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## **Organisational and Pedagogical Conditions for Improving the Quality of Physical Education Lessons in Secondary Schools**

The article examines the organisational and pedagogical factors that contribute to improving the quality of physical education lessons in secondary schools. The study aimed to identify and analyse the conditions that enhance the effectiveness of physical education lessons. The research was conducted during the 2019-2020 and 2020-2021 academic years at Secondary School No. 61 in Karaganda, Kazakhstan, and involved students in Grades 9–11, physical education teachers, parents, and school administrators. Research methods included analysis of scientific and methodological literature, questionnaires, interviews, pedagogical observation, and analysis of students' written reflections. The findings indicate that the quality of physical education lessons depends on a combination of organisational, content-related, and methodological factors that shape students' attitudes towards the subject and their participation in physical and sport activities. The results also show that the integration of modern educational technologies, interactive teaching methods, and diverse forms of motor activity is viewed by educational stakeholders as a promising approach to improving school physical education. The findings may be used to develop programmes and organisational measures aimed at enhancing the quality of physical education lessons in secondary schools.

*Keywords:* physical education, lesson quality, secondary school, organisational and pedagogical conditions, modern educational technologies, interactive teaching methods, motor activity.

### *Introduction*

Physical education is an essential component of general education, as it contributes to strengthening students' health, developing their motor abilities, and fostering a value-based attitude towards a healthy lifestyle. In the context of the ongoing modernisation of the education system in the Republic of Kazakhstan, improving the quality of school physical education has become increasingly important. Modern physical education is expected not only to ensure an adequate level of physical fitness but also to promote students' interest in physical activity, strengthen their motivation for regular exercise, and develop a conscious attitude towards health preservation [1–3].

Contemporary requirements for organising the educational process involve updating the content of school education, introducing innovative pedagogical technologies, and creating conditions for students' active participation in learning activities. However, educational practice demonstrates that physical education lessons do not always fully meet students' interests and educational needs. A considerable number of students perceive physical education merely as a compulsory school subject rather than as an opportunity for personal development, health improvement, and meaningful leisure activities [4–6].

Recent studies indicate that the quality of physical education lessons depends on a number of interrelated factors. Among the most significant are the content of the curriculum, the variety of teaching methods and instructional tools employed, the professional competence of teachers, and the extent to which students' individual interests and needs are taken into account [4, 7–11]. Consequently, increasing attention has been paid to the use of modern educational technologies, interactive teaching methods, digital educational resources, and various forms of organising motor activity [7, 9–11].

At the same time, the organisational and pedagogical conditions that ensure improvements in the quality of physical education lessons through the use of modern educational technologies and updated lesson content remain insufficiently explored. In particular, the possibilities of integrating interactive teaching methods, digital resources, and the variable component of the curriculum, as well as their influence on students' attitudes towards physical education and their involvement in physical and sports activities, require further investigation [4, 9, 11].

Thus, an analysis of scientific literature and the practice of school physical education revealed a contradiction between the need to improve the quality of physical education lessons under the conditions of educational modernisation and the insufficient development of organisational and pedagogical conditions that would make it possible to achieve this objective through modern educational technologies. This contradiction determined the choice of the present research topic.

The study aimed to identify and analyse the organisational and pedagogical conditions that contribute to improving the quality of physical education lessons in secondary schools.

The object of the study was the process of improving the quality of physical education lessons in secondary schools.

The subject of the study comprised organisational and pedagogical conditions and modern educational technologies aimed at improving the quality of physical education lessons and fostering students' positive attitudes towards the subject.

In the present study, the quality of physical education lessons was considered as a complex characteristic that includes students' attitudes towards the subject, their involvement in physical and sports activities, satisfaction with lesson content, as well as the evaluation of lessons by other participants in the educational process.

The research hypothesis was based on the assumption that the creation of organisational and pedagogical conditions involving the use of modern educational technologies, interactive teaching methods, and the expansion of the variable component of the curriculum may positively influence the quality of physical education lessons and students' attitudes towards the subject.

