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# The Technology of Creating a Situation of Success in Physical Education Lessons

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**ABSTRACT**

Introduction: The author proposes specific pedagogical techniques for physical education lessons and incorporates them into a step-by-step technology for creating a situation of success in learning activities: from analyzing the initial pedagogical situation to gradually improving it, up to creating a situation of success and summarizing the results. Among the techniques are: the operation of overcoming fear; introducing motivation; the ladder of success, etc. **The purpose of the article** is to present a situation of success as a favorable educational and health-preserving technology in which every student (taking into account gender, age, physical strength, and capabilities) has the opportunity to achieve a significant learning outcome that they consider successful.

**Methodology and Methods:** differentiated approach, personality-oriented approach, philosophical analysis, conceptual synthesis, generalization, and author's pedagogical interpretation. The study is based on the ideas of V. I. Zagvyazinsky, A. S. Belkin, and the cognitive-behavioral approach to teaching physical education (Andreeva Yu.V., Vereshchagina N.O., Mitin A.E., Yastrebov V.V., and others). In these studies, the situation of success is considered as a health-preserving educational technology.

**Results:** The process of creating a success situation in a physical education lesson is described in detail as a health-preserving technology. The process involves analyzing the initial pedagogical situation, gradually improving it, and creating a success situation using the following techniques: introducing a motive, removing fear, advancing trust, exchanging roles,slow motion, etc. The theoretical and practical significance of the study. The results can contribute to the theory and practice of education.

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## Introduction

In physical education, the cost of «failure» is felt physically and emotionally more acutely than in other subjects: you couldn't do a pull-up, you didn't catch the ball, everyone sees – and immediately there's stress, shame, and then avoidance of activity. This is a direct blow to health: the child stops moving, and movement is the foundation of physical health. The situation of success here functions as a defense mechanism: it's not about «portraying success», but about «giving the student a real sense of progress and restoring their confidence».

The purpose of the article is to present a situation of success as a favorable educational and health-preserving technology in which every student (taking into account gender, age, physical strength, and capabilities) has the opportunity to achieve a significant learning outcome that they consider successful.

Methodology and Methods: differentiated approach, personality-oriented approach, philosophical analysis, conceptual synthesis, generalization, and author's pedagogical interpretation. The study is based on the ideas of V. I. Zagvyazinsky, A. S. Belkin, and the cognitive-behavioral approach to teaching physical education [1-11]. In these studies, the situation of success is considered as a health-preserving educational technology.

Results: The process of creating a success situation in a physical education lesson is described in detail as a health-preserving technology. The process involves analyzing the initial pedagogical situation, gradually improving it, and creating a success situation using the following techniques: introducing a motive, removing fear, advancing trust, exchanging roles,slow motion, etc. The theoretical and practical significance of the study. The results can contribute to the theory and practice of education.

In this regard, we will supplement the methodology with another set of pedagogical techniques Andreeva proposed by A.S. Belkin, as they can be easily transferred from practical pedagogy to sports: the «ladder of success» (from simple to complex), reducing the fear of making mistakes, and focusing on progress relative to oneself rather than others [8-10]. The key principle is that success should be real, not formal.

We will adapt these specific pedagogical techniques for physical education lessons and integrate them into a step-by-step technology for creating a situation of success in learning activities: from analyzing the initial pedagogical situation to gradually improving it, up to creating a situation of success and summarizing the results.

We propose to structure the work according to the following scheme: «Analysis of the initial pedagogical situation» → «Gradual improvement of it» → «Creation of a situation of success».
First, the teacher studies the group of students and a specific student (which creates uncertainty and involves a fear of failure), and then gradually leads them to a gradual improvement of the initial pedagogical situation, and then to the creation of a situation of success, without skipping any steps.

To achieve this, we propose a set of specific pedagogical techniques:

- **Introducing Motivation (Motivation):** this technique helps the child see the meaning in the learning task and connect it with their personal goals or interests;
- **Removing Fear:** The teacher creates an attitude in advance: «He who does nothing makes no mistakes»;
- **«Anticipating Success»:** praising the attempt in advance to boost confidence;
- **Slow-Motion Filming:** The exercise is demonstrated in slow motion so that the student can break down the movement into elements and practice them without unnecessary strain;
- **Role-Reversal:** For example, give a student the role of an instructor, where they themselves explain the technique to their fellow students, which helps them gain a deeper understanding of the path to success and feel more confident.

Other authors add a cognitive-behavioural framework: how a student's expectations and attitudes influence their behavior and well-being in the lesson [4,6,7]. Within the framework of teaching practice, this means that it is not only the learning task or exercise that matters, but also how the teacher presents it.

