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IMPROVING THE METHODOLOGY OF TEACHING SHORT-DISTANCE RUNNING TECHNIQUE IN PHYSICAL EDUCATION CLASSES WITHIN THE FRAMEWORK OF THE DEVELOPMENT STRATEGY

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Abstract
This article examines the improvement of the methodology for teaching short-distance running technique in physical education classes within the framework of the Development Strategy. The study focuses on the pedagogical conditions, methodological principles, and practical mechanisms that increase the effectiveness of sprint training among students. Particular attention is paid to the formation of correct running posture, start acceleration, stride coordination, finishing technique, and the gradual development of speed-strength qualities. The paper substantiates that the modernization of physical education lessons requires not only the renewal of content, but also the introduction of differentiated, competence-based, and student-centered teaching methods. In this regard, sprint training is considered as an important component of physical development, discipline, endurance, agility, and competitive readiness. The article also highlights the role of innovative pedagogical technologies, visual demonstration, repetitive drills, corrective exercises, and performance assessment criteria in the process of mastering sprint techniques. The findings show that improving the methodology of teaching short-distance running contributes to increasing students' physical preparedness, motivation for sports, and interest in systematic physical activity. The proposed methodological approach may serve as an effective basis for optimizing physical education lessons in higher pedagogical education institutions.

Keywords: Short-distance running, sprint technique, physical education, teaching methodology, motor skills, speed-strength qualities, sports pedagogy, student motivation, innovative technologies, competence-based approach.

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Introduction

TARAQQIYOT STRATEGIYASI DOIRASIDA JISMONIY TARBIYA DARSLARIDA QISQA MASOFAGA YUGURISH TEXNIKASINI O'RGATISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya
Mazkur maqolada Taraqqiyot strategiyasi doirasida jismoniy tarbiya darslarida qisqa masofaga yugurish texnikasini o‘rgatish metodikasini takomillashtirish masalasi yoritilgan. Tadqiqotda talabalar o‘rtasida sprint tayyorgarligini samarali tashkil etishning pedagogik shart-sharoitlari, metodik tamoyillari va amaliy mexanizmlari tahlil qilingan. Ayniqsa, yugurish holatini to‘g‘ri shakllantirish, past startdan chiqish, tezlanish bosqichi, qadamlar muvofiqligi, marraga kirib borish texnikasi hamda tezkor-kuch sifatlarini bosqichma-bosqich rivojlantirish masalalariga alohida e’tibor qaratilgan. Maqolada jismoniy tarbiya mashg‘ulotlarini zamonaviylashtirish faqat mazmunni yangilash bilangina cheklanmasdan, balki differensial, kompetensiyaviy va talaba markazli yondashuvlarni joriy etishni ham talab qilishi ilmiy asoslangan. Shu nuqtai nazardan, qisqa masofaga yugurish mashqlari jismoniy rivojlanish, intizom, chaqqonlik, chidamlilik va musobaqaviy tayyorgarlikni shakllantiruvchi muhim vosita sifatida baholangan. Shuningdek, maqolada sprint texnikasini o‘zlashtirish jarayonida innovatsion pedagogik texnologiyalar, ko‘rgazmali namoyish, takroriy mashqlar, korreksion topshiriqlar va natijalarni baholash mezonlarining ahamiyati ochib berilgan. Tadqiqot natijalari qisqa masofaga yugurish texnikasini o‘qitish metodikasini takomillashtirish talabalarning jismoniy tayyorgarligini, sportga bo‘lgan motivatsiyasini va muntazam jismoniy faollikka qiziqishini oshirishga xizmat qilishini ko‘rsatadi. Taklif etilgan metodik yondashuv oliy pedagogik ta’lim muassasalarida jismoniy tarbiya darslarini optimallashtirish uchun samarali asos bo‘lib xizmat qilishi mumkin.
Kalit so‘zlar: qisqa masofaga yugurish, sprint texnikasi, jismoniy tarbiya, o‘qitish metodikasi, harakat ko‘nikmalari, tezkor-kuch sifatlari, sport pedagogikasi, talaba motivatsiyasi, innovatsion texnologiyalar, kompetensiyaviy yondashuv.

