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A Situation of Success in Physical Education Classes: How to Create it, The Main Stages and Conditions

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ABSTRACT

Introduction: In this article education is one of the factors of health preservation if it is organized on the basis of humanistic-oriented principles and pedagogically justified methods that create a situation of success. **The purpose of the article** – is to show the stages and describe the conditions for creating a situation of success in educational activities. **The research methodology** is based on a differentiated and person-centered approach. The research methods involve a comprehensive analysis of the interaction between specific techniques of the situation of success (their impact on reducing anxiety, fostering self-esteem, and developing metacognitive skills) in the context of health-preservation. Synthesis, generalization, and author's pedagogical interpretation.

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.

Conclusion: That this approach: activates students' vitality and motivation to study; allows for the recording of intermediate successes («small success technique») in a gentle manner, without comparing students with each other, but rather noting their personal progress (for example, improved running time or more accurate passes); and takes into account the individual physical capabilities of each student, which is especially important for children with different levels of training.

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Introduction

Modern approaches to the upbringing and education of children of different ages suggest that practicing teachers should Ad here to the principle of prioritizing health-preserving activities and focus on finding techniques and methods to Address the issues of maintaining and Strengthening health, as it has ceased to be a personal matter and has Become a social and Economic category.

Today, there are a number of contradictions in global science and practice. Statistical Data shows an alarming trends in the health of students: some of the younger generation has physical and mental development disorders and chronic diseases; 2) traditional pedagogy is often health-depleting: stressful situations, methods that are not appropriate for the age of students, and a rigid grading system depleting the child's resources; 3) the problem of maintaining discipline in the classroom is widespread worldwide.

In this regard, the role of physical culture has increased, which, in turn, is the basis for performance in all types of educational, work, and sports activities. It is undeniable that the quality of physical education classes greatly affects whether a person chooses a healthy life style, Per forms physical Exercices in the morning, engages in sports, participates in competitions, joins sports clubs, or engages in fitness activities. There is almost no benefit to a class where students come without desire and motivation for success, but strictly according to the schedule, because it is mandatory and/or out of fear of punishment.

Therefore, a student must have motivation – a desire, an internal need, and a habit of going to class. Punishments in the classroom destroy a student's motivation and health, and forcing them to engage in physical activity leads to feelings of inadequacy and a loss of cognitive and athletic interest in physical activity. Therefore, one of the main Objectives of a physical education teacher is to fosters positive motivation and a strong understanding that physical education and health are inseparable. How can this be achieved, and what is the key to ensuring that students enjoy their physical education classes?

An analysis of the experience of previous research in the field of education including physical education and the preservation of students' health based on the competent organization of educational activities, has shown that many scientists have participated in the development of this topic [1-6]. For example, the Russian teacher A.S. Belkin, whose book «A Situation of Success. How to Create It» Belkin has Become a fundamental work, has systematized the techniques (motivation, fear reduction, and role exchange) that a

teacher can use in the classroom [4]. Another Russian educator proposed ideas that are often used as a methodological basis for research in the field of pedagogical technologies, including the situation of success [7].

Representatives of the cognitive-behavioral approach have helped to substantiate in their works how a situation of success affects motivation and emotional state, which is directly related to health preservation [8-10].

In these studies, the situation of success is considered as a health-preserving educational technology that activates vital forces, motivation for physical education, and allows for step-by-step recording of intermediate successes, taking into account the individual physical capabilities of each student when completing the standards.

In modern research, the topic continues to be developed: they study how a situation of success works in different subject areas (not only in physical education, but also in Russian language and mathematics classes), how it can be adapted for children with special educational needs, and how it can be combined with digital learning tools.

In our article «A Situation of Success as a Health-Preserving Educational Technology» we described in detail and proposed for use the author's educational technology: how to build a chain of «situation analysis → gradual improvement → creation of a situation of success» in a physical education lesson, and what techniques to use for this purpose (motivation, slow motion, and role-playing) [8].

Scientific and experimental research has proven that this approach activates vital forces, increases motivation, and allows for a gentle Assessment of progress based on individual capabilities.

