



Complex Aspects of the Organization Educational Process in the Context of the Pandemic Coronavirus (Covid-19)

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ABSTRACT

In the context of the coronavirus (COVID-19) pandemic, which has not yet reduced its influence in the educational process in universities, very difficult times have come, which required finding a way out of this situation with the least losses. We can confidently say that the academic discipline "Physical Culture and Sports" is one of the few academic disciplines that have affected the negative effects of quarantine to the greatest extent. This article tells about the level of satisfaction of students in such challenging quarantine conditions.

Keywords:

Physical culture, sports, theory of sports, theoretical training, independent theoretical training, distance learning.

As is well known, the essence of this discipline and their exceptional feature is the practical activity associated with the performance of physical exercises.

Therefore, without in any way detracting from the importance of theoretical training aimed at the formation of a system of special knowledge and methodological skills, it should be noted its secondary. Nevertheless, to date, universities have many developed training programs based on information technologies that allow to effectively form the foundations of knowledge in the field of physical culture through independent training.

It is through independent training, because at the same time there is no need to take hours from practical classes for lectures, on which especially zealous supporters of theoretical training spend up to 20 or more hours, so necessary for practical classes that provide physical activity.

Our Tashkent Financial Institute has quite a lot of experience in the development and application of information technologies that

allow you to master the educational theoretical material independently, outside the schedule of training sessions. It was centrally ensured that the main classes were organized using the Hemis and Platonus programs. In particular, with the help of the telegram program, special groups were created, where all students of academic groups were shown videos of training sessions on topics.

Since the beginning of the 2020-2021 academic year, the quarantine situation has begun to change in terms of changing the combination of online and offline classes and in the second semester, in most cases, the schedule of classes in the disciplines "Physical Culture and Sports" turned out to be about 50% of online and offline classes. This made it possible to search in these conditions for maneuver opportunities to increase the practice of performing exercises. As a result, in our case, the following approach was formed.

Theoretical training of students in the disciplines "Physical Culture and Sport", regardless of the chosen direction in physical

exercises and the status of students for health reasons, provides for the study of the online course "Physical Culture and Sport", located in the Hemis system on the university's website.

However, independent theoretical training in the Hemis system does not "close" all the hours of online classes and there is a need to additionally occupy students with independent theoretical training of other content. Therefore, the students, along with theoretical training in the Hemis and telegram system, were offered:

-write an essay on the topic of the chosen sport, general physical fitness or in connection with an existing disease;

-to develop a set of physical exercises of morning gymnastics (from 10-15 exercises);

-to develop for self-study complexes of physical exercises (from 10-15 exercises) for basic physical qualities (strength, speed, flexibility, endurance);

-perform sets of physical exercises on the instructions of the teacher.

After offline classes (practical classes) began to appear in the schedule of training sessions in the spring semester, students were offered an approach according to which:

1. The student attends training sessions in the disciplines "Physical Culture and Sports" both in online and offline formats in accordance with the approved schedule located in the personal account of the student and on the information stand of the institute. Herewith:

- if the student has classes in the disciplines "Physical Culture and Sports" indicated in the schedule, then they are held remotely using the tools of the electronic

information and educational environment of the university without involving the student in the subsequent development of classes in the offline format. In this case, the student needs to develop sets of physical exercises;

- sometimes classes in the disciplines "Physical Culture and Sport" by the teachers of the Department of Physical Education were held with the student full-time, in compliance with all the requirements established by the methodological recommendations.

