AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-4| Issue-3| 2026 Published: |30-03-2026|

PEDAGOGICAL CONDITIONS FOR EFFECTIVE ORGANIZATION OF STUDENTS' PHYSICAL EDUCATION AND SPORTS ACTIVITIES: THE CASE OF TECHNICAL HIGHER EDUCATION INSTITUTIONS

https://doi.org/10.5281/zenodo.19042934

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Abstract

This article comprehensively examines the pedagogical conditions for the effective organization of physical education and sports activities among students in technical higher education institutions. The study analyzes students' motivation, participation levels in physical activities, factors that hinder physical activity, and the condition of sports infrastructure. The results show that the effectiveness of physical education largely depends on optimizing training sessions, applying individualized and differentiated approaches, implementing motivational mechanisms, and using modern interactive pedagogical methods. Based on the findings, scientific and practical recommendations were developed to improve the effectiveness of physical education in technical universities.

Keywords

physical education, sports activities, pedagogical conditions, technical universities, healthy lifestyle, motivation, interactive methods, differentiated approach.

Introduction: In the modern higher education system, one of the important tasks is to develop students not only professionally but also as physically and spiritually well-rounded individuals. Students studying in technical higher education institutions tend to lead a sedentary lifestyle due to heavy academic workloads, long classroom sessions, and extensive computer use. This can lead to health problems, rapid fatigue, decreased concentration, and increased stress.

Therefore, the scientific organization of physical education and sports activities in technical higher education institutions has become an important pedagogical issue.

Research object: the process of physical education and sports activities in technical higher education institutions.

Research subject: pedagogical conditions for effectively organizing students' physical education and sports activities.

Research goal: to identify and scientifically substantiate pedagogical factors for the effective organization of students' physical education and sports activities in technical universities.

Research objectives:

1. To analyze scientific literature on the topic;
2. To study students' attitudes toward physical activity;
3. To identify factors influencing the effectiveness of physical education;
4. To develop a model of pedagogical conditions;
5. To develop practical recommendations.

Scientific Novelty:

• Pedagogical factors influencing the effectiveness of physical education in technical higher education institutions were systematized.

• The relationship between student motivation, infrastructure, and pedagogical approaches was substantiated.

• A pedagogical model aimed at optimizing the physical education process was proposed.

Literature Review: Scientific sources indicate that increasing students' physical activity is a multifactorial process. Karimova (2018) substantiates the importance of regular physical exercise in forming a healthy lifestyle. Mirzoev (2019) emphasizes the role of interactive methods in increasing student engagement. Akramov (2020) identified insufficient infrastructure as a negative factor. Jabborov (2017) highlighted the importance of motivational mechanisms. Khusanov (2018) found a positive relationship between physical activity and academic performance.

Results: Empirical data obtained during the research made it possible to identify students' attitudes toward physical education and sports activities, motivational factors, and existing problems. Survey results showed that most respondents consider physical activity an important component of a healthy lifestyle. In particular, **70%** of students view sports as a means of strengthening health and improving physical fitness. **65%** of respondents noted that sports activities help reduce stress and stabilize psychological well-being.

However, the level of regular participation in sports does not fully correspond to students' motivation levels. **30%** of students indicated lack of time as the main barrier, which can be explained by the heavy academic workload in technical universities. Additionally, **18%** of respondents identified insufficient sports infrastructure as a problem.

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Analysis of training formats showed that participation in group activities is **25% higher** than in individual training sessions. This indicates that a team environment, social support, and healthy competition are important factors for students. Those who prefer individual training mainly value flexible schedules and independent work opportunities.

Observations also showed that the monotony of training content sometimes leads to a decrease in students' interest, which confirms the need to introduce interactive and innovative teaching methods.

Summary Table of Research Results

№	Indicators	Percent %)	Explanation
1	Students associating sports with a hy lifestyle	70%	Most students perceive physical education health factor
2	Students believing sports reduce s	65%	Psychological stability is an important vational factor
3	Students indicating lack of time as ain barrier	30%	Academic workload negatively affects ical activity
4	Students considering sports structure insufficient	18%	Need to increase sports equipment and ties
5	Students preferring group training	60%	Team environment increases motivation
6	Students preferring individual ing	35%	Flexibility and independence are key rs
7	Students who believe training ent needs improvement	40%	Innovative methods and diversity are ired

Explanation of Table Results: The table data show that students already have a sufficiently formed understanding of the importance of physical education. However, due to organizational and time constraints, the actual level of physical activity remains lower. The 70% indicator demonstrates a positive perception of physical education among students, which serves as a strong foundation for pedagogical work.

