

Features of organizing physical education for students in the conditions of distance learning

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ABSTRACT

Over the past few years, the conditions under which Ukraine's development is taking place have been characterized by a number of changes and transformations. Undoubtedly, they were reflected in all social relations, including educational ones. Thus, as a result of the COVID-19 pandemic, as well as a full-scale war, from February 24, 2022, the educational process was organized in a distance format, which remains relevant to this day. At the same time, the correct selection of methods for teaching practical disciplines, such as physical education, which requires the student to use special tools and skills, is especially important. The aim of this study was to analyse qualitative approaches, on the basis of which it is possible to carry out professional training of students, including physical education, in current educational conditions. For this, the method of analysis and synthesis, comparison, deduction was used in the work. As a result, it was possible to reveal the main advantages and disadvantages of distance learning, namely the organization of physical education during it. In addition, priority tools were described, which were most often used by teachers during training sessions. It was also possible to analyse both positive and negative factors, which most affect the quality and dynamics of the educational process. It was important to form quality recommendations, related to increasing the effectiveness of teaching physical education in distance learning conditions. The practical value of the work is revealed in the fact that it can be used by educational workers during preparation for educational classes, as well as by students for independent work.

KEYWORDS

Educational Process; Pandemic; Educational and Professional Training; Motor Activity; Educational Tools

1. INTRODUCTION

Physical education is an important component of the educational and professional training of students in all specialities. This is expressed not only in the context of educational activities, as well as personal physical development, i. e. improving health. It is because of this that physical education for students of both initial and final courses is a necessary component when overcoming such a common problem as a sedentary lifestyle (Lutsenko & Dolbysheva, 2022). In addition, this issue became especially relevant with the spread of the pandemic, during which citizens, including students, were forced to adhere to quarantine restrictions and stay at home to a greater extent, which significantly reduced the amount of physical exertion and mobility in their daily activities (Fernando, 2020; Lassoued et al., 2020). So, the problem of the research is to establish the priority of the organization of educational classes in physical education, including in the remote mode. This question has been studied by many scientists, in particular teachers, as well as sociologists. However, with the development of social relations and, accordingly, digital resources, the number of approaches to the organization of the educational process has increased significantly, which indicates the need to analyse them and highlight relevant approaches today.

This problem was studied by Mozolev (2020), in particular, he investigated the principles on which distance learning is organized in higher education institutions. He established that the training of students is mostly carried out in an asynchronous mode, during which all subjects of educational activity interact with each other on the basis of digital tools. At the same time, tasks are completed within the term determined by the teacher. Semenova et al. (2020) studied the factors that can improve the educational process implemented in a distance form. Thus, she paid attention to both technical features, namely computer programs, which have a wide range of educational functions, and personal ones, which consist in increasing the digital competence of teachers. She noted that only a teacher who strives for self-development, as well as improving his knowledge in the context of virtual educational tools, can qualitatively organize educational activities in the online format. In turn, Yevtushok & Filatova (2022) revealed the main tasks, which are placed before the educational discipline “physical education”. So, they managed to integrate them into distance learning, in particular, emphasize what topics and exercises students should perform in the online format.

In turn, Mercier (2021) analysed possible approaches to physical education of the subjects of the educational process, including in remote form. He investigated what exercises students can perform independently, as well as with the help of household tools. The researcher analysed possible ways of implementing individual educational activities. Kara (2021) disclosed in his study the most common online platforms, which allow subjects of educational activity to exchange educational materials. So, in his work, he described the methods of teaching and checking educational tasks by the teacher. In addition, the researcher paid attention to possible methods of communication between the teacher and students during training, which is an extremely important factor, including when mastering such an educational discipline as “physical education”.

Given this, a goal was formed in the work, which consisted in establishing qualitative approaches to physical education classes in higher educational institutions, in remote mode. For this, the following tasks were formed, namely, to reveal the features of distance learning; determine the task of physical education; to analyse possible ways for students to perform the exercises provided for in the curriculum; describe current tools, on the basis of which it is possible to conduct physical education classes online.

2. METHODS

The method of analysis played an important role during the study of such concepts as “physical education” and “distance learning”. In this case, their content and meaning were described, which allowed qualitative analysis of the research object. In addition, the bases were revealed, on which they are based and the factors which affect them. So, it was possible to analyse their common and distinctive features. The synthesis method was used to evaluate the most common educational tools used by teachers in the course of organizing the educational process. The means responsible for various aspects of educational activity, namely communication between its subjects, performance of tasks by students and feedback by the teacher, were studied. In turn, the method of synthesis made it possible to reveal the connection between the given concepts. This made it possible to describe the principles which play an important role during the organization of physical education, including in the conditions of distance learning. The studied contingent in this work was the University of Customs and Finance and Oles Honchar Dnipro National University, namely their experience in the organization of distance learning.

