads. H. Weineck (Germany) scientifically substantiated physiological adaptation mechanisms in adaptive physical education.

- International experience: P. Bouchard (Canada) highlighted the relationship between physical activity and genetic factors, while WHO experts developed extensive scientific reports and recommendations on promoting healthy lifestyles among youth.

As a result of the literature analysis, diverse scientific perspectives on the motivational and adaptive aspects of

physical education classes were systematized, similarities and differences identified, and the theoretical basis of the research methodology was formed.

Results. The analysis revealed that physical education classes exert multifaceted influence on shaping a healthy lifestyle, and their effectiveness largely depends on motivational and adaptive factors.

A) Motivational results:

1. According to the Self-Determination Theory (Deci & Ryan), intrinsic motivation fosters stable interest in physical education.

2. Extrinsic factors (improving health, appearance, success in social activities) also enhance student participation.

3. Studies conducted in Uzbekistan (H. Tojiboev, M. Sattorov) confirmed that interactive methods and competition elements are effective in increasing motivation during physical education classes.

B) Adaptive results:

1. Long-term observations showed that regular physical education improves cardiovascular and respiratory functions in students (Weineck, 2003).

2. Physiological adaptation to physical loads strengthens health and increases stress resilience.

3. Psychological adaptation enhances teamwork, leadership, and self-management skills (Fox, 2010).

C) Integrative results:

1. A healthy lifestyle facilitates not only individual but also social adaptation.



Physically active students show higher levels of socialization and life satisfaction.

2. Adopting a healthy lifestyle improves students' learning efficiency, psychological stability, and professional achievements.

Overall, literature analysis confirms that physical education is a vital pedagogical tool for promoting a healthy lifestyle among students, where motivational and adaptive factors serve as key determinants of effectiveness.

Table 1. Comparison of Motivational and Adaptive Factors in Shaping a Healthy Lifestyle Among Students

Motivational Factors	Adaptive Factors	Intersection
Intrinsic motivation (self-development, personal interest)	Health improvement	Adaptation reinforced through motivation
Extrinsic incentives (competitions, rewards, social recognition)	Stress resilience	Active participation and sustainability
Interactive methods in the learning process	Social adaptation	Long-term formation of a healthy lifestyle
Enjoyment of physical activity	Faster adaptation to academic and social environment	Team integration and positive relationships

Conclusion. The conducted analysis demonstrates that physical education plays an important role in shaping a healthy lifestyle among students. The interconnection of motivational and

adaptive factors has been established, proving that they are the main criteria determining students' attitude toward physical activity. Motivational factors encourage both intrinsic and extrinsic engagement, while adaptive factors ensure resilience, social integration, and adherence to a healthy lifestyle. At their intersection, students develop consistent activity, positive social relations, and a long-term commitment to healthy living. Therefore, effective organization of physical education classes requires integrating motivational needs and adaptive capacities, applying both individual and group approaches, and incorporating innovative teaching methods.

Practical recommendations:

1. **Strengthening motivation:** Ensure a balance between intrinsic and extrinsic incentives. Use competition elements, rating systems, and small rewards to maintain engagement. Apply interactive methods tailored to students' personal interests.

2. **Developing adaptive capacity:** Differentiate exercises based on health status, fitness level, and individual characteristics. Introduce stress resilience activities such as sports games, relaxation techniques, and cooperative activities.

3. **Innovative approaches:** Use digital technologies, mobile apps, gamification, fitness trackers, and virtual competitions to increase interactivity.

4. **Comprehensive approach:** Integrate psychological, pedagogical, and sociological aspects of healthy lifestyle



promotion into physical education
classes. Systematic analysis and
continuous monitoring of students'

motivational needs and adaptive potential
are recommended.

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