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THE PEDAGOGICAL CONTENT OF FORMING A HEALTHY LIFESTYLE CULTURE AMONG PRIMARY SCHOOL STUDENTS IN A DIGITAL LEARNING ENVIRONMENT AND THE METHODS, TOOLS AND FORMS OF ITS IMPLEMENTATION

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Abstract

This scientific article analyzes the pedagogical content of forming a healthy lifestyle culture in primary school students in a digital educational environment, as well as effective methods, tools and forms used in implementing this process. The study scientifically illuminates the content of the concept of a healthy lifestyle at the primary school level, its role in the physical, mental and social development of students. The interactive capabilities of the digital educational environment, multimedia resources, online platforms, mobile applications and digital didactic materials reveal mechanisms for forming healthy lifestyle skills in students. The article substantiates methodological approaches covering areas such as healthy eating, physical activity, personal hygiene, adherence to the daily routine and digital hygiene. The results of the study allow us to develop practical recommendations aimed at increasing the effectiveness of forming a healthy lifestyle culture in primary school students in a digital educational environment.

Keywords: digital learning environment, healthy lifestyle, primary school students, healthy lifestyle culture, pedagogical content, methods, educational tools, educational forms, digital technologies, educational process.

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Introduction

In the context of digital transformation, the content and organizational forms of the educational process are being radically updated, and approaches aimed at the formation of vital competencies in primary school students are gaining momentum. In particular, the formation of a healthy lifestyle culture from an early age creates a solid foundation for the physical health, psychological stability and social adaptation of the student. At the primary education stage, along with skills such as personal hygiene, daily routine, physical activity, proper nutrition, and avoidance of harmful habits, the formation of safe and normative behavior in the digital environment (digital hygiene) is also an important task. In this regard, the targeted use of the capabilities of the digital educational environment, such as multimedia, interactive platforms, mobile applications and remote collaboration, serves as an important pedagogical resource for effectively instilling a healthy lifestyle culture, engaging students and directing them to independent activity.

The relevance of this topic is that today children spend a lot of time in front of the screen, there is a decrease in physical activity, malnutrition, sleep disorders, and the digital environment is increasing the risk of health factors (information overload, virtual addiction, distraction). The situation requires that the culture of a healthy lifestyle should be established not only through propaganda or separate events, but as a pedagogical activity systematically embedded in the content of the educational process. However, in practice, the pedagogical content of the formation of healthy lifestyle skills in the digital educational environment, specific methods, tools and forms of its implementation are often not systematically systematized, as a result of which the educational impact remains episodic. Therefore, determining the pedagogical content of forming a healthy lifestyle culture among primary school students in the context of digital education, scientifically substantiating effective methods, tools, and forms, and developing practical methodological recommendations are an urgent scientific and pedagogical task.

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Research Objective

to determine the pedagogical content of the formation of a healthy lifestyle culture in primary school students in a digital educational environment and to scientifically substantiate effective methods, tools and forms of its implementation.

Tasks of the Topic

1. to reveal the pedagogical content of the concept of a healthy lifestyle culture in primary school students and to identify the structural components of this content (physical, hygienic, social and digital healthy behavior) in a digital educational environment;
2. to classify and describe the methods, tools and forms of education used in the formation of a healthy lifestyle culture in a digital educational environment, to substantiate their didactic and educational capabilities;
3. to develop methodological recommendations for primary school practice aimed at forming a healthy lifestyle culture suitable for a digital educational environment and to determine ways to introduce them into the educational process.

Literature review. The issue of forming a healthy lifestyle culture in primary school students is considered an urgent scientific problem at the intersection of modern pedagogy, social philosophy and educational technologies. In particular, the rapid development of the digital educational environment requires organizing the process of forming healthy lifestyle skills on the basis of new pedagogical approaches, methods and tools. Research conducted in this area shows the need to consider the culture of a healthy lifestyle not only as physical activity, but also in harmony with the components of hygienic, social, psychological and digital behavior.

The didactic possibilities of developing healthy lifestyle skills in primary school students are deeply analyzed in the studies of Turaev A.Kh. The author

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substantiates the importance of enriching the content of education, systematically organizing educational activities and taking into account the age characteristics of students in the formation of healthy lifestyle skills. Also, Eshmuradov O.E. and Turaev A.Kh., it is emphasized that the development of healthy lifestyle skills should be carried out in close connection with the daily life activities of students. This approach serves as an important scientific basis for choosing methods and tools for forming a healthy lifestyle culture in a digital educational environment.[1]

The philosophical and pedagogical foundations of the formation of a healthy lifestyle are covered in the studies of Uralova X.A. and Ergashbaev Sh., the authors interpret a healthy lifestyle as an important factor in the socialization of the individual. In their opinion, modern pedagogical approaches require the combination of person-oriented, activity-based and competency-based approaches in the formation of a healthy lifestyle culture. These views serve as a theoretical basis for determining the pedagogical content of a healthy lifestyle culture in a digital educational environment.[2]