For clarity and practical orientation in sports pedagogy, let us cite examples from the experience of physical education teachers:

- pull-ups without stress: The teacher breaks the exercise down into micro-steps: first, hanging on the bar for 10 seconds, then «negative» pull-ups (slow lowering), and then pull-ups using a resistance band. The student records their personal progress in a self-monitoring diary. Success here is not «so many times», but «Today I held on for 2 seconds longer». Anxiety decreases, and a habit of working out develops.

**Card 1: Pull-ups (on the Bar)**
Goal of the success situation: the student is not afraid to try, records real personal progress, and does not Compare themselves with «stronger» classmates.

**Health-preserving effect:** reduced anxiety, formation of a habit of strength training without over load.

Micro-steps (according to Belkin's «ladder of success»)

- Hanging on the bar. Maintain the group for 10–30 seconds. The goal is to learn to hold oneself confidently and not be afraid of height/falling.
- Pull-ups. With the help of a teacher/stool, the student reaches the top position (chin above the bar), then slowly lowers themselves for 3–5 seconds. 3–5 repetitions
- Pull-ups with a resistance band/assistant. The band takes some of the body weight. Focus on technique: shoulder blades down, body Starlight, chin to the bar. 3 sets of 3–6 repetitions.
- Full pull-ups without assistance. When the technique is stable and the student confidently Per forms 5–6 negative pull-ups or pull-ups with a resistance band, they try 1–3 full pull-ups.

Success criteria by level. Beginner: the student holds the hang for 20 seconds in a row, Per forms 3 negative pull-ups with controlled lowering. Intermediate: does 3 pull-ups with a resistance band, technique without a «swing» with the legs. Advanced: 5–8 full pull-ups in a row, the body is stable, no swinging.

**Card 2: Standing Long Jump**
Goal: to eliminate the fear of «not making the jump», to teach how to feel the push-off and landing, and to reduce the risk of injuries due to lack of confidence.

**Health-promoting effect:** prevention of falls and overloads, development of proprioception.
**Micro-steps**

- Imitation of push-off without a jump. Pressing hands against the wall, shifting weight onto the toes, «springing» in the knees. 10–15 times. The task is to feel the moment of the push.
- Jump with 50–50% effort. Don't try to jump «as Much as possible»; focus on landing softly on both feet, with knees bent. 5–7 times.
- Jump with a target. On the floor – a tape/chalk mark at a distance of +10–20 cm from the usual result. The goal is to hit the zone, not to «break the record».
- A series of jumps with recording of the best result. 3–4 attempts, the best jump is recorded. Comparison is made only with the individual's own previous result.

*Success criteria by level*. Beginner: soft landing on both feet without losing balance, 5 times in a row. Intermediate: a jump 10–20 cm further than the individual's previous result, technique is maintained. Advanced: a stable result in a series of 3 attempts (variance no more than 15 cm), confident push-off with both feet.

**Card 3:** Throwing and catching a ball (volleyball/basketball, Beginner level)
Objective: to overcome the fear of «I Don't catch it», to eliminate shame due to mistakes, and to develop basic coordination.

Health-promoting effect: reduction of situational anxiety, development of confidence in team actions.

**Micro-Steps**

- Throwing at the wall and catching. The ball is light (mini-volleyball/fit ball). 10–15 throws, focusing on soft hand cushioning when catching.
- Throwing at a target. On the wall – a circle with a diameter of 60–80 cm. The goal is to hit 6–8 times out of 10.
- Working in pairs at short distance. Distance: 2–3 m, throws from below/above, without rushing. 15–20 passes, the goal is not to lose the ball more than 2 times in a row.
- Pass with movement. One person takes 2 steps forward, the other takes 2 steps back, pass while moving. 10–12 passes.

*Success criteria*. Initial: 10 consecutive catches without the ball falling to the floor, hands «soft» Intermediate: 8 hits out of 10 on the target, 15 passes in a pair without more than 2 consecutive mistakes. Advanced: passes while moving without losing the ball, the ability to adjust to an inaccurate pass from a partner.

**Card 4: Shuttle run 3×10 m**
Goal: to learn how to distribute effort, not to «give it your all» right away, to reduce the stress associated with the standards.

Health-preserving effect: prevention of excessive strain on the cardiovascular system, development of the skill of self-control of pace.

**Micro-steps**

- Distance walk. Walk 3×10 m at a pace, remember the landmarks, turns, and start/finish points.
- Running at 50% effort. Run 3×10 m at a comfortable pace, without getting out of breath. The task is to master the turning technique: the foot is placed closer to the line, and the body is slightly tilted inward during the turn.
- Running with a target time. The teacher sets a «time corridor» (for example, 12–14 seconds), and the student tries to stay within it. Don't «push to the maximum», but maintain a steady pace.

