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PEDAGOGICAL MECHANISM FOR EFFECTIVELY ORGANIZING ATHLETICS LESSONS IN GENERAL EDUCATION SCHOOLS

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ABSTRACT

This article explores pedagogical mechanisms for effectively organizing athletics lessons in general education schools. The study employs innovative methods, such as individualized training plans, differentiated instruction, and digital tools, to enhance students' physical fitness, motivation, and engagement. Results indicate significant improvements in speed, strength, and endurance, as well as positive changes in students' attitudes toward athletics. The findings emphasize the importance of modernizing teaching approaches and addressing challenges like resource limitations and teacher training to ensure sustainable development in physical education.

KEYWORDS

Athletics lessons, physical fitness, pedagogical mechanisms, differentiated instruction, individualized training plans, student engagement, physical education, teaching innovation.

INTRODUCTION

In recent years, the role of athletics in promoting physical fitness and a healthy lifestyle has gained significant attention in educational institutions.

Athletics, as a foundational sport, not only enhances physical qualities such as speed, strength, and endurance but also fosters discipline, teamwork, and

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perseverance among students. However, organizing effective athletics lessons in general education schools remains a critical challenge due to various factors, including insufficient resources, lack of professional guidance, and outdated pedagogical approaches.

The importance of improving the quality of physical education, including athletics, has been highlighted at the national level. For instance, Presidential Decree No. PD-6099, dated October 30, 2020, "On measures to further develop physical culture and mass sports," outlines strategic objectives for enhancing physical education in schools. The decree emphasizes the of innovative introduction methods, modern equipment, and specialized training programs to foster an active and healthy generation. It also underscores the need for qualified teachers and effective teaching methodologies tailored to the unique needs of students.

The purpose of this article is to explore the pedagogical mechanisms for organizing effective athletics lessons in general education schools. By addressing key challenges and proposing innovative approaches, this study aims to enhance the efficiency of athletics lessons and contribute to the overall development of students' physical and social skills. In particular, the article focuses on integrating modern teaching methods, individual training plans, and motivational strategies to achieve better learning outcomes [2,5].

METHODS

The study employed a mixed-method approach, combining qualitative and quantitative research methods to analyze and enhance the organization of athletics lessons in general education schools. The participants included 120 students aged 13-15 from three different schools, selected through purposive sampling to represent diverse physical fitness levels and learning environments.

To assess the current state of athletics lessons, an observational study was conducted over a threemonth period. This involved analyzing the teaching methods used, the availability of equipment, and the engagement level of students during lessons. Additionally, semi-structured interviews with physical education teachers were conducted to identify challenges and gather insights on improving lesson quality.

Based on the initial findings, an experimental training program was developed and implemented. This program incorporated modern pedagogical techniques such as differentiated instruction, peer learning, and the use of digital tools for monitoring student progress. The program also emphasized individual training plans tailored to each student's physical abilities and goals.

To measure the program's effectiveness, pre- and postexperiment tests were conducted, focusing on key

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physical qualities such as speed, strength, and endurance. Data were collected through standardized fitness assessments and student surveys to evaluate their motivation and satisfaction with the new approach.

The combination of these methods allowed for a comprehensive understanding of the pedagogical mechanisms that can enhance the organization of athletics lessons, providing a foundation for practical recommendations and further research.

Pedagogical mechanism for effectively organizing athletics lessons in general education schools

Pedagogical Mechanism	Description	Implementation Method	Expected Outcome
Differentiated Instruction	Tailoring lessons to meet the diverse needs and abilities of students.	Group students based on skill levels; provide varied tasks that match their physical capabilities.	Improved engagement and equitable skill development among students.
Individualized Training Plans	Customized training programs for each student based on fitness levels.	Use pre-assessments to design specific exercises and goals for each student.	Enhanced physical performance and motivation.
Interactive Teaching Methods	Engaging students through active participation and feedback.	Incorporate group activities, peer learning, and interactive discussions during lessons.	Increased student involvement and collaborative learning.
Use of Digital Tools	Monitoring and analyzing student progress using technology.	Use apps or software for tracking performance metrics, such as running speed or endurance levels.	Accurate progress monitoring and real-time feedback for students and teachers.
Game-Based Learning	Integrating athletic drills with fun and competitive games.		Improved enthusiasm and motivation during lessons.
Teacher Professional Development	Equipping teachers with modern instructional strategies and tools.	Organize workshops and training sessions focused on innovative teaching methods and the use of digital resources.	Enhanced teaching quality and adaptability to diverse classroom needs.
Resource Optimization	Efficient use of available resources to maximize lesson effectiveness.	Utilize multipurpose equipment and outdoor spaces creatively to conduct diverse athletic activities.	Overcoming resource limitations and ensuring lesson variety.

