

The Representation Of Physical Education Issues In The Pedagogical Views Of Eastern Thinkers

Oripov Elbek Halilovich

Lecturer, Department of Sports Activities, Karshi State University, Karshi, Uzbekistan

Received: 30 October 2025; **Accepted:** 26 November 2025; **Published:** 31 December 2025

Abstract: This article discusses the relevance and necessity of physical education in the upbringing of the younger generation. It also reflects the ideas and views of Eastern thinkers regarding physical education. In particular, the pedagogical perspectives of Al-Farabi, Abu Ali ibn Sina (Avicenna), and Amir Temur on the methods and ways of organizing physical education for personal development are analyzed.

Keywords: Physical education, individual, fast movements, delicate and light movements, stronger movements, extremely intense movements, special exercises for the body.

Introduction: The upbringing of a well-developed and harmonious generation has historically been one of the fundamental aspirations of humanity and remains a priority in modern educational systems. In contemporary society, the formation of physical, intellectual, and moral qualities in the younger generation is regarded as an essential component of sustainable social development [1]. Among these components, physical education plays a decisive role in ensuring children's health, functional capacity, and overall quality of life.

In recent decades, global challenges such as environmental degradation, rapid urbanization, reduced physical activity, and increased technological dependence have had a significant negative impact on human health, particularly on children's physiological and psychological development. Scientific research indicates that environmental pollution and the disruption of ecological balance contribute to decreased physical fitness, weakened immune systems, and delayed motor development among children [2]. As a result, the importance of systematic, scientifically grounded, and age-appropriate physical education has increased considerably.

Physical education serves not only as a means of strengthening physical health but also as an effective

tool for developing discipline, perseverance, emotional stability, and social responsibility in children. Research in pedagogy and sports science confirms that regular physical activity positively influences cognitive development, academic achievement, and the formation of healthy lifestyle habits from an early age [3]. Therefore, physical education should be considered an integral component of holistic education, especially within preschool and general education systems.

In Uzbekistan, the promotion of a healthy lifestyle and the protection of maternal and child health are among the key priorities of state policy. Under the leadership of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, a number of legal and institutional reforms have been implemented to strengthen public health, expand mass sports, and improve physical and medical literacy among the population. In particular, Presidential Resolution No. PQ-296 dated September 8, 2023, "On Measures to Protect the Health of Mothers and Children and to Strengthen the Reproductive Health of the Population," highlights the strategic importance of physical education and health promotion [4].

Alongside modern scientific approaches, increasing attention is being paid to the pedagogical heritage of Eastern thinkers, who made a substantial contribution

to the development of ideas related to physical education, health preservation, and harmonious personality formation. Their views on movement culture, physical exercises, and balanced development provide a valuable theoretical foundation for contemporary physical education practices [5]. Analyzing and integrating these ideas into modern educational systems enhances both the theoretical depth and practical relevance of physical education.

Thus, physical education occupies a central position in the education and upbringing of children, serving as a key factor in fostering a healthy, active, and well-rounded generation. The study of Eastern thinkers' pedagogical views allows for a deeper understanding of traditional approaches and their applicability to modern educational challenges.

METHOD

The education of a comprehensively developed and harmonious young generation has, since ancient times, been regarded as one of the most important priorities of our people. This idea is deeply reflected in the scientific and pedagogical heritage of great Eastern thinkers such as Abu Ali ibn Sina, Amir Temur, Alisher Navoi, Abu Rayhon Beruniy, Al-Khwarizmi, Al-Farabi, and Abdulla Avloniy. Through their works in various fields of science, philosophy, medicine, and pedagogy, these scholars made an invaluable contribution to the treasury of world science and culture.

According to Al-Farabi's doctrine, both the educator and the learner should be physically strong, as physical education is one of the most important factors in personal development. He emphasized that "the perfection of the human body is health; health must be preserved, and if it is lost, it should be restored through physical education." These pedagogical reflections play a crucial role in understanding the methodology of forming a healthy lifestyle and highlight the inseparable link between physical well-being and intellectual development.

