

**PECULIARITIES FOR THE ONLINE TEACHING PROCESS
ORGANISATION AS A FORM OF PHYSICAL TRAINING LESSONS**

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Purpose: to investigate modern approaches to the online teaching process during physical training lessons at schools.

Material and methods: analysis of scientific and methodological literature along with Internet informative data; questionnaire using google-forms; methods of mathematical statistics were applied, a survey of 95 secondary schools pupils in Kyiv and Bila Tserkva cities was organised.

Results: current state of this issue regarding the online teaching process organisation was analysed. It has been determined that the physical training lessons organisation has predominantly a formal nature, it is ineffective and must undergo fundamental changes; it cannot be an alternative to practical training in the gym, only as its addition. Assessment of pupils' satisfaction with physical training lessons provided justification for understanding the problems of online lessons organisation, the necessity for changes in approaches to teaching of physical education specialists, what exactly it would make sense to add to the physical training lessons organisation during online lessons in order to meet effectively the requirements of a modern student needs.

Conclusions: it was revealed that the level of satisfaction with physical training lessons among students in conditions of lockdown restrictions depends

directly on the interest, responsibility, professionalism of the mentor and active student-teacher feedback. The absence of the components mentioned before neutralises the harmonious development of a pupil and provokes negative consequences. The predominant pupils' interest to obtain knowledge, skills and abilities provided by physical training teachers was specified.

Keywords: physical education, lesson, distance learning, coronavirus.

Introduction

The lesson of physical culture is an important factor and one of the main components for the educational process in secondary schools because physical culture should be an integral part of every student's life [1, 4]. As a result of the economic conditions in many families of Ukraine and the lack of ability to pay for sports sections also as a result of danger for prolonged children staying at outdoor playgrounds, physical culture lessons are a solitary opportunity for harmonious physical development for many students [2]. The modern reality in the period of the current great world tragedy, called "coronavirus pandemic - COVID-19" dictates its conditions for organizing physical culture lessons at school during the educational process [3, 6, 8]. Due to the peculiarities of quarantine restrictions in schools and Ukrainian cities specialists are reasonably concerned by the distance education process organization and conducting of physical education lessons, which have a significant number of obstacles and prevent students from systematically receiving age-appropriate physical activity in the gym [4, 5, 9]. The problematic nature of the current situation is intensified by the possibility of the educational process outright failure during distance physical culture classes, the uncertainty of the deadline for distance education, and high probability of lockdowns repeating and, as a result, predicted negative consequences of general health state deteriorating among students [5, 6].

Experts, who were one of the first to present the results of their own researches on this issue emphasize the necessity to pay attention to teaching physical education,

taking into account special approaches and creative searching how to implement opportunities for physical activity in distance education [7, 10].

Several specialists in physical culture and sports, analyzing the state of distance education, note the necessity for effective learning taking into account possible demand for mixed learning in the future [7, 9-11].

Issues of distance education considering the experience of teachers and students who have understood and can compare the features of physical education lessons in the usual and distance forms are relevant today, they require diverse study, active discussion of scientists, and methodological proposals of practitioners.

Purpose: investigate modern approaches to the online teaching process during physical training lessons at schools.

Material and Methods of the research

Research group: 95 students from different schools in Kyiv and Bila Tserkva provided their own subjective assessment of their distance education and made suggestions to improve the educational process.

Organization of the study: the current state of the educational process during physical education classes in secondary schools was analysed, it was done with the help of a questionnaire on the formed google-form "Questionnaire to check students' satisfaction with physical education lessons during distance education" (<https://forms.gle/mT5h39yhB5iMijxo8>), advantages and weaknesses of distance education during physical education lessons conducted in the conditions of quarantine restrictions were clarified. The 20 questions of the questionnaire contained four relevant blocks:

- regarding the student's personality (5 questions);
- regarding the teacher's personality (5 questions);
- regarding the education organization (5 questions);
- regarding the quality of teaching, learning, and perception (5 questions).

In addition to these blocks, an open question was proposed to identify possible ways to improve the teaching process according to the respondents' opinion who

became direct participants in the distance education process during the compulsory corrections in distance physical education lessons introduced by the pandemic.

Research methods: analysis of scientific and methodological literature and informative data of the Internet; questionnaire using google-forms; methods of mathematical statistics.

Results of the research

Due to the questionnaire the peculiarities of specialists work during distance learning were determined, methods and means which were used were analyzed, the attitude of the main participants in the educational process, and their experience gained in the COVID-19 coronavirus pandemic were summarized.

The first question of the questionnaire about a student's feeling as a "full participant in the education process at physical education lessons during distance education" revealed that only about 22% of the students actively cooperate with the teacher in the current situation. 27% tend to believe that they are more likely to be involved in the process, but students who say "definitely not, rather not and difficult to answer" make up the majority. If a student does not feel pleasure from work at physical education lessons, there are no bases to count on the decision of tasks for improving healthy, educational, and training orientation at a high level.

