

**FEATURES OF THE USE OF DISTANCE LEARNING TOOLS IN
HIGHER EDUCATIONAL INSTITUTIONS OF PHYSICAL CULTURE IN
THE CONDITIONS OF QUARANTINE RESTRICTIONS**

Olena Basenko

Iryna Aleksieieva

Yana Aleksienko

Yana Zhernovnikova

*Kharkiv State Academy of Physical
Culture, Kharkiv, Ukraine*

Purpose: to analyze the organizational and methodological features of the use of informational means of distance learning in the training of future specialists in physical culture and sports.

Material and methods: for the implementation of this goal, we used the following research methods: analysis of scientific and methodological literature; Internet resources; a survey using Google Forms; analysis, synthesis and generalization of the data obtained; methods of mathematical statistics. 93 students of the first, second and third courses of the daytime department of the Kharkiv State Academy of Physical Culture took part in the survey.

Results: the features of the organization of the educational process in quarantine conditions using distance learning tools in higher educational institutions of physical culture are considered. An online survey of students revealed their attitude to distance, full-time and mixed forms of education; their preferences and the provision of various electronic resources, programs, information communication tools that were used by teachers in the educational

process. Possible difficulties and the significance of the benefits of distance learning for students are analyzed.

Conclusions: the study showed that the academy teachers in a short time and in difficult conditions mastered digital tools, communication resources, and remote platforms that they had not used before. An online survey showed that students' opinions on distance learning, full-time and blended learning were divided. The results of the study confirmed the opinion of other scientists that distance learning as an alternative form of the educational process cannot fully replace the traditional full-time form of education, and the use of distance learning tools makes it possible to diversify the educational process, make it much more interesting and effective.

Keywords: distance learning, students, online classes, distance learning tools, video conferencing software, e-learning tools.

Introduction

The COVID-19 pandemic and quarantine in recent years have affected almost all spheres of life of the population of most countries of the world and taught everyone, without exception, to live in a new way. Such a challenge on a planetary scale began significant social shifts in adaptation to the new reality.

The field of higher education can be safely called one of those that the pandemic has made the greatest impact on a global scale. Although problems arose, she was one of the few prepared to move most of her processes and resources online. For the operational support of the quality of higher education, the teachers of the institutions carried out a huge organizational and methodological work, which, in a limited time, had to not only teach, but also learn by themselves, introduce various innovative educational technologies, in particular, various means of distance learning. The possibilities of distance learning tools in the field of higher education are significant and well-grounded due to the use of electronic technologies that have already been accumulated in information resources for methodological support of various disciplines [1, 5, 6, 10, 11].

In the educational process, students perform not only the role of consumers, but also stakeholders, individuals, whose contribution is the basis for the success of the institution of higher education. They influence his work to a certain extent. This allows the applicant for higher education to be a competent subject of the educational process, including the subject of assessing its quality.

The issue of distance learning, taking into account the experience of teachers and students, who have received an understanding and the ability to compare the features of conducting classes in regular and distance forms are relevant today, require a comprehensive study and active discussion.

Distance education is not a new concept. In recent decades, its scientific and methodological foundations have been rapidly developing. The work of many foreign scientists, such as R. Delling, G. Rambla, D. Keegan, M. Simonson, M. Moore, A. Clarke, M. Thompson and others, and, accordingly, domestic, such as V. Kukharenko, V. Oleinik, V. Rybalko, A. Svezhentseva, A. Andreev, G. Kozlakova, I. Kozubovsky, E. Polat, A. Khutorskoy, I. Vlasenko, G. Datsenko and others. Problems of the theory and distance learning practices in the field of physical culture and sports became the subject of research in the works of V. Shandrigos, V. Ashanin, L. Filenko, A. Tserkovny, V. Muntian, S. Pyatisotskaya, M. Bulatova, A. Osipov, P. Ladyk, N. Kudryavtseva and others [2-5, 9]. But despite a significant amount of scientific research in this direction and, it would seem, higher educational institutions that were ready for remote work, not everyone was able to quickly and efficiently organize the process of online learning. A number of specialists, based on the state of distance education, notes the urgency of the need for effective training, the use of various means of distance learning, taking into account the possible demand for integrated education in the future [6, 7, 8].

Purpose of the study is to analyze the organizational and methodological features of the use of informational means of distance learning in the training of future specialists in physical culture and sports.