Introduction

In the context of contemporary educational reforms, physical education is increasingly regarded not merely as a supplementary component of the curriculum, but as an essential pedagogical sphere that directly influences the formation of a healthy, disciplined, and socially active younger generation. Within the framework of the Development Strategy, the modernization of the educational system requires the revision of traditional approaches to teaching physical

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exercises and the introduction of methodological models aimed at improving both the quality of instruction and the effectiveness of student learning outcomes. In this regard, the teaching of short-distance running technique occupies a special place in physical education classes, since sprinting is one of the most accessible, dynamic, and pedagogically significant athletic exercises. It develops speed, coordination, reaction, willpower, concentration, and the ability to mobilize physical effort in a limited period of time.

Short-distance running is not simply a motor action based on maximum acceleration and rapid completion of a given distance. It is a complex technical process that includes the correct starting position, rapid reaction to the starting signal, explosive acceleration, rational stride mechanics, coordinated arm-leg movement, maintenance of optimal body inclination, and effective finishing technique. Each of these components requires systematic teaching, gradual improvement, and methodological precision. If sprinting is taught without a scientifically grounded and pedagogically organized system, students may form incorrect motor habits that reduce efficiency, increase fatigue, and even lead to injury risk. Therefore, the issue of improving the methodology of teaching short-distance running technique is of both theoretical and practical importance for physical education specialists.

In pedagogical universities, the significance of this issue becomes even greater because students are trained not only as learners, but also as future teachers who will later organize physical education classes themselves. This means that the methodology of teaching sprint technique should be structured in such a way that it develops both personal motor competence and future professional competence. A student must understand how to perform sprinting correctly and also how to explain, demonstrate, analyze, and correct sprinting technique in others. Such dual orientation requires a deeper methodological approach based on modern pedagogical principles, including competence-based education, individualization, continuity, feedback, and practical reflection.

The framework of the Development Strategy emphasizes the strengthening of public health, the expansion of mass sports, the promotion of healthy lifestyles, and the improvement of educational quality at all levels. In this broad reform agenda, physical education lessons acquire strategic significance. They are expected to become a space where students not only develop physical abilities, but also cultivate perseverance, self-control, responsibility, teamwork, and goal orientation. Sprint training, when taught effectively, supports all these educational aims. It allows students to experience measurable progress, overcome physical and psychological barriers, and build confidence through repeated mastery of movement.

At the same time, many educational institutions still face methodological shortcomings in teaching short-distance running. In some cases, lessons are overly focused on repetition without sufficient explanation of biomechanics. In other cases, teachers emphasize final results while paying insufficient attention to the phased development of technical elements. There are also situations in which students with different levels of physical preparedness are taught according to the same model, without differentiation or adaptation. Such limitations reduce the pedagogical effectiveness of sprint training and make it necessary to reconsider teaching methods in line with modern educational requirements.

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Improving the methodology of teaching short-distance running technique therefore involves several interrelated dimensions. It requires a clear didactic structure of the lesson, appropriate selection of exercises, the integration of preparatory and corrective drills, the use of visual and digital teaching tools, and the application of objective assessment criteria. It also requires consideration of students' age characteristics, physical capacity, motivation, and psychological readiness. Effective methodology should move from simple to complex, from isolated technical elements to integrated performance, and from teacher-guided practice to student self-regulation and conscious mastery.

Thus, the study of methodological improvement in teaching short-distance running technique is highly relevant in the modern educational environment. It responds to the strategic need to enhance the quality of physical education, prepare competent future teachers, and align sports pedagogy with broader national priorities related to health, education, and youth development.

Methods

This study is based on a pedagogical and methodological approach aimed at improving the teaching of short-distance running technique in physical education classes within the framework of the Development Strategy. The research methodology combines theoretical analysis, pedagogical observation, comparative interpretation of methodological sources, and the systematization of practical teaching approaches used in sports pedagogy. Such a methodological combination makes it possible to examine sprint training not only as a physical exercise, but also as an organized educational process in which the formation of technical skills, physical qualities, motivation, and pedagogical competence occurs in an integrated manner.

At the theoretical level, the study draws on the principles of sports pedagogy, didactics, and movement methodology. Particular attention is given to the competence-based approach, according to which students are expected not only to reproduce movement patterns but also to understand their structure, purpose, and application. This approach is especially important in pedagogical universities, where students must later transfer their acquired knowledge and skills into teaching practice. The study also relies on the principle of graduality, which requires teaching sprint technique in a step-by-step sequence. The first stage includes mastering the general idea of sprinting and its technical phases. The second stage focuses on isolated elements such as body position, arm movement, knee lift, and foot placement. The third stage integrates these elements into full running performance. The final stage emphasizes correction, repetition, and conscious self-control of technique.

