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## ORGANIZING PHYSICAL EDUCATION CLASSES IN PRIMARY GRADES BASED ON INNOVATIVE PEDAGOGICAL TECHNOLOGIES

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**Abstract**

This article examines the organization of physical education classes in primary grades on the basis of innovative pedagogical technologies. Physical education in the early school years is not limited to the development of motor skills; it also contributes to the formation of health culture, discipline, cooperation, emotional stability, self-confidence, and positive motivation for an active lifestyle. In modern educational practice, traditional forms of physical training need to be enriched with interactive, game-based, differentiated, competency-based, and health-saving technologies that correspond to the age, physical readiness, interests, and psychological characteristics of primary school pupils. The article analyzes the pedagogical significance of innovative technologies in planning and conducting physical education lessons, with special attention to active games, movement-based tasks, group activities, digital visual materials, monitoring of physical progress, inclusive participation, and safety requirements. The study emphasizes that innovative pedagogical technologies make it possible to transform physical education classes into a more engaging, developmental, and learner-centered process. They help teachers organize lessons in which pupils do not merely repeat physical exercises mechanically,

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but understand the purpose of movement, develop coordination, follow rules, cooperate with classmates, and acquire elementary knowledge about health and physical culture. The article also discusses the role of the teacher as a designer of an active learning environment, where physical activity is combined with educational, social, and moral development.

**Keywords**: Primary education, physical education, innovative pedagogical technologies, active games, health-saving education, motor skills, learner-centered approach, physical culture.

## Introduction

# BOSHLANG‘ICH SINFLARDA JISMONIY TARBIYA MASHG‘ULOTLARINI INNOVATSION PEDAGOGIK TEXNOLOGIYALAR ASOSIDA TASHKIL ETISH

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**Annotatsiya**
Mazkur maqolada boshlang‘ich sinflarda jismoniy tarbiya darslarini innovatsion pedagogik texnologiyalar asosida tashkil etish masalasi yoritiladi. Boshlang‘ich ta’lim bosqichida jismoniy tarbiya faqat harakat ko‘nikmalarini rivojlantirish bilan cheklanmaydi, balki o‘quvchilarda sog‘lom turmush madaniyati, intizom, hamkorlik, emotsional barqarorlik, o‘ziga ishonch va faol hayot tarziga ijobiy

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munosabatni shakllantirishga xizmat qiladi. Zamonaviy ta'lim amaliyotida an'anaviy jismoniy mashg'ulot shakllarini o'quvchilarning yoshi, jismoniy tayyorgarligi, qiziqishlari va psixologik xususiyatlariga mos interfaol, o'yinli, differensial, kompetensiyaviy va sog'lomlashtiruvchi texnologiyalar bilan boyitish zarur. Maqolada jismoniy tarbiya darslarini rejalashtirish va o'tkazishda innovatsion texnologiyalarning pedagogik ahamiyati tahlil qilinadi. Bunda harakatli o'yinlar, harakatga asoslangan topshiriqlar, guruhli faoliyat, raqamli ko'rgazmali materiallar, jismoniy rivojlanishni kuzatish, inklyuziv ishtirok va xavfsizlik talablariga alohida e'tibor qaratiladi. Tadqiqotda innovatsion pedagogik texnologiyalar jismoniy tarbiya darslarini yanada qiziqarli, rivojlantiruvchi va o'quvchiga yo'naltirilgan jarayonga aylantirishi ta'kidlanadi.

**Kalit so'zlar:** boshlang'ich ta'lim, jismoniy tarbiya, innovatsion pedagogik texnologiyalar, harakatli o'yinlar, sog'lomlashtiruvchi ta'lim, harakat ko'nikmalari, o'quvchiga yo'naltirilgan yondashuv, jismoniy madaniyat.

## Introduction

The organization of physical education classes in primary grades occupies an important place in the general system of child development, because this stage forms the first stable habits related to movement, health, discipline, cooperation, and personal responsibility. In the early school years, pupils actively develop their motor coordination, spatial orientation, balance, speed, endurance, flexibility, and emotional control. At the same time, they learn to follow rules, communicate with peers, respect fair play, overcome small difficulties, and understand the value of physical activity for everyday life. Therefore, physical education lessons in primary grades should not be considered only as a set of exercises aimed at strengthening the body. They should be viewed as a pedagogical process that combines physical, intellectual, social, and moral development.

