



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF VALEOLOGICAL CULTURE AMONG STUDENTS IN GRADES 5–9 IN THE GENERAL SECONDARY EDUCATION SYSTEM

Shamuratov Askar Abdullayevich

Associate Professor of the Department of Physical Education,
National Pedagogical University of Uzbekistan

Abstract

This article examines the pedagogical conditions necessary for the formation of valeological culture among students in grades 5–9 within the general secondary education system. Valeological culture is interpreted as an integrative quality that combines knowledge about health preservation, motivation for a healthy lifestyle, responsible behavior, hygienic competence, physical activity habits, and a conscious attitude toward individual and social well-being. The study emphasizes that adolescence is a sensitive period for the development of health-related values, behavioral patterns, and self-regulation skills. Particular attention is given to the role of the school environment, interdisciplinary integration, age-appropriate instruction, teacher competence, family cooperation, and health-oriented extracurricular activities. The article argues that the effectiveness of valeological education depends on a systematic pedagogical approach that unites cognitive, emotional, motivational, and practical components. It is concluded that well-structured pedagogical conditions can significantly improve students' health awareness, strengthen preventive behavior, and contribute to the sustainable development of a health-conscious generation.

Keywords: valeological culture, health education, pedagogical conditions, school students, healthy lifestyle, physical education, health competence, secondary education, adolescent development, preventive pedagogy.

Introduction

UMUMIY O‘RTA TA‘LIM TIZIMIDA 5–9-SINF O‘QUVCHILARINING VALEOLOGIK MADANIYATINI SHAKLLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI

Shamuratov Askar Abdullayevich

O‘zbekiston Milliy pedagogika universiteti Jismoniy tarbiya kafedrası dotsenti

Annotatsiya

Mazkur maqolada umumiy o‘rta ta‘lim tizimida 5–9-sinf o‘quvchilarida valeologik madaniyatni shakllantirishning pedagogik shart-sharoitlari tahlil qilinadi. Valeologik madaniyat o‘quvchining sog‘liqni saqlashga oid bilimlari, sog‘lom turmush tarziga bo‘lgan motivatsiyasi, gigiyenik odatlari, jismoniy faolligi hamda o‘z salomatligiga ongli munosabati bilan izohlanadi. Tadqiqotda o‘smirlik davri sog‘lom xulq-atvor, qadriyat va o‘zini boshqarish ko‘nikmalarini rivojlantirish uchun muhim bosqich ekanligi asoslab beriladi. Shuningdek, maktab muhiti, fanlararo integratsiya, yoshga mos pedagogik yondashuv, o‘qituvchi kompetensiyasi, oila bilan hamkorlik va sog‘lomlashtiruvchi sinfdan tashqari faoliyatlarning ahamiyati yoritiladi. Maqolada valeologik tarbiyaning samaradorligi bilimiy, emotsional, motivatsion va amaliy komponentlar uyg‘unligiga bog‘liq ekani ta‘kidlanadi. Xulosa sifatida, puxta tashkil etilgan pedagogik shart-sharoitlar o‘quvchilarning sog‘lom hayotga doir qarashlarini mustahkamlashi va salomatlikka mas‘uliyatli munosabatni shakllantirishi ko‘rsatiladi.

Kalit so‘zlar: valeologik madaniyat, sog‘liqni saqlash, pedagogik shart-sharoitlar, sog‘lom turmush tarzi, jismoniy tarbiya, salomatlik kompetensiyasi, o‘smirlik davri, umumiy o‘rta ta‘lim, profilaktik tarbiya, sog‘lom avlod.

In contemporary education, the issue of preserving and strengthening the health of schoolchildren has become one of the most significant pedagogical priorities. Rapid social change, the expansion of digital technologies, decreased physical activity, irregular daily routines, emotional stress, and the growth of unhealthy habits among adolescents have intensified the need for systematic health-oriented education. In this context, the formation of valeological culture among students



in grades 5–9 acquires particular relevance. This age period is marked by active physical growth, emotional instability, the development of self-awareness, and the formation of value orientations. It is precisely during these school years that learners begin to shape their attitudes toward their own bodies, daily behavior, hygiene, nutrition, physical activity, and personal responsibility for well-being. Therefore, the school must not only provide academic knowledge but also create pedagogical conditions that support a conscious and stable culture of health.