Material and Methods of research

To achieve this goal, we used the following research methods: analysis of scientific and methodological literature; Internet resources; a survey using a Google form; analysis, synthesis and generalization of the data obtained; methods of mathematical statistics. The research was carried out on the basis of the Kharkov State Academy of Physical Culture. The survey involved 93 first, second- and third-year full-time students.

Results of the research

Over the past almost two years, during the quarantine period, applicants for higher education from all educational institutions, in particular the Kharkiv State Academy of Physical Culture, studied in various forms of education: distance (photo), full-time (traditionally in the classroom), mixed. But still, more time training was carried out remotely.

O. Korbut defines distance learning as a set of technologies that ensure the delivery of the bulk of educational material to students, interactive interaction of students and teachers in the learning process, providing students with the opportunity to independently work with educational materials and a means of self-assessment. In this regard, and relying on the fact that distance education is an open learning system that provides for active communication between a teacher and a student using modern technologies and multimedia, the use of distance learning tools is an integral part of it.

In order to analyze the features of the use of distance learning tools and the effectiveness of their implementation in the educational process of future specialists in physical culture and sports, an online survey was conducted on the use of the Google-form in which 93 students of the first, second and third courses of the Kharkiv State Academy of Physical Education took part. The attachments and preferences of students to various forms of education, teaching shortcomings and difficulties encountered in the educational process were analyzed.

To conduct classes in a distance form, programs for videoconferences (for conducting lectures, seminars, practical classes) and e-learning tools (tools for

providing discipline materials, performing practical and independent work, feedback, assessment) were used. It should be noted that the teachers themselves were given the opportunity to additionally choose those distance learning tools that would be convenient for them, in addition to the Moodle distance learning system (which is used at the Kharkiv State Academy of Physical Culture as the main means of distance learning).

To conduct online classes in video call mode, teachers used programs such as Zoom, Google Meet, Microsoft Teams, Skype, Webex, BigBlueButton (Fig. 1). But as can be seen from the results obtained, most of the teachers used the Zoom and Google Meet programs (42%, 43%, respectively).

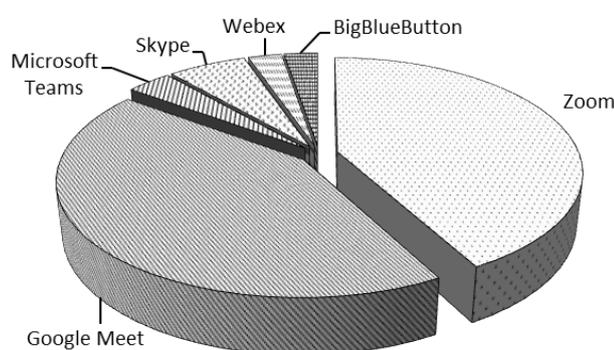


Fig. 1. Programs that were used to conduct online classes via video communication

In the survey, students were asked to rate on a 5-point scale how satisfied they are with the use of these programs in distance learning. In fig. Figure 2 shows that students like Google Meet more (55% of respondents rated it 5 points) than Zoom (5 points - 28%). Despite this, it is possible to recommend that teachers use the Google Meet program for video conferencing so that students feel more comfortable and do not have negative feelings about the educational process online.

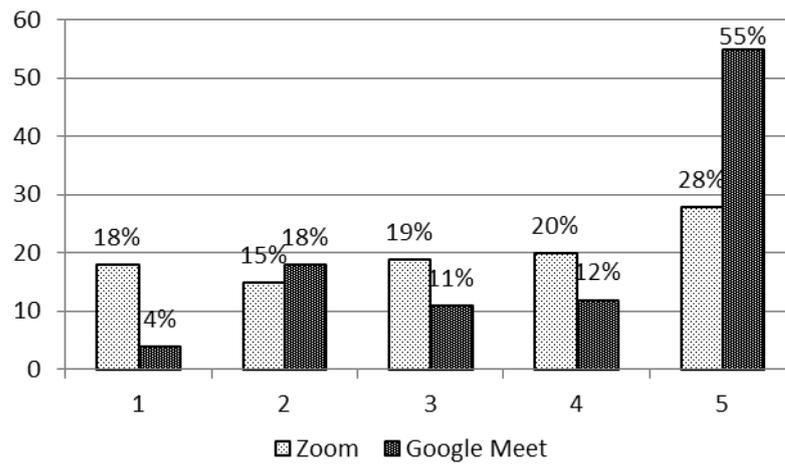


Fig. 2. Assessment of student preferences for Zoom and Google Meet programs on a 5-point scale (1 - not satisfied, 5 - very satisfied)

In addition to videoconferencing programs and the Moodle distance learning system, for a high-quality educational process, providing discipline materials, performing practical and independent work, feedback and assessment, teachers used such web applications and information communication tools as: social networks, e-mail, Google Drive, Google Classroom, and Microsoft Teams (Figure 3).

