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PUBLISHING

Online Publishing Hub

# World Bulletin of Physical Education and Sports Science (WBPESS)

ISSN (E) : 3072-1768

Volume 2, Issue 3, March 2026



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<https://worldbulletin.org/index.php/2>

## THE EFFECTIVENESS OF VARIABLE PEDAGOGICAL APPROACHES IN DEVELOPING VALEOLOGICAL CULTURE AMONG STUDENTS IN GRADES 5–9

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### Abstract

This article examines the effectiveness of variable pedagogical approaches in developing valeological culture among students in grades 5–9. Valeological culture is interpreted as an integrated system of knowledge, values, attitudes, and practical skills related to health preservation, healthy lifestyle behavior, personal hygiene, physical activity, emotional self-regulation, and responsible decision-making. The study is grounded in the idea that middle school students differ in age-related development, learning needs, motivation, social environment, and health-related behavior patterns; therefore, a uniform instructional model cannot ensure stable educational outcomes. A variable pedagogical approach makes it possible to adapt content, methods, forms of instruction, and educational support to students' individual and group characteristics. The article analyzes the pedagogical potential of differentiated instruction, interactive learning, health-oriented educational tasks, cooperative activities, and reflexive practices in strengthening students' valeological awareness and behavior. The findings emphasize that a flexible and learner-centered educational environment improves students' engagement, promotes sustainable health values, and increases the practical effectiveness of valeological education in school settings.



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**Keywords:** Valeological culture, variable pedagogical approach, health education, middle school students, healthy lifestyle, learner-centered instruction, physical education, pedagogical effectiveness.

## Introduction

### **5–9-SINF O‘QUVCHILARIDA VALEOLOGIK MADANIYATNI RIVOJLANTIRISHDA VARIATIV PEDAGOGIK YONDASHUVLARNING SAMARADORLIGI**

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## Annotatsiya

Mazkur maqolada 5–9-sinf o‘quvchilarida valeologik madaniyatni rivojlantirishda variativ pedagogik yondashuvlarning samaradorligi tahlil qilinadi. Valeologik madaniyat o‘quvchilarning salomatlikni asrash, sog‘lom turmush tarziga rioya qilish, shaxsiy gigiyena, jismoniy faollik, emotsional o‘zini boshqarish va mas‘uliyatli xulq-atvor bilan bog‘liq bilim, qadriyat, munosabat hamda amaliy ko‘nikmalar tizimi sifatida talqin etiladi. Tadqiqotda o‘rta bo‘g‘in o‘quvchilarining yosh, psixologik, ijtimoiy va individual xususiyatlari bir xil pedagogik ta’sir doirasida to‘liq namoyon bo‘lmasligi asoslab beriladi. Shu sababli ta’lim mazmuni, metodlari, shakllari va pedagogik qo‘llab-quvvatlash vositalarini o‘quvchilarning ehtiyoj hamda imkoniyatlariga moslashtirish muhim omil sifatida ko‘riladi. Maqolada differensial ta’lim, interfaol metodlar, sog‘lomlashtiruvchi topshiriqlar, hamkorlikdagi faoliyat va refleksiv yondashuvlarning valeologik madaniyatni shakllantirishdagi imkoniyatlari yoritiladi. Natijada variativ yondashuv o‘quvchilarning faolligini oshirishi, sog‘lom hayot qadriyatlarini mustahkamlashi va valeologik tarbiya samaradorligini kuchaytirishi ko‘rsatib beriladi.



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**Kalit so‘zlar:** valeologik madaniyat, variativ yondashuv, sog‘lom turmush tarzi, salomatlik ta’limi, o‘rta sinf o‘quvchilari, shaxsga yo‘naltirilgan ta’lim, jismoniy tarbiya, pedagogik samaradorlik.

## Introduction

In contemporary education, the protection and promotion of student health has become one of the most important pedagogical priorities. Rapid social change, digital lifestyles, reduced physical activity, irregular daily routines, emotional overload, and the growing influence of mass media have created new risks for the physical, psychological, and social well-being of schoolchildren. In this context, the concept of valeological culture acquires particular significance, especially for students in grades 5–9, whose age corresponds to a sensitive stage of personal development. During this period, learners experience intensive physiological growth, emotional instability, changing social roles, and the gradual formation of value orientations. As a result, the school is expected not only to transmit academic knowledge but also to shape students’ responsible attitudes toward health, self-care, and healthy life practices.

Valeological culture may be understood as a complex personal formation that includes knowledge about health preservation, awareness of hygienic and preventive norms, motivation for a healthy lifestyle, practical habits of self-care, and the ability to make informed choices in everyday life. It is not limited to a narrow medical understanding of health but integrates physical, mental, emotional, moral, and social dimensions of human development. In pedagogical terms, valeological culture functions as a bridge between educational influence and life behavior. It enables students to translate theoretical understanding into sustainable everyday practices such as proper nutrition, regular movement, emotional self-regulation, constructive communication, and resistance to harmful habits.