Ibn Sina, who profoundly influenced world civilization, was not only a renowned physician, philosopher, and poet but also left a unique and valuable legacy in the field of physical education. He devoted his life to the idea that spiritual maturity must be accompanied by physical perfection. In his works, he emphasized the vital importance of physical education for human

health, stating that "physical exercise is a great means of preserving human health," and substantiated this idea both theoretically and practically.

Approaching physical education from the perspective of strengthening the human organism and treating diseases, Ibn Sina classified physical exercises into five main categories:

1. Fast movements;
2. Delicate and light movements;
3. Stronger movements;
4. Extremely intense movements;
5. Special exercises for the body.

Ibn Sina paid special attention to the treatment of patients through physical exercises. He recommended gentle and light forms of physical activity for individuals weakened by fever, chest and abdominal ailments, or suffering from fatigue-induced anxiety and loss of appetite. Such exercises included swinging on swings, moving while standing, sitting, or lying on cradles, and recreational boating or sailing.

Stronger exercises, according to Ibn Sina, included horse and camel riding, as well as traveling in carriages and wagons. He also provided valuable descriptions of traditional wrestling, a national sport of the Uzbek people, including the Bukhara and Fergana styles. Ibn Sina noted that wrestling has several forms. In one type, each wrestler holds the opponent's belt and pulls him toward himself while simultaneously attempting to escape the opponent's grip. In another form, one wrestler firmly embraces the other with both arms and throws him sideways, passing under the opponent's right arm. During such contests, wrestlers alternately straighten and bend their bodies, demonstrating strength, agility, and coordination.

Further types of wrestling, as described by Ibn Sina, include techniques such as blocking strikes with the chest, bending the opponent downward by grasping the neck a second time, intertwining and hooking the opponent's legs with one's own legs, as well as other movements commonly used by wrestlers. These techniques demonstrate the complexity, coordination, and physical strength required in traditional wrestling practices.

In studying the development of physical education and sports, the empire established by the world-famous

military commander and statesman Amir Temur, as well as his life and activities, represent a unique school of exemplary experience. Amir Temur's practical life experience and pedagogical views on physical education deserve special recognition.

Undoubtedly, the numerous battles and military campaigns led by Amir Temur required exceptional physical capacity, strength, courage, bravery, and alertness. All these qualities were clearly embodied in his personality. From a young age, Amir Temur mastered wrestling, horseback riding, spear fighting, shield combat, archery, swordsmanship, and hunting. These skills not only enhanced his physical strength but also shaped his discipline, strategic thinking, and leadership abilities, reflecting the close relationship between physical training and personal development.

CONCLUSION

In conclusion, it should be emphasized that the invaluable works of great thinkers on physical education have not lost their relevance even in modern times. In these works, educational and pedagogical issues are presented with careful consideration of the national characteristics of the people, the geographical and social conditions of the regions in which they lived, traditional lifestyles, daily activities, national customs and traditions, and the spiritual values inherent to the nation.

The results of the analysis indicate that, despite being created several centuries ago, these works continue to retain their scientific and practical significance today. The pedagogical ideas of Eastern thinkers regarding physical education provide a solid theoretical foundation for modern educational systems and remain an important source for promoting a healthy lifestyle and raising a physically and spiritually well-developed generation.

REFERENCES

1. Shavkat Mirziyoyev, S.M. We Will Build Our Great Future Together with Our Brave and Noble People. Tashkent: "Uzbekistan" National Publishing House, 2017, 488 p.
2. Amir Temur Kuragon. The Path of Victory. Tashkent: "Nur" Publishing House, 1992, p. 30.
3. Djamilova, N.N. Physical Education of Children. Tashkent: "NIF-Msh", 2020.

4. Nuriddinova, M.M. A Collection of Regulatory Documents for Physical Education Instructors in Preschool Educational Institutions. Tashkent: Muharrir Publishing House, 2013.
5. Usmonkhojaev, T.S., & Nuriddinova, M.M. Physical Education in Preschool Educational Institutions. Chirchiq, 2018.