Valeological culture should be understood as an integrative personal formation that combines cognitive, motivational, behavioral, and reflective components related to health preservation. It includes knowledge about the principles of a healthy lifestyle, awareness of risk factors, readiness for preventive behavior, the habit of observing hygienic norms, and the ability to make informed decisions in everyday life. In the educational process, valeological culture does not emerge spontaneously. It is formed under the influence of purposeful pedagogical work, the content of instruction, the character of teacher-student interaction, the example set by adults, and the overall educational environment. For this reason, the study of pedagogical conditions for its formation is not only theoretically important but also practically necessary.

The relevance of this topic is especially evident in the general secondary education system, where students in grades 5–9 experience a transition from childhood to adolescence. At this stage, many behavioral patterns become more stable, while the influence of peers, media, and social networks grows stronger. If the school does not create a structured environment that cultivates healthy values and habits, students may adopt passive lifestyles, poor nutritional practices, emotional imbalance, and disregard for preventive health behavior. Consequently, pedagogical support should be directed not only at informing students about health but also at developing an internal need for self-care and self-regulation. This requires the integration of health-related content into classroom teaching, physical education, extracurricular activities, and educational communication.

The pedagogical conditions for forming valeological culture involve several interconnected components. These include a health-oriented educational environment, interdisciplinary integration of valeological knowledge, age-appropriate teaching methods, active participation of teachers and parents, and the creation of opportunities for practical health-preserving activity. Equally



important is the teacher's professional readiness to organize educational work in a way that promotes positive behavioral change. In this regard, physical education lessons, class discussions, project work, and preventive campaigns can become effective means of nurturing responsible attitudes toward health. However, these means produce sustainable outcomes only when they are implemented consistently and systematically.

This article addresses the problem of identifying and substantiating the pedagogical conditions necessary for the formation of valeological culture among students in grades 5–9 in the general secondary education system. The purpose of the study is to analyze the theoretical foundations of valeological culture, reveal the specific educational needs of early adolescents, and determine the pedagogical factors that ensure the effectiveness of health-oriented upbringing. The article proceeds from the idea that the formation of valeological culture is a multidimensional process requiring coordinated pedagogical influence, learner-centered approaches, and a supportive educational environment. By examining this issue, the study seeks to contribute to the improvement of school health education and to the broader task of preparing a physically active, socially responsible, and health-conscious younger generation.

Methods

This study is based on a qualitative and theoretical research design aimed at identifying the pedagogical conditions that ensure the effective formation of valeological culture among students in grades 5–9 within the general secondary education system. The methodological framework combines comparative analysis, pedagogical interpretation, systematization of scientific ideas, and conceptual modeling. Such an approach makes it possible to examine valeological culture not as an isolated educational outcome, but as a complex pedagogical phenomenon shaped by instructional content, educational environment, interpersonal interaction, and the developmental characteristics of adolescent learners. The research relies on the assumption that health-oriented education becomes effective only when it is implemented through interconnected pedagogical conditions rather than through fragmented informational activities. The theoretical basis of the study includes works devoted to health education, school pedagogy, adolescent development, value formation, and physical education methodology. Special attention is given to concepts that interpret health



as a multidimensional category including physical, psychological, social, and behavioral aspects. The analysis of these approaches allowed the study to clarify the structure of valeological culture and to identify its main components in the context of school education. These components include knowledge about health preservation, motivation toward a healthy lifestyle, practical skills of self-care, hygienic behavior, readiness for physical activity, and reflective understanding of one's own actions. On this basis, the research formulates a pedagogical view of valeological culture as a stable personal quality that can be nurtured through purposeful educational influence.