The second question of the questionnaire reveals the essence of motivation and responsibility of students to physical education lessons during distance education in comparison with classes in the gym. The answers allowed to clarify that about 15% of the students are fully responsible for conducting lessons remotely. 22% of the students believe that they still have the same responsibility and motivation for lessons remotely as during face-to-face classes. It is important that the majority responded with rejection, showing a low level of positive indicators.

The third question was "whether children feel the effect of the lessons" and the answers have a broad red line because about 45% of the students either felt exactly or consider that they felt the effects of physical education during distance education however the other 45 % on the contrary that such lessons do not make sense and only

about 10% could not decide. The answers to this question emphasize the possibility for the effect of the lessons only with full motivation and mutual responsibility.

The fourth question considers the conscious attitude of students to physical education lessons during distance education. The answers "absolutely yes, rather yes" showed about 46% of the respondents, which is primarily a small difference with a negative result and shows that in fact, only every 2nd of the surveyed students is conscious in learning during distance education. About 54% of the students answered in the negative, which reveals the ineffective nature of modern distance education.

The fifth question determined the peculiarities of students' needs in physical education lessons during the forced quarantine. It was found that only 40% of the respondents consider them necessary, and about 60% in various forms denied their importance, which indicates the formality and negative experience.

The sixth question about the "high level of the teacher's responsibility during physical education lessons in the distance format" opened a block of questions "about the teacher's personality." It was found that about 41% of the students rated the teacher's work as "a high level of responsibility" and 59% of the students answered, "definitely not, rather not and difficult to answer." The majority noted the teacher's indifference to conducting physical education classes so accordingly classes in this format do not give any result which in its turn reduces students' responsibility for learning and their health.

The seventh question identifies the opinion of students about the reasonability of conducting physical education classes during distance education if the teacher does not have sufficient computer literacy skills. The answers "absolutely yes, rather yes" were given by about 45% of the respondents and this result is positive because students consider physical education lessons to be important in any format. However, the majority of students about 55%, assessed the situation negatively, demonstrated the requirement for teachers according to current trends in school development, the need for improvement in the field of computer technology, and the demand for teacher advanced training.

The content of the eighth question contained the students' sense of the full value of their mentor professional abilities manifestation. 58% of the respondents believe that the manifestations of their teacher's professional abilities are defective, having answered "definitely not, rather not and difficult to answer" on the other hand 42% of the students answered "rather yes, absolutely yes", which indicated the variety of professionalism manifestation. The results of the study of the opinions on this issue form the general essence for the problem of practical lesson orientation and the complexity of the full manifestation of professional abilities during quarantine restrictions.

The ninth question concerned the level of the teacher's methodological approach to teaching. 52% of the students believe that their teacher has worked at a high pedagogical level but 48% of the students reported low scores. In fact half of the respondents are completely satisfied with the pedagogical level of teaching, others did not feel a sufficient manifestation of the pedagogical component. The obtained results determined a strong weakness of teaching because every 2nd student is unsatisfied with the teacher's attitude to the organization and conducting of physical education classes during distance education.

In the tenth question devoted to "teacher's indifference to the organization of physical education lessons during distance education", almost 62% of respondents indicated a positive orientation of the teacher to the organization and conducting physical education lessons and about 38% gave an indefinite or negative assessment. This shows that students notice and analyze the teacher's diligence to teach a practical lesson in difficult circumstances.

The eleventh question regarding "the correspondence of physical education lessons with the student's requests during distance education" opened a block of questions regarding the organization of education. The answers of the respondents (59%) indicate the current inferiority of distance education which is a negative factor in the process of effective study of physical culture subject. Only 23% of students are completely confident in satisfying their own requests and 18% believe it is "rather yes." The results of the eleventh question gave a negative assessment and highlighted

the ineffectiveness of the distance learning system at physical education lessons, because in comparison with the usual forms of organization and conducting of lessons they lose and do not contribute to the necessary harmonious development.

The twelfth question reveals "accessibility, comfort, efficiency, productivity, and rationality of lessons conducted by the teacher remotely." It is important to note that about 30% of the students had a clear position on the relevant requirements and have a positive response to the lessons taught by their teacher, while about 13% consider - "rather yes", however, the overwhelming majority of 57% of the respondents rated signs of lesson effectiveness negatively. It is worth emphasizing that the rational interaction between a teacher and a student is lost during online lessons, as a result, classes have low efficiency.

The content of the thirteenth question regarding the necessity to conduct a physical education lesson through online conferences, constant communication, creative and educational tasks confirmed the importance of teacher-student interaction. Only 37% of the respondents have a positive approval, which cross-confirms the content of the results for the 5th questionnaire question, 63% of students answered negatively.

In the fourteenth question about the "feeling of full presence during a physical education class, even when performing certain physical exercises during distance learning" only about 31% of the students gave a positive answer, about 69% of the respondents answered, "definitely not, rather not and difficult to answer." The practical subject in the format of distance learning, having a significant number of requirements and rules for the organization of the educational process, does not meet them today which negatively affects the authority of the physical culture and sports field.