The method of comparison was used to compare different approaches and ways of teaching physical education in a distance form. Thus, on its basis, the advantages, and disadvantages of certain

online platforms for conducting educational classes were described. In addition, educational tools were revealed, which are prioritized directly for teaching physical education. The comparison method made it possible to characterize the features which play an important role in the organization of distance learning in a distance format. The deduction method was used during the theoretical analysis, namely study the concept of “distance learning” and “physical upbringing”. Accordingly, their general meaning was revealed, which made it possible to describe their properties. Further, these provisions were specified, namely, they were combined, due to which it was possible to investigate the characteristic features of the organization of physical education in a distance form. Thus, the general theoretical analysis was carried out on the basis of general to specific, which made it possible to broadly describe the object of scientific work.

This work is divided into three stages:

1. A theoretical analysis was carried out, which concerned establishing the content of the concepts of “physical education” and “distance learning”. In addition, the relationship and dependence between them was characterized, which made it possible to describe how distance learning affects the teaching of physical education.

2. Educational tools and methods were revealed that allow teachers to organize the educational process, in remote mode. It was also determined which of them are the most prioritized and allow for high-quality teaching of such an educational discipline, as physical education.

3. A discussion was organized, during which the positions and opinions of other scientists were analysed, in relation to the object of this study.

3. RESULTS

Since March 2019, namely the introduction of quarantine restrictions on the territory of Ukraine, educational institutions of various forms and levels had to face a single problem, namely, the impossibility of carrying out the traditional educational process. So, the only way to implement the state educational policy was the introduction of distance learning. At that time, this approach led to the formation of a number of shortcomings of educational activity, which were characterized as technical, and subjective factors. Subsequently, after 1.5 years of conducting educational classes in educational institutions in a remote form, all the problems that arose at the beginning were solved. In particular, as teachers, and students have acquired the necessary knowledge regarding the use of

common digital tools and educational web platforms. In addition, all subjects of educational activity were endowed with technical capabilities, necessary for quality acquisition of knowledge and skills. At the same time, such an educational discipline as “physical education” occupies a special place in the educational and professional training of students. The complexity of its organization in a remote format lies in the possibility of its implementation only practically, contacting the teacher. This is due to the need to use special tools and instruments for the correct performance of exercises and passing standards. That is why, this question remains relevant even today, because higher educational institutions, including the University of Customs and finance, Oles Honchar Dnipro National University continue their studies in a distance form, for security reasons due to the state of war in Ukraine.

So, to analyse the effectiveness of the application of certain approaches to the implementation of the educational discipline “physical education”, it is necessary to establish its essence and tasks. Accordingly, it is both scientific and educational discipline, in the content of which concerns their general provisions characterizing composition and forms in the organization of the physical education, in the context of organized teacher of the process. With, this element is interconnected with other parts of the whole system's education of persons. The role of physical education is revealed in the fact that, given its means and approaches, the development of the educational process should take place, as well as the student's mastery of his chosen profession. Based on this, it is possible to clearly define the tasks of this educational discipline, as a result of which the ways of their implementation in the course of distance education can be analysed. Thus, “physical education” aims to consolidate students' knowledge of various forms of physical education practice, as well as ways of their interaction with modern achievements in both theoretical and practical manifestations. In addition, it is important to provide students with practical skills and abilities, on the basis of which they will be able to preserve the current state of health, as well as improve it. More, in this context, it is not only about personal physical development, but also professional-applied preparation for future activities. Also, during the organization of physical education, there is a transfer of student skills, necessary for his qualitative mastery of the methods of physical culture and health activities related to a number of sports disciplines.

Having described the content and meaning of “physical education”, it becomes possible to analyse the main possibilities of its implementation in a remote form. Of course, the only effective way is to use information and communication technologies. Thus, at the expense of the computer, web portals, electronic training manuals and other digital tools, it becomes possible to organize

educational activities even in a remote form. In this case, there is a mutual use by the student and the teacher of the means listed above, as for transfer, as well as receiving educational information and other materials. This is expressed in that the educational process is based not only on securing the student's professional knowledge, and its comprehensive development in society. Given this, both the process of presenting educational materials and performing exercises, as well as the communication of subjects of educational activity with each other, are important. In this case, distance learning is inferior to traditional, as it has disadvantages related to the impossibility of organizing live communication (Bozkurt, 2019).