In modern education, the effectiveness of physical education depends largely on the teacher's ability to organize lessons in accordance with the needs and interests of children. Traditional methods, based mainly on command, repetition, and demonstration, remain important, but they are not always sufficient for

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maintaining pupils' motivation and ensuring their active participation. Primary school pupils need lessons that are dynamic, emotionally attractive, safe, understandable, and connected with play. For this reason, innovative pedagogical technologies are becoming increasingly relevant in the organization of physical education classes. These technologies help teachers make the lesson more interactive, differentiated, inclusive, and development-oriented.

Innovative pedagogical technologies in physical education include game-based learning, cooperative activities, differentiated tasks, health-saving methods, competence-based exercises, digital visual support, problem-based movement situations, and reflective assessment of pupils' progress. Their main purpose is to involve each child in meaningful motor activity and to create conditions in which physical exercises are performed consciously rather than mechanically. For example, active games can develop not only speed and agility, but also attention, decision-making, communication, and teamwork. Differentiated tasks allow pupils with different levels of physical readiness to participate successfully. Health-saving technologies help prevent overload, fatigue, injury, and emotional discomfort. Digital tools, when used reasonably, can support demonstration, motivation, and feedback.

In the context of primary education, innovation does not mean replacing physical activity with complex technical tools or overly formal methods. It means improving the pedagogical quality of the lesson, choosing appropriate teaching strategies, and creating a learning environment where every pupil feels involved and capable. A well-organized innovative physical education class should include a clear goal, age-appropriate exercises, emotional motivation, safety instructions, gradual increase of physical load, cooperation among pupils, and simple reflection at the end of the lesson. Such an approach supports the formation of physical culture as a stable personal quality.

The relevance of this topic is also connected with the growing importance of a healthy lifestyle among schoolchildren. Reduced physical activity, excessive use of digital devices, and insufficient movement in daily life increase the need for effective physical education at school. Primary grades are a sensitive period for developing positive attitudes toward sport, movement, and personal health. If physical education lessons are organized through innovative pedagogical

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technologies, they can become a strong foundation for pupils' lifelong interest in physical activity, health preservation, and responsible behavior.

## Methods

The methodological basis of organizing physical education classes in primary grades through innovative pedagogical technologies is connected with the purposeful selection of teaching methods, lesson forms, motor tasks, assessment tools, and safety measures that correspond to the age and developmental characteristics of pupils. In this article, the methodological approach is based on the idea that physical education should be organized as an active, learner-centered, health-oriented, and emotionally positive process. The main attention is given to the integration of traditional physical exercises with innovative pedagogical technologies that increase pupils' motivation, participation, cooperation, and understanding of the value of movement.

The research logic relies on pedagogical observation, comparative analysis of lesson organization, study of methodological literature, and generalization of practical approaches used in primary education. Pedagogical observation makes it possible to identify how pupils respond to different forms of physical activity, which types of tasks create greater interest, and what difficulties appear during the lesson. Comparative analysis helps distinguish between lessons organized only through traditional repetition and lessons enriched with game-based, differentiated, cooperative, and health-saving technologies. The generalization of practical experience allows the teacher to determine which innovative methods are most appropriate for primary school pupils.

In organizing physical education classes, the first methodological requirement is to define the educational, developmental, and health-related aims of the lesson. The educational aim may include the formation of elementary knowledge about movement, posture, breathing, safety, and rules of games. The developmental aim is related to the improvement of coordination, agility, flexibility, endurance, speed, balance, and spatial orientation. The health-related aim focuses on strengthening the body, preventing fatigue, developing correct physical habits, and creating a positive emotional attitude toward physical

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activity. When these aims are clearly connected, the lesson becomes more systematic and meaningful.

The second methodological direction is the use of game-based technologies. In primary grades, play is one of the most natural and effective forms of learning. Active games, relay races, role-based movement tasks, and competitive exercises increase pupils' emotional involvement and help them perform physical actions with greater interest. However, games should not be used only for entertainment. Each game must have a clear pedagogical purpose, such as developing speed, attention, coordination, teamwork, or discipline. The teacher should explain the rules briefly, demonstrate the movement, monitor safety, and ensure that all pupils participate.

The third direction is differentiated organization of tasks. Since pupils differ in physical readiness, health condition, confidence, and motor experience, the teacher should offer exercises with different levels of complexity. For example, during jumping, running, throwing, or balance exercises, pupils may be given easier and more complex variants of the same task. This approach prevents excessive pressure on weaker pupils and creates additional developmental opportunities for stronger pupils. Differentiation also supports inclusive participation and helps every child experience success.