The methodological basis of the study includes the use of pedagogical observation during physical education activities. Observation is considered an important research method because it allows the identification of common mistakes made by students during sprint performance, including delayed reaction at the start, excessive body tension, incorrect arm movement, shortened stride, and poor finishing mechanics. These observations provide a practical basis for proposing improvements in teaching methods. In addition, the observation of student engagement, lesson dynamics, and teacher feedback practices makes it possible to assess the pedagogical conditions under which sprint technique is more effectively acquired.

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Comparative analysis is also applied in order to distinguish between traditional and improved approaches to teaching short-distance running. In the traditional model, emphasis is often placed on repeated running without sufficient explanation of movement mechanics or differentiation of tasks. In the improved model proposed in this study, sprint instruction is structured around a sequence of methodological blocks. These blocks include motivational preparation, visual demonstration, segmented skill acquisition, corrective exercises, controlled repetition, and final performance assessment. This comparison helps identify the pedagogical advantages of a more systematic and student-oriented methodology.

Another essential method employed in the study is the modeling of lesson content. Lesson modeling involves designing the structure of physical education sessions in accordance with specific technical and pedagogical goals. For example, one lesson model may focus on start technique and reaction speed, while another may be dedicated to acceleration mechanics or stride efficiency. Such modeling allows teachers to distribute technical content logically and prevent overloading students with excessive material in a single lesson. It also creates opportunities for differentiated instruction, because tasks can be adjusted depending on students' preparedness, coordination level, and physical endurance.

The study also incorporates the use of practical teaching methods such as demonstration, imitation, repetitive drills, corrective tasks, pair work, and mini-competition formats. Demonstration is particularly important in sprint training, since students learn movement patterns more effectively when they can observe proper execution. Repetition is used not as mechanical duplication, but as a conscious pedagogical tool supported by explanation and reflection. Corrective tasks are introduced to eliminate specific technical faults. For instance, exercises with marked distances can help regulate stride length, while wall drills and resisted starts can improve body angle and force application.

In methodological terms, the study proceeds from the assumption that short-distance running should be taught as a combination of technical, physical, and psychological preparation. Therefore, the methods selected are aimed not only at improving motor performance but also at enhancing students' confidence, discipline, self-monitoring, and motivation. The lesson process is viewed as interactive, developmental, and diagnostically oriented. Feedback from the teacher, peer observation, and self-assessment are regarded as important elements of this process.

Thus, the methodology of the study is built on the integration of pedagogical theory and teaching practice. It offers a structured basis for analyzing and improving the process of teaching short-distance running technique in a way that corresponds to contemporary educational goals and the broader developmental priorities of modern society.

Results. The results of the study demonstrate that improving the methodology of teaching short-distance running technique in physical education classes produces positive pedagogical and practical outcomes when the instructional process is organized systematically and in accordance with contemporary educational requirements. The analysis of methodological sources, pedagogical observations, and the logical modeling of lesson content made it possible to identify a number of stable results associated with the introduction of an improved sprint teaching methodology. These results concern not only the technical mastery of short-distance

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running, but also the broader development of students' physical preparedness, learning motivation, self-confidence, and readiness for future pedagogical activity.

First of all, one of the most significant outcomes is the improvement in students' understanding of sprinting as a structured motor action rather than a simple act of running fast. In the initial stages of observation, many students tended to perceive short-distance running only in terms of speed and competition. They paid attention mainly to the final result and less to the technical components that determine running efficiency. However, after the introduction of a more methodically organized approach, students began to show a clearer awareness of the internal structure of sprinting. They increasingly recognized that correct start technique, acceleration, body posture, stride rhythm, arm movement, breathing control, and finishing mechanics all influence overall performance. This shift from superficial execution to conscious understanding can be regarded as an important pedagogical result because it indicates the formation of reflective motor competence.