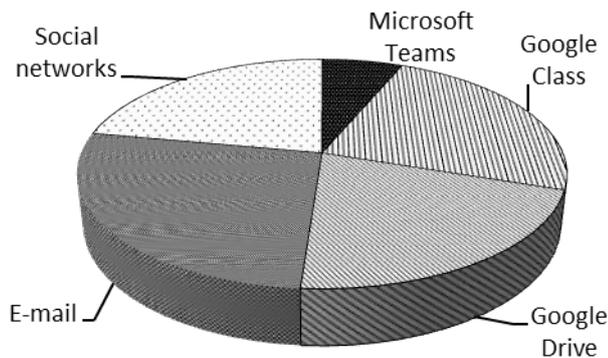


Fig. 3. Web applications and information communication tools that were used in distance learning

Students were asked to express their satisfaction with these programs and rate their use in the educational process on a 5-point scale. In figure 4 it can be seen that students like to work in social networks more (average score 4,1), as the

most comfortable information and communication means of distance learning for young people, for whom communication in social networks is the main part of their everyday life.

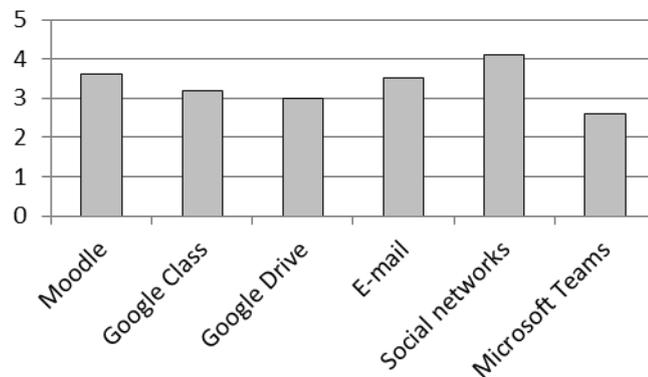


Fig. 4. Average assessment of students' preferences for the use of information communication programs and tools in the educational process on a 5-point scale (1 - not satisfied, 5 - very satisfied)

In Figure 5 presents the answers (in percentage) to the question about the occurrence of possible complications during distance learning. It was found that despite the fact that the majority of students had difficulties with distance learning (62%), communication with teachers (in the teacher-student system) was sufficient (78%) and the majority of students indicated that the workload did not change and did not it became more difficult to perceive educational material (respectively 52%, 53%).

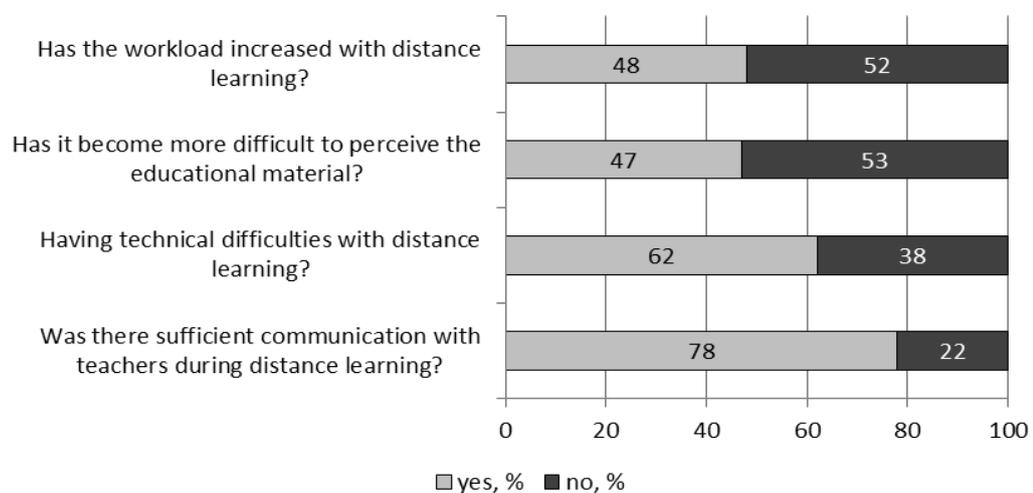


Fig. 5. Answers to the question about possible difficulties during distance learning

