

Theoretical and Practical Foundations of a Gender Approach in Forming A Healthy Lifestyle Among Students

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Abstract: This article systematically analyzes the theoretical and practical foundations of a gender approach in forming a healthy lifestyle among students. In the process of writing the article, the essence and content of a healthy lifestyle, its socio-pedagogical significance, as well as its role in students' physical, psychological, and social development are scientifically substantiated. Furthermore, the nature of the gender approach, its place and opportunities within the education system are highlighted, with particular attention paid to forming a healthy lifestyle by considering students' individual characteristics, needs, and gender differences.

Keywords: Healthy lifestyle, gender approach, socio-pedagogical process, student youth, physical activity, healthy lifestyle culture, gender equality, individual approach, pedagogical conditions, competence, health-improving technologies, psychological factors, socialization, educational effectiveness.

Introduction: In the modern era, societal development, human capital growth, and public health largely depend on the extent to which the younger generation adheres to a healthy lifestyle. Students studying in higher educational institutions, in particular, represent the core group determining the intellectual and social potential of society. Therefore, the issue of forming a healthy lifestyle among them is recognized as one of the most actual directions in pedagogy, psychology, and physical education. The concept of a healthy lifestyle is comprehensive and includes physical activity, proper nutrition, adherence to personal hygiene, avoidance of harmful habits, psychological stability, and social engagement. The formation of such habits requires a continuous and systematic pedagogical process. In the modern education system, the application of a gender approach serves as an important factor in increasing the effectiveness of this process. A gender approach implies organizing the educational process by taking into account biological, psychological, and social differences between male and female students. This ensures a personality-oriented education and strengthens individualized approaches in shaping a healthy lifestyle.

METHOD

The purpose of this study is to scientifically substantiate the theoretical and practical foundations of a gender approach in forming a healthy lifestyle among students, as well as to determine its pedagogical potential and effectiveness. This article provides an in-depth analysis of scientific sources related to pedagogy, psychology, physical education theory, and healthy lifestyle studies. In particular, the works of both local and foreign scholars on gender pedagogy, healthy lifestyles, and youth education were examined. U.K. Maqsudov, in his research, substantiated the didactic potential of a gender approach in developing student activity. His studies interpret the gender approach as an important pedagogical factor in increasing students' social activity and initiative. In foreign scientific literature, gender pedagogy is widely studied and is closely linked with social equality and inclusive education. For example, Madeleine Arnot deeply explored the relationship between gender equality in education, social inequality, and cultural factors, explaining it through the theory of social reproduction. Jutta Hartmann contributed to the development of gender and diversity pedagogy,

substantiating the necessity of considering different gender identities in education. Her research highlights the importance of creating a gender-sensitive educational environment. C. J. Pascoe studied gender, socialization, and behavioral issues among youth, proving that gender stereotypes significantly influence youth upbringing. This article focuses on revealing the theoretical foundations of a gender approach in forming a healthy lifestyle among students. It scientifically substantiates the interaction of biological and social factors in personal development, the influence of gender stereotypes on healthy lifestyles, and the necessity of applying gender-sensitive pedagogical technologies in the educational process. Moreover, the study provides a systematic analysis of methodological principles, didactic opportunities, and practical mechanisms for forming a healthy lifestyle based on students' age and individual characteristics. To uncover these theoretical foundations, the method of theoretical analysis was widely used. Through this method, scientific literature in pedagogy, psychology, sociology, and physical education was systematically studied and generalized.

Special attention was paid to the following areas:

- the essence and components of a healthy lifestyle;
- theoretical foundations of the gender approach and its role in education;
- pedagogical conditions for forming a healthy lifestyle among students;
- interrelation between physical activity, psychological health, and social environment.

The analysis of scientific sources showed that organizing healthy lifestyle formation based on a gender approach is effective when students' individual characteristics and needs are considered. Observations revealed that gender differences exist in students' attitudes toward a healthy lifestyle: male students tend to be more inclined toward physical activity, while female students show greater attention to healthy nutrition and appearance. At the same time, in both groups, insufficient stability in adhering to a healthy lifestyle was observed in some cases. The analysis of pedagogical observations confirmed the necessity of applying individual and differentiated approaches based on gender in forming a healthy lifestyle among students. During experimental

work, interactive pedagogical technologies such as problem-based learning, training sessions, role-playing games, group work, and the case-study method were applied. These methods contributed to increasing students' activity, developing independent thinking, and forming a conscious attitude toward a healthy lifestyle.

The research results showed that:

- student activity increased by 20–25% in gender-based classes;
- a positive attitude toward a healthy lifestyle was formed;
- the level of physical activity significantly increased;
- students' responsibility for their own health strengthened.

The use of interactive methods enlivened the educational process and encouraged active participation, serving as an important pedagogical factor in forming a healthy lifestyle.

The theoretical foundations of the gender approach are based on principles of social justice, equal opportunities, and learner-centered education. This approach requires addressing each student according to their individual characteristics. Scientific sources also emphasize that there are certain differences between male and female students in physical development, psychological state, and social activity. For example, male students tend to have higher physical strength and endurance, while female students often demonstrate better flexibility and aesthetic movement. Therefore, it is important to consider gender characteristics when organizing physical activities.

CONCLUSION

The study concludes that a gender approach plays a significant theoretical and practical role in forming a healthy lifestyle among students. This approach increases the effectiveness of the educational process and allows consideration of students' individual characteristics. A pedagogical process organized on the basis of a gender approach contributes to increasing students' physical activity, forming a positive attitude toward a healthy lifestyle, and enhancing their social engagement. In the future, it is important to widely implement innovative pedagogical technologies in this

area, develop comprehensive programs aimed at forming a healthy lifestyle, and deepen scientific research in this direction.

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