Another important result concerns the quality of technical skill acquisition. The improved methodology, based on gradual instruction and segmented teaching of movement elements, contributed to more stable and accurate execution of sprint technique. Students demonstrated better coordination between arm and leg actions, more rational body inclination during acceleration, and more controlled transitions between the start, running phase, and finish. In particular, the use of corrective drills and repeated practice under teacher supervision helped reduce the frequency of common technical errors. These errors included delayed push-off from the start, stiffness in shoulder movement, overstriding, excessive vertical oscillation of the body, and loss of rhythm near the finish line. As the lesson content became more structured and more responsive to students' needs, the technical side of sprint training became more effective and pedagogically meaningful.

The results also show that differentiated instruction had a substantial impact on student performance and engagement. In traditional lesson formats, students with different levels of physical preparedness often received the same tasks, which created unequal learning conditions. Stronger students progressed faster, while less prepared students experienced repeated difficulties and gradually lost motivation. In the improved methodological model, teachers adapted tasks according to students' functional capabilities, coordination level, and pace of mastering movement. As a result, students participated more actively and demonstrated greater confidence during lesson activities. This differentiation reduced psychological tension and created a learning environment in which every student could experience achievement at an appropriate level. Such an outcome is especially important in physical education, where unsuccessful motor experience often leads to emotional withdrawal and passive participation.

A further result is related to the development of speed-strength qualities through technically oriented sprint exercises. The study found that when physical exercises are selected not only to improve general fitness but also to support specific elements of running mechanics, students show more balanced progress. For example, drills aimed at explosive leg drive, dynamic knee lift, reaction speed, and stride control contributed simultaneously to physical development and technical refinement. This demonstrates that sprint methodology becomes more productive when physical and technical preparation are not separated artificially, but combined within one

pedagogical system. The result is not only a higher level of motor efficiency, but also a more economical and purposeful use of physical effort during movement.

The introduction of visual demonstration and explanatory teaching methods also produced significant results. Students mastered the sprint technique more successfully when they could observe correct movement patterns and compare them with their own execution. Visual demonstration, teacher modeling, peer observation, and the use of clear verbal instructions helped students translate abstract recommendations into concrete bodily actions. This was particularly noticeable in technical phases that are difficult to understand through explanation alone, such as the angle of the body during acceleration, the active use of arms, or the mechanics of crossing the finish line. Visualized instruction strengthened the connection between perception and movement, which is one of the key conditions for effective motor learning.

Another result of the improved methodology is the growth of learning motivation and sustained interest in sprint-related activities. When students understood the purpose of individual exercises and observed their own progress over time, they became more involved in the learning process. Repetitive practice no longer appeared as a monotonous demand, but as a meaningful path toward mastery. The use of mini-competitions, self-assessment elements, and performance comparison with previous attempts supported internal motivation and encouraged students to strive for improvement. It was also observed that students responded positively to lesson formats in which technical correction was combined with encouragement rather than criticism. This pedagogical climate strengthened emotional engagement and made sprint training more attractive for a wider range of learners.

The study further revealed that the improved methodology contributes to the formation of self-control and analytical thinking in students. Since sprint instruction was organized around phased mastery and feedback, students gradually learned to identify their own mistakes, evaluate their movement quality, and make conscious corrections. This result is particularly valuable in the context of pedagogical higher education, where students are preparing not only for personal physical development but also for future teaching practice. Through systematic observation, explanation, and technical reflection, they developed a more professional attitude toward physical education content. They began to perceive running technique not merely as personal experience, but as an object of pedagogical analysis. This means that the improved methodology supports the development of future teachers who are capable of organizing, explaining, and assessing motor actions in their own professional work.

The results also indicate that lesson effectiveness increases when sprint training is built on a clear internal structure. Lessons that included motivational introduction, demonstration, focused drills, corrective tasks, integrated performance, and reflection were more productive than lessons based on unsystematic repetition. Students responded more positively to sessions in which the purpose of each stage was understandable and the difficulty of tasks increased gradually. Such a structure made the learning process more manageable for the teacher and more transparent for the students. It also improved lesson discipline because students were engaged in purposeful activity rather than waiting passively for instructions or repeating exercises mechanically.

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In addition, the findings suggest that sprint methodology can serve broader educational goals beyond athletic performance. Through regular and methodically organized short-distance running activities, students developed qualities such as determination, concentration, persistence, emotional regulation, and responsibility for personal results. Sprinting requires immediate response, focused effort, and the ability to maintain control under pressure. These characteristics have educational value that extends beyond physical education. Therefore, improving the methodology of teaching sprint technique contributes not only to motor development but also to the formation of personal and volitional qualities that are important in both academic and social life.

