

Distant learning as an innovative approach to the implementation of the practice-oriented discipline “Physical Culture and Sport”

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Abstract. Physical culture lessons during difficult epidemiological situation in the country and in the world are very important, however, distant lessons organization can be a problem. In this connection it is urgent to search for the methods and techniques of physical culture lessons organization. The article presents the variants of distant education (in terms of isolation) in “Physical culture” discipline. These variants description has practical importance. The authors make an attempt to reveal students’ attitude to distant learning in discipline “Physical culture and sport” from different positions: general attitude of students to this kind of education; the most acceptable for students variants of distant learning; difficulties, which appear in terms of this kind of lessons organization; convenience of using different platforms.

1 Introduction

The distinctive feature of modern world is dynamic character of society development. It is mainly conditioned by quick introduction of information technologies, great volume of information, political and economic transformations and etc.. It claims great demands on a person as an integral social-biological phenomenon, especially during objective life functions fulfillment. Physical culture together with other types of culture is an integrative and multifunctional phenomenon in a person’s life and in society. Taking into account current events all over the world and in Russia, there appears the necessity to search for the variants of distant work fulfillment in terms of isolation; including the sphere of education. Physical culture lessons are very important during this period, but their distant organization can be a problem because of the necessity to fulfill the tasks only at home (in case prohibition to go outside) and because of necessary sports equipment absence. One more problem, which should be solved by the collective of physical culture department, is how not to make practical discipline into “supposedly practical course”. In this connection it is urgent to search for the methods and techniques of physical culture lessons organization.

2 Materials and methods

In order to realize these objectives physical culture department created and tested practice-oriented system of distant learning. It includes the following components:

1. Practical lessons:

1.1 Main lessons (for students of the main, preparatory and special medical groups). The variants of practical lesson content were either online taking part in practical lessons (Zoom, TrueConf) or independent fulfillment of exercises complex on the basis of “Individual program of motor activity” with video report or the variant of home training fulfillment, offered by physical culture teacher. In order to realize this component the authors selected, created and presented the complexes for independent lessons at home for students of the main and preparatory medical groups; for students of special medical group; complexes of power training lessons for boys and girls, variants of cardio-programs, the program of trainings for different groups of muscles, complexes of exercises for flexibility and video examples of warming-ups [1, 2, 6]. These complexes are presented at the site of Petrozavodsk State University.

1.2. Additional lessons

- Independent running, walking and cycling training lessons with distant control of a teacher through mobile application STRAVA, which is successfully used at Petrozavodsk State University for independent lessons control [3, 4]. Intermsofself-isolationregimentraininglessonsthroughtheapplication were forbidden and restarted since May, 8, 2020 [9].

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- Project “Weekburst” included everyday practical lessons in a team with video material in a group in social network “Vkontakte”. At the end of each week the team of winners was defined and each participant received 1 point to the final sum. Such team variant of exercises fulfillment turned out to be effective and demanded among students in terms of self-isolation.

- Time-limited mini-complexes of exercises fulfillment “Challenge!”. Mini-complexes fulfillment was offered in a form of competition, the aim was to fulfill the definite task as quickly as possible or to fulfill more tasks within a limited time period. In a competitive variant the best participants (winners) were defined, who were given additional points. Such variant of physical exercises fulfillment helped not only to solve educational objectives of “Physical culture”, competitive element helped to motivate students fulfill the tasks qualitatively and continue sports-mass work in distant form [7, 8]

2. Methodical-practical lessons.

2.1. Methodical-practical works in order to realize self-diagnostics of own organism (physical development indices and functional systems state study), comparison of the received results concerning own state with the norms, “Health passport” filling [5]. The aim of these works is to teach students to analyze own state and on the basis of the received results make conclusions concerning the level of own health.

2.2. “Individual program of motor activity” project, which is fulfilled on the basis of self-analysis results received during methodical-practical work with the aim and objectives of physical and functional development substantiation. Taking into account the set objectives we select physical upbringing means, dose, intensity of exercises is determined (taking into account indices of physical and functional state). This kind of work provides consultations with a teacher, literature and electronic resources use.