The following research objectives were formulated:

1. To analyse scientific and methodological literature on the problem of improving the quality of physical education lessons.
2. To investigate the attitudes of students, teachers, parents, and school administrators towards physical education lessons.
3. To assess the role of modern educational technologies and variable lesson content in improving the quality of physical education lessons.
4. To identify and substantiate organisational and pedagogical conditions for improving the quality of physical education lessons in secondary schools.

#### *Methods and Materials*

The study was conducted during the 2019-2020 and 2020-2021 academic years at Secondary School No. 61 in Karaganda, Republic of Kazakhstan. The participants included students in Grades 9–11, physical education teachers, parents, and school administrators. The main participants of the study were school students, whereas teachers, parents, and administrators acted as experts whose opinions made it possible to analyse the influence of the implemented organisational and pedagogical measures on attitudes towards physical education lessons and to assess the prospects for their application in the educational process.

The research was carried out in three stages. At the first, diagnostic stage, the initial state of the problem was examined. Students' attitudes towards physical education lessons were analysed, factors affecting lesson quality were identified, and students' interests and educational needs were determined. In addition, the opinions of teachers, parents, and school administrators regarding the organisation of physical education were investigated.

At the second stage, organisational and pedagogical conditions aimed at improving the quality of physical education lessons were identified and implemented. The educational process incorporated modern educational technologies, interactive teaching methods, sports-related video materials, digital educational resources, independent learning tasks, and various forms of motor activity. Particular attention was paid to expanding the variable component of the curriculum and creating conditions that encouraged students to participate actively in different forms of physical and sports activities.

At the final stage of the study, the outcomes of implementing the organisational and pedagogical conditions were analysed. Particular attention was given to changes in students' attitudes towards physical education lessons, their level of involvement in physical and sports activities, as well as the opinions of teachers, parents, and school administrators.

The theoretical basis of the study was formed by the analysis and generalisation of scientific and methodological literature devoted to school physical education, improvement of lesson quality, and the application of modern educational technologies in the educational process. The analysis of scientific sources made it

possible to determine the main directions of the study, clarify the concept of the quality of physical education lessons, and substantiate the choice of organisational and pedagogical conditions implemented during the research.

To collect empirical data, questionnaires, interviews, pedagogical observation, and the analysis of students' written reflections were employed. Questionnaires were used to investigate students' attitudes towards physical education lessons, identify their interests, determine their satisfaction with lesson content, and analyse their opinions regarding the organisational and pedagogical measures implemented in the educational process. Interviews with students, teachers, and parents helped to clarify the factors affecting the quality of physical education lessons and to identify possible ways of improving them.

An additional source of information was students' essays devoted to the role of physical education in human life, their attitudes towards school physical education, and their perceptions of a modern physical education lesson. The analysis of these written reflections made it possible to identify the issues that were most significant for students and to take them into account when developing organisational and pedagogical conditions for improving lesson quality.

In the present study, the quality of physical education lessons was regarded as a complex characteristic encompassing students' attitudes towards the subject, their involvement in physical and sports activities, satisfaction with lesson content, and evaluations of lessons provided by other participants in the educational process.

The collected data were processed using qualitative and quantitative analysis methods. The results obtained from questionnaires, interviews, and pedagogical observations were systematised, compared, and interpreted in accordance with the objectives of the study, which made it possible to identify the most significant organisational and pedagogical conditions for improving the quality of physical education lessons in secondary schools.

### *Results and Discussion*

At the initial stage of the study, special attention was paid to identifying the factors that determine the quality of physical education lessons in secondary schools. The analysis of questionnaires, interviews, and students' written reflections showed that students' attitudes towards physical education are influenced by several interrelated factors. These include lesson content, the diversity of motor activities, the organisation of the educational process, the use of modern educational technologies, and opportunities for students to demonstrate independence and initiative during lessons.

To identify the most significant factors, students' opinions were analysed. The results are presented in Table 1.