A particularly relevant result in the framework of the Development Strategy is the alignment of improved sprint methodology with contemporary national priorities in education and youth development. The findings confirm that modern physical education should not rely solely on outdated instructional habits or generalized exercise repetition. Instead, it should incorporate competence-based learning, individualization, pedagogical diagnostics, and modern teaching technologies. The methodological improvement described in this study supports these priorities by offering a model of sprint instruction that is more efficient, inclusive, and educationally grounded. It responds to the strategic need to strengthen student health, encourage sports participation, and prepare physically and pedagogically competent specialists.

Thus, the overall results of the study confirm that improving the methodology of teaching short-distance running technique leads to positive changes at several levels. It enhances technical proficiency, strengthens physical preparedness, increases student motivation, supports differentiated learning, improves lesson organization, and contributes to the professional formation of future physical education teachers. These results suggest that sprint training, when taught through a scientifically grounded and pedagogically structured methodology, can become one of the most effective components of physical education classes in higher pedagogical institutions.

Discussion

The discussion of the study results makes it possible to interpret the improvement of the methodology for teaching short-distance running technique not only as a narrow methodological task, but also as a broader pedagogical problem connected with the modernization of physical education in higher educational institutions. The findings confirm that sprint training becomes significantly more effective when it is organized as a purposeful instructional system based on scientific, didactic, and developmental principles. This means that the educational value of short-distance running is determined not merely by the exercise itself, but by the way in which it is taught, explained, corrected, and integrated into the overall structure of physical education.

One of the main issues emerging from the discussion is the relationship between technical mastery and pedagogical organization. Short-distance running is often perceived as one of the simplest track-and-field exercises because it is natural in appearance and familiar to most students from early school experience. However, the results of this study demonstrate that sprinting contains a complex system of coordinated movements that cannot be mastered

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effectively without deliberate pedagogical guidance. The start, acceleration, maintenance of running rhythm, and finish are all technically demanding phases that require accuracy, timing, and biomechanical efficiency. Therefore, the widespread assumption that sprinting can be learned sufficiently through repeated practice alone is methodologically limited. The discussion shows that repetition without understanding may strengthen incorrect movement patterns rather than improve performance.

In this regard, the study supports the idea that modern physical education should move away from purely reproductive teaching models. Traditional methods, in which the teacher demonstrates a task and students repeat it uniformly, may provide limited short-term discipline but often fail to ensure deep skill acquisition. This is especially evident when students differ in physical readiness, coordination, confidence, and prior motor experience. The improved methodological approach discussed in this article offers an alternative model based on conscious learning, differentiation, and progressive correction. This model better corresponds to the competence-based logic of contemporary education, in which the student is not a passive recipient of instructions, but an active participant in the learning process.

Another important aspect of the discussion concerns the dual pedagogical role of students in higher pedagogical education institutions. Unlike schoolchildren, university students in this context are preparing not only for their own physical improvement but also for future teaching activity. For this reason, the methodology of teaching short-distance running should not be limited to the practical formation of personal motor skills. It should also create conditions for understanding the logic of instruction, the sequence of technical explanation, the diagnosis of typical mistakes, and the methods of pedagogical correction. The findings indicate that when students are involved in a methodology that includes feedback, observation, analysis, and self-assessment, they gradually develop professional pedagogical thinking alongside their motor competence. This makes sprint training a valuable means of forming future teachers who are capable of methodically sound instruction.

The discussion also emphasizes the importance of lesson structure in determining educational outcomes. The results show that methodological improvement is closely related to the internal organization of the lesson. A lesson built on a clear sequence of motivational orientation, explanation, demonstration, preparatory drills, integrated practice, correction, and reflection creates more favorable conditions for learning than a lesson based on unsystematic exercise performance. From a didactic point of view, this confirms the principle that effective instruction requires logical sequencing and pedagogical integrity. Physical education lessons often suffer when practical activity is not supported by methodological clarity. The discussion therefore underlines that physical load alone does not guarantee pedagogical effectiveness. Educational value emerges only when movement tasks are meaningfully structured and connected to clear instructional aims.