Shuttle run with recording of personal best. 2 attempts with a rest period of 2–3 minutes; the best result is recorded. Comparison is made only with the student's own previous time.

*Success criteria*. Beginner: runs 3×10 m without stopping, turn technique is safe (no sudden braking). Intermediate: hits the target time range 2 times in a row, breathing is controlled. Advanced: improves personal time by 0.3–0.5 seconds, stable technique on all three segments.

Feedback templates (according to our formula: analysis → improvement → next step)

These templates can be used orally or entered into the student's self-monitoring diary.

Template 1 (universal, for any exercise). «Today you accomplished [a specific fact: 'held the hang for 25 seconds', 'caught 10 times in a row']. The [key element: 'soft landing', 'calm pace'] turned out especially well. To make it even better next time, try [one clear next step: 'add 5 seconds to the hang', 'keep your gaze on the target']».

Template 2 (for working with a mistake without devaluing it). «I noticed that [the mistake is: «you brake sharply when turning»] This is normal at the learning stage. Let's do it this way: [a simple technique: «Try to place your foot a little earlier, 1 step before the line»]. «We'll check how this works in the next lesson».

Template 3 (for a «weak» result, to maintain motivation). «The result Today is a bit lower than we'd like. But it's important that [the positive aspects are: 'you didn't give up and finished the series', 'the technique has Become cleaner']. Next step: [a micro-task: 'focus on one element – for example, the position of your hands']. This is enough for progress to take off.

The scientific justification for each Template we have developed should be sought in creating a situation of success:

- **According to A. S. Belkin's Methodology:** based on the «ladder of success» technique, which can be specified and implemented in micro-steps – each exercise is broken down into stages where success is achievable and tangible.
- **According to Our Methodology by Yu. V. Andreeva:** feedback is built according to our «analysis → improvement → step forward» model, which reduces anxiety and makes the Assessment formative.
- **According to Yastrebov's Methodology:** the success criteria are formulated without comparing them with the class.

Health preservation is achieved here through the phased and gradual implementation of methods into a health-preserving technology that creates a situation of success in educational activities, along with differentiated criteria that, in our view, significantly reduce the fear of making mistakes and the risk of stress and avoidance of activity, and Therefore preserve and strengthen health.

Theoretical significance of the study: a pedagogical technology for creating a situation of success has been developed and described in relation to Strengthening students' confidence and self-esteem in physical education lessons.

Methodological significance of the study: a ready-made set of pedagogical techniques for creating a situation of success has been proposed, which can be used in educational classes.

The practical significance of the study lies in reducing anxiety, increasing interest in physical education, enhancing engagement in educational and health-promoting activities, boosting physical activity, reducing stress, preventing avoidance of physical exertion, and fostering a stable motivation to move – these are the main criteria for maintaining health.

Results: Situations of success are a synthesis of approaches. The person-centered concept provides a value-based foundation (respect for the individual, their intrinsic worth, and the creation of conditions for self-realization), while the cognitive-behavioural approach offers practical tools for modeling specific steps: how to overcome fear, how to give the student a sense of progress, and how to strengthen their self-confidence through this.

That such a synthesis of approaches produces several effects:

- it activates vital forces and increases motivation for learning activities;
- it allows for recording intermediate successes («small successes technique») In a supportive manner – without comparing the student to others, but instead noting their personal progress (for example, improved running time, more accurate passing);
- helps to take into account each student's individual physical capabilities, which is especially important for children with different levels of fitness.

Overall, this approach fosters a positive attitude towards physical education in the student: they stop being afraid of making mistakes, begin to believe in their own strength, and see that even small steps forward are already a success.

Our approach emphasizes person-centered interaction, where the teacher acts not only as a mentor but also as a facilitator, helping each student unlock their potential and experience the joy of achievement through Various methods: verbal (praise and encouragement), emotional (a smile, a friendly gaze, an encouraging tone of voice, a nod of the head, open gestures), and material (trophies, awards, Letters of gratitude) encouragement.

The advantages of this approach lie in the fact that it helps:

- to foster a stable, positive motivation for learning;
- to create a supportive Assessment system for students, focused on each individual's progress rather than on comparing them with others;
- to strengthen the student's belief in their own abilities and to boost their personal development.

## Conclusion

Thus, creating situations that lead to success is a promising area in sports pedagogy. If a student manages to achieve success at school, they have every chance of succeeding in life. The achievements themselves in physical education classes have a health-promoting function, as they contribute to fostering a desire for physical well-being and a need to take care of one's health.

## Conflict of Interest

The author hereby declares that this research is free from conflicts of interest with any party.

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