The main research methods include analysis of pedagogical, psychological, and methodological literature; synthesis of theoretical positions; comparison of existing educational approaches; and generalization of pedagogical experience relevant to the formation of healthy behavior in adolescents. The literature analysis made it possible to identify recurring themes related to health-oriented school education, including the importance of age-sensitive instruction, the role of motivation, the influence of the school environment, and the significance of collaboration between school and family. Through synthesis and comparison, these factors were reorganized into a unified framework of pedagogical conditions applicable to students in grades 5–9. Generalization was used to interpret these conditions as practically meaningful elements that can guide the organization of classroom and extracurricular work.

A system-structural approach was employed to examine the internal relationship between the components of valeological culture and the educational factors influencing its development. This made it possible to view the process of formation as a dynamic system in which cognitive, emotional, motivational, and behavioral dimensions interact continuously. In addition, an age-oriented approach was applied in order to take into account the psychological and social characteristics of students in early and middle adolescence. At this stage, learners demonstrate increased emotional sensitivity, a growing need for autonomy, stronger peer influence, and the gradual formation of personal responsibility. Therefore, pedagogical conditions were interpreted not in abstract terms, but in relation to the real developmental needs of students aged approximately eleven to fifteen.

The study also uses elements of pedagogical modeling to construct an integrative description of the educational conditions necessary for the formation of



valeological culture. This model includes health-supportive learning content, active teaching methods, practical health-preserving activities, teacher guidance, parental cooperation, and an emotionally safe school environment. The methodological significance of this model lies in its ability to unite theoretical positions into a coherent pedagogical system. As a result, the methods of this study provide a conceptual foundation for understanding how school education can move from simple health awareness toward the systematic formation of health-related values, habits, and responsible behavior among students in grades 5–9.

Results

The analysis conducted in this study demonstrates that the formation of valeological culture among students in grades 5–9 depends on the coordinated influence of several pedagogical conditions rather than on a single instructional factor. The results indicate that valeological culture develops most effectively when health-related knowledge is embedded in the broader educational process and supported through practical activity, consistent pedagogical guidance, and a positive emotional environment. The findings reveal that students show a more stable understanding of health-preserving behavior when theoretical information is not limited to isolated explanations, but is connected with daily school life, physical education practice, interpersonal communication, and reflective discussion. This confirms that valeological culture functions as an integrated personal quality rather than as a narrow body of information.

One of the key results of the study is the identification of the educational environment as a central pedagogical condition. A school atmosphere that promotes cleanliness, physical activity, emotional safety, cooperation, and responsibility creates favorable circumstances for the internalization of health-related values. In such an environment, students are more likely to perceive health not as an external requirement but as a meaningful personal and social value. The results also show that when educational institutions support regular movement, proper daily organization, hygienic awareness, and respectful communication, students gradually develop more conscious attitudes toward their own well-being. This suggests that the hidden curriculum of school life plays an important role in valeological formation alongside formal teaching.



Another important result concerns the role of interdisciplinary integration. The study found that valeological culture becomes more meaningful for students when health-related content appears across different subjects rather than being restricted to physical education or occasional preventive talks. In particular, the integration of valeological ideas into natural sciences, class hours, social education, and extracurricular activities helps students understand that health is a complex life value connected with body functions, emotional balance, social behavior, and moral responsibility. This integrated approach also strengthens continuity in health education and prevents fragmentation in students' perceptions. As a result, learners begin to associate healthy living not with one specific lesson, but with an overall life strategy supported by various school experiences.

The results further indicate that age-appropriate pedagogy significantly influences the success of valeological education. Students in grades 5–9 respond more positively to interactive, participatory, and practice-oriented methods than to purely directive instruction. Discussions, role-based tasks, problem situations, project work, physical exercises, and reflective conversations appear to be especially effective in shaping stable motivation and conscious behavioral habits. At this developmental stage, adolescents are more inclined to accept health-related ideas when they are actively involved in interpreting, discussing, and applying them. Therefore, the findings confirm that the pedagogical process should move beyond informing students and should instead engage them in meaningful personal experience related to self-care and responsible decision-making.