A further issue concerns the integration of physical and technical preparation. In many conventional approaches, general physical qualities and movement technique are taught as though they belong to separate domains. Students may perform strength or speed exercises independently of technical running instruction, while sprinting practice may be limited to repeated runs over a given distance. The present study challenges this separation by showing

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that physical and technical development reinforce one another most effectively when they are methodically integrated. Exercises aimed at reaction speed, lower-limb explosiveness, body control, and stride rhythm are valuable not simply as conditioning tools, but as direct supports for sprint technique. This integrated understanding corresponds to modern sports pedagogy, which treats motor skill acquisition as a multidimensional process involving biomechanics, physiology, cognition, and pedagogy.

The role of differentiation also deserves special attention in the discussion. One of the recurring weaknesses of traditional physical education is the tendency to standardize tasks for all students regardless of their individual characteristics. Such standardization often leads to unequal learning outcomes, frustration among weaker students, and under-stimulation among more advanced learners. The improved methodology discussed in this article recognizes that effective sprint instruction must account for differences in functional readiness, coordination level, motivation, and adaptation capacity. Differentiated tasks, flexible progression, and individualized corrective feedback help create a more inclusive and productive learning environment. From a pedagogical perspective, this confirms the humanistic principle that successful education requires sensitivity to learner diversity rather than rigid uniformity.

The discussion further reveals the significance of motivational factors in mastering sprint technique. Physical education is not only a domain of bodily training, but also a field of emotional and value-based experience. Students' willingness to participate, their confidence in their abilities, and their perception of success strongly influence the effectiveness of learning. The study results indicate that methodological improvement contributes to motivation when students understand the purpose of the exercises, experience visible progress, and receive constructive feedback. This finding is important because it shows that technical mastery cannot be separated from psychological engagement. A methodically well-designed lesson supports both movement quality and the learner's internal attitude toward physical activity. In this sense, sprint training becomes not merely a means of athletic preparation, but a pedagogical resource for forming persistence, self-discipline, and achievement orientation.

An additional dimension of the discussion concerns the role of innovative teaching technologies in physical education. The article points to the usefulness of visual demonstration, corrective drills, lesson modeling, and performance assessment criteria. These tools reflect the broader modernization of educational practice and the demand for more precise and interactive teaching methods. In the contemporary educational environment, physical education teachers are expected to combine traditional practical expertise with modern pedagogical technologies. The discussion suggests that sprint instruction can benefit substantially from this synthesis. Visual models improve understanding of movement phases, structured drills allow targeted correction, and clear assessment criteria enhance objectivity and student self-awareness. Thus, methodological improvement is not limited to changing exercises; it also involves renewing the pedagogical instruments through which those exercises are taught.

The broader educational and social context must also be taken into account. Within the framework of the Development Strategy, physical education is increasingly connected with national priorities such as health promotion, youth development, mass sports participation, and the formation of socially active citizens. The discussion shows that improving the methodology

of teaching short-distance running corresponds directly to these priorities. Sprinting develops not only speed and coordination, but also concentration, discipline, decisiveness, and readiness to overcome difficulty. When these qualities are cultivated through pedagogically sound instruction, physical education becomes a meaningful contributor to the broader developmental agenda of society. Therefore, the methodological problem examined in this study has significance beyond the boundaries of a single athletic skill.

The study also makes it possible to reflect critically on existing limitations in practice. In many institutions, physical education lessons still rely on outdated routines, insufficient explanation of movement mechanics, and a lack of individual correction. Teachers may face constraints related to time, group size, material resources, or limited methodological training. The discussion acknowledges that the successful implementation of improved sprint methodology requires not only pedagogical awareness but also organizational support, ongoing professional development, and methodological resources. In this sense, methodological reform must be viewed as part of a broader institutional effort to modernize physical education rather than as an isolated teacher initiative.

At the same time, the discussion confirms that even within ordinary lesson conditions, meaningful improvement is possible when instruction becomes more systematic, reflective, and student-oriented. The proposed methodology does not depend exclusively on expensive equipment or highly specialized facilities. Its core strength lies in the pedagogical logic of phased teaching, conscious correction, differentiated tasks, and purposeful feedback. This makes the approach practical and adaptable for many higher educational settings.

In summary, the discussion of the results demonstrates that improving the methodology of teaching short-distance running technique is pedagogically justified, methodologically necessary, and strategically relevant. It strengthens the technical and physical components of learning, promotes motivation and reflective competence, supports differentiated instruction, and contributes to the preparation of future physical education teachers. Most importantly, it confirms that the quality of sprint training depends not on the quantity of repeated movement alone, but on the educational intelligence with which that movement is taught.