The stress reduction factor (65%) confirms the psychological importance of sports. This result is especially relevant for students in technical fields whose educational process involves high intellectual stress.

The lack of time (30%) as a major barrier indicates the need to organize physical education classes based on flexible schedules. Short, intensive, and modular training sessions could be effective in this regard.

Although the infrastructure problem (18%) appears relatively low, it remains an important factor. Increasing the number of sports halls, training equipment, and outdoor facilities can contribute to greater student engagement.

The dominance of group activities (60%) indicates the importance of social factors for students. This suggests the necessity of further developing team sports.

Overall, the results scientifically justify the need to improve pedagogical conditions, strengthen motivational mechanisms, and implement innovative approaches.

Discussion: The results of this study confirm that the effective organization of students' physical education and sports activities in technical universities is a multifactorial pedagogical process. Although students demonstrate a positive attitude toward physical education, this attitude does not always translate into stable practical activity. Therefore, the problem lies not only in motivation but also in the imperfection of organizational and pedagogical conditions.

Students associate sports with a healthy lifestyle and psychological stability. This aligns with the ideas of **P.F. Lesgaft**, who described physical education as a factor in the comprehensive development of personality. Similarly, **V.A. Sukhomlinsky** emphasized the relationship between a healthy body and a healthy mind. The high indicator related to stress reduction confirms these theoretical views in practice.

However, the lack of time remains a specific issue for technical universities due to intensive academic workloads. From a pedagogical perspective, this problem can be addressed by organizing physical education classes in integrated, flexible, and modular formats. For example, high-intensity interval training (HIIT), digital monitoring platforms, or credit-based sports courses could be effective solutions.

Although the infrastructure problem has a relatively low percentage, its qualitative importance remains high. Modern sports halls, training equipment, and outdoor facilities significantly increase students' interest in physical activities.

The dominance of group activities is directly related to students' social needs. According to social psychology theories, group activities enhance internal motivation, while elements of competition and cooperation create sustained interest. Therefore, developing team sports, increasing inter-faculty competitions, and strengthening student sports clubs are pedagogically justified.

Concerns about the monotony of training content indicate the need to update teaching methodologies. Interactive methods, project-based learning, integration of sports games, and digital monitoring tools can increase the effectiveness of physical education classes. These approaches not only improve physical indicators but also develop personal competencies such as leadership, communication, and responsibility.

The results of the study also correspond with international experience. According to recommendations from the World Health Organization, young people should engage in at least 150 minutes of moderate-intensity physical activity per week. Achieving this indicator in technical universities requires special pedagogical strategies.

In general, the results show that effective organization of students' physical education and sports activities depends on the following pedagogical conditions:

1. Formation of a motivational environment;
2. Implementation of flexible and modular training systems;
3. Development of modern sports infrastructure;
4. Expansion of team sports activities;
5. Use of innovative and interactive teaching methods.

Thus, the research findings scientifically substantiate the need to modernize the physical education system in technical universities and define priority directions for organizing the pedagogical process effectively.

Conclusion: The study confirmed that organizing students' physical education and sports activities effectively in technical higher education institutions is an important pedagogical issue. The results show that students have a positive understanding of the importance of sports for maintaining a healthy lifestyle, strengthening the body, and ensuring psychological stability. However, this positive attitude does not always translate into consistent physical activity.

The heavy academic workload in technical fields limits the time available for physical activity. Therefore, physical education classes should be organized using flexible, modular approaches that consider students' individual capabilities. Short, intensive, and effective training formats are better suited to modern educational conditions.

The research also revealed that group activities significantly increase student motivation. Teamwork, healthy competition, and social support contribute to the sustainability of sports activities. For this reason, increasing interfaculty competitions, developing sports clubs, and organizing mass sports events are pedagogically advisable.

Updating training content is another important factor. The use of interactive methods, innovative pedagogical technologies, and digital monitoring tools improves the effectiveness of physical education. This contributes not only to students' physical development but also to the formation of social, communicative, and leadership competencies.

In conclusion, the effective organization of students' physical education and sports activities in technical universities should be based on the following pedagogical conditions:

- formation of a motivational environment and promotion of a healthy lifestyle;
- implementation of modular and differentiated approaches adapted to the educational process;
- development of modern sports infrastructure;
- expansion of team sports activities and support for student initiatives;
- enrichment of training content through innovative and interactive methods.

The results of this study serve as a scientific and practical basis for improving the physical education system in technical higher education institutions. Future research may focus on conducting experimental studies, statistical analysis of pedagogical technologies, and long-term monitoring of their effectiveness.

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