The relevance of this topic is reinforced by the fact that students in grades 5–9 form a highly heterogeneous group. Their educational needs, health awareness, family backgrounds, motivational levels, and behavioral patterns differ substantially. Some students actively engage in sports and health-related



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activities, while others demonstrate passivity, weak self-discipline, or limited understanding of preventive health behavior. Under such conditions, standardized pedagogical models often fail to produce stable and meaningful outcomes. A uniform instructional strategy may overlook individual differences, reduce student engagement, and limit the practical effectiveness of health-oriented education. Therefore, the use of variable pedagogical approaches becomes not only methodologically justified but pedagogically necessary.

A variable pedagogical approach is based on flexibility in educational content, methods, forms of interaction, and assessment strategies. It allows the teacher to adapt instruction to the age, interests, abilities, learning pace, and psychosocial characteristics of students. In the development of valeological culture, such an approach may include differentiated tasks, interactive discussions, role-playing, practical health-oriented assignments, peer collaboration, reflective exercises, and integration of physical education with broader health education themes. The central idea is to create a learning environment where each student can perceive health not as an abstract requirement, but as a personal value and practical life resource.

For pedagogical universities and specialists in physical education, this issue is especially significant because future teachers must be prepared to organize health-oriented educational processes in a scientifically grounded and methodologically flexible way. The development of valeological culture cannot be reduced to occasional recommendations or isolated lessons. It requires a systematic pedagogical design that connects school curriculum, extracurricular activities, teacher modeling, and student participation. In this regard, studying the effectiveness of variable pedagogical approaches offers both theoretical and applied value. It helps clarify how educational variability contributes to sustainable health-related competencies and how schools can build more responsive and student-centered models of valeological education for middle school learners.



## Methods

This study was designed on the basis of a mixed pedagogical research model combining theoretical analysis, diagnostic observation, formative intervention, and comparative evaluation. The methodological foundation of the study relied on learner-centered pedagogy, health-preserving education, age-sensitive instruction, and the principle of variability in the organization of the educational process. The research focused on students in grades 5–9 because this stage is characterized by substantial physical, emotional, and social changes that directly influence the formation of health-related values and behavior. The central methodological assumption was that valeological culture develops more effectively when educational content and teaching strategies are adapted to students' developmental characteristics, motivational differences, and individual learning needs.

The study involved middle school students from general secondary education settings and was structured in three successive stages: diagnostic, formative, and evaluative. At the diagnostic stage, the initial level of students' valeological culture was identified through a combination of pedagogical observation, short questionnaires, structured interviews, and analysis of student behavior in classroom and extracurricular settings. Special attention was given to several core indicators: knowledge about health and hygiene, attitudes toward healthy living, participation in physical and preventive activities, emotional self-regulation, and readiness to follow health-preserving norms in everyday life. These indicators made it possible to classify student responses according to differing levels of awareness, motivation, and practical engagement.

At the formative stage, a variable pedagogical model was introduced. This model included differentiated learning tasks, interactive discussions, problem-based situations, team activities, reflective exercises, and practical valeological assignments adapted to students' age and personal characteristics. The variability of instruction was expressed in several dimensions. First, content variability allowed the teacher to select themes relevant to students' actual needs, such as daily routine, nutrition, physical activity, digital hygiene, emotional well-being, and prevention of harmful habits. Second, methodological



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variability ensured the use of diverse forms of learning, including mini-lectures, case analysis, role-play, peer interaction, movement-based exercises, and creative projects. Third, organizational variability made it possible to alternate individual, pair, group, and whole-class work depending on the pedagogical objective and classroom dynamics. Fourth, evaluative variability involved self-assessment, teacher feedback, peer reflection, and observation of behavioral change rather than exclusive reliance on formal testing.

The instructional process was integrated into physical education classes, classroom educational hours, and selected extracurricular activities. This interdisciplinary integration was important because valeological culture cannot be formed through isolated theoretical information alone. Students were encouraged to connect knowledge with personal action, to reflect on their habits, and to participate actively in designing healthy behavior strategies. Teachers performed not only an instructional but also a facilitative role by supporting student initiative, encouraging dialogue, and modeling health-conscious behavior.