The issue of forming a healthy lifestyle based on modern pedagogical approaches was also studied by Ismoilov T.I. The author emphasizes the importance of ensuring the continuity of the educational process, the systematicity of educational work and the active participation of the student as a participant in the formation of a healthy lifestyle. This approach allows you to increase the effectiveness of methods and forms in forming a healthy lifestyle culture in a digital educational environment.[3]

Pedagogical technologies for forming a healthy lifestyle in inclusive education were studied by Zokirjonova S. and Ergashbaev Sh. The authors show that modern pedagogical technologies create equal opportunities for all students in forming a healthy lifestyle culture, and digital tools enhance an individual approach. This aspect confirms the need to form healthy lifestyle skills in a digital

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educational environment, taking into account the different needs of primary school students.[4]

Practical and methodological opportunities for forming a healthy lifestyle culture Pozilov H.I. and Makhamov A.Yu. are covered in the research, the authors offer effective methods for forming a healthy lifestyle culture through physical education classes. Their work shows the practical importance of methods and tools in forming a healthy lifestyle culture and indicates the need to enrich this experience with new technologies in the digital educational environment.[5]

In general, the analyzed literature shows that although the issue of forming a healthy lifestyle culture has been sufficiently studied, there is a lack of research that covers the pedagogical content of forming a healthy lifestyle culture in primary school students in the digital educational environment, as well as the methods, tools and forms of its implementation as a single system. This situation determines the relevance of this scientific article and creates the need to develop a comprehensive pedagogical approach aimed at forming a healthy lifestyle culture in digital educational conditions.

Research methodology. The methodological basis of this study is based on the study of the process of forming a healthy lifestyle culture in primary school students in a digital educational environment based on systematic, person-oriented, competency-based and activity-based approaches. In the study, a healthy lifestyle culture is interpreted as a holistic pedagogical phenomenon that encompasses the physical, hygienic, psychological, social and digital behavior of students. The methodological approach involves the targeted use of the educational opportunities of the digital educational environment, taking into account the age and psychological characteristics of the student.

The study used the methods of analysis, comparison, generalization and systematization of pedagogical, psychological and socio-philosophical literature as theoretical methods. Through these methods, the pedagogical content of the concept of a healthy lifestyle culture was clarified, the components of healthy behavior characteristic of primary school students were identified, and scientific approaches to their formation in a digital educational environment were analyzed.

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As a result, the structural structure and pedagogical content of the culture of a healthy lifestyle were scientifically substantiated.

Using methodological analysis methods, the methods, tools and educational forms used in the formation of a culture of a healthy lifestyle in a digital educational environment were studied and classified. In particular, interactive conversations, problem situations, digital didactic games, multimedia materials, videos, online tasks, forms of remote cooperation and reflective exercises were pedagogically analyzed as a means of forming healthy lifestyle skills. Based on this analysis, the educational potential of methods, tools and forms and their mutual compatibility were determined.

From the empirical methods, pedagogical observation, interview and analysis of the learning process were used in the research process. These methods made it possible to study practical manifestations of activities aimed at forming a culture of a healthy lifestyle in a digital educational environment, to identify changes in the healthy behavior and attitudes of students. Empirical data served to assess the practical significance of methodological approaches and develop recommendations.

In general, the chosen methodology made it possible to deeply reveal the pedagogical content of forming a healthy lifestyle culture among primary school students in a digital educational environment, scientifically substantiate the methods, tools and forms of its implementation, and develop methodological recommendations for educational practice.

Research Results and Discussion. The research findings indicate that when the process of forming a healthy lifestyle culture among primary school students is purposefully organized within a digital learning environment, the content and scope of educational influence expand, and stable healthy behavior skills are formed progressively. Analysis of the educational process revealed that the most actively developing components of a healthy lifestyle culture include: (1) personal hygiene, (2) daily routine and sleep culture, (3) physical activity, (4) healthy eating habits, (5) psychological well-being, and (6) digital hygiene and safe behavior. The digital environment enables these components to be integrated

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coherently and delivered to learners in a visual, interactive, and repetitively reinforced manner.

Analytical observations show that multimedia and interactivity serve as the primary driving forces in shaping a healthy lifestyle culture in a digital learning environment. For example, short animated clips, infographics, and micro-videos facilitated faster and more effective comprehension of topics such as "the correct sequence of handwashing," "components of a healthy breakfast," and "proper sitting posture." Interactive tasks (tests, matching exercises, true–false questions, and image-based selections) transformed students from passive listeners into active participants, transferring educational content into practical activity. As a result, students' knowledge of healthy lifestyles extended beyond cognitive awareness and contributed to the development of motivational and volitional factors that support the formation of daily healthy habits.