As for the direct teaching of physical education for students of higher educational institutions in the conditions of the distance learning process, for him, both the method of teaching the material and the teacher's control over its implementation are important. Thus, a widespread approach is the development of online tools, for example, the creation of a YouTube channel, in order to demonstrate the peculiarities of performing physical exercises (Hloba, 2021). In this case, the institution's administration restricts access to such video materials, so that only those persons who have been granted such a right can view them. In addition, this approach can be implemented in the form of publishing videos, prepared by the teacher, on special educational platforms, such as Classroom or Moodle. Of course, it requires additional time to prepare such educational materials, namely shooting, mounting and publishing on the network. However, it is in this way that it is possible to qualitatively explain the topic and promote the correct performance of tasks by students. This tool can be used for additional communication of subjects of educational activity. Accordingly, the teacher can prepare additional videos of a creative nature to increase the interest of students in performing exercises, provided by the curriculum (Migocka-Patrzałek et al., 2021).

In addition, distance learning involves the development of students' independent work skills. This is expressed as during the processing of educational information, and the performance of tasks. In this case, it is important to provide him with the opportunity to communicate with the teacher, if necessary. To this end, it is appropriate to use those web platforms where it is possible to add comments or questions to the published material or to the completed task. In this case, the student will be able to consult with the teacher about those topics and aspects which he did not understand. In this case, it would be most effective to use the Classroom application, as it is quite easy to use and is characterized by wide functionality. It is important to remember to conduct online classes, if students and teachers have such an opportunity. The most common means on the basis of which it can be implemented are Zoom, Google Meet, Microsoft Teams. In this case, the teacher has the opportunity

to communicate with students, explain the educational material, check the quality of performed exercises. According to the authors, the use of applications for organizing online classes is the most important component in the distance learning process. This is expressed in the fact that the teacher can not only contribute to the study of physical education by students, but also communicate with them. This allows timely identification of problems associated with mastering the academic discipline, as well as solving them by providing additional explanations (Branekova, 2020).

The above approach has some drawbacks, as it requires a stable Internet connection, as well as the supply of electricity at a specified time. In this case, some students may have problems connecting and staying in the online class. Thus, the principle of equality is violated, for which all persons are endowed with equal rights and responsibilities in the educational environment. Also, it is appropriate to use this approach only as additional, advisory classes, which do not require the mandatory presence of all students (Ebru, 2020). Not only the transfer process is important, as well as checking the students' acquired educational material. That is why, in the course of organizing physical education, the teacher must use platforms designed for monitoring and evaluating individuals. This approach ensures the objectivity of the assessment of the student's knowledge, and also prevents violations of the rules of academic integrity. Of course, physical education involves, to a greater extent, the practical performance of exercises and the passing of standards, but theoretical knowledge is also important. This is expressed in the fact that students study the technique of implementing one or another physical technique, which definitely affects the quality of their performance of tasks.

A common approach to organizing the educational process in a distance form is the use of VR (virtual reality) technologies. Of course, it is not universal, as it requires special technical tools. However, if possible, a student can develop his practical skills on one or another educational topic. The use of VR technologies is possible in special rooms, which are equipped for such activities. It is possible to systematize the disclosed educational tools in the following order, namely online training; interactive presentations; sites of educational disciplines; services for monitoring the educational process and evaluating students; online trainers; planning tools. All of them are implemented through the use of information and communication technologies, described above in the work.

As for the experience of University of Customs and Finance, as well as Oles Honchar Dnipro National University, in the course of organizing physical education in remote form, it is worth noting the following. Synchronous classes, consisting of lectures and seminars, are the general form of implementation of educational activities in them. In addition, it is possible to conduct additional

consultations or individual tasks, in order to prepare students for independent work, as well as passing the final certification. An important step for the organization of physical education in distance conditions was the development of the Digital Repository and the electronic library. Thus, students were provided with the opportunity to freely use educational materials and other information, necessary for mastering the academic discipline. To exchange data, tasks and completed work between the teacher and the student, the electronic document management system is actively used, which is based on Microsoft Office 365 cloud technologies. This approach contributes to high-quality organization and provision of two-way remote communication between subjects of educational activity.