At the evaluative stage, the effectiveness of the variable pedagogical approach was determined through repeated diagnostics and comparison of initial and final results. Changes were assessed according to cognitive, motivational, behavioral, and reflective criteria. Qualitative interpretation of student participation, improvement in health-related awareness, and greater consistency in healthy practices served as central evaluative markers. The research methods also included comparative analysis, synthesis of pedagogical findings, and interpretation of observed dynamics. Altogether, the methodology made it possible to examine not merely the transmission of valeological knowledge, but the broader pedagogical process through which students gradually internalized health as a personal and social value.

## Results

The implementation of variable pedagogical approaches in the educational process demonstrated a clear positive influence on the development of valeological culture among students in grades 5–9. The results obtained during



the formative stage showed that flexible organization of learning activities contributed not only to the expansion of students' health-related knowledge, but also to changes in motivation, behavior, and personal attitudes toward a healthy lifestyle. At the beginning of the study, a considerable proportion of students showed fragmentary understanding of health-preserving practices. Their responses were often limited to general ideas about hygiene, nutrition, and exercise, while practical awareness of emotional health, daily self-regulation, digital safety, and preventive behavior remained insufficiently developed. In addition, many students perceived health-related recommendations as formal school requirements rather than as personally meaningful life guidelines.

After the introduction of the variable pedagogical model, noticeable shifts were observed in several dimensions. First, the cognitive component of valeological culture improved. Students began to demonstrate a more systematic understanding of health as a multidimensional concept that includes physical, psychological, emotional, and social well-being. Their answers became more precise and differentiated, showing better comprehension of the relationship between lifestyle habits and long-term health outcomes. Thematic discussions, problem-solving tasks, and integrated educational activities helped students move from reproductive memorization toward conscious understanding and practical interpretation of valeological content.

Second, the motivational sphere showed substantial enhancement. The use of differentiated and interactive tasks increased student interest in topics related to health, self-care, and safe behavior. Learners who had previously remained passive became more involved in classroom dialogue, group work, and practical assignments. This suggests that variability in teaching methods created more favorable conditions for internal motivation. Students responded especially positively to collaborative forms of learning, real-life health situations, creative mini-projects, and reflective exercises, because these methods allowed them to connect educational content with their own daily experiences. As a result, health-preserving behavior was increasingly perceived as a personally relevant value rather than an externally imposed norm.



Third, behavioral indicators also improved. Teachers' observations and repeated diagnostic procedures revealed that students became more consistent in applying basic health-related habits in educational and extracurricular contexts. Positive changes were noted in daily routine awareness, participation in physical activity, observance of hygiene norms, and more responsible attitudes toward rest, movement, and emotional self-control. Although the depth of behavioral change varied among students, the general trend indicated that the variable pedagogical approach supported a transition from verbal awareness to partial behavioral internalization. This was especially visible among students who had initially demonstrated moderate or unstable engagement with health-oriented activities. Another significant result concerned the reflective component of valeological culture. By the end of the intervention, students became more capable of evaluating their own habits, identifying personal risk factors, and discussing ways to improve their lifestyle. Reflective tasks, self-assessment activities, and peer dialogue promoted greater self-awareness and responsibility. Students increasingly recognized that health is not only a biological condition but also an outcome of conscious everyday choices.

Overall, the results confirmed that variable pedagogical approaches create a more adaptive and effective educational environment for the formation of valeological culture in middle school students. The observed dynamics indicate that flexibility in content, methods, organization, and feedback strengthens pedagogical influence and improves the practical outcomes of health-oriented education.

## Discussion

The findings of the study confirm that the development of valeological culture among students in grades 5–9 becomes more effective when the educational process is organized on the basis of pedagogical variability. This result is significant because it demonstrates that health-oriented education cannot be reduced to the mechanical transfer of information about hygiene, nutrition, or physical activity. Valeological culture is a multidimensional personal formation, and its development requires the simultaneous influence of cognitive,



motivational, behavioral, and reflective factors. For this reason, a variable pedagogical approach appears to be more productive than a uniform instructional model, particularly in middle school, where students differ substantially in developmental pace, social experience, emotional stability, and personal interests.

The positive changes observed during the study suggest that variability acts not merely as a methodological principle, but as a condition for meaningful pedagogical interaction. When students are offered diverse learning formats, they gain more opportunities to engage with health-related content in ways that correspond to their individual needs and capacities. This is especially important in the context of valeological education, where the aim is not only awareness, but also the internalization of healthy values and the adoption of responsible everyday practices. A rigid and standardized approach may transmit formal knowledge, yet it often fails to transform personal behavior. By contrast, variability allows the teacher to move from instruction to facilitation, from prescription to dialogue, and from general recommendation to individualized educational support.