The novelty of our research consists in:

- a comprehensive analysis of the interaction of pedagogical techniques for creating a success situation (how they affect the preservation of a health-saving educational environment and strengthen self-esteem) in the context of health-saving;
- in identifying the conditions under which a success situation really works as a health-saving technology (the role of the teacher, the involvement of parents, the creation of a favorable psychological climate in the classroom); in adapting the scheme we developed (analysis → step-by-step improvement → creation of a success situation) for different subject areas (not only physical education, but also, for example, humanities disciplines) [11,12].

The purpose of the article – is to show the stages and describe the conditions for creating a situation of success in educational activities.

The research methodology is based on a differentiated and person-centered approach. The research methods involve a comprehensive analysis of the interaction between specific techniques of the situation of success (their impact on reducing anxiety, fostering self-esteem, and developing metacognitive skills) in the context of health-preservation. Synthesis, generalization, and author's pedagogical interpretation.

Research Results: An analysis of the scientific literature has shown that the concepts of «success» and «success situation» are not the same thing. A success situation is a combination of favorable pedagogical conditions that ensure success in educational activities, and success itself is the result of such a situation, it is a significant learning result that a person aspired to, a result accompanied by a sense of joy, pride, learning competence and personal consistency and assessed by her as successful» [12]. The situation is what the teacher creates, the result of his Thoughtful strategy and tactics, and success is what the student achieves.

According to the famous Russian teacher V. A. Slastenin, a success situation is a learning situation in which a student is sure to cope with a learning task [13]. This means that the teacher needs attention and psychological vigilance towards the students. He must understand who is in front of him and observe another principle – taking into account the individual characteristics of those who study (their age, gender, abilities, aspirations, interests and habits).

Therefore, it is necessary to follow the principle of feasibility and accessibility of educational activities in teaching. At the same time, the activities should not be too easy or too difficult, otherwise students will stop striving to achieve success.

In turn, another Russian teacher, N.E. Shchurkova, argued that it is success or failure in educational activities that determines the leading trends in personal development [14]. Pedagogical practice shows that even a single experience of success can change a student's psychological well-being and serve as an impetus for further physical and moral development. It is important to note that objective success (such as running faster than others) is not the same as success.

The concept of success should include the improvement of academic performance over a certain period of time, as well as the Assessment of success in the dynamics of a particular student's personal development: their achievements yesterday should be comparable to their achievements Today!

Our approach contains soft methods and Assessment, is suitable for women's sports Teams, people with disabilities, children, and is necessary as a priority in a situation of success as a method of emotional support and effective assistance to those who are just starting sports training, whose interests are not established and/or whose choice has not been made, and whose interest and involvement in the interests of the sports team have not been strengthened. When using the technology of creating a situation of success, it is necessary to follow the principles of accessibility, systematicity, and nature-basedness. However, in order to create conditions that ensure success, it is necessary to identify these conditions.

The first pedagogical condition a favorable psychological climate of each individual lesson (K. Rogers' 1994, term): the student feel confident and comfortable, the lessons focus is on the student, and the teacher considers how to engage the students in collaborative work and keep them interested [15]. The style of interaction between the teacher and the student is crucial. It can be authoritarian, democratic, or permissiveness [16]. The style of interaction between the teacher and the student significantly influences the student's perception of the teacher's personality, their feelings of sympathy or antipathy towards the teacher, and their willingness to comply with the teacher's demands. The importance of a mentor, their authority, and personal example have been discussed by Rogers, Makarenko, V Sukhomlinsky and others [17-19].

We are not talking about the advantages and disadvantages of authoritarian, democratic, or permissive styles of pedagogical leadership. However, we would like to make the following observation: 1) there is no such thing as a bad or good style. It should be appropriate for the specific pedagogical situation that the teacher is trying to create a situation of success. Success is as individual as the person himself: what is a success for one person may be a failure for another; 2) there is no one-size-fits-all recipe for creating a situation of success. But there is a general scheme of methods that (do not) contribute to success; 3) a situation of success is always focused on using positively directed methods: praise, awards, prizes, cups, diplomas, and Letters of gratitude. But! In the process of professional interaction, all styles are good, and a teacher should be able to master them perfectly. His pedagogical skills should be characterized by his ability to combine methods and styles: pedagogical demands with respect and recognition of an individual's contributions to society.

An analysis of scientific literature has shown that many Russian researchers emphasize that a situation of success is not a one-time event, but a system of conditions that a teacher creates in the classroom [5, 9]. The essence of this system is to help children overcome their insecurities, fear of making mistakes, and other difficulties that often arise due to differences in physical fitness.