2.3. Test tasks at Moodle platform of Petrozavodsk State University (students were offered to choose one of the electronic educational-methodical complexes of “Physical culture and sport” discipline)[1].

Any innovative model included into educational process for the first time demands analysis and estimation of the participants-subjects of pedagogical process. In order to solve this research objective we held the questionnaire survey among students of Petrozavodsk State University.

930 students (1-3 courses) from 11 educational Institutes of Petrozavodsk State University took part in the questionnaire survey.

3 Results and Discussion

Answering the question concerning the transfer to distant learning the results are presented in diagram 1) more than half of students gave positive answers (31 % - “positive”, 29% “rather positive”). However, for the third of students distant form turned out to be inconvenient (13% gave “negative” answer and 21 % “rather negative”).

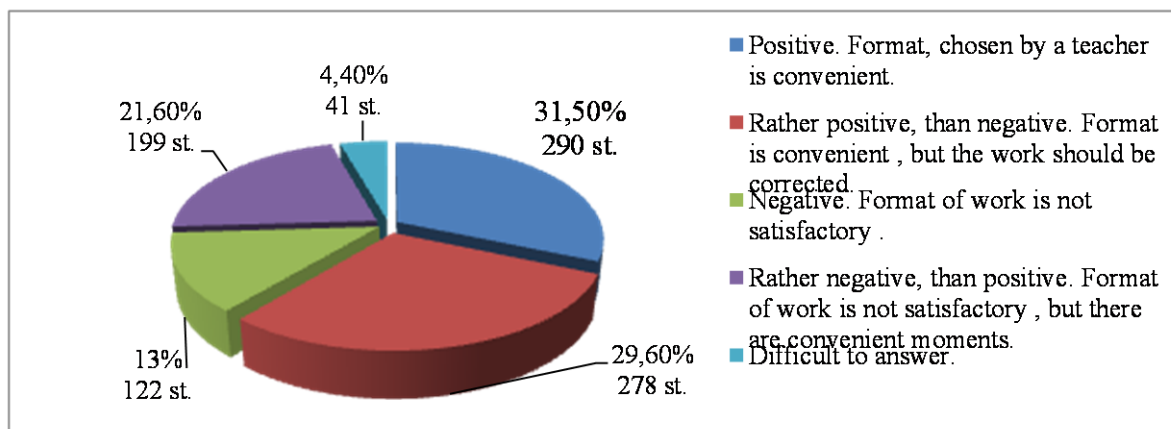


Fig. 1. What is your attitude to distant learning organization in “Physical culture and sport” discipline?

For the created tasks correction, the most effective forms of distant work revelation it was important to define the students’ attitudes. The results of answers are presented in Fig.2.