Among the instructional methods applied in the study, problem-based situations and gamification elements demonstrated the highest effectiveness. Small-group discussions based on problem-oriented questions such as "What happens if you spend three hours a day on your phone?", "How does going to bed late affect your learning the next day?", and "How does insufficient water intake affect the body?" encouraged students to understand cause-and-effect relationships, draw conclusions, and express personal opinions. Gamification elements (ratings, badges, stars, "daily routine challenges," and mini-goals such as "10,000 steps") motivated students to practice healthy habits consistently. The discussion revealed that for primary school students, rewards and visible progress strengthen motivation; however, if incentives are not properly aligned with educational content, behavior may shift toward "doing tasks only for points." Therefore, incorporating reflection activities (e.g., "What did you learn today?" or "Which habit was most beneficial?") significantly enhances the effectiveness of gamification.

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Table 1. Methods, Tools, and Forms Used in the Digital Environment to Form a Healthy Lifestyle Culture and Observed Results (Generalized)

Component	Methods	Tools	Forms	Observed Results (Discussion)
Personal hygiene	Demonstration, practice, reinforcement	Videos, animations, visual tests	Micro-lessons, homework	Improved memorization and practical application of hygiene routines
Daily routine and sleep	Problem-based questions, reflection	Routine templates, online schedules	Challenges, diaries	Strengthened planning skills and increased attention to sleep habits
Physical activity	Games, competitive elements	Fitness videos, step counters	Active breaks, mini-competitions	Increased interest in movement and formation of active break culture
Healthy nutrition	Discussion, choice-based method	Infographics, menu constructors	Group discussions	Enhanced ability to distinguish healthy vs. unhealthy choices
Psychological well-being	Emotional reflection	Emoji surveys, audio exercises	“Mood maps”	Development of emotional awareness and self-regulation skills
Digital hygiene	Rule-setting, case analysis	Screen-time reminders	School–family collaboration	Formation of awareness of moderation, safety, and responsibility

The table demonstrates that the effectiveness of the digital environment depends on the harmonious integration of methods, tools, and forms. For instance, hygiene education based solely on video materials is insufficient; when complemented by practice and reinforcement, it develops into a stable skill. Similarly, instruction on daily routines becomes effective not only through explanation but also through regular monitoring and reflection. In this context, the teacher’s pedagogical

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management plays a decisive role: digital tools do not educate by themselves; rather, they enhance intentionally organized educational activities.

Another significant finding of the discussion is that school–family collaboration is a necessary condition for forming a healthy lifestyle culture in a digital learning environment. Since primary school students' nutrition, sleep, screen time, and physical activity are largely managed at home, providing parents with short digital recommendations, weekly challenges, and simple five-minute home exercises through online platforms strengthens educational outcomes. To prevent excessive parental burden, these activities should remain simple, concise, and well-balanced.

Several challenges were also identified during the study. First, content selection in digital educational environments must consider age appropriateness and reliability, as overly complex or frightening materials may have negative effects. Second, there is a risk of exceeding recommended screen time; promoting healthy lifestyles should not lead to increased sedentary behavior. Third, assessment should not rely solely on tests; it should combine observation, self-assessment, and parental feedback. Therefore, a three-stage methodological model—"micro-activity + brief reflection + home application"—was identified as the most effective approach.

Overall, the research results confirm that digital learning environments offer substantial pedagogical potential for forming a healthy lifestyle culture among primary school students. Digital technologies enhance the visualization and interactivity of educational content, transform students into active participants, strengthen school–family cooperation, and support the consistent reinforcement of healthy habits. Consequently, the systematic application of appropriate methods, tools, and forms within a digital educational environment significantly increases the effectiveness of healthy lifestyle education.

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Conclusion

This scientific article analyzes the issue of forming a healthy lifestyle culture in primary school students in a digital educational environment from a theoretical and practical perspective. The results of the study showed that a healthy lifestyle culture is formed at the primary school level on the basis of an integral unity of such components as personal hygiene, physical activity, proper nutrition, adherence to a daily routine, psychological well-being and digital hygiene. The digital educational environment has emerged as an important pedagogical factor that increases the effectiveness of educational impact by presenting these components to students in a demonstrative, interactive and life-like situation.

During the research, it was found that the effectiveness of forming a healthy lifestyle culture in a digital educational environment depends on a clear definition of pedagogical content and a targeted combination of methods, tools and forms of education. Interactive conversations, problem situations, digital didactic games, multimedia materials and reflective exercises served to form a conscious attitude of students towards healthy behavior. At the same time, the establishment of family-school cooperation through digital platforms had a positive impact on the consolidation of healthy lifestyle skills in everyday life.

The results of the study confirmed that the formation of a healthy lifestyle culture in primary school students in a digital educational environment requires a pedagogically based, systematic and consistent approach. These scientific conclusions can serve as a scientific and methodological basis for combining methods, tools and forms aimed at forming a healthy lifestyle culture in primary education practice with the capabilities of the digital environment, strengthening the methodological training of teachers and increasing the effectiveness of the educational process.

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