Students of University of Customs and Finance, as well as Oles Honchar Dnipro National University during the distance learning process, has access to the required number of educational materials related to the discipline. In addition, they can send completed both theoretical and practical tasks for checking and evaluation to the teacher. Regarding the activities of the Digital Repository at Oles Honchar Dnipro National University, then it plays an extraordinary role during distance learning. This is explained by that it contains not only theoretical educational materials, but also authors' information developed by teachers. In the context of teaching physical education, special videos were posted, which demonstrate the technique of performing exercises, as well as standards. In addition, special chats have been created in messengers, Telegram and Viber, which allow students to communicate freely with each other and with teachers (Distance learning mode..., 2020).

In this case, educational tools, which are used in the researched higher educational institutions are characterized by efficiency. However, it is advisable to include other means in the educational process as well. In particular, interactive materials designed to explain both theoretical and practical material. It is important to interpret the educational process from proper conditions to everyday ones, in which the student is during distance learning. Then, the teacher should use a personal example to demonstrate the ways of using household appliances for playing sports and performing exercises. Thus, the main task for the administration of a higher educational institution is to constantly update educational tools with the aim of qualitatively involving modern digital devices. This approach will improve the quality of the educational process, namely teaching physical education under different social conditions.

4. DICUSSION

The organization of the distance learning process occupies a leading place in modern pedagogical scientific doctrine. Questions related to practical educational disciplines, one of which is physical education, are especially relevant. This topic was also analysed by Carter et al. (2020); Kanbul et al. (2022), who revealed the most effective means for organizing distance learning. They emphasized that this process should be based on interaction between students and teachers. So, the exclusive use of the latest tools cannot guarantee high-quality organization and provision of educational environment conditions. This is explained by the fact that the educational process must be constantly encouraged, regardless of the fact that it is implemented in a remote mode. More, for high-quality implementation of digital and information tools, knowledge and skills in using them are necessary. This determines the urgent need for continuous development of teachers in various areas, including computerized. Researchers claim that in the future, after overcoming all social problems and the emergence of a real possibility of returning to traditional education, most universities will organize the educational process remotely. Agreeing with the opinions of the authors, it should be noted that at the moment the number of courses and consultations aimed at the integration of the latest educational tools is extremely large. Thus, as teachers, and students can contribute to their involvement in educational activities, in order to increase the efficiency of the latter.

In addition, Razkane et al. (2021); Yakubjonov (2021) studied the features of the discipline “physical education”, which affect the methods and approaches to its teaching. So, they focused on that, to a greater extent, physical education is based on the performance of practical exercises by students. Therefore, researchers believe that a high-quality presentation of this discipline is possible only in the traditional form. They justify this position by the fact that only under the condition of live contact between the teacher and the student, the latter will be able to perform the assigned task correctly. In turn, the teacher will be able to assess the level of the person's skills, as well as identify his shortcomings. The theoretical knowledge is definitely the basis for high-quality performance of exercises and technical drafting of standards. However, the direct process of acquiring and improving skills should take place in practice under the supervision of a teacher. The authors partially agrees with the above positions, because it does not exclude the possibility of organizing physical education during distance learning. In his opinion, for the effective implementation of this process, it is necessary to systematically use the available educational tools, conducting online training whenever possible.

It is also necessary to pay attention to Wotto (2020), who studied international experience, related to the organization of the distance learning process. To a greater extent, she analysed the approaches of American higher education institutions to the implementation of educational activities remotely. Firstly, the researcher emphasized that unlike Ukraine, this approach has been used in the USA for a long time. Accordingly, American universities to a greater extent did not experience problems in the educational sphere, related to the introduction of quarantine restrictions. This is explained by that for more than ten years, distance learning in a higher education institution has been a normal phenomenon for American society. In accordance, the distance learning process in this country is not inferior to the traditional one, but is on the same level with it. The most common educational tool for organizing this form of education is the development by universities of their own websites and special applications that can be used freely by their students. They are closed because most of the materials are copyrighted and cannot be distributed in the public domain. So, on the basis of one platform, students can receive information, communicate with teachers about educational topics, and submit completed assignments and receive a grade. According to the author, it is extremely convenient, as it does not require the involvement of additional programs, which somewhat complicates the educational process. He thinks, that Ukrainian universities began to implement such an approach, which testifies to the modernization and perspective of the educational environment in Ukraine.

In turn, Ivaniuk & Ovcharuk (2020) focused on educational tools and methods that are popular among Ukrainian higher education institutions. She managed to establish that most universities use a systematic approach in their work, and therefore use various means to organize the educational process. The most common ones are Google Classroom, Google meet, Google Forms, Gmail, Zoom, Microsoft Teams, Moodle, as well as social networks and messengers, such as Telegram, Viber. A less popular approach is the one, which consists in the development of a special online platform of a higher educational institution. To a greater extent, this is due to the complexity of its preparation, development, and provision, both in financial and technical contexts. However, the advantages of this approach are decisive, as they allow individualizing the process of educational and professional training of students. This is expressed in the fact that they can independently at any time review the certification calendar, evaluations, future educational and methodical events, teacher data. The authors believe that this approach was formed on the basis of international experience, in particular the USA, and is a priority in the context of the future development of higher education in Ukraine in a distance form.