The second pedagogical condition is the construction of a pedagogical strategy for creating a situation of success in the classroom, which aims to provide an opportunity to achieve a significant learning outcome and evaluate it as a success on a regular basis. This strategy consists of several stages [1].

- The preparatory stage («Analysis of the initial pedagogical situation»). The teacher and the student analyze the past experience, identifying areas of success and difficulties. This helps to lay the foundation for planning and appropriate self-assessment.
- The «Gradual Improvement of the Situation» stage. This stage creates conditions for transition to success: situations of choice are introduced, as well as small difficulties that the student can overcome with the teacher's support.
- The main stage is the creation of a situation of success. The student is offered tasks that are within their capabilities, given space for active participation, and encouraged to make efforts. Among the techniques are «removing fear» (creating a comfortable atmosphere so that the child is not afraid of making mistakes), using slow motion to practice elements, and exchanging roles (when a stronger student helps another).
- The final stage is the summation. It is important to analyze together with students what has worked out and what can be improved next time.

The key setting of the teacher in this strategy is pedagogical optimism: faith in the student's capabilities, readiness to support and help, rather than to criticize. The teacher acts rather as a facilitator (assistant, consultant) and as an organizer.

The third pedagogical condition is the possibility of achieving and assessing results. Assessment here is not limited to formal standards or comparison with others. Its purpose is to record personal progress, notice the result, and maintain motivation.

Within this framework, there are some specific features and limitations: (to be discussed):

1. reasonable pedagogical requirements for each student and tasks aligned with their capabilities (taking into account Gender, age, and abilities): education and upbringing are carried out on the basis of a person-centered approach, in which each student develops individually. It cannot be denied that people of the same age have different reserves for physical development, depending on weight, height, and body build. It is also important to take into account personality traits. Moreover, there will be no success if the learning tasks and Exercices are too easy or too difficult. Learning tasks are designed based on the principles of feasibility and free choice (in terms of level of difficulty);

2. the strategy of an individual approach in selecting physical Exercices and their dosage. The teacher gives sports groups the opportunity to choose an instructional task of varying difficulty (depending on the level of mastery of the motor actions being studied). A student may not Per form an Exercices that is beyond their capabilities (for example, pull-ups), but they must Per form Exercices aimed at developing strength. Those who have mastered the technique play volleyball, while the opposing team, whose level of preparation lags behind, plays pioneer ball with elements of volleyball. This technique helps maintain every one's interest in the activities and, at the same time, encourages personal (self) improvement. A student who is exempt from physical education classes participates in the learning process and helps the teacher: they are assigned as a Judge, a supervisor, etc. The student gains experience in mutual assistance and begins to better understand the rules of the sport. The teacher uses exercises in simplified/and more complex forms to help the student master motor actions. The student can complete the exercise with the help of the teacher or another student. More complex conditions are always appealing to the «stronger» students. The teacher organizes individual assistance (the stronger student works in a pair with the weaker one). The weaker student learns faster, but the stronger one delves deeper into the learning process, both in theory and in practice;

3. encouragement for any success and the teacher's covert assistance: you should praise and encourage as often as possible:

• ncouragement is a pedagogical method of positive assessment. It can serve as a formative tool for comparing the results obtained by the student, which the student compares with their own previous results. In class, students should not be afraid of making mistakes or failing; they should be encouraged even for the smallest achievement. Success can be noticed or unnoticed. Everyone likes to be praised. The only difference is that the student should be told: «Well done, you've done a great job», you're «awesome»;

• objective grading: to evaluate students' work in class objectively and fairly. For a child to understand and accept a grade, they must know the requirements that apply to the grade. The student has the opportunity to demonstrate the results they have achieved; they feel the approval of the teacher and those they are studying with;

• the system of small successes is a technology within which even intermediate achievements are noticed. We recommend keeping a «diary of achievements». It has proven to be an excellent pedagogical tool for (self-)encouragement;

• the technique of covert assistance is a pedagogical method that can take the form of: advice, instruction, a hint, or a consultation.

We are talking about unobtrusive support: advice, a short hint, or observation from the side, which does not deprive the child of independence. Such «covert» assistance prevents the emergence of a feeling of helplessness – and it is precisely this feeling that often underlies chronic stress and health problems.

