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# ANALYSIS OF THE CONTINUITY BETWEEN THE CONTENT OF PHYSICAL EDUCATION IN PRIMARY GRADES AND PRESCHOOL EDUCATION PROGRAMS

Usmonov Zohidjon Normatovich
Associate Professor Head of the Department of Theory and Methodology of Sports Games, Fergana State University
https://orcid.org/0000-0003-3429-461X

**Abstract**
This article provides a scientific and pedagogical analysis of the content of physical education in primary grades and its continuity with preschool education programs. The study substantiates the importance of the principle of continuity between educational stages in ensuring children's physical development. Particular attention is paid to the consistent development of basic motor skills and physical qualities formed in preschool institutions within physical education classes at the primary school level. A comparative analysis of curricula was conducted, identifying both harmonized and inconsistent aspects of their content. The research findings serve as a basis for developing practical recommendations aimed at improving the content of physical education in primary grades, organizing classes in accordance with age-specific characteristics, and ensuring methodological consistency between educational stages.

**Keywords**: Healthy lifestyle, motor skills, physical education, physical qualities, sport, continuity.

## Introduction

In the Republic of Uzbekistan, modernization of the education system and the upbringing of a healthy and well-developed generation are among the priority directions of state policy. In particular, presidential decrees and resolutions aimed at the development of education and sports emphasize ensuring children's physical development, forming a healthy lifestyle, and improving the physical education system as key objectives. The "New Uzbekistan" Development Strategy also places special emphasis on strengthening the physical health of the

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younger generation and ensuring continuity and consistency across educational stages. Presidential decrees highlight the necessity of developing the preschool education system, improving the quality of primary education, and enhancing the effectiveness of physical education classes in order to form basic motor skills from an early age.

From this perspective, ensuring that the content of physical development activities in preschool institutions is closely connected and consistently continued in primary school physical education is a pressing pedagogical issue. Practice shows that if motor activity experience formed during preschool education is not systematically developed at the primary school stage, children may face difficulties in physical adaptation. Therefore, ensuring continuity and consistency in physical education content in line with state educational policy requirements must be scientifically grounded. This article analyzes the continuity between the content of physical education in primary grades and preschool education programs from a scientific and pedagogical standpoint.

## Literature Review and Methodology

An analysis of scientific literature indicates that the issue of continuity between preschool and primary education stages in ensuring children's physical development has been recognized as a pressing problem by many educational researchers. In particular, the development of motor activity, formation of basic physical qualities, and establishment of initial concepts of a healthy lifestyle in preschool-aged children are considered key objectives of the physical education system. Studies by Uzbek scholars emphasize that game-based activities at this stage have a positive impact on children's physical and psychophysiological development.

Research on physical education in primary grades focuses on improving motor skills, gradually increasing physical load in accordance with age characteristics, and forming a stable interest in physical exercise among students. Some researchers note that insufficient consideration of motor experience acquired during preschool education leads to content gaps in physical education classes, which may negatively affect children's physical development and adaptation processes.

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An analysis of regulatory and legal documents also confirms the necessity of ensuring continuity between educational stages. While preschool education state programs aim to develop basic movements such as running, jumping, balancing, and throwing, primary school physical education curricula focus on teaching more complex forms of these movements. These aspects necessitate a scientific study of the content-related interconnection between curricula.

The research methodology is based on the principle of integration between pedagogical theory and practice. The study involved analysis of regulatory documents, curricula, and methodological guidelines designed for preschool and primary education. A comparative pedagogical analysis was used to determine the level of alignment between the goals, objectives, and content of physical education at both stages. In addition, methods of literature analysis and generalization were employed to systematize existing scientific approaches. Pedagogical observation and logical analysis methods were also used to substantiate the research findings.

**Results and Discussion**

During the research, pedagogical surveys, observations, and comparative analysis methods were used to determine the level of continuity between the content of physical education in primary grades and preschool education programs. Participants in the survey included preschool educators, primary school physical education teachers, and methodologists. The survey questions were aligned with the main objectives outlined in the abstract, focusing on the continuity of motor skills, alignment of curriculum content, and age-appropriateness.

Survey results showed that the majority of respondents acknowledged that basic motor skills formed in preschool institutions serve as an important foundation for physical education classes in primary school. In particular, preschool educators emphasized that running, jumping, balancing, and ball-related activities developed through play-based learning facilitate children's adaptation to primary school physical education classes. At the same time, physical education teachers noted that differences in children's preparedness levels sometimes create challenges in organizing lessons.

Observation results indicated that physical development activities in preschool education are mainly organized through free and semi-free movement activities,

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whereas primary school physical education classes are conducted based on a structured framework and regulated physical loads. This difference may slow down psychological and physical adaptation in some students. Therefore, most survey participants highlighted the need to incorporate more game-based elements into primary school physical education classes.

Regarding curriculum alignment, while some respondents acknowledged the existence of common goals between preschool and primary education programs, they also pointed out inconsistencies in the sequence and complexity of lesson content. Specifically, certain motor skills formed during preschool education are not systematically continued in primary school curricula. This indicates that the principle of continuity in children's physical development is not fully ensured.

Age-appropriateness was also examined during the study. According to survey results, some physical education teachers reported that the physical load in primary school curricula does not always correspond to the individual capabilities of all students. This highlights the need to strengthen differentiated instruction. While individual approaches are widely applied in preschool education, such practices are not sufficiently utilized in primary grades.

Overall, the results demonstrate that methodological collaboration between preschool educators and primary school teachers plays a crucial role in ensuring continuity. Most respondents emphasized the necessity of establishing a system for experience exchange between educators of both stages. Such collaboration enables accurate assessment of children's physical preparedness and adaptation of lesson content accordingly.

Comparative analysis with existing scientific literature confirmed that ensuring continuity between preschool and primary physical education content contributes to stability in children's physical development. Furthermore, aligning curricula, integrating game-based technologies into lessons, and strengthening individualized approaches can significantly enhance educational effectiveness.

## Conclusion

In conclusion, ensuring continuity between the content of physical education in primary grades and preschool education programs guarantees consistency and stability in children's physical development. The research findings scientifically substantiate the need to improve educational curricula, organize physical

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education classes in accordance with age and individual characteristics, and establish effective methodological collaboration among educators. These conclusions provide a significant methodological foundation for future scientific and practical research aimed at developing the physical education system.

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