The fifteenth question allowed to determine the ability to compete between distance education lessons and lessons held in the gym. Naturally, only about 22% of students responded positively (there is a reason to believe that these are the students who were lucky enough to work with highly qualified teachers who quickly orientated in the features of online technology), and another 78% of respondents were

in favour of the usual form for education. It is advisable to generalize the negative aspects: the interaction, motivation, fullness of the lesson are lost, the teacher's authority is levelled down because of the naked shortcomings of teaching and the lesson becomes a formality.

The sixteenth question about conducting physical education lessons according to a schedule during distance education opened a block of questions regarding the quality of learning, teaching, and perception. It is important that the majority - about 60% of the respondents gave positive answers. The obtained results give certain hope that most specialists in the field of physical culture have not lost interest in quality pedagogical activities and diligently tried to avoid certain shortcomings in conducting physical education lessons during distance education.

The seventeenth question analyzed the relevance of teaching, perception of tasks, and teaching physical exercises proposed by the teacher during distance education in comparison with the ordinary lessons in the gym. About 39% of positive and 61% of negative feedback are natural results of non-perception of a practical subject remotely by the main participants in the educational process, namely the students.

The eighteenth question made it possible to find out the possibilities of harmonious exchange of lessons in the gym with the teacher for online lessons during distance education. 79% of the students determined that a physical education lesson in the gym during face-to-face training is indispensable and even fully non-competitive in the current situation of quarantine restrictions. There is a reason to note that the field of physical culture and sports is unprepared for such situations, and full-time education at school has not been able to inspire students and encourage them to self-improvement.

The nineteenth question summarized the students' acquisition of the same knowledge, opportunities for physical development, psychological qualities, and satisfaction of their own needs from conducting physical education lessons remotely. The answers of 32% of the surveyed students were positive but 68% of the students gave a negative assessment. It is appropriate to describe the general state of the issue

as follows - distance education in a practical subject is incomplete and a physical education lesson can not meet the needs of students in the necessary physical and spiritual development.

The final twentieth question of the questionnaire concerning the level of satisfaction with teaching physical education lessons remotely allowed to justify the results obtained in general: 48% of the students are satisfied with teaching (really high level of professionalism of the teacher, or because of irresponsible attitude to their own health students like a formality, indifference, and unprofessionalism of the teacher); 52% of the respondents are unsatisfied with teaching (do not like the responsibility as well as quality and professional approach of the teacher to the subject, really low level of the initial process because of the indifferent attitude of the mentor).

The last question of the questionnaire (open one) was offered to the respondents to find out their vision of ways for improvement because their own experience allows them to compare and analyze problematic issues, join efforts in creating modern approaches to teaching a practical lesson in quarantine, which already have a long term application and in the long run should be improved for the efficiency of the educational process. Considering and summarizing the answers to the questions, it is obvious that distance education has caused a number of negative judgments and consequences due to the inflexibility and unwillingness of the system to adapt quickly to the difficult situation that has arisen in Ukraine and the world.

Conclusions / Discussion

The results of the study confirmed the relevance of these discussed issues, as specialists in the field of physical culture and sports noted the necessity to study approaches to conducting physical education classes due to the high probability of repeating the forced quality assurance of the educational process in the future quarantine restrictions [5, 9]. The study of scientific and methodological literature and informative sources of the Internet provided grounds to generalize the necessity for quality training of specialists in physical culture and sports to forms of distance

learning, taking into account the necessity for changes in the attitude of all participants to the quality of education, forms, methods and means [2, 4, 11].

There is no information in the available literature on determining the level of satisfaction with conducting physical education lessons for students in a remote format. According to the results of the questionnaire and the organized survey of 95 students of various secondary schools in Kyiv and Bila Tserkva, it was determined that physical education classes are mostly formal, ineffective, and should undergo drastic changes, today they can not be an alternative to practical training in the gym but only their deliberate addition to the system of mixed education. Assessment of students' satisfaction with physical education lessons in different schools provided reasonable grounds to understand what problems the organization of distance learning has, what changes in approaches are necessary for the education sector and namely physical education professionals, and what is appropriate to add in the organization of physical education lessons during distance education for successful, effective and productive compliance with the requirements and needs of the modern student.

The results of the study show that the level of students' satisfaction with physical education lessons in the conditions of quarantine restrictions caused by a pandemic depends directly on the interest, responsibility, professionalism of the mentor and active teacher-student feedback, which is confirmed by influential experts [2, 4, 5, 9-11]. The absence of these components levels down the harmonious development of the student [1] and provokes negative consequences [6]. The predominant interest of students in acquiring knowledge, skills, and abilities is found out which are provided by the physical education teacher.

Prospects for further research implicate further definition of approaches and methods of organizing and conducting classes during distance education in order to understand mistakes and synthesize the benefits for the effective study of the subject of physical culture during the quarantine restrictions for the educational process.

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