The process of teaching physical education at the university was studied separately by Ding et al. (2020). In his work, the researcher defined the principles on the basis of which it is worth organizing the presentation of the above-mentioned discipline during distance learning. In his opinion, the teacher should form a special approach to each student and demonstrate the technique of performing certain exercises personally. In addition, he must develop a clear algorithm related to the implementation of the curriculum under different social conditions. The researcher also emphasizes the importance of students acquiring skills related to the ability to effectively perform physical exercises on their own. At the same time, the teacher should promote their development of self-control and self-organization, which definitely affect the effectiveness of the educational process. The researcher emphasizes such an aspect, how to take into account the peculiarities of the students' place of residence when conducting online classes or choosing homework. The authors considers the described approach to be quite reasonable, as it allows contributing to the development of personal, and professional qualities of the subjects of the educational process, even in remote conditions.

They also studied this issue Alea et al. (2020), namely by establishing the possibilities of monitoring and evaluating the knowledge acquired by students. So, he analysed on the basis of which tools the teacher can carry out independent work, as well as control its implementation process. So, he established that the most common and at the same time effective is the Moodle web platform. Accordingly, the teacher is able to set limitations regarding the duration, the order, scope of the student's performance of the task. In addition, monitor the actions of the latter during independent work. At the same time, he claims that in order to organize and ensure attestation events, it is appropriate to conduct them in the mode of online classes and trainings. According to the researcher, only in this way will the teacher be able to objectively assess practical skills and abilities, acquired by the student in the course of mastering such an educational discipline as “physical education”.

The authors partially agree with the stated position, since the implementation of online classes in the current conditions is not an effective tool. This is explained by the lack of access to the Internet and electricity for numerous students. Because of this, it is appropriate to choose asynchronous approaches with established deadlines, so that everyone can send the completed task at a time convenient for him, within a specified period. The conducted discussion demonstrates the features that apply to the distance learning process. At the same time, the positions of the authors differ, which indicates a wide range of properties that characterize educational activity in current conditions. Despite this, all researchers are of the opinion that it is information and communication technologies

that should be laid in the basis of the teaching of academic disciplines, including physical education, in remote form.

5. CONCLUSIONS

As a result of the conducted research, it was possible to describe the most effective approaches to the organization of the educational process in higher educational institutions in a distance form. So, attention was focused on one of the practical educational disciplines, namely “physical education”. For its qualitative analysis and assessment of means, on the basis of which it is possible to implement the educational activities of students, the theoretical foundations of this issue were determined. In accordance, the essence of this educational discipline is revealed, as well as the principles on which it is based. It was established that she is responsible for the development of the student's physical skills and abilities, necessary for the realization of his future profession.

In addition, in order to establish the vectors of physical education in the educational process, its tasks were studied. This made it possible to reveal the starting points, which are basic in the course of educational and professional training of students, directly in remote conditions. Given this, potential learning tools were explored, which are used by university teachers to organize and conduct classes. So, web platforms and applications were explored, at the expense of which it is possible to carry out educational activities online. Among them are Google Classroom, Google Meet, Google Forms, Gmail, Zoom, Microsoft Teams, Moodle. In addition, the approach was studied, which consists in the development by the administration of a higher institution of its own website with limited access for a certain number of students. This made it possible to describe its advantages, which relate to the personalization of the educational process, as well as its approach to live communication.

Special attention was paid in the work to the preparation of teachers for the implementation and teaching of the educational discipline “physical education” in a distance form. To a greater extent, they related to the skills of using computer and information technologies. The authors noted that in conditions of dynamic development and modernization of society, it is important for teachers to carry out continuous training in order to update the level of professional training in time. At the same time, the priority of such a feature of the educational process was emphasized, as reciprocity. In accordance, the effectiveness of mastering the educational discipline “physical education” depends on both the teacher and the student, who must develop the skills of independent work and self-

organization. So, the conducted research made it possible to establish that mastering physical education is quite possible during distance learning. However, its effectiveness depends on both technical, and personal qualities of subjects of educational activity. In future scientific works, it is advisable to pay attention to the peculiarities of the application of VR technologies in the educational process.

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AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

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