

THE ROLE OF ATHLETICS TRAINING IN FORMING A HEALTHY LIFESTYLE AMONG STUDENTS

<https://doi.org/10.5281/zenodo.19043046>

Berdanov Azamat Oltinbekovich

Jizzax politexnika instituti "Jismoniy tarbiya" kafedراسي dotsent

Abstract

This article analyzes the pedagogical and social significance of athletics training in shaping a healthy lifestyle among students from both scientific-theoretical and practical perspectives. Athletics not only develops physical qualities such as endurance, speed, strength, and agility, but also serves as an effective means of strengthening healthy life skills among young people. The study examines the impact of systematically organized athletics classes in higher education institutions on students' physical fitness, motivation, and healthy lifestyle indicators based on empirical data. The results indicate that systematically and methodologically well-organized training enhances resistance to harmful habits, increases social activity, and improves psychological stability among students.

Keywords

Athletics, healthy lifestyle, student youth, physical activity, sports pedagogy, endurance, motivation, health culture.

Relevance of the Study: In the context of globalization, the widespread prevalence of hypodynamia, unhealthy nutrition, stress, and harmful habits among young people has become an urgent issue. According to the World Health Organization, insufficient physical activity among youth is one of the leading risk factors for cardiovascular diseases and metabolic disorders.

Athletics is a mass, accessible, and economically efficient sport that includes running, jumping, and throwing exercises. It forms the foundation of the physical education system and is considered an effective tool for promoting a healthy lifestyle. Therefore, developing and implementing scientifically grounded methodologies for athletics training in shaping students' healthy lifestyles represents a pressing scientific problem.

Literature Review: Scientific sources widely highlight the role of athletics in strengthening health. In global recommendations developed by the World Health

Organization, at least 150–300 minutes of moderate-intensity physical activity per week is recommended.

Research findings, including recommendations by the American College of Sports Medicine, demonstrate that regular aerobic exercise improves cardiovascular function, normalizes blood pressure, and enhances psychological well-being. Studies conducted in European and Asian countries have shown that athletics training not only develops endurance, speed, and strength in students but also fosters a positive attitude toward a healthy lifestyle.

However, while the physiological effects of athletics have been extensively studied, the mechanisms for comprehensively shaping a healthy lifestyle among students remain insufficiently systematized.

Research Methodology:

The study was conducted among first- and second-year students (n = 60). Participants were divided into experimental and control groups.

Methods:

- Pedagogical observation
- Anthropometric measurements
- Functional tests (Ruffier Index, heart rate)
- Questionnaire surveys and motivational tests
- Mathematical-statistical analysis

A 12-week athletics training program was developed for the experimental group. The program included three 60-minute sessions per week.

Results: Table 1. Dynamics of Physical and Functional Indicators (M±m)

Indicators	Experimental Group (Initial)	Experimental Group (Final)	Change (%)	Control Group (Initial)	Control Group (Final)	Change (%)
1000 m run (min)	4.32 ± 0.21	3.45 ± 0.18	↑ 20.1%	4.29 ± 0.19	4.18 ± 0.20	↑ 2.5%
Ruffier Index	11.8 ± 0.7	8.9 ± 0.6	↓ 24.6%	11.6 ± 0.8	11.1 ± 0.7	↓ 4.3%
Body Mass Index (BMI)	24.6 ± 0.9	23.4 ± 0.8	↓ 4.8%	24.4 ± 0.8	24.2 ± 0.9	↓ 0.8%
Heart Rate Recovery (sec)	180 ± 12	145 ± 10	↓ 19.4%	178 ± 11	170 ± 12	↓ 4.5%
Healthy Lifestyle Motivation (points)	56.3 ± 3.4	70.5 ± 3.1	↑ 25.2%	55.8 ± 3.6	58.2 ± 3.5	↑ 4.3%

Note: ↑ - improvement; ↓ - physiological normalization.

