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PROBLEMS OF DISTANCE LEARNING OF APPLICANTS OF HIGHER EDUCATION IN «PHYSICAL CULTURE»

У статті порушено проблему викладання дисципліни «Фізична культура» у нефізкультурних закладах вищої освіти. Метою даної роботи є аналіз науково-методичної літератури, аналіз результатів анкетування та опитування щодо порушеної теми. Зроблено такі висновки. Сьогодення потребує концептуально нового методологічного підходу до вирішення комплексних проблем становлення й розвитку національної системи фізичного виховання та проведення занять в онлайн-форматі. Вважаємо, що потрібні розробки та впровадження дистанційних програм з елементами самостійної роботи, які сприяють підвищенню, як інтересу до занять фізичними вправами, оздоровлення, формування знань здорового стилю життя сучасної молоді, так і рівня освітньої самомотивації та навичок самостійної роботи.

Ключові слова: фізична культура, здобувачі, дистанційне навчання, інноваційних технологій.

Мартынова Н.П., Кузько Э.О. Проблемы дистанционного навчання здобувачів вищої освіти з дисципліни «Фізична культура». В статтє затронута проблема преподавания дисциплины «Физическая культура» в нефизкультурных высших учебных заведениях. Целью данной работы является анализ научно-методической литературы, анализ результатов анкетирования и опроса по затронутой теме. Сделаны следующие выводы. На сегодняшней день требуется концептуально новый методологический подход к решению комплексных проблем становления и развития национальной системы физического воспитания и проведения занятий в онлайн-формате. Считаем, что необходимы разработки и внедрения дистанционных программ с элементами самостоятельной работы, которые способствуют повышению, как интереса к занятиям физическими упражнениями, оздоровления, формирования знаний здорового образа жизни современной молодежи, так и уровню образовательной самомотивации и навыков самостоятельной работы.

Ключевые слова: физическая культура, соискатели, дистанционное обучение, инновационных технологий.

Martynova Natalya, Kuzko Edward. Problems of distance learning of applicants of higher education in "Physical Culture". The article raises the issue of teaching the discipline "Physical Culture" in non-physical education institutions of higher education. The purpose of the study is to analyze the scientific and methodological literature on the use of distance learning of higher education students in the discipline "Physical Culture", analysis of the results of questionnaires and surveys on the topic discussed.

Found out: distance education is a form of learning equivalent to full-time, part-time and part-time education, which is implemented mainly by distance learning technologies; distance learning involves the organization of the educational process, when the student learns independently according to the program developed by the teacher and away from him in space or time, but can have a dialogue with him through telecommunications; the main purpose of the use of distance learning technologies in free economic education is to provide students with access to electronic educational resources through the use of modern information technologies and telecommunications networks.

Concluded that today requires a conceptually new methodological approach to solving complex problems of formation and development of the national system of physical education and online classes. It should be noted that despite the classes and the organization of independent work of students, not fully solved a set of sports and health tasks.

We believe that we need to develop and implement distance learning programs with elements of independent work, which increase interest in exercise, recovery, knowledge of a healthy lifestyle of modern youth, and the level of educational self-motivation and skills of independent work.

Key words: physical culture, students, distance learning, innovative technologies, non-physical education higher education institutions.

Formulation of the problem. Analysis of recent research. The national program "Education. Ukraine of the XXI century" provides for the creation of a new system of information support of education, Ukraine's entry into the transcontinental system of computer information. To achieve these results is the development of distance education, the introduction of which in Ukraine is provided by the National Informatization Program. Distance education is a form of learning equivalent to full-time, part-time and part-time education, which is implemented mainly by distance learning technologies [2]. Distance learning involves the organization of the educational process, when the student learns independently according to the program developed by the teacher and away from him in space or time, but can have a dialogue with him through telecommunications [5]. The main purpose of the use of distance learning technologies in free economic education is to provide students with access to electronic educational resources through the use of modern information technologies and telecommunications networks [6].

To date, legal documents related to distance learning have been developed and implemented in Ukraine, namely: 1. In Art.

49 of the Law of Ukraine № 1556-VII (as amended) "About Higher Education" distance learning is declared as equal to the traditional: full-time (day, evening) and correspondence; in Art. 62 of the Law of Ukraine "About Higher Education" defines the basic rights of students, which emphasizes that persons studying in higher education institutions have the right to choose the form of education when entering a higher education institution.

For distance learning different in technical characteristics systems are used, availability and level of complexity of various functional components, pricing policy: Oracle (i-Learning), IBM (Learning Space), "ILIAS", WebCT, "Prometheus" produced by NIT ASKB, e-Learning Hypermethod (St. Petersburg), etc., and Open Source tools: MOODLE, ATutor, Dokeos, Claroline, Microsoft Office 365 software, etc. [1; 7].

According to the development of information technology, the level of distance education is increasing. Thus, the quality of the use of distance learning in higher education institutions is improving.