The study also reveals the decisive significance of teacher competence and pedagogical consistency. When teachers demonstrate personal commitment to healthy living, organize supportive communication, and use health-preserving technologies in the learning process, students are more likely to adopt corresponding attitudes and behaviors. In addition, cooperation between school and family was identified as an essential result-producing factor. Where parents reinforce hygienic habits, physical activity, and daily discipline, the school's efforts gain stronger continuity and practical effect. Overall, the results show that the formation of valeological culture among students in grades 5–9 is most successful under conditions of systemic pedagogical influence, interdisciplinary



unity, developmental appropriateness, and active collaboration among teachers, students, and families.

Discussion

The findings of this study make it possible to interpret the formation of valeological culture among students in grades 5–9 as a complex pedagogical process that cannot be reduced to the transfer of separate health-related facts. The results confirm that health-oriented education becomes meaningful only when it is integrated into the broader structure of school life and supported by consistent educational influences. This understanding shifts the focus from a narrow instructional model toward a holistic pedagogical model in which learning content, school atmosphere, teacher behavior, student participation, and family cooperation function together. From this perspective, valeological culture should not be treated as an additional educational component but as an essential part of personal development during adolescence.

The discussion of the results suggests that the concept of pedagogical conditions should be understood not merely as a list of external circumstances, but as a system of organized influences that create opportunities for internal value formation. The health-supportive educational environment identified in the results appears especially important because it shapes the everyday context in which students interpret and practice what they learn. If school discourse promotes healthy living while the real environment remains stressful, passive, or disorganized, the pedagogical message loses credibility. Therefore, the consistency between declared educational goals and actual school practices becomes a decisive issue. This consistency is particularly important in adolescence, when learners are highly sensitive to contradiction and more inclined to evaluate behavior than formal instruction alone.

The role of interdisciplinary integration also deserves particular attention. The results indicate that valeological culture develops more effectively when health is presented as a multidimensional value connected with science, behavior, social interaction, and physical development. This supports the idea that school health education should be cross-curricular rather than limited to physical education lessons or preventive campaigns. Such integration helps students understand health not only as the absence of illness but as a condition shaped by habits, emotional regulation, self-discipline, communication, and lifestyle choices. In pedagogical terms, this broadens the educational potential of the curriculum and



allows teachers from different subject areas to contribute to a common developmental objective.

The discussion further shows that age-sensitive methodology is central to the success of valeological education. Students in grades 5–9 are in a transitional stage characterized by an increasing need for autonomy, self-expression, and recognition. Under such conditions, direct moralizing or excessively formal instruction may produce resistance rather than genuine acceptance. The results therefore support the use of interactive methods, dialogic learning, reflection, practical tasks, and participatory activities. These methods correspond more closely to the psychological needs of adolescents and encourage internal motivation. In this sense, valeological culture is formed not through passive reception but through active personal appropriation of health-related meanings.

Another important implication concerns the professional role of the teacher. The results highlight that teacher competence in this area involves more than subject knowledge. It includes communicative sensitivity, the ability to organize a supportive educational climate, readiness to model healthy behavior, and skill in connecting educational content with students' lived experience. This expands the understanding of pedagogical professionalism in the context of health education. It also suggests that teacher preparation in pedagogical universities should include targeted training related to valeological culture, adolescent health behavior, and preventive pedagogy.

Overall, the discussion confirms that the formation of valeological culture among students in grades 5–9 is a strategic pedagogical task requiring system, continuity, and developmental relevance. The effectiveness of this process depends on whether schools can transform health education from occasional instruction into a stable component of educational culture and student life.

Conclusion

The formation of valeological culture among students in grades 5–9 in the general secondary education system should be regarded as an essential pedagogical objective closely connected with the broader goals of personality development, educational quality, and social well-being. The study has shown that valeological culture is not limited to the acquisition of isolated knowledge about health. It represents a stable integrative quality that includes awareness of health-preserving principles, motivation for a healthy lifestyle, practical behavioral skills, hygienic discipline, emotional self-regulation, and a responsible attitude



toward one's own physical and social condition. In this sense, valeological culture functions as an important indicator of the student's preparedness for conscious and balanced life activity.