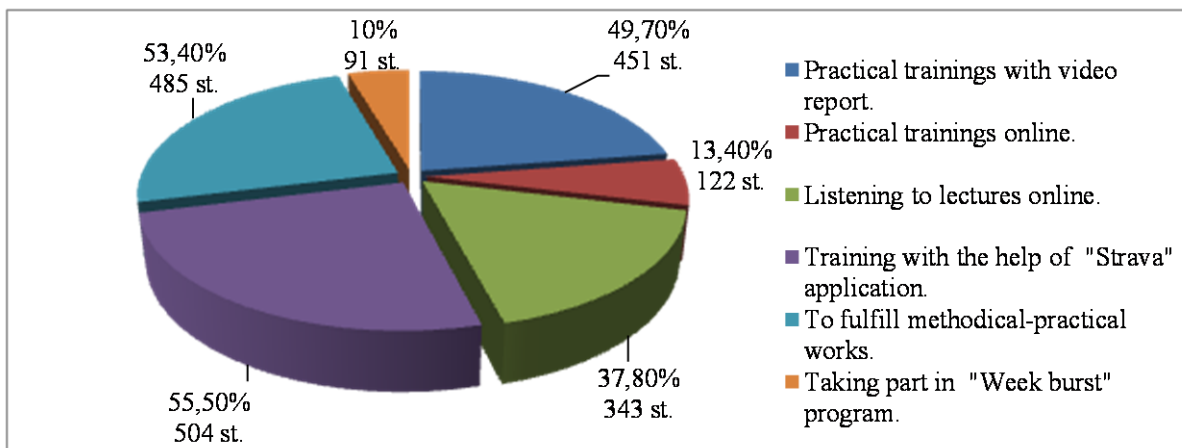


Fig. 2. Which variants of distant learning in “Physical culture and sport” discipline do you consider the most acceptable?

For further educational process quality improvement it was important to reveal the difficulties. Students faced them during the content of the discipline mastering in distant format and the most convenient platforms revelation. Students’ answers are reflected in diagram 3.

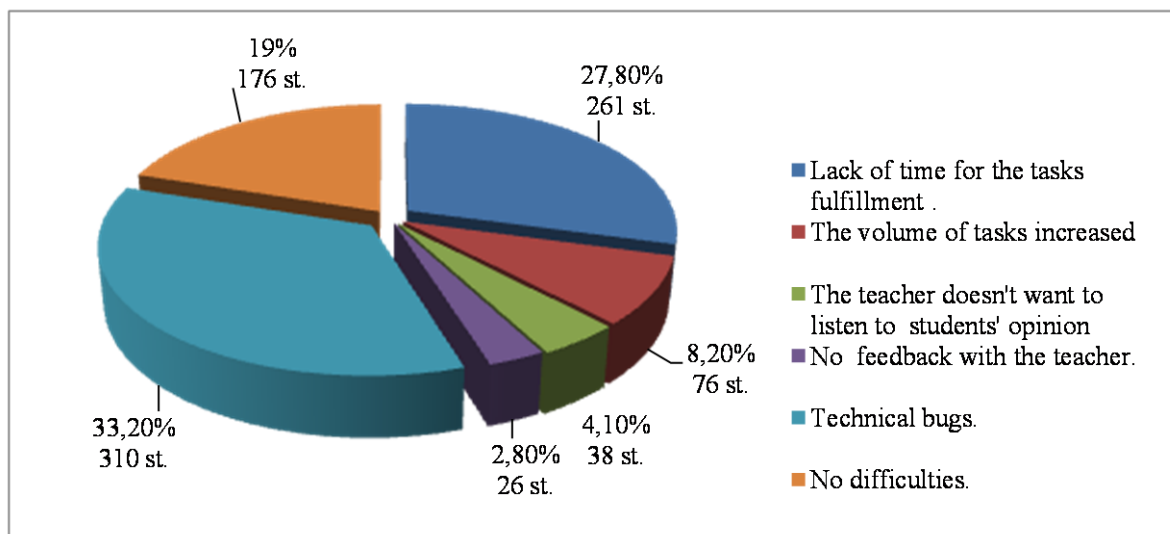


Fig. 3. Which difficulties did you face during distant learning in “Physical culture and sport” discipline?

Among the realized platforms for distant content mastering in “Physical culture and sport” discipline the most preferable turned out to be Zoom platform (54,8% of respondents mentioned its advantages). Less popular turned out to be TrueConf resource (only 4,3% of respondents mentioned its advantages).

4 Conclusion

Distant learning system in “Physical culture and sport” discipline, created by physical culture department, includes different variants of tasks. They in complex help not only to support necessary level of physical development, functional state of students, have not only health-improving effect, but also have competitive orientation. It helps to realize the process of teaching in distant format qualitatively. The offered by physical culture department system of distant learning in “Physical culture and sport” discipline was successfully realized and at the end of the term most students (73 %) fulfilled necessary demands for accreditation getting according to points system [5].

Thus, distant learning system, presented in this article, helps to realize the control over practical physical activity fulfillment, creates the conditions for the realized attitude of students to independent physical exercises

fulfillment and would finally lead to steady need formation for regular physical culture lessons and sport and can be used in further work.

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