It was also revealed that mainly teachers conducted classes in the video communication mode (82%) but did not load students with tasks for independent work (15% of the total workload), and some of them used the elements of Gamification, which increased cognitive activity in disciplines and motivation. to learning.

To the question "In what format was it more convenient for you to take tests and exams?" 53% of students answered - remotely (online) and 47% - full-time (in the classroom).

Studies show that distance learning has a number of advantages and disadvantages [5, 7, 10, 11]. We have highlighted such advantages as: saving time and other resources; the ability to study anywhere and at any time; mobility of communication with the teacher; availability of training materials; the ability to record the lesson; the ability to use additional interactive tools. Students were asked to rate the importance of these benefits of distance learning for them on a 5-point scale (where 1 is not important, 5 is very important).

Figure 6 shows the number of students who rated the importance of these benefits for them by 4 and 5 points. As can be seen from the graph (Fig. 6), the most important thing for students is the opportunity to study anywhere and at any time (78%), which makes it possible to save time and other resources (76%), as well as the availability of teaching materials (66%).

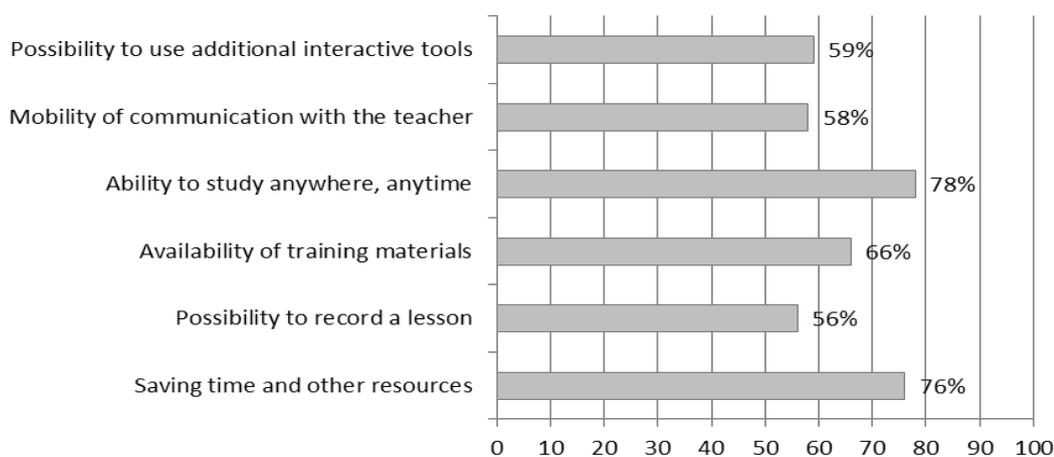


Fig. 6. Number of students (%) who rated 4 and 5 on a 5-point scale the importance for them of the benefits of distance learning

Despite the difficulties that arose in the process of distance learning, most of the students were satisfied (Fig. 7).

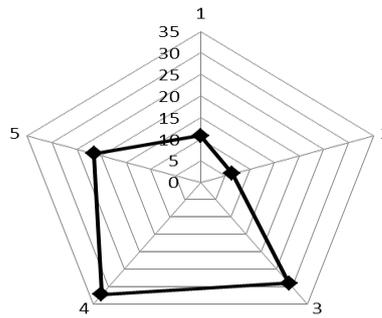


Fig. 7. Satisfaction of students with distance learning on a 5-point scale (1 - not satisfied, 5 - very satisfied)

According to the results of the survey, it was revealed that the views of students regarding their attitude to the forms of the educational process are not unanimous. To the question "What form of education do you like best?" opinions are almost uniform (Fig. 8): 36% chose distance learning, 34% - blended learning, 30% - full-time (traditionally in classrooms).

