

**MONITORING THE STATE OF PHYSICAL EDUCATION AMONG MIDDLE  
SCHOOL STUDENTS**

**Yusupov Toirjon Tulanovich**

Senior Lecturer, Department of Methodology of Teaching Physical Education and Sports Games,  
Fergana State University

**Annotation:** This article presents the results of a sociological study conducted to examine the current state of physical education within the school education system.

**Keywords:** professional competence of physical education teachers, physical condition, monitoring, special methodology, improvement of motor activity.

After the proclamation of the independence of the Republic of Uzbekistan, one of the urgent issues in the field of education was the development of national state programs in physical education and their implementation in practice. Although the existing regulatory and legal documents are mainly focused on the substantive aspects of physical education, regional characteristics have not been sufficiently taken into account.

Today, large-scale reforms are being carried out in the education system of Uzbekistan, particularly aimed at improving physical education in general secondary schools. In this process, the decrees and resolutions adopted by the President of the Republic serve as the main normative and legal foundation.

In particular, the Presidential Resolution No. PQ–392 of November 15, 2024, “On the Priority Directions for the Development of Physical Education and Mass Sports”, identifies as a priority task the increase of physical activity among school-aged children, their regular engagement in physical exercises, and the creation of necessary conditions in every educational institution for the formation of a healthy lifestyle. The resolution emphasizes that physical education should be introduced not merely as a school subject, but as a way of life — an integral component of a healthy lifestyle.

Similarly, the Presidential Decree No. PF–87 of April 12, 2022, outlines comprehensive measures for the development of mass sports among youth and the formation of physical activity habits in school students. Through these documents, it is planned to enhance the effectiveness of physical education lessons, strengthen the professional competence of teachers, and introduce innovative approaches into the educational process.

These decrees and resolutions have created a strong legal and regulatory basis for organizing physical education effectively, promoting a healthy lifestyle, and ensuring the physical and mental development of children. As a result, they contribute to improving the quality of education and raising a healthy, well-rounded young generation in our country.

Within the framework of the ongoing reforms in the physical education system, health-oriented lessons, active games during breaks, sports clubs, and standardized “Health Tests” are being introduced in general education schools. These systems require scientifically grounded mechanisms for assessing and monitoring the physical condition of students. Therefore, the need for regular study and analysis of the physical activity levels of school-aged students has become particularly relevant.

Organizing monitoring research to evaluate the effectiveness of newly introduced mechanisms, identify existing problems, and eliminate them requires special attention. In particular, it is essential to conduct systematic monitoring of the material and technical base of schools, the

professional qualifications of physical education teachers, and the indicators assessing students' physical potential.

Consequently, monitoring activities in the field of physical education serve not only for analysis but also as a key source for making strategic decisions, developing new educational programs, and implementing them in practice. In this regard, clear tasks have been defined at the state policy level based on presidential decrees and resolutions, and their implementation requires a scientific approach.

Currently, there is a pressing need to review and scientifically substantiate the content of general education in the field of physical education. According to Uzbek and foreign researchers, insufficient research has been conducted on defining the educational content of physical training for the younger generation. This situation complicates practical activities in improving physical education within the school system.

The analysis of monitoring results of general education schools and the comparison of physical education programs in Uzbekistan and foreign countries show that, during the years of independence, a modern theoretical framework defining the content and regulatory basis of physical education has not yet been developed. This underscores the need to further improve the system.

Until now, the definition of the content of general education in the field of physical education has been based mainly on applied (practical) principles. In the selection of program materials, expert opinions were often used, which led to issues such as diversity of views, contradictions in innovations, and frequent changes in priorities.

The analysis of previous research indicates that although many fragmentary studies have been conducted, they lack sufficient methodological and conceptual analysis. This limits the ability to identify problems and find effective solutions.

Monitoring of domestic and international scientific and methodological literature on the development and improvement of the regulatory and legal framework in the field of physical education shows that comprehensive scientific research in this area has not been fully carried out. Comparing physical education programs published during the years of independence reveals the necessity of developing modern, pedagogically innovative, scientifically and experimentally tested state programs.

From this perspective, the scientific substantiation of the content of physical education and the introduction of a comprehensive monitoring system are among the urgent issues of pedagogical science to ensure the effective functioning of state educational standards. In practice, however, physical education programs in the school system have often relied on fragmentary research results and have not undergone comprehensive scientific and experimental validation. Therefore, they do not fully meet social demands or correspond to the physical capabilities of students.

The development of science, technology, and the theory and practice of physical education, as well as the modern material and technical base, make the renewal and improvement of the normative content of this field an urgent necessity.

At present, the scientific substantiation of modern curricula in physical education remains insufficiently explored, and large-scale research on this issue is rare. In some cases, existing publications are presented in an unstructured manner. Therefore, monitoring the state of physical education among middle school students is considered a relevant and promising scientific task.