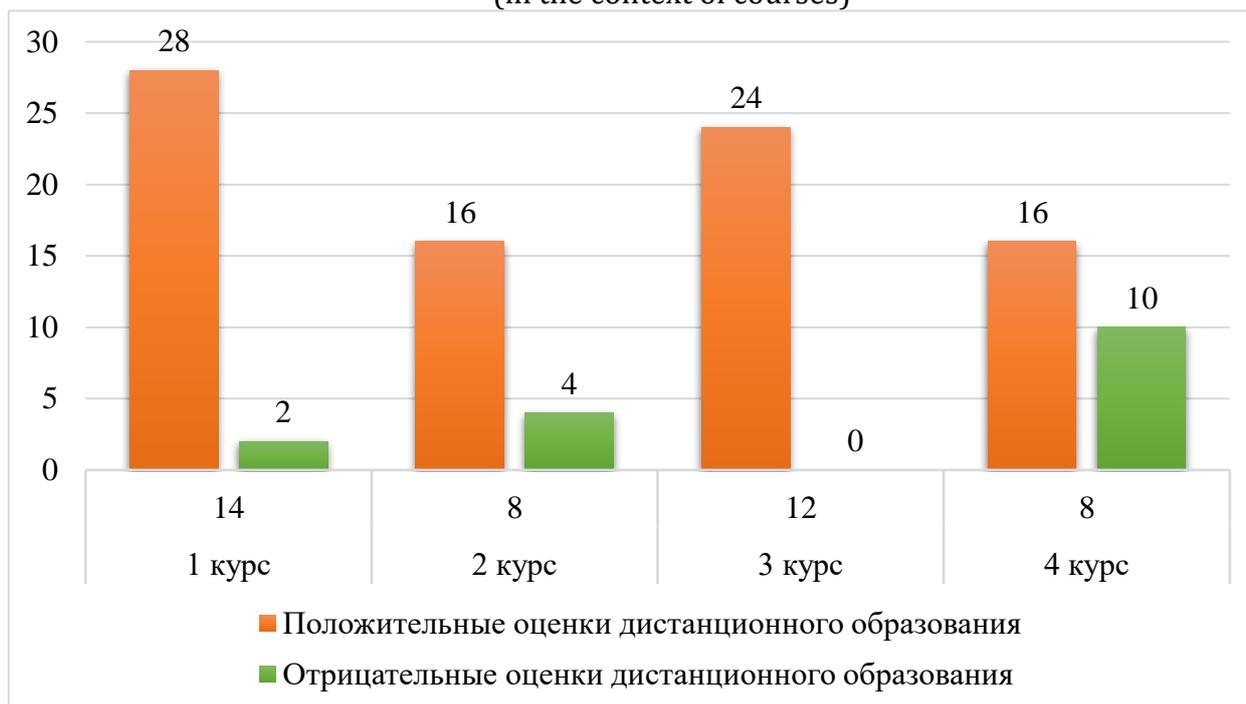
In this case, the student is relieved of the responsibility for writing an essay and developing complexes of physical exercises.

2. When mastering the discipline "Physical Culture and Sports" both in online and offline formats, the student has the opportunity to draw up an individual schedule with a teacher of the Department of Physical Education to perform practical classes in the offline format, the labor intensity of which corresponds to the curriculum.

The approach proposed by us in the organization of the educational process in the disciplines of physical culture and sports will reduce the negative consequences of the pandemic.

Due to restrictions aimed at combating the virus, all educational institutions have been forced to switch to online learning platforms to prevent this. With the introduction of distance learning, the methods of traditional education could not fully implement the requirements of the educational standard, which led to the necessary search and creation of new methods and forms of the educational process.

Figure 1.
Evaluation of distance education by students of the Institute
 (in the context of courses)



The specifics of the academic discipline "Physical Culture and Sport" aimed at forming the learning process in full, taking into account a variety of new forms and methods, since physical education can be practiced even sitting on distance learning.

We analyzed the questionnaires of students of our faculty, a total of 50 people participated in the survey. The percentage of men and women turned out to be the same. In the questionnaires, we asked questions related to distance education.

Based on the answers of students, we summed up the results and drew conclusions. So, the first thing we set out to find out is how distance learning has affected students' physical health. What problems they had to face.

This chart shows the results of a survey on how distance learning has affected the physical health of students (Chart 1.).

Students with the transition to distance learning began to spend more time at the computer and this affected their physical condition. Such low levels of physical activity have a negative impact on their health, well-being and quality of life, and self-isolation

causes additional stress and jeopardizes the psychological health of young people.

In our survey, we also asked students what health-related problems they faced.

Based on the chart, it can be seen that the problem of endurance won with the greatest margin. Students managed to get used to a sedentary life, sitting at home. Quarantine measures taken by the Government of the Republic of Uzbekistan forced citizens, in the literal sense of the word, to stay at home most of the time, and for students - at the computer. A noticeable problem, which was identified during the period of the distant educational process, is weight gain with a sedentary lifestyle. This is due to the fact that not all people are ready to play sports at home, to support the lifestyle that they had before quarantine.

So we approached the topic of sports in the lives of students. To implement the discipline "Physical Education", a program should be developed in which students could perform individual tasks with physical activity and a creative approach to classes. Now such programs are actively developed and implemented on various platforms.

University students have almost unlimited time opportunities for physical education at any time convenient for them.