Due to the recent socio-economic conditions, namely the emergence of the global COVID-19 pandemic, the issue of mass use of distance learning has become acute. There is no demand for the use of mass information support of education today. Higher education institutions are forced to study the world experience and use the experience that took place before the pandemic. Thus, the traditional system of organization of the initial process in the free economic zone needs to be restructured, which will allow to realize the pedagogical potential more effectively. This question especially arises in the field of physical education.

Physical education is an integral part of the educational process in higher education institution. The purpose of physical education is to involve young people in physical culture and sports by leading a healthy lifestyle. Today's problems require finding effective approaches to physical education and the introduction of new innovative technologies in the system of physical education in distance learning.

Analysis of domestic and foreign scientific and methodological literature indicates the presence of research on the use of distance learning in the educational process of higher education institution: problems of distance education (E. Malitkov, M. Karpenko, V. Kolmogorov); application of distance learning during the teaching of sports and pedagogical disciplines (P. Ladyka, G. Shandrygos, V. Shandrygos); development of scientific and methodical bases of improvement of professional and pedagogical preparation of students of faculties of physical culture with use of modern ICT (P. Petrov, O. Dimitriev, E. Akhmedzyanov), etc. But the field of physical education in non-physical education institutions of higher education does not have such attention from specialists.

Connection of work with scientific programs, plans, themes. The work was performed in accordance with the priority area of research of the Department of Physical Education and Sports of Oles Honchar Dnipro National University – "Innovative foundations of the renewed system of physical culture, sports and physical education in higher education" (№ 0119U101072).

The purpose of the study is to analyze the scientific and methodological literature on the use of distance learning of higher education students in the discipline "Physical Culture", analysis of the results of questionnaires and surveys on the topic discussed.

Presenting main material. In order to determine the advantages and disadvantages of distance learning in the discipline "Physical Culture", a systematic work was conducted on a survey of higher education students I-IV courses of the Dnipro National University named after Oles Honchar, which was attended by 350 respondents.

The main tasks of the developed questionnaire were to determine:

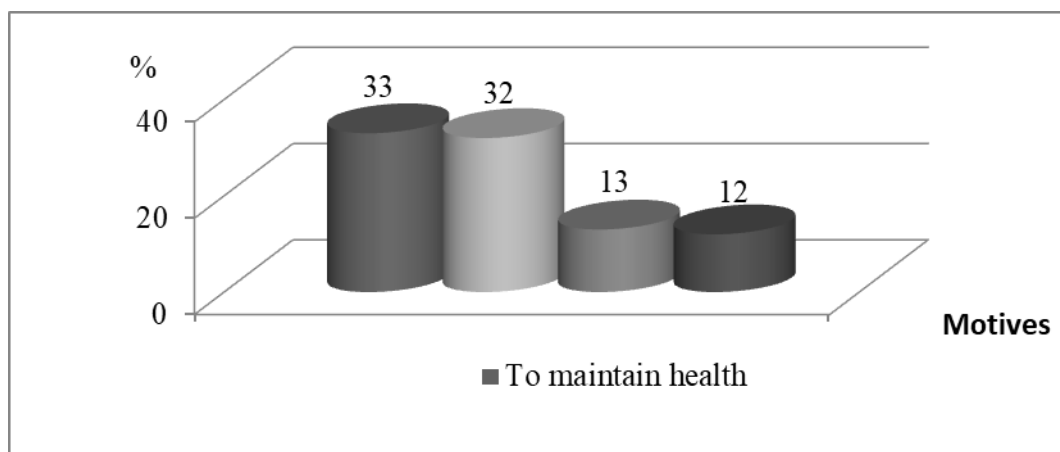
- motives for attending classes;
- interests in different types of motor activity;
- attitude to physical education classes;
- attitude to physical education classes at distance learning.

The content of the questions allowed to clarify a number of research parameters, such as: the attitude of higher education students to physical education classes, their interests in different types of physical activity, and allowed to draw some conclusions about improving the quality of teaching the discipline "Physical Culture" while distance learning.

First, it was determined which type of motor activity students prefer the most. The answers were distributed as follows: 30% of respondents preferred football, 15% – volleyball, 13% – basketball, 11% – aerobics, 10% – swimming, 8% – table tennis, 8% – strength training, 4% – badminton, 1% – athletics. So, we see that playing sports are a priority for student youth.