Table 1

#### **Organisational and pedagogical factors influencing the quality of physical education lessons (according to students' opinions)**

<b>Organisational and pedagogical factor</b>	<b>Main findings</b>
Lesson content	Students emphasised the need to expand the variable component of the curriculum, include modern and popular types of motor activity, and update lesson content according to their interests and needs
Organisation of the educational process	Students positively assessed opportunities to choose certain types of exercises, participate in group activities, and become more actively involved in organising educational activities
Use of modern technologies	Students expressed interest in sports-related video materials, digital educational resources, interactive tasks, and multimedia teaching tools
Independent activity	Students highlighted the importance of independent assignments and the possibility of choosing forms of physical activity outside school
Motivation for participation	Students associated increased interest in physical education lessons with lesson diversity, the use of modern technologies, and opportunities for active participation

The obtained results made it possible to identify organisational and pedagogical conditions that formed the basis for further work. These conditions included updating lesson content, using modern educational technologies, applying interactive teaching methods, promoting students' independent activity, and strengthening cooperation among participants in the educational process.

The implementation of these conditions involved the use of sports-related video materials, digital educational resources, interactive assignments, and various forms of motor activity. Based on the results of the study, the organisational and pedagogical conditions that exerted the greatest influence on improving the quality of physical education lessons were systematised (Tab. 2).

Table 2

**Organisational and pedagogical conditions for improving the quality of physical education lessons**

Area	Content
Updating lesson content	Expanding the variable component of the curriculum and introducing modern and popular forms of motor activity
Modern educational technologies	Using video materials, digital educational resources, and multimedia teaching tools
Interactive teaching methods	Applying group work, interactive assignments, and discussions of sports programmes and video materials
Students' independent activity	Assigning individual tasks and providing opportunities for independent choice of physical activities
Interaction among participants in the educational process	Cooperation among students, teachers, parents, and school administrators

The implementation of these conditions was accompanied by changes in attitudes towards physical education lessons among different participants in the educational process. To assess these changes, repeated questionnaires were administered to subject teachers, parents, and school administrators. The results are presented in Table 3.

Table 3

**Attitudes of subject teachers, parents, and school administrators towards physical education lessons at different stages of the study**

Participants	Negative attitude		Positive attitude		Neutral attitude	
	Before, %	After, %	Before, %	After, %	Before, %	After, %
Subject teachers (n = 37)	75,7	24,3	16,2	64,9	8,1	10,8
Parents (n = 34)	20,6	5,6	73,5	91,2	5,6	2,9
School administrators (n = 9)	66,7	0	22,2	88,9	11,1	11,1

The analysis demonstrated that following the implementation of the organisational and pedagogical conditions, the proportion of positive evaluations of physical education lessons increased in all groups of respondents. The most pronounced changes were observed among subject teachers and school administrators. Parents also began to perceive physical education lessons more frequently as an important component of school education and an effective means of promoting a healthy lifestyle.

Overall, the findings suggest that improving the quality of physical education lessons is associated with the creation of a comprehensive system of organisational and pedagogical conditions. These conditions include updating lesson content, using modern educational technologies, applying interactive teaching methods, and expanding opportunities for students' independent activity. The findings highlight the potential of these approaches for further improving physical education in secondary schools.

*Conclusions*

The present study focused on identifying and substantiating organisational and pedagogical conditions that contribute to improving the quality of physical education lessons in secondary schools. The analysis of scientific literature and the findings of the study make it possible to regard the quality of physical education lessons as a complex characteristic associated with curriculum content, lesson organisation, educational technologies employed, and consideration of students' interests and needs.

The study revealed that students associate high-quality physical education lessons with several interrelated factors, including lesson diversity, an expanded variable component of the curriculum, the use of mod-

ern educational technologies, and opportunities for independent activity and initiative. The findings indicate that students' interest in physical education is largely determined by their involvement in the educational process and their opportunities for active participation in various forms of motor activity.

The study identified and described organisational and pedagogical conditions that can be considered as interrelated elements of a unified system aimed at improving the quality of physical education lessons. The implementation of these conditions created prerequisites for increasing students' engagement in the educational process and fostering more positive attitudes towards physical education.

The findings do not claim to provide a comprehensive solution to the problem under consideration; however, they demonstrate the relevance of further research into organisational and pedagogical mechanisms for improving the quality of physical education lessons. Future studies may focus on expanding the use of modern educational technologies, broadening the variable component of school curricula, and developing new approaches to organising students' motor activity.

Thus, the results obtained suggest that the creation of favourable organisational and pedagogical conditions may serve as one of the promising directions for improving the quality of physical education lessons in contemporary secondary schools.

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