

HISTORY, CULTURAL STUDIES, TOURISM, SPORTS

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ATTITUDE OF POLOTSK STATE UNIVERSITY STUDENTS TO THE TRANSITION TO DISTANCE LEARNING DURING THE PANDEMIC COVID-19

SVETLANA VASHCENKO, OLGA LUTKOVSKAYA, ANNA MIKHAL, KONSTANTIN BARSUKOV
Polotsk State University, Novopolotsk, Belarus

The opinion of students of Polotsk State University regarding the organization of the educational process during the COVID-19 pandemic is considered. The negative and positive aspects of this form of education are noted. Special attention is paid to the discipline "Physical Culture", as in the conditions of home self-isolation and forced restriction of physical activity, the need for physical activity increases significantly.

Introduction. An important feature of modern higher education, in our opinion, is the possibility of restructuring and adapting both learners and educators to today's realities, instilling in them the skills of self-education, creative thinking, and active application of the knowledge gained [1].

One of the realities of modern life is the Covid-19 pandemic, during which not only the country's economy, but also the health of the population is in significant danger. One of the ways to help reduce the spread of the pandemic is to transfer university students to distance learning.

Distance learning is the interaction of a teacher and students with each other at a distance, reflecting all components inherent in the educational process (goals, content, methods, organizational forms, teaching aids) and implemented by specific means of Internet technologies or other means that provide interactivity [2].

On the one hand, distance learning to the greatest extent implements modern educational requirements, provides a more individual approach, accelerates the learning process and information exchange, and, in addition, allows you to change the time, place and pace of learning. On the other hand, direct classes with a teacher, being the most common methods of teaching, provide an opportunity to communicate directly with him and receive immediate answers to questions [3].

When organizing distance learning, the role of communication and information technologies sharply increases, which leads to the need to search and create new methods and forms of the educational process.

In addition, when transferring to distance learning, one should take into account the specifics of the subjects. For example, the organization of physical culture classes requires a special approach, since in conditions of home self-isolation and forced limitation of physical activity, the need for physical activity increases significantly.

In order to assess the satisfaction of students of Polotsk State University with the organization of the educational process, including physical education, in the form of distance learning, as well as identify problems that arose during the organization of the educational process during the COVID-19 pandemic, a survey of students was conducted.

The survey was attended by students of the law, mechanical and technological, engineering and construction, financial and economic faculties and the faculty of information technology. A total of 187 questionnaires were processed. The survey was carried out remotely using the Google Forms platform.

Research results. When asked how the adaptation to distance learning took place during the Covid-19 pandemic, the majority of students (34.8%) answered that it was excellent. Adaptation went well in 31.6%, satisfactory in 28.9%. 4.8% of students adapted poorly.

The majority of respondents (50.3%) did not feel any changes in the level of workload during distance learning. For 46.5% of students, the study load turned out to be higher than during classes in classrooms. The fact that it decreased was indicated by 3.2%.

Motivation for distance learning decreased in 15.5% of students. The previous level of motivation remained in the majority of them (48.1%), and increased in 36.4% of the respondents.

The majority of students (61%) believe that the quality of education in distance learning did not change. Only 16% indicated that the quality of education increases in this form of education. A decline in the quality of education was indicated by 23%.

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The organization of the educational process in the distance form was satisfactory for 73.3% of students. Only 5.9% of respondents were not satisfied with this form of education. 20.9% of students were partially satisfied.

Opinions are divided on how the time spent on training changes. Thus, 32.6% believe that they began to spend less time. 35.8% answered that the time spent on training did not change. The fact that the time has increased was indicated by 31.6%.

When answering the question, do students have more time for distance learning, the following results were obtained: 58.3% had it, and 41.7% did not.

Thus, in general, the majority of students of Polotsk State University did not feel changes in the level of academic load and the quality of education received during distance learning. The motivation for learning in most of them also did not change. Also, the majority of students had more free time, since they began to spend less time on the way to the university and it became possible to regulate the time for completing assignments at their own individual pace.

About the organization of the process of physical education in the distance mode, 53.5% of students responded positively. 9.1% of the respondents reacted negatively to this form. It should be noted that a large number of students found it difficult to answer this question (37.4%).

Distance classes in physical culture turned out to be more preferable in comparison with traditional ones for 50.8% of the respondents. At the same time, 19.8% preferred classes with a teacher in a gym, and 29.4% preferred a mixed form.

The majority of students (77.5%) did not experience a deficit in physical activity during distance learning. Only 22.5% of students experienced a lack of it.

To compensate for the deficit of physical activity, the majority of students (43.9%) performed the complexes of physical education and morning exercises suggested by the teacher. Sometimes they were used by 32.1%, not used by 24.1% of the respondents.

The majority of students (86.6%) consider the transfer to distance learning to be justified in order to reduce the spread of COVID-19. Only 3.2% consider this format of training to be inexpedient. Difficulties in answering this question arose among 10.2% of students.

When asked about the priority of maintaining their own health during the COVID-19 pandemic or receiving a quality education, the overwhelming majority of students indicated health (86.6%). The remaining 13.4% consider quality education a higher priority.

81.8% of respondents consider distance learning to be the most effective measure to reduce the spread of COVID-19 in the process of obtaining higher education. 12.8% consider it more effective to use personal protective equipment. The remaining 5.4% of the respondents offered their own answer. The most common of these was the use of both measures.

The fact that distance learning, during the Covid-19 pandemic, provides a balance between the right to health and the right to education, said 69.5% of students. The balance is not ensured, according to 3.7%. 26.7% of respondents believe that this balance is provided in part.

Based on the results of the study, we can conclude that the distance learning format has significantly changed the level of physical activity of students. The result of this training format is a sedentary lifestyle, which entails negative health consequences. But at the same time, the respondents are ready to restore their natural level of physical activity, using the recommendations of teachers.

Thus, regarding the organization of the educational process in physical culture, about half of the students consider this form of work to be justified during the Covid-19 pandemic. However, many of them prefer direct lessons with a teacher or a blended form of education. Also, many students experienced a deficit in motor activity in this learning mode.

Conclusion. The transition to distance learning during the Covid-19 pandemic, according to the students of Polotsk State University, is justified and provides a balance between the right to health (which, according to most of them, is a higher priority) and education.

Obviously, this format of training requires the integration of a creative approach in conjunction with a competent attitude to the educational process of both students and teachers. However, this form of education is unlikely to be able to replace real classes, especially in physical culture, in the next decade. This is due to the fact that not all teachers and students, despite the positive attitude towards this form of education on the part of the latter, were ready to abandon the traditional form of education and adapt to all the features of the organization of the educational process in this mode.

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