The study also indicates that the formation of valeological culture is closely related to the broader pedagogical climate of the school. Students responded more actively when the learning environment was based on cooperation, trust, practical relevance, and emotional support. This means that pedagogical effectiveness depends not solely on the content of lessons, but also on the quality of communication, the forms of participation, and the extent to which students are treated as active subjects of the educational process. In this regard, valeological culture should be understood not as a separate thematic block, but as an integral component of the general educational environment. Its development is strengthened when health-preserving values are embedded in physical education, classroom interaction, extracurricular activity, and teacher behavior.

An important aspect of the discussion concerns the age specificity of students in grades 5–9. At this stage, learners are especially sensitive to social influence, peer opinion, emotional fluctuation, and identity formation. Therefore, their



health-related attitudes are unstable and easily shaped by external models. The use of variable pedagogical approaches becomes particularly relevant in this age group because it enables teachers to account for these transitional characteristics. Through differentiated tasks, reflective dialogue, collaborative problem-solving, and practical health situations, students are guided toward conscious self-regulation rather than passive obedience. This shift is pedagogically valuable because it supports the long-term sustainability of health-preserving behavior. The study further suggests that future teachers, especially in the field of physical education, should be trained to design flexible and student-centered pedagogical instruction. Professional preparation must include not only subject knowledge, but also competence in diagnostic analysis, differentiation, interactive methodology, and reflective support. Without such preparation, the principle of variability may remain theoretical and fail to influence real educational practice. Thus, the results of this research have implications both for school pedagogy and for teacher education.

In general, the discussion confirms that the effectiveness of developing pedagogical culture depends on the degree to which pedagogy recognizes student diversity and transforms it into an educational resource. Variable pedagogical approaches create more inclusive, responsive, and practically meaningful conditions for health education. They strengthen students' personal involvement, deepen value-based understanding of health, and increase the likelihood that school learning will be reflected in everyday life behavior.

## Conclusion

The study demonstrates that variable pedagogical approaches play a substantial role in developing pedagogical culture among students in grades 5–9. The relevance of this conclusion lies in the fact that modern school education increasingly faces the task of preparing not only academically competent but also health-conscious, socially responsible, and self-regulating learners. In middle school age, when students experience important physiological, emotional, and social changes, pedagogical influence on health-related values becomes especially significant. Under such conditions, pedagogical culture



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should be regarded as an essential educational outcome that integrates knowledge, motivation, practical skills, and reflective self-awareness related to the preservation and strengthening of health.

The research confirmed that a variable pedagogical approach provides more effective conditions for this process than uniform or rigid forms of instruction. Its effectiveness is explained by its adaptability to the real diversity of students. Learners in grades 5–9 differ in their pace of development, health awareness, family support, interests, emotional responsiveness, and readiness to accept pedagogical guidance. Therefore, educational work aimed at forming healthy lifestyle values requires flexibility in content selection, teaching methods, classroom organization, and assessment tools. When such flexibility is ensured, students become more actively involved in the learning process, better understand the meaning of health-preserving behavior, and show greater readiness to apply valeological knowledge in everyday life.

The findings also show that the development of valeological culture cannot be limited to theoretical explanation. Health-related education becomes effective only when students are engaged in meaningful activity, reflective thinking, practical exercises, and socially interactive learning situations. Differentiated tasks, problem-based discussions, collaborative assignments, self-assessment, and health-oriented projects create a pedagogical environment in which students not only receive information, but also gradually internalize healthy values. This internalization is a decisive condition for transforming external recommendations into personal behavioral norms. Thus, variability contributes not simply to instructional diversity, but to the deeper personalization of educational influence.

Another important conclusion is that valeological culture develops most successfully when it is embedded in the broader educational environment of the school. Physical education lessons, classroom activities, extracurricular initiatives, teacher-student interaction, and the general atmosphere of pedagogical support all influence students' attitudes toward health. In this sense, the formation of valeological culture requires a systemic approach. It should be integrated into the educational process as a continuous line of pedagogical work



rather than treated as an occasional topic. The role of the teacher is especially important here, because the teacher acts not only as a transmitter of knowledge but also as an organizer of health-oriented experience, a facilitator of reflection, and a model of responsible behavior.

The practical significance of the study lies in its contribution to the improvement of school pedagogy and teacher preparation. The results suggest that future physical education and pedagogical specialists should be trained to use variable approaches consciously and methodically. Their professional competence must include the ability to diagnose student needs, differentiate instruction, organize interactive educational situations, and support the formation of stable health-related values. Such preparation is necessary for the successful implementation of health-preserving education in contemporary schools.

In summary, the effectiveness of variable pedagogical approaches in developing valeological culture among students in grades 5–9 is confirmed both theoretically and pedagogically. These approaches create conditions for more active participation, stronger motivation, deeper understanding, and more sustainable health-oriented behavior. As a result, they represent an important pedagogical resource for strengthening the humanistic and health-preserving potential of general secondary education.

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