During the training session, the promoted sport (track and field, gymnastics, sports games, etc.) and a healthy life style are promoted. There are Various types of incentives that are used: material ones (gratitude expressed in front of everyone; a certificate, a gift; posting Information on a stand and/or a board of honor; recording gratitude in an electronic diary) and verbal

ones: an encouraging Word from the teacher (praise);
4. each student gains experience of being a leader and has the opportunity to demonstrate initiative (based on personal choice). The teacher involves students in organizing the lesson and serving as judges. The teacher assigns students to conduct warm ups and exercises to develop basic and special physical qualities. The student gains practical experience of success in physical culture and health activities, and their interest in demonstrating initiative, independence, responsibility, creativity, organizational skills, and positive personal self realization in general increases. The teacher encourages the search for new exercises to develop physical qualities: endurance, speed, and others. The student can propose and demonstrate a new exercise, for which they can receive a Grades. Interest increases, and experience is enriched with practical knowledge. The Unit of human experience, linked to the student's past, present, and future as a subject of learning activity, is the experience of success. The experience of success is a system-forming faktor that leads to the integration of all the aforementioned pedagogical conditions into a holistic, systemically organized situation. In the initial pedagogical situation, each student brings their own experiences and background as the foundation of their entire individual history. Thus, gradually, the situation of success, as a purposeful and organized combination of pedagogical conditions, becomes a characteristic of a health preserving educational environment. Pedagogues of the past and present, viewed success as part of students' personal experience, linked to emotional support and experiences [3,19,20,21]. A. E. Mitin and A. Yu. Filippov note that failure cannot be loved; it does not bring joy, but it should be respected [21]. Other teachers notes that a situation of success, as a deliberately achieved experience of satisfaction, can arise in various spheres of life and activity [22]; however, the social experience that is most valuable to an individual is the one that aligns with their internal attitudes, interests, and focus;
5. relying on the student's strengths and focusing on positive resources and success helps avoid focusing on mistakes and failures. It is Much more productive to identify and support what the student is already good at and build further efforts Around that. This reduces the risk of feeling in adequate and the associated negative emotions [2,23-26].

If these conditions are Meet, the student develops a healthy attitude towards the activity: they learn to value the process and their efforts, not just the final result. This reduces the level of chronic stress, prevents burnout, and fosters a stable motivation to learn [8].

Extracurricular physical education also plays a significant role in creating a situation of success. During the period of competitions in Various sports, physical education lessons Become more significant. This is no longer just a lesson, but preparation for the next school competition, and if the class team lacks players, the students themselves are interested in «teaching» those who are not yet doing well (role exchange).

Later, some students, having Experience the atmosphere of competition and rivalry, feeling the success and recognition from their fellow students, sign up for sports clubs and begin to take up sports seriously and enthusiastically.

Discussion of the Research Results: In our work «The Situation of Success as a Health-Preserving Educational Technology», we presented the process of creating a situation of success in a physical education lesson as an effective way to increase students' motivation and preserve their health.

A situation of success is a situation deliberately created by the teacher in which the student achieves the planned learning outcome, recognizes it as a personally and socially significant achievement, and evaluates it as successful.

The key idea of the approach is that learning remains health-preserving if the teacher organizes the process by selecting techniques, methods, and conditions that take into account the preservation of students' health.

The generalized model for organizing a lesson is as follows. For example, it can be seen in Table 1.

Tabel 1: The Generalized Model for Organizing a Lesson

No.	The stages of a success situation as a health-preserving educational technology	Pedagogical technology for creating a situation of success in a physical education lesson
I.	Analysis of the initial pedagogical situation	studying the student's level of preparation, self-Assessment, and the nature of relationships in the class.
II.	Gradual improvement of the situation	(creating a favorable climate, using praise and approval, encouraging effort).
III.	Creating a situation of success	using special techniques: motivation, reducing fear, slow-motion filming with practice exercises at a slower pace, role-reversal
IV.	Summing up	Identification of strengths and weaknesses. Work on bugs. Building on what has been achieve

Conclusion

Overall, we view the situation of success in physical education classes not just as a way to boost academic motivation, academic success, and the organization of learning activities, but as an entire health-preserving technology. The main idea is to organize the learning process in such a way that the student feels emotional support, overcome the fear of making mistakes, and ultimately experiences personal progress [27,28].

Conflict of Interest

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

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