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# Distance Work with the Preparation of Future Managers of Physical Culture in the Conditions of a Post-Pandemic Society

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**Abstract**: Due to the spread of the Covid-19 virus, all countries began to introduce quarantine measures, which led to the closure of all higher education institution indefinitely. They were forced to switch to a distance learning process in a short time. The readiness for this process was different, purely technical problems arose - the lack of the Internet, computers, educational materials on the network. And most importantly, the teachers are not ready for distance learning. The IT industry was the first to respond to the needs of teachers and students in physical culture and sports: the power of channels was increased, a large number of services and tools for teaching appeared. For video conferencing, the ZOOM tool turned out to be very popular, a large number of blogs with training recommendations were published on social networks, distance courses were held on the development of training resources and the organization of training. After the weakening of quarantine in the world, it became clear that humanity has entered a new stage of development, where distance learning will play a big role. Therefore, it is important to analyze the results of the distance learning process and determine the priority ways of developing online education in training future managers of physical culture and sports. The article is devoted to the problems of using distance work in the training of future managers of physical culture and sports.

**Keywords:** *distance work, future managers of physical culture and sports, education system, higher education institution, COVID-19 pandemic, students, post-pandemic development.*

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## 1. Introduction

The cyclical nature of events over the years, decades or centuries calls on humanity to constantly refer to history, roots, achievements and, especially, experience. Unfortunately, among the stream of good historical events, there are also those that require special attention and a fairly mobile response to the consequences. Such an event was the emergence of a new virus COVID-19 virus, which stops everyone, transfers them to the schedule of remote existence and with the call "Stay at home!" transforms the being of every inhabitant of the world. The mobility of every child, young or adult, has to be re-formatted into digitalized (Kutluk & Gulmez, 2012; Sutiah et al., 2020).

The development, formation, training and education of a person today is a priority for the national paradigm of any country. The ability to adapt and socialize in new temporary or long-term conditions gives society the opportunity to reach a new level of human existence, opens a new spiral turn of evolution, and finally opens up new opportunities for adaptation and education of society as a whole, at the planetary level. (Itmeizeh & Hassan, 2020; Zhang et al., 2020).

The transition to distance learning is not something new for the educational activities of all countries of the world. This is an opportunity to get an education without leaving home, in parallel with obtaining another education, in parallel with employment, decree, temporary or long-term sick leave, as well as inclusive education (Song & Karako, 2020).

The current socio-economic and epidemic situation in the world and in the education system is developing in such a way that traditional forms of education and training models cannot fully satisfy the need for educational services, which are usually concentrated in large cities. The way out of this situation is to search for new forms of education, one of which is distance learning. As a consequence of the objective process of informatization and absorbing the best features of other forms, distance learning entered the 21st century as the most promising, synthetic, humanistic, integral form of education (Borzenko, 2017).

Personality education is the most important in-human problem of our time. This truth is becoming more and more obvious in the XXI century. - at the time of informatization and computerization of all social life. Today's academic community of the world's education system recognizes that an important and promising direction in the development of the education system is the widespread introduction of non-traditional teaching methods based on the use of modern pedagogical, promising

information and telecommunication technologies, which is especially important in today's post-pandemic conditions (Ferraro et al., 2020).

Adaptation of the individual to the information society, in which a personal computer connected to the global Internet network allows for a new type of education: open or distance learning characterizes the modern period of development of the postmodern world community (Logan & Thomas, 2002).

Many scientists have turned to theoretical and experimental solutions to the problem of distance learning. However, in the studies carried out, distance learning technologies were based on the principles and methods of traditional pedagogy, in which the personal characteristics of students are leveled, and their interests and needs are not taken into account.

The educational activity of future managers of physical culture and sports is most often associated with multiple and long absences from academic studies in higher educational institutions associated with intense educational and training activities, trips to training camps, preparation and participation in competitions of various levels. For such students, a special form of education is required, which would not be inferior to the effectiveness of traditional educational activities adopted in higher educational institutions.

One of these forms is distance learning. The idea of non-traditional learning, education, in our opinion, is a consequence of the technological development of the ideas of decentralization of the educational process, at one time implemented in the form of distance learning: in the domestic education system - distance learning institutions or distance learning departments in full-time educational institutions; abroad - open universities. Now this idea has received a powerful impetus for development in connection with the spread of modern information technologies - network hypermedia and multimedia. Such technologies have created new possibilities for the formation, accumulation and access to any information.