The fourth methodological direction is cooperative learning. Pair work, small-group exercises, team tasks, and mutual assistance develop social skills together with physical qualities. Pupils learn to support each other, follow common rules, respect partners, and act responsibly. In this process, the teacher acts as an organizer and facilitator, not merely as a commander of exercises.

The fifth direction is the use of health-saving technologies. This includes gradual warm-up, correct breathing, safe movement space, appropriate physical load, rest intervals, prevention of injury, and emotional comfort. Innovative physical education should not lead to overload or fear of failure. It should help pupils understand that physical activity is a source of health, joy, confidence, and personal development.

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## Results

The analysis of organizing physical education classes in primary grades on the basis of innovative pedagogical technologies shows that such an approach significantly increases pupils' involvement, motivation, discipline, and interest in movement activities. When physical education lessons are conducted only through repetitive exercises and strict command-based instruction, some pupils participate passively, especially those who have lower physical readiness, weaker coordination, or insufficient confidence. However, when lessons include active games, differentiated tasks, cooperative exercises, movement challenges, and health-saving methods, pupils become more willing to participate and demonstrate more stable attention throughout the lesson.

One of the main results is the improvement of pupils' motor activity. Innovative technologies help transform ordinary exercises into meaningful and emotionally attractive tasks. For example, running exercises become more effective when they are organized as relay races, orientation games, or team challenges. Jumping, throwing, balance, and coordination exercises become more interesting when they are connected with game rules, visual signals, role situations, or small competitions. As a result, pupils perform movements with greater enthusiasm and repeat exercises more naturally, without perceiving them as monotonous physical load.

Another important result is the development of cooperation and communication among pupils. Physical education lessons organized through group activities and team-based games teach children to act together, follow rules, support classmates, and respect the success of others. In primary grades, such social experience is especially important because pupils are still learning to control emotions, accept defeat, share responsibility, and behave fairly in a group. Innovative pedagogical technologies create situations in which physical activity becomes a means of social education. Pupils learn not only to move correctly, but also to communicate, listen, wait for their turn, and help weaker classmates.

The use of differentiated tasks also produces positive pedagogical outcomes. In a traditional lesson, all pupils often perform the same exercise in the same form, although their physical abilities differ. This may cause insecurity in some pupils and reduce the developmental effect for others. Differentiated organization

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allows the teacher to adapt the level of difficulty without separating pupils from the common lesson process. Easier tasks give less prepared pupils the opportunity to participate successfully, while more complex tasks stimulate active pupils to improve their skills. This creates a psychologically comfortable learning environment and supports the principle of individual development.

The results also indicate that health-saving technologies contribute to safer and more effective physical education. Gradual warm-up, correct explanation of movement technique, control of physical load, short rest intervals, and attention to pupils' emotional state reduce the risk of fatigue and injury. Primary school pupils need careful pedagogical guidance because they may not always understand the limits of their physical capacity. Therefore, innovative lesson organization should include constant observation, flexible regulation of activity, and positive encouragement.

In addition, the use of visual and digital materials can improve pupils' understanding of exercises. Short demonstrations, pictures, simple movement schemes, and teacher-prepared visual instructions help pupils remember the sequence of actions and perform movements more accurately. However, these tools are effective only when they support real physical activity and do not replace movement itself. Overall, the results show that innovative pedagogical technologies make primary-grade physical education more active, inclusive, safe, emotionally positive, and educationally meaningful.

## Discussion

The organization of physical education classes in primary grades through innovative pedagogical technologies requires a clear understanding of the relationship between physical development and general pedagogical development. Physical education at this stage should not be reduced to the mechanical performance of exercises, because primary school pupils perceive movement through emotion, play, communication, curiosity, and personal experience. Therefore, the effectiveness of a lesson depends not only on the number of exercises performed, but also on how these exercises are pedagogically structured, how pupils are motivated, and how the teacher creates a safe and encouraging environment.

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Innovative pedagogical technologies make it possible to renew the content and form of physical education lessons without rejecting traditional methodological principles. Demonstration, explanation, repetition, discipline, and control remain necessary, but they should be combined with active participation, game-based situations, differentiated tasks, cooperation, and reflection. For example, when pupils learn running, jumping, throwing, or balance exercises, the teacher can organize the same content through different forms: individual practice, pair work, team relay, movement game, or small challenge. This variability helps maintain interest and allows pupils with different levels of readiness to participate successfully.