Conclusion

The conducted study confirms that improving the methodology of teaching short-distance running technique in physical education classes is an important pedagogical task that corresponds to contemporary educational reforms and the broader objectives of the Development Strategy. The relevance of this issue is determined by the fact that short-distance running is not only a basic athletic exercise, but also an effective means of developing speed, coordination, discipline, self-control, and competitive readiness. When taught through a scientifically grounded and pedagogically organized methodology, sprint training becomes a significant component of the educational process and contributes to the comprehensive development of students.

The analysis carried out in the article shows that the effectiveness of teaching sprint technique depends directly on the methodological quality of instruction. A fragmented or purely repetitive approach does not ensure the stable formation of correct motor habits. On the contrary, it may

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lead to technical inaccuracies, reduced motivation, and inefficient use of students' physical potential. For this reason, the study substantiates the necessity of a structured instructional model based on the sequential mastery of technical elements, differentiated teaching tasks, corrective exercises, visual demonstration, and regular pedagogical feedback. Such an approach allows the teaching process to move from mechanical imitation toward conscious, meaningful, and reflective skill acquisition.

The study also demonstrates that short-distance running should be taught as a multidimensional pedagogical phenomenon. Its mastery requires the integration of technical preparation, physical development, psychological readiness, and educational support. The successful organization of sprint lessons is possible only when the teacher takes into account students' age characteristics, individual physical capacities, motivation, and learning dynamics. Therefore, methodological improvement is closely connected with the principles of competence-based education, learner-centered instruction, and pedagogical differentiation. These principles are especially important in higher pedagogical education institutions, where students are being prepared not only as performers of movement, but also as future specialists who will later teach these skills to others.

An important conclusion of the study is that the process of learning short-distance running technique contributes not only to physical preparedness, but also to the formation of professional pedagogical competencies. Students who are involved in methodically organized sprint training begin to understand the logic of technical explanation, the significance of movement correction, the role of observation, and the value of systematic assessment. In this sense, the improvement of sprint teaching methodology has a dual effect. It strengthens students' personal athletic competence and simultaneously develops their future readiness to organize physical education lessons in a qualified and pedagogically justified manner. This makes the issue especially relevant for pedagogical universities and teacher training programs.

The results further indicate that the modernization of physical education cannot be reduced to the introduction of new content alone. Real improvement requires the renewal of teaching methods, lesson structure, and pedagogical interaction. The proposed methodological approach proves that a well-organized sprint lesson should include clear motivation, understandable explanation, effective demonstration, targeted practical drills, differentiated correction, and reflective assessment of results. When these components function together, the lesson becomes more meaningful, dynamic, and productive. Students are more engaged, learn more consciously, and achieve better results in both movement performance and personal self-regulation.

Another important conclusion is that the improved methodology of teaching short-distance running corresponds to the broader strategic priorities of contemporary education. In the framework of the Development Strategy, educational institutions are expected to promote healthy lifestyles, strengthen youth physical development, improve the quality of instruction, and form socially active and responsible individuals. Sprint training, when methodically improved, contributes to all these goals. It enhances students' interest in regular physical activity, supports the growth of willpower and persistence, and encourages a culture of self-improvement through measurable achievement. Thus, the pedagogical value of sprint

instruction extends beyond the narrow boundaries of sports technique and enters the wider sphere of personality formation and educational modernization.

At the same time, the study makes it clear that further work in this area remains necessary. Methodological improvement should continue through the development of more detailed lesson models, the integration of digital analysis tools, the preparation of instructional materials for teachers, and the expansion of practical recommendations for differentiated sprint teaching in various educational settings. Future research may also focus on experimental verification of the proposed methodology, comparative analysis of student outcomes, and the adaptation of sprint instruction models to different age groups and training conditions.

Overall, the article leads to the conclusion that improving the methodology of teaching short-distance running technique is a pedagogically grounded, socially relevant, and practically necessary direction for the development of physical education. The proposed approach increases technical accuracy, physical preparedness, motivation, and pedagogical awareness among students. It supports the modernization of physical education lessons in accordance with present-day educational priorities and offers a reliable foundation for raising the effectiveness of sports-pedagogical training in higher educational institutions.

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