Statistical analysis (p < 0.05) confirmed the reliability of improvements observed in the experimental group.

Discussion: The obtained results are consistent with international scientific evidence confirming the multifaceted positive impact of athletics training on students' health. Regular aerobic loads improve cardiovascular and respiratory functional capacity, increase oxygen consumption, and activate metabolic processes. These findings align with the recommendations of the World Health Organization and scientific conclusions of the American College of Sports Medicine.

Improved endurance indicators reflect strengthened adaptive mechanisms of the organism. Aerobic exercise enhances myocardial contractility, improves capillary density, and increases mitochondrial activity, leading to more efficient energy utilization. This contributes to higher academic performance and sustained attention among students.

In addition, athletics training has significant psychological benefits. Regular running and movement-based exercises reduce cortisol levels and stimulate endorphin production, ensuring emotional stability and preventing anxiety and depressive states. Group training enhances social integration, cooperation, responsibility, and leadership skills. Healthy competition fosters self-improvement motivation.

A healthy lifestyle is a complex phenomenon encompassing physical activity, balanced nutrition, daily routine adherence, avoidance of harmful habits, and psychological hygiene. Athletics training serves as a pedagogical platform for developing these competencies. Integrating theoretical instruction (nutrition, self-monitoring, daily regimen) into training programs increases effectiveness.

Limitations include the short duration (12 weeks) and limited sample size. Future longitudinal studies (6–12 months) considering gender and individual characteristics are recommended.

Conclusion: The study confirms that systematically and scientifically organized athletics training is an effective pedagogical mechanism for forming a healthy lifestyle among students. The 12-week program led to significant positive changes in physical, functional, and motivational indicators.

Athletics training significantly improved aerobic endurance, enhanced cardiovascular and respiratory function, normalized metabolic indicators, and strengthened motivation toward a healthy lifestyle. It also fostered social adaptation, cooperation, discipline, and leadership skills.

Practically, higher education institutions should:

- Plan training sessions considering individual physical capabilities;
- Gradually increase aerobic loads;
- Integrate theoretical knowledge (nutrition, daily routine, self-monitoring);

- Implement monitoring and diagnostic systems;
- Apply motivational and encouraging pedagogical methods.

Overall, athletics training has been scientifically substantiated as a highly effective means of strengthening student health, improving physical preparedness, and forming sustainable healthy lifestyle competencies. The findings may serve as a methodological basis for modernizing physical education in higher education institutions and promoting a healthy generation.

REFERENCES:

1. World Health Organization. (2020). *WHO Guidelines on Physical Activity and Sedentary Behaviour*. Geneva: WHO Press.
2. American College of Sports Medicine. (2022). *ACSM's Guidelines for Exercise Testing and Prescription* (11th ed.). Philadelphia: Wolters Kluwer.
3. International Association of Athletics Federations. (2019). *Coaching Education and Certification System Manual*. Monaco.
4. World Athletics. (2021). *Athletics for Health and Performance Development Framework*.
5. Bouchard, C., & Blair, S. N. (2016). Physical activity and health: Introduction to the dose-response relationship. *Medicine & Science in Sports & Exercise*, 48(6), 123–130.
6. Warburton, D. E. R., & Bredin, S. S. D. (2017). Health benefits of physical activity: A systematic review of current systematic reviews. *Current Opinion in Cardiology*, 32(5), 541–556.
7. Ministry of Sports of the Republic of Uzbekistan. (2022). *Concept for the Development of Physical Education and Sports in Higher Education Institutions*. Tashkent.
8. Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. (2023). *Methodological Recommendations for Strengthening Student Health*. Tashkent.
9. Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2019). *Physiology of Sport and Exercise* (7th ed.). Champaign, IL: Human Kinetics.
10. United Nations Educational, Scientific and Cultural Organization. (2015). *Quality Physical Education (QPE): Guidelines for Policy-Makers*. Paris: UNESCO Publishing.