A particularly important issue is the correct use of game-based technologies. In primary grades, active games are one of the most effective ways to organize movement, because they correspond to children's psychological needs. Through games, pupils develop agility, speed, coordination, attention, and endurance. At the same time, games teach them to follow rules, control emotions, respect partners, and accept the result of collective activity. However, the pedagogical value of games depends on the teacher's ability to select them according to the lesson objective. If a game is chosen only for entertainment, its educational effect may be limited. If it is connected with a specific motor skill or social quality, it becomes a powerful developmental tool.

Differentiated and inclusive approaches are also essential in innovative physical education. Primary school pupils differ in height, weight, physical preparation, health condition, temperament, confidence, and previous movement experience. A uniform requirement for all pupils may create unnecessary pressure and reduce motivation. For this reason, innovative lesson organization should provide several variants of the same exercise. The teacher may change distance, speed, number of repetitions, complexity of movement, or form of participation. This does not weaken the lesson; on the contrary, it increases its pedagogical fairness and effectiveness.

Another important discussion point is the balance between innovation and safety. Physical education is directly connected with movement, load, speed, and bodily activity. Therefore, any innovative method must be assessed from the point of view of safety and health preservation. Active games, competitions, and

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group tasks should be organized in a way that prevents collisions, excessive fatigue, emotional stress, and injury. The teacher must explain rules clearly, monitor pupils' condition, regulate intensity, and create a positive atmosphere where every child feels protected.

Digital and visual technologies may also enrich physical education lessons, but their role should remain supportive. Short videos, movement diagrams, pictures, rhythm signals, or simple monitoring tools can help pupils understand exercises and observe their own progress. Nevertheless, the central element of the lesson must remain real physical activity. Thus, innovative technologies are most effective when they serve the main pedagogical aim: to develop pupils' physical culture, strengthen their health, increase their motivation, and form a conscious attitude toward active living.

## Conclusion

The organization of physical education classes in primary grades on the basis of innovative pedagogical technologies is one of the important conditions for improving the quality of modern primary education. At this stage, physical education performs not only a health-strengthening function, but also a broad pedagogical function connected with the formation of discipline, cooperation, confidence, emotional stability, responsibility, and a positive attitude toward an active lifestyle. Therefore, physical education lessons should be planned as an integrated educational process in which movement, play, communication, safety, and personal development are closely connected.

The analysis of the topic shows that innovative pedagogical technologies make physical education classes more meaningful, attractive, and effective for primary school pupils. Game-based learning, differentiated exercises, cooperative tasks, health-saving methods, movement challenges, visual support, and simple reflective activities help pupils participate more actively and consciously. Such technologies increase motivation because they correspond to the psychological and age-related characteristics of children. Primary school pupils learn best when they are emotionally involved, physically active, and able to understand the purpose of the task. For this reason, the use of active games, relay races, pair

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work, team exercises, and creative movement tasks creates a favorable environment for the development of both physical qualities and social behavior. Innovative organization of physical education classes also supports an individual approach to pupils. Children differ in their physical readiness, coordination, endurance, confidence, health condition, and previous movement experience. If all pupils are required to perform the same task in the same way, some may experience difficulty, fear, or loss of interest. Differentiated tasks allow each pupil to participate at a suitable level and gradually improve their abilities. This approach helps weaker pupils feel successful and encourages physically active pupils to develop further. As a result, the lesson becomes more inclusive, humane, and development-oriented.

Health-saving technologies are another essential component of innovative physical education. In primary grades, the teacher must carefully regulate physical load, ensure gradual warm-up, explain movement techniques, prevent injury, and observe pupils' emotional and physical condition. The aim of physical education is not to create excessive pressure, but to form stable healthy habits and a positive perception of movement. A safe and supportive lesson environment teaches children that physical activity is connected with joy, well-being, strength, cooperation, and self-improvement.

The teacher's role in this process is decisive. A modern physical education teacher should be able to combine traditional exercises with innovative methods, select age-appropriate games, adapt tasks to pupils' abilities, organize teamwork, and evaluate not only physical results but also effort, participation, discipline, and progress. In this sense, innovation is not limited to the use of technical tools. It is primarily reflected in the teacher's pedagogical thinking, creativity, flexibility, and ability to organize a lesson around the needs of the child.

Thus, physical education classes based on innovative pedagogical technologies contribute to the comprehensive development of primary school pupils. They strengthen health, improve motor skills, develop cooperation, increase interest in movement, and form the foundations of physical culture. When such lessons are systematically organized, they become an important factor in educating active, healthy, disciplined, and socially responsible pupils.

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