The analysis confirms that the successful formation of valeological culture depends on a set of interconnected pedagogical conditions. Among the most important of these are a health-supportive educational environment, interdisciplinary integration of health-related content, age-appropriate teaching methods, teacher professionalism, and cooperation between school and family. These conditions are effective only when they function as parts of a unified pedagogical system. If health education is fragmented, occasional, or limited to formal instruction, it cannot produce lasting changes in student attitudes and behavior. Sustainable results emerge when health-related values are reinforced through daily school life, practical experience, reflective dialogue, and consistent educational guidance.

Particular significance belongs to the developmental characteristics of students in grades 5–9. This stage is marked by intensive physical growth, emotional sensitivity, increased social influence, and the formation of personal values and habits. For this reason, pedagogical work in the field of valeological culture must be especially thoughtful, systematic, and learner-centered. Adolescents need not only information but also meaningful engagement, opportunities for active participation, and pedagogical support that respects their growing autonomy. Interactive methods, practical tasks, project-based activities, discussions, and reflective exercises are therefore more effective than purely directive forms of teaching. They help students transform external recommendations into internal convictions and everyday behavior.

The study also demonstrates that the teacher occupies a central place in this process. The teacher's task is not only to communicate knowledge but also to create a psychologically safe atmosphere, model healthy behavior, and organize pedagogical situations in which students can develop self-care, responsibility, and self-discipline. This gives special importance to the professional preparation of future teachers, especially in pedagogical universities and in the field of physical education. Training programs should strengthen the valeological, methodological, and communicative competence of teachers so that they are able to integrate health-preserving ideas into both instructional and воспитательный



work. Without such professional readiness, even well-designed educational programs may remain ineffective in practice.

In summary, the formation of valeological culture among students in grades 5–9 should be understood as a long-term pedagogical process requiring strategic planning, continuity, and coordinated educational influence. It is not an additional school task, but a necessary condition for raising a healthy, active, and socially responsible generation. The results of this study suggest that the general secondary education system has significant potential for achieving this goal if pedagogical conditions are purposefully organized and aligned with students' developmental needs. Further research may focus on the experimental verification of these pedagogical conditions, the development of assessment criteria for valeological culture, and the design of innovative educational technologies that strengthen health-oriented learning in modern schools.

References

1. O'zbekiston Respublikasi. (2020, September 23). Ta'lim to'g'risida (O'RQ-637-son).
2. O'zbekiston Respublikasi Vazirlar Mahkamasi. (2024, March 27). Davlat ta'lim standartlari va davlat ta'lim talablarini ishlab chiqish hamda joriy etish tartibini takomillashtirish chora-tadbirlari to'g'risida (157-son).
3. World Health Organization. (2020). WHO guidelines on physical activity and sedentary behaviour. World Health Organization.
4. World Health Organization. (2017). Global accelerated action for the health of adolescents (AA-HA!): Guidance to support country implementation. World Health Organization.
5. Zafarovna, Z. Q., & Davronovna, M. Q. (2024). Common themes between the works of John Donne and John Milton. *Western European Journal of Historical Events and Social Science*, 2(3), 5-7.
6. Qodirova, M. (2024). Genesis of the road motif: exploring its origins and evolution in literature. *TAMADDUN NURI JURNALI*, 5(56), 255-258.
7. Haytbayeva, S. (2025). Ways to adapt assessment mechanisms of the finnish education system to general secondary education in Uzbekistan. *EduVision*, 1(11), 223-232.



8. Haytbayeva, S. (2024). Biologiya ta'limini kompetensiyaviy yondashuv asosida tashkil etishning didaktik ta'minotini takomillashtirish. «АСТА NUUZ», 1(1.3. 1), 233-237.
9. Rahmonqulova, Z. (2024). Alienation and absurdity in Franz Kafkas the metamorphosis: an existentialist study. Новости образования: исследование в XXI веке, 1(1), 160-163.