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DEVELOPING A HEALTHY LIFESTYLE CULTURE AMONG FUTURE PHYSICAL EDUCATION TEACHERS: NATIONAL PRACTICE AND INTERNATIONAL EXPERIENCES

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ABSTRACT
This article examines the current state of efforts to develop a healthy lifestyle culture among future physical education teachers and analyzes relevant international experience. It argues that future physical education teachers should be prepared not merely as specialists capable of meeting prescribed physical standards, but also as personal role models and active advocates of healthy and physically active lifestyles for their students. Drawing on advanced practices from developed countries, the article offers practical recommendations for strengthening the personal and professional health culture of prospective physical education teachers.

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Introduction

Under contemporary conditions of globalization, human health and the attainment of physical and spiritual well-being are increasingly regarded as important determinants of social development. In particular, the development of a healthy lifestyle culture among future teachers has become a priority area in pedagogy and psychology. This emphasis reflects the fact that teachers are not only providers of knowledge but also influential role models who can promote healthy ways of living among their students.

A healthy lifestyle culture can be understood as a system of knowledge, skills, and values directed toward preserving an individual's physical, psychological, spiritual, and social health. It encompasses such dimensions as balanced nutrition, regular physical activity, personal hygiene, stress management, the avoidance of harmful habits, and the effective organization of time. Developing this culture among prospective teachers in institutions of pedagogical education contributes to the healthy and well-rounded development of future generations.

Higher education institutions currently devote considerable attention to shaping students' attitudes toward healthy living. Physical education classes, sports clubs, health-promotion activities, psychological training, and preventive initiatives are increasingly incorporated into university life. At the same time, the integration of health-preserving technologies into the educational process has become an important institutional objective.

Physical education teachers are among the principal agents responsible for promoting healthy and active lifestyles in educational settings. When teachers themselves do not model sound nutrition, regular physical activity, injury prevention, and effective stress management, their capacity to influence students through personal example is weakened. It is therefore essential to develop both personal and professional dimensions of healthy lifestyle culture among future physical education teachers during their university education.

KEY DIMENSIONS OF HEALTHY LIFESTYLE CULTURE IN TEACHER EDUCATION

In pedagogical higher education institutions, the healthy lifestyle culture of future teachers is developed through several interrelated areas:

- health promotion through physical education and sport;
- the development of medical and hygienic knowledge;
- the strengthening of psychological resilience;
- the enhancement of moral and ethical education;
- the development of ecological awareness; and
- the cultivation of a responsible attitude toward personal health.

Contemporary research indicates that many university students experience declining levels of physical activity, excessive use of the internet and digital technologies, unhealthy eating practices, and heightened stress. These factors adversely affect their overall well-being. Because teaching is associated with considerable emotional demands, the development of stress tolerance and psychological resilience among prospective teachers is particularly important.

The concept of health-preserving pedagogy is now widely applied in educational institutions. Its central purpose is to safeguard students' physical and psychological health throughout the educational process. Effective implementation requires cooperation among teachers, psychologists, medical professionals, and parents.

National values also play an important role in developing a healthy lifestyle culture among future teachers. In longstanding Uzbek traditions, cleanliness, personal hygiene, moderation in eating, respect for elders, and engagement in physical work have been regarded as integral components of a healthy way of life. Integrating these values into contemporary educational content can increase the effectiveness of educational and character-development activities.

Pedagogical and psychological factors are equally important in this process. First, students must develop a conscious and responsible attitude toward health. Motivation, personal example, and practical activity are central instruments for achieving this objective.

From a psychological perspective, adherence to a healthy lifestyle depends on an individual's internal needs and value system. When students understand health as one of their most important assets, they are more likely to organize their behavior accordingly. The educational process should therefore address the following tasks:

- developing positive motivation;
- strengthening self-monitoring skills;
- teaching effective stress-management strategies;
- cultivating volitional qualities; and
- creating a healthy psychological climate within the group.