Within the framework of the monitoring research, a survey method was used to study the factors influencing the content and methodology of physical education lessons, as well as sports and health-improving activities within the daily school routine. The results showed that during the years of independence, positive changes have been implemented in the school education system,

indicating the significant attention given by the state to the development of physical education and children's sports [1, 5, 6].

In the pedagogical experiment, 27 physical education teachers participated. The main goal of the research was to determine the professional qualifications and quality indicators of physical education teachers working with middle school students. According to statistical analysis, all respondents were highly educated specialists in physical education. The distribution by work experience was as follows (data omitted here for brevity).

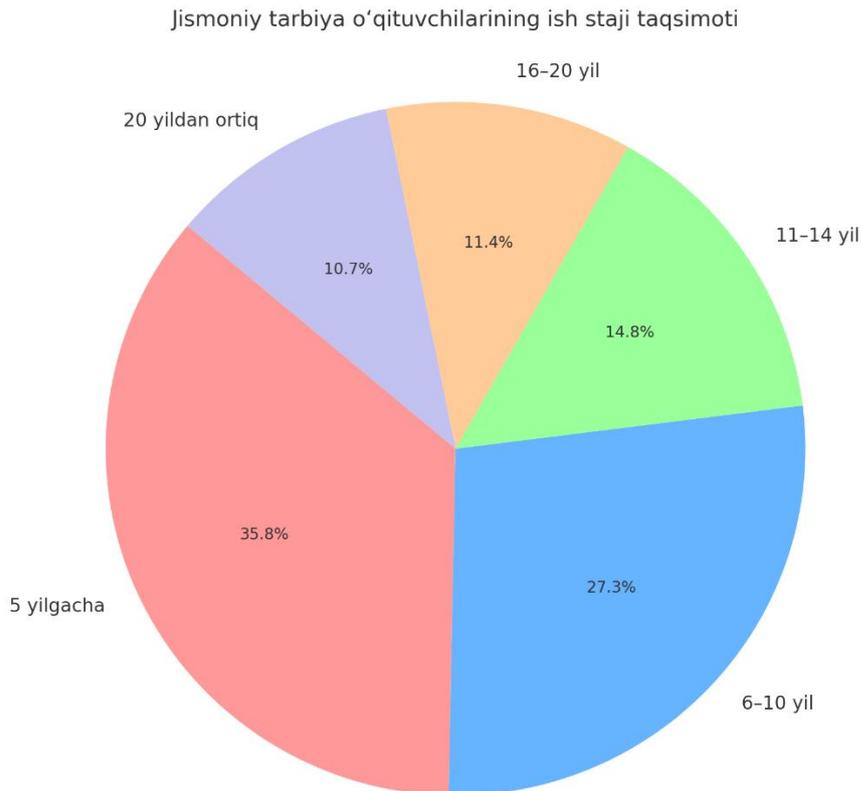


Figure 1 presents the professional qualification and quality indicators of physical education teachers.

During the research process, the **assessment of the material and technical base of schools** proved to be an important factor in determining the effectiveness of the physical education system. The efficiency of physical education and sports-wellness classes largely depends on the available infrastructure and facilities.

According to the monitoring data, **58.5%** of the surveyed general education schools have **satisfactory conditions** for organizing physical education activities, **16.1%** have **relatively good conditions**, while **25.4%** of the schools have an **insufficient material and technical base**. At the same time, it was found that **none of the schools possessed a complete set of sports equipment** necessary for health-improving activities.

At the next stage of the research, students' preferences for different types of physical activity were studied. The results are distributed as follows:

**39.6%** of students preferred team sports such as football, volleyball, and basketball;

**24.5%** chose **national outdoor games**;

**35.9%** showed interest in **track and field athletics**;

unfortunately, **no interest was observed in gymnastics or swimming activities.**

The overall distribution of students' preferred types of motor activity was as follows:

National movement games — **28.4%**

Independently chosen forms of physical activity — **5.7%**

Ball games and team sports — **39.6%**

Running exercises — **18.6%**

Monitoring results showed that the physical activity interests of middle school students are **diverse and highly individual**, indicating the need to **improve teaching methodologies** based on students' personal preferences and abilities.

In addition, improving the **material and technical base** of schools, **raising the professional competence** of physical education teachers, and establishing a **systematic monitoring mechanism** are among the most important scientific and practical tasks today.

As part of the study, teachers were asked the question:

“How do you assess the current program and regulatory foundations of the physical education system in schools, and do they meet the requirements placed on modern students?”

To this question, **81.6%** of respondents gave a **positive answer**. However, most of them emphasized the need to **align the existing textbooks and physical education programs with the “Health” testing standards** currently used in practice.

Furthermore, **15.2%** of respondents noted that **local climatic conditions and the material-technical capabilities of schools are not taken into account in educational programs**, which **hinders the development of motor skills and health-oriented activities**. Only **3.2%** of the respondents found it difficult to answer this question.