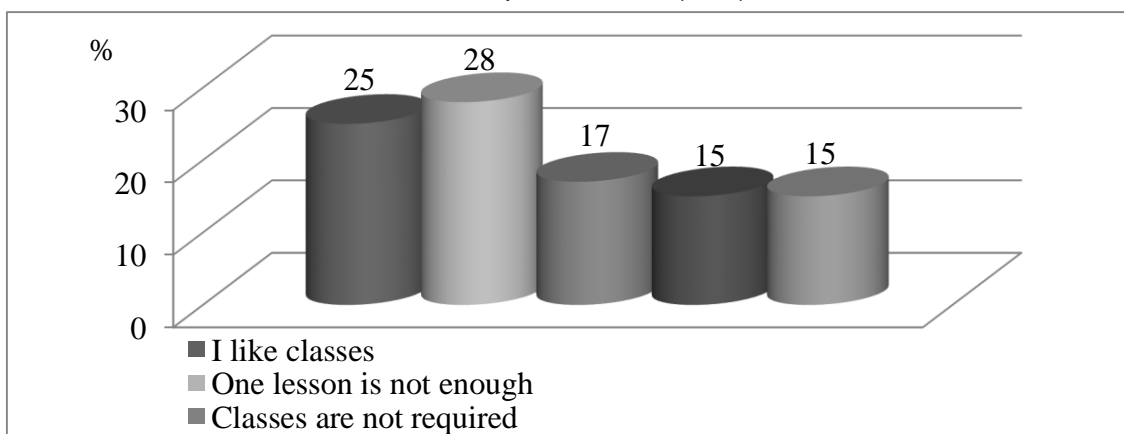
In order to determine the personal significance of physical education classes, in our opinion, the most relevant motives that motivate students to attend classes were identified.

As you can see, 33% answered that it is important to maintain health, 32% of students see the motive to attend classes in order to complete the curriculum and get credit in time, 13% of respondents attend classes to participate in competitions and maintain their physical condition. preparedness, 12% – have no motive to attend classes. The results of the survey are presented in pic. 1. Thus, we see that the majority of respondents have positive motives for attending physical education classes.



Pic. 1. Motives that motivate applicants to attend physical education classes

The next purpose of the survey was to identify the personal attitude of higher education students to physical education classes in the higher education institution. The following results were obtained: 25% of respondents said that they like physical education classes, 28% of respondents said that one lesson is not enough to maintain health, 17% do not think that physical education classes are needed in the free economic zone, 15% – would be engaged as if there was a modern sports material and technical base, 15% believe that classes should be held only in 1–3 courses (Pic. 2).



Pic. 2. The attitude of higher education students to physical education classes

The next step was to find out how students feel about distance learning in the discipline of "Physical Education". The answers were as follows: 58% of respondents are clearly dissatisfied that classes are held remotely, 19% consider classes acceptable due to these circumstances, 18% of respondents are indifferent to distance learning, 5% unfortunately could not answer the question.

For the respondents there was an additional question: "Why are you not satisfied with distance learning?". It should be noted that distance learning classes are held online in higher education institution. Thus, the analysis of the results showed that the majority of respondents 40% believe that distance learning limits physical activity, limited focus of exercise, does not have the necessary equipment at home, 37% do not like limited communication, 23% said that there are no sports competitions,

After analyzing the results of the survey, it was found that: the motives for attending physical education classes are quite positive; most students approve of motor activity during training; The questionnaire revealed the diversity of students' interests in the types of physical activity and conflicting opinions about distance learning in the discipline of "Physical Culture".

There was also a survey of teachers of physical education to find out the pros and cons of distance learning in the discipline. The following results were obtained. Not all teachers have the necessary minimum skills and abilities to use modern information technology to use the latter in distance learning. So you have to learn in the teaching process. Unfortunately, not all teachers have modern electronic devices, which significantly reduces the effectiveness of teaching the discipline. In the practical classes, traditional teacher-student communication was replaced by student-computer-teacher communication. One of the tasks of the discipline is to increase the level of overall endurance. Therefore, such tasks cannot be performed online, they go to the section of independent work of the applicant. Reduced operational control over the performance of physical exercises performed without video communication.

The advantages of distance learning teachers consider: the possibility of using multimedia technologies; positive impact on the level of knowledge; conducting testing to assess the level of theoretical knowledge; independent work of the applicant and the use of self-control during independent classes; opportunity for the students to choose at a convenient location (at home or on the sports field).

Also, teachers are confident in the effectiveness of the use of physical culture during quarantine in outdoor sports fields and stadiums with social distance, regardless of the season, because this discipline is practical, and approve of the opinion that "Physical Culture" needs to create an information environment [3; 4].

Conclusions. Analyzed the scientific and methodological literature and the results of the survey on the topic, the following conclusions can be drawn. Distance learning technologies are a powerful tool for education. They have a positive effect on the process of learning and education, primarily by changing the scheme of knowledge transfer and teaching methods, and are also able to increase motivation for physical education, the desire to lead a healthy lifestyle, physical development and improvement.

But today requires a conceptually new methodological approach to solving complex problems of formation and development of the national system of physical education and online classes. It should be noted that despite the classes and the organization of independent work of students, not fully solved a set of sports and health tasks.

We believe that we need to develop and implement distance learning programs with elements of independent work, which increase interest in exercise, recovery, knowledge of a healthy lifestyle of modern youth, and the level of educational self-motivation and skills of independent work.

Prospects for further exploration in this direction will be associated with the development and testing of a remote program with elements of independent work of students of higher educational institutions in the discipline of "Physical Culture".

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