## 2. The essence of distance education of future managers of physical culture and sports under the influence of post-pandemic consequences in postmodern society

Distance education should be understood as an educational process in which all or part of the lessons are carried out using modern information and telecommunication technologies with the territorial remoteness of the teacher and students. This concept includes: the staff of the administration and technical specialists; teaching staff; educational materials and products; teaching methods and means of delivering knowledge to students. Distance

learning technologies include: case technologies; TV technologies; network technologies. The means of distance education are technical (computers, global and local networks) and software (relational databases, computer training programs, computer electronic textbooks, knowledge test control programs) (El Refae et al., 2021).

Distance learning methods include: asynchronous learning (in which students living far from the university form a group of one course and study according to an individual curriculum using teaching materials developed by the educational institution) and synchronous learning (when the university and a group of students are remotely separated (it can be generally a virtual study group, and students in this case are not necessarily in the same classroom or even in the same city). In this case, the interaction between the teacher and the treble students takes place in real time (Martens & Kirschner, 2007).

The advantages of distance education include the following: learning at an individual pace; freedom and flexibility; availability; mobility; manufacturability; social equality; creation (Rahim et al., 2020).

Taking into account the current situation, the quality of training of specialists in physical culture and sports requires increased attention. To ensure a high level of accessibility of education while maintaining its quality allows distance education, which is able to help student-athletes, spend a long time at training camps and competitions, and successfully assimilate educational material.

## 3. The main elements of the implementation of distance work with the preparation of future managers of physical culture and sports in the conditions of post-pandemic development of society

The current level of development of information technology allows you to move to a qualitatively different form - distance education. The specificity of teaching sports and pedagogical disciplines in higher educational institutions further actualizes the formulation of this issue (Bradley et al., 2020).

The education system, which has developed over the centuries, has been undergoing significant modernization in recent years due to the development and practical use of new information and telecommunication technologies. Traditional communication between a teacher and students at lectures, seminars and laboratory classes is largely beginning to be replaced by student-computer communication, teacher-telecommunication system. The above changes are most concentrated in the teleworking system.

Distance education can be characterized as a modern form of distance learning using new information technologies and multimedia systems, which makes it possible to overcome the disadvantages of the traditional correspondence form of education, while maintaining all its advantages.

The experience of using distance learning has revealed one more feature, namely, a large burden on vision due to the need to be at the computer for a long time.

Therefore, using distance learning, you need to diversify its types. The most common types of remote sensing technologies are (Kruszewska et al., 2020):

- chat classes that are held synchronously when all participants have simultaneous access to the chat;
- web classes, or distance lectures, conferences, seminars, business games, laboratory work, workshops and other forms of training conducted using telecommunications and other Internet capabilities;
- teleconferences held on the basis of mailing lists using e-mail. Educational teleconferencing is characterized by the achievement of educational objectives.

There are also forms of distance learning, in which educational materials are sent by mail to the regions. However, not all knowledge can be obtained remotely. So, for example, it is almost impossible to independently learn some types of creative activity in the absence of direct contact between the student and the teacher (Liu et al., 2020).

One of the main problems of introducing innovative forms of education is the choice of the optimal balance of the best traditions of the existing educational system, modern pedagogical innovations and tools of information and communication technologies. As practice and some studies show, the teaching trend is clearly developing in the direction of blended learning as a process that creates a comfortable information educational environment, communication systems, and provides all the necessary educational information (Ferraro et al., 2020).

In the process of working with multimedia courses based on Moodle, students consolidate theoretical material, have the opportunity to demonstrate their knowledge of the subject and creativity, improve analytical skills and skills in working with information, and increase the level of information culture. While at training camps and competitions, students prepare creative projects in the form of control (independent) work, using the distance education system, they receive advice from teachers on forums and chat rooms.

One of the most important components of distance education is the knowledge control system. The distance education system developed on the basis of Moodle provides great opportunities for creating tests and conducting tests. The program allows you to create tests containing various ways of setting test items, including graphical ones. Along with this, a convenient administration system has been created for conducting tests (Filipenko & Merdova, 2016).