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RESULTS

The implementation of the experimental athletics training program demonstrated significant improvements in both the physical abilities and engagement levels of students. The pre- and postexperiment fitness assessments revealed notable enhancements in key physical qualities. For example, the average 100-meter sprint time improved by 8.5%, while the standing long jump distance increased by 12.3%. Similarly, endurance, measured through a 12minute run test, showed an average improvement of 15.6%. These results indicate the effectiveness of the program in enhancing students' physical performance.

In addition to physical improvements, the students' attitudes toward athletics lessons also changed positively. Surveys conducted before and after the experiment showed a 40% increase in student motivation and enjoyment of athletics activities. Students reported that the individualized training plans and interactive teaching methods made the lessons more engaging and less intimidating.

Feedback from teachers further supported these findings. They noted that the use of differentiated instruction and digital tools for tracking progress allowed them to address students' individual needs more effectively. As result, previously underperforming students showed greater participation and confidence in their abilities.

Overall, the experimental program not only improved the physical fitness of students but also created a more inclusive and motivating environment for athletics lessons. These outcomes highlight the potential of innovative pedagogical mechanisms in enhancing the effectiveness of physical education in general education schools.

Results of the experimental program

Assessment Criteria	Pre-Experiment Average	Post-Experiment Average	Improvement (%)	Significance
100-meter Sprint (seconds)	16.5	15.1	8.5%	Improved speed and acceleration among students.
Standing Long Jump (meters)	1.85	2.08	12.3%	Enhanced explosive power and leg strength.
12-minute Run (meters)	1800	2080	15.6%	Increased endurance and aerobic capacity.
Student Motivation (survey)	65%	91%	+40%	Boosted interest and participation in athletics lessons.

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Assessment Criteria	Pre-Experiment Average	Post-Experiment Average	Improvement (%)	Significance
Teacher Satisfaction (rating)	3.8/5	4.5/5	+18%	Positive feedback on new teaching methods and tools.

DISCUSSION

The findings of this study underscore the importance of adopting innovative pedagogical mechanisms to enhance the effectiveness of athletics lessons in general education schools. The observed improvements in students' physical performance, motivation, and engagement align with previous research, which highlights the role of individualized training plans and modern teaching methods in fostering student development. For instance, tailored approaches that address students' unique physical abilities allow for more equitable participation and better outcomes.

One of the most significant contributions of the experimental program was the use of differentiated instruction, which enabled teachers to cater to a wide range of skill levels. This approach not only helped high-performing students to further excel but also empowered underperforming students to build confidence and improve steadily. Such inclusivity is essential for ensuring that all students benefit equally from physical education.

Another key factor was the integration of digital tools for tracking progress, which provided real-time feedback to both teachers and students. This aligns with global trends in education technology, where data-driven strategies are increasingly used to personalize learning experiences and enhance efficiency.

Despite these successes, some challenges were noted. For example, the need for teacher training in using new technologies and methods emerged as a critical area for improvement. Additionally, resource limitations, such as a lack of modern sports equipment, hindered the full realization of the program's potential.

Future research should focus on scaling these approaches to diverse school settings, addressing logistical challenges, and exploring long-term impacts on students' physical and social development. By doing so, the effectiveness and sustainability of these pedagogical mechanisms can be further validated [3,5,6].

CONCLUSION

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The study demonstrated that implementing innovative pedagogical mechanisms significantly enhances the effectiveness of athletics lessons in general education schools. Key findings revealed improvements in students' physical qualities, such as speed, strength, and endurance, as well as increased motivation and engagement during lessons. These outcomes highlight the potential of individualized training plans, differentiated instruction, and the integration of digital tools in physical education.

The experimental program created a more inclusive and interactive learning environment, addressing the diverse needs of students with varying levels of physical fitness. Teachers also benefited from these methods, as they allowed for more precise monitoring of student progress and effective adaptation of lesson content. However, challenges such as resource limitations and the need for teacher training were identified, emphasizing areas for further development.

This study underscores the necessity of modernizing athletics lessons to meet the evolving needs of students and align with international standards in physical education. Future efforts should focus on scaling these approaches to broader contexts, addressing infrastructure gaps, and providing professional development for teachers. By continuing to refine and implement these mechanisms, schools can foster a generation of healthier, more active, and physically capable students.

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