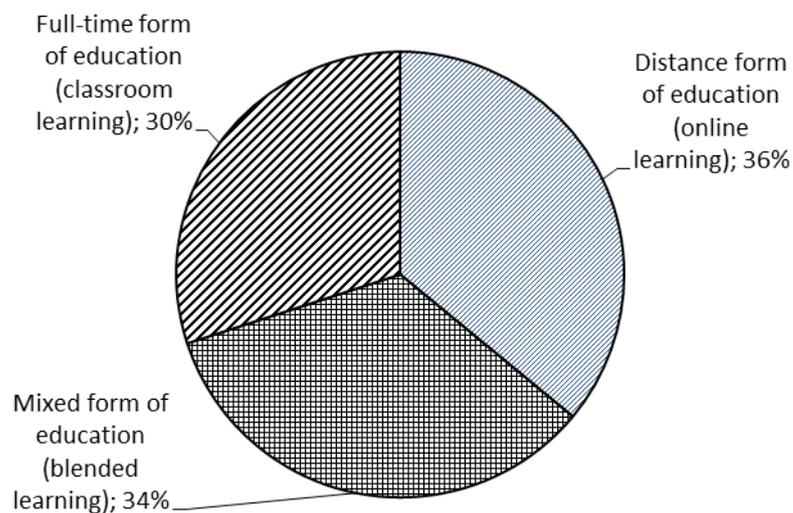


Fig. 8. Students' preferences for various forms of education

The results of the study show that distance education is an effective solution in many life situations, including a global pandemic and quarantine conditions. But it is not the best solution to the educational process. Distance learning can be used

in various cases and most often in institutions of higher education of a physical culture profile where active athletes study are often at sports camps and trainings. But distance learning can be a more effective means of effective education, which complements full-time education and forms a blended one. Distance learning tools provide an opportunity to organize a full-fledged educational process for future specialists in physical culture and sports.

Conclusions / Discussion

It should be noted that many spheres of personal, social and professional life were not only able to resist, but also to adapt to the new reality.

The results of a survey of applicants for higher education in the field of physical culture and sports revealed inconsistency in preferences regarding the forms of education, but indicate the interest of students in distance learning. The analysis of Internet resources and monitoring of the quality of distance education of the Ministry of Education and Science of Ukraine showed a positive trend in assessing the quality of the organization of distance learning in comparison with the last year. This indicates the openness of teachers to advanced training in the field of information technology, improving their digital competence for the effective implementation of distance learning tools in the educational process.

It was revealed that the level of student satisfaction with conducting classes in quarantine conditions directly depends on the interest, responsibility, professionalism of the teacher and active student-teacher feedback. The absence of these components reduces the interest of students in learning and provokes negative consequences. Information and communication technologies and interactivity diversify, interest and motivate students to learn, therefore, teachers try to activate and interest students by introducing various means of distance learning.

Distance education has a number of advantages and disadvantages. It was found that distance learning as an alternative form of the educational process cannot fully replace the traditional full-time education. But the competent use of

distance learning tools allows you to diversify the educational process, make it much more interesting and effective.

Prospects for further research consist in analyzing the effectiveness of using various means of distance learning in the educational process of higher educational institutions of physical culture and developing practical recommendations for their implementation.

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Information about the Authors

Olena Basenko: PhD (Physical Education and Sport); Kharkiv State Academy of Physical Culture: Klochkovskaya str. 99, Kharkiv, 61058, Ukraine.

ORCID: <https://orcid.org/0000-0001-7660-559X>

E-mail: e.v.basenko@gmail.com

Iryna Aleksieieva: Kharkiv State Academy of Physical Culture: Klochkovskaya str. 99, Kharkiv, 61058, Ukraine.

ORCID: <https://orcid.org/0000-0003-2709-2040>

E-mail: irina.alekseyeva62@gmail.com

Yana Aleksienko: Kharkiv State Academy of Physical Culture: Klochkovskaya str. 99, Kharkiv, 61058, Ukraine.

ORCID: <https://orcid.org/0000-0002-3339-200X>

E-mail: aleksenko.yv@gmail.com

Yana Zhernovnikova: PhD (Pedagogical Science); Kharkiv State Academy of Physical Culture: Klochkovskaya str. 99, Kharkiv, 61058, Ukraine.

ORCID: <https://orcid.org/0000-0002-5574-8652>

E-mail: zhernovnicova@gmail.com