In the reports, the teacher can review the success of an individual student, group, course and see statistics on student performance for a specific test, analyze the complexity of questions for a specific test and see statistics on student visits. Currently, tests have been developed in various theoretical and sports-pedagogical disciplines (Burkina, 2014).

It should be noted that despite the obvious advantages of distance education systems, the specificity of professional training of a future specialist in physical culture and sports imposes a number of restrictions on the use of distance technologies - virtual gyms have not yet been created, mastering the technique of movements, teaching methods, passing sports standards, conducting control games, etc. does not always fit into distance education (Ivanov, 2012).

It is necessary to say about the disadvantages of distance education, which include (Crawford et al., 2020):

• lack of direct contact between student and teacher;

• great labor intensity and the need for significant material costs in the development of distance courses;

• the complexity of making operational changes to educational content;

• the need to form additional motivation and independence of students;

• high dependence on the quality of the Internet and technical support systems;

• lack of a sufficient number of IT specialists in the field of distance education.

It is obvious that the future belongs to mixed forms of education, where, along with distance forms, there should also be forms of practical training within the walls of a higher educational institution, since one of the most important factors influencing the success of students' education in a higher educational institution is the teacher. It is impossible to master the rational technique of movements at a distance, even using the most modern sports devices and computerized simulators, videos and videos depicting the exemplary execution of the technique of movements. Of course, the new

multimedia educational environment is a great learning aid, but only an experienced teacher (trainer) can teach rational motor and tactical actions, reveal the student's individuality and deliver the ideal technique of movements, and the like.

## 4. Directions and conditions for the introduction of distance education of future managers of physical culture and sports in the conditions of post-pandemic development of society.

So, it is essential to change the nature of the interaction between the activities of students and teachers in the process of studying sports disciplines. The use of distance education technologies in teaching sports disciplines should take place in two directions (Ana et al., 2020):

- when mastering the theoretical section of the curriculum for the discipline (lectures, testing) using both traditional teaching aids and information and communication technologies;
- when mastering the practical section (conducting practical exercises) using the traditional structure of an educational and training lesson, traditional means of physical education and an innovative structure of an educational and training lesson.

During the assimilation of the theoretical section using teaching aids operating on the basis of information and communication technologies, an interactive partner appears for both the student and the teacher, as a result of which feedback occurs between the three components of educational information interaction.

When mastering the practical and control sections of the program, the nature of the interaction between the student and the teacher also changes. However, in the process of student's practical activity in sports disciplines, the value of distance education technologies is reduced to a minimum.

For the rational and effective use of distance education technologies in teaching sports disciplines, the following pedagogical conditions must be observed (Sharan, 2017):

- the dual nature of distance education technologies for students: on the one hand, they are technologies that students, while studying, use in the educational process, on the other, such technologies are an object of study and development;
- the formation in the process of distance education of the cognitive experience of the individual, the experience of mastering the means of activity, creative activity, personal relations in the new conditions of the use of information technologies;

- subject to an increase in the proportion of independent work in distance education, the educational material must be adapted, therefore, the content of distance education must be formed using systemic didactic design;

- students and teachers must have the skills of organizing self-study;

- the organization of distance education should be based on the organization of productive activities of students, during the course of knitting educational problems;

- for the organization of distance education, it is necessary to prepare students and teachers for the use of distance education technologies, to form certain skills and abilities in them, and, taking into account the specifics of the pedagogical educational institution, the skills of both students and those who teach (develops a distance course and supports distance education.

## 5. Conclusions

Considering the above, distance education gives students access to non-traditional sources of information, increases the efficiency of independent work, gives completely new opportunities for creativity, acquisition and consolidation of various professional skills, and allows teachers to implement fundamentally new forms and methods of teaching. The use of elements and technologies of distance education, even within the framework of traditional forms of organization of the educational process, by itself gives an incentive to the introduction of modern teaching technologies in the system of training specialists in physical culture and sports. Distance education in the professional future managers of physical culture and sports in higher educational institutions is aimed at the formation of a personality, competitive and capable of continuous distance physical education in this area. The introduction of elements of distance education into the system of professional training of future managers of physical culture and sports, will reduce the number of classroom hours for studying theoretical material, against the background, increase the amount of time in favor of practical training in sports and pedagogical disciplines. Thus, despite the lack of fundamental developments in the field, the need for comprehensive research in the direction of the development of distance education for future managers of physical culture and sports in higher educational institutions is urgent.

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