Interactive methods for developing a healthy lifestyle culture are also considered effective in pedagogical research. Training sessions, case studies, role-playing activities, sports competitions, debates, and project-based work encourage students' active participation and facilitate the development of practical competencies.

UNESCO distinguishes three interrelated components of health: physical or somatic health, psychological health, and spiritual health. Health may therefore be understood as a complex and

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multidimensional concept that encompasses different aspects of human life while also reflecting individual characteristics.

Throughout the historical development of medical and scientific knowledge, the study of health gradually emerged as a distinct field concerned with understanding human capabilities and the reserve capacities of the organism.

HEALTHY LIFESTYLE CULTURE IN EASTERN SOCIETIES

Healthy lifestyle culture in Eastern societies is commonly characterized by the following features:

- the integration of spirituality and health;
- strict observance of discipline and daily routines;
- reliance on national traditions;
- the priority accorded to collectivism and family education;
- strong emphasis on prevention; and
- a way of life oriented toward harmony with nature.

Within these societies, health is approached not only as a physical condition but also as a psychological and spiritual state. Elements of Eastern experience can be adapted to the national education system in the following areas:

- developing discipline and regular daily routines among young people;
- promoting healthy living on the basis of national values;
- increasing physical activity;
- strengthening psychological resilience;
- advancing a preventive medical culture; and
- developing healthy eating habits.

NATIONAL PRACTICE IN UZBEKISTAN

These approaches also have practical relevance in Uzbekistan. Presidential Decree No. PF-6099, “On Measures to Widely Introduce a Healthy Lifestyle and Further Develop Mass Sports,” constitutes an important legal foundation for national work in this area. The decree provides for the following measures:

- organizing mass-sport activities in government institutions;
- introducing weekly sports sessions;
- establishing a monitoring system through the “Healthy Lifestyle” platform; and
- implementing measures intended to reduce excess weight, physical inactivity, and harmful habits.

Development of Mass Sports

Uzbekistan is currently expanding sports and health-related infrastructure, including sports grounds, outdoor workout areas, youth sports schools, fitness facilities, and health-promotion centers. Schools, colleges, and higher education institutions regularly organize sports competitions, marathons, and health-promotion campaigns. The presidential decree also provides for weekly sports sessions and mass competitions.

Development of a Healthy Eating Culture

Considerable attention is being given to promoting healthy eating among the population. State programs identify several priorities: reducing the consumption of foods high in salt, sugar, and fat; limiting fast-food consumption; increasing the consumption of vitamin-rich foods; and promoting balanced diets. Government organizations and educational institutions also conduct seminars and public-awareness activities on healthy nutrition.

Healthy Lifestyle Culture in Youth Education

Schools and higher education institutions implement physical education classes, sports clubs, the “From Childhood to Sport” program, morning exercise initiatives, and the “Fun Starts” program. These

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activities contribute to the development of physical activity, discipline, volitional qualities, and healthy living skills among young people.

An Approach Based on National Values

In Uzbekistan, healthy lifestyle culture is developed in harmony with national and spiritual values. Particular emphasis is placed on cleanliness, personal hygiene, moderation in eating, family education, collectivism, and respect for sport. Cooperation among the mahalla, the family, and educational institutions is especially important in this process.

The development of a healthy lifestyle culture in Uzbekistan is therefore pursued through a comprehensive and systematic approach. State policy, the education system, mass sports, preventive medicine, and national values operate in combination to strengthen public health. Teaching young people to adopt healthy lifestyles and supporting their physical and spiritual development are regarded as important conditions for national progress.

INTERNATIONAL EXPERIENCE

In developed countries, the preparation of future teachers on the basis of healthy lifestyle culture is also supported at the level of public policy. International experience demonstrates several potentially effective approaches.

Finland

The Finnish education system places particular emphasis on student health. Educational processes are organized according to principles of humanism and psychological comfort. In teacher education institutions, prospective teachers take specialized courses in stress management, emotional intelligence, healthy communication, and physical activity.

Psychological services are established in Finnish educational institutions, and students' emotional well-being is monitored on a regular basis. Outdoor learning, walking, and sports activities are also regarded as integral components of the educational process.

Japan

In Japan, healthy lifestyle culture is closely integrated with discipline and collective responsibility. Schools and higher education institutions regularly organize morning physical exercise. From an early age, students acquire habits related to cleanliness, effective time management, and cooperation within the group.

The Japanese education system prioritizes the principle of "education for life," through which health preservation is taught in connection with everyday behavior. Prospective teachers participate in practical activities addressing healthy nutrition, psychological resilience, and work culture.

United States

Wellness education programs are widely developed in universities in the United States. These programs are intended to strengthen students' physical, psychological, and social well-being in an integrated manner. Universities provide fitness centers, psychological counseling services, and specialized wellness clubs.

Students enrolled in teacher education programs are offered seminars on stress management, the prevention of professional burnout, and the development of emotional resilience. Such training constitutes an important form of preparation for their future professional activity.

Germany

Germany places strong emphasis on practical activity in the development of healthy lifestyle culture. Students participate actively in sports clubs, tourism, and environmental projects. In teacher education institutions, health pedagogy is taught as a distinct academic subject.

A particularly important feature of the German approach is the close relationship established between education and health. Students' daily routines, eating practices, and physical activity are organized on a scientific basis.

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IMPLICATIONS FOR THE NATIONAL TEACHER EDUCATION SYSTEM

Analysis of international experience indicates that a comprehensive approach is essential for developing a healthy lifestyle culture among future teachers. Relevant practices may be adapted to the national education system through the following measures:

- introducing a dedicated course on healthy lifestyle culture more widely into teacher education curricula;
- strengthening psychological support services for university students;
- developing sports and health-promotion infrastructure;
- organizing training in stress management and emotional intelligence;
- applying health-preserving technologies throughout the educational process; and
- promoting healthy living on the basis of national values.

The development of a culture of moderate and responsible digital-technology use in educational institutions is also an urgent task. Excessive information exposure and physical inactivity can have adverse effects on young people's health.

Preparing future teachers on the basis of a healthy lifestyle culture is one of the important responsibilities of a modern education system. Healthy lifestyle culture supports not only the protection of physical health but also spiritual, psychological, and social stability.

Although pedagogical education institutions currently undertake a range of activities in this area, there remains a need to study international experience more systematically and adapt it to national conditions. Practices from Finland, Japan, the United States, and Germany indicate that comprehensive and innovative approaches can be effective in developing a healthy lifestyle culture.

Consequently, the preparation of future teachers should ensure the integration of physical, psychological, and spiritual education, the broader application of health-preserving technologies, and the promotion of healthy living grounded in national values.

Within higher education, particular attention should be devoted to theoretical and practical activities that increase the physical activity of future physical education teachers, develop healthy eating habits, support appropriate work-rest routines, encourage the avoidance of harmful habits, and strengthen psychological resilience. Such preparation will help them become competent professionals capable of promoting healthy lifestyles in their future careers.

The application of technologies designed to develop a healthy lifestyle can strengthen students' fundamental personal characteristics, including their desire for knowledge and self-understanding, higher-order needs, and value-based attitudes. These technologies can also help students reassess the meaning of their lives, pursue achievement and recognition, realize their abilities, and respond constructively to the need for lifestyle change. Diagnostic assessment activities can further strengthen motivation for participation in physical education and support the development of sustainable healthy-lifestyle skills.

CONCLUSION

In conclusion, the development of healthy lifestyle competencies among future physical education specialists is of considerable importance. Through physical activity, balanced nutrition, the avoidance of harmful habits, and effective stress management, these specialists should serve as both role models and advocates of healthy living who contribute to public health and the development of well-rounded individuals. Achieving this objective requires the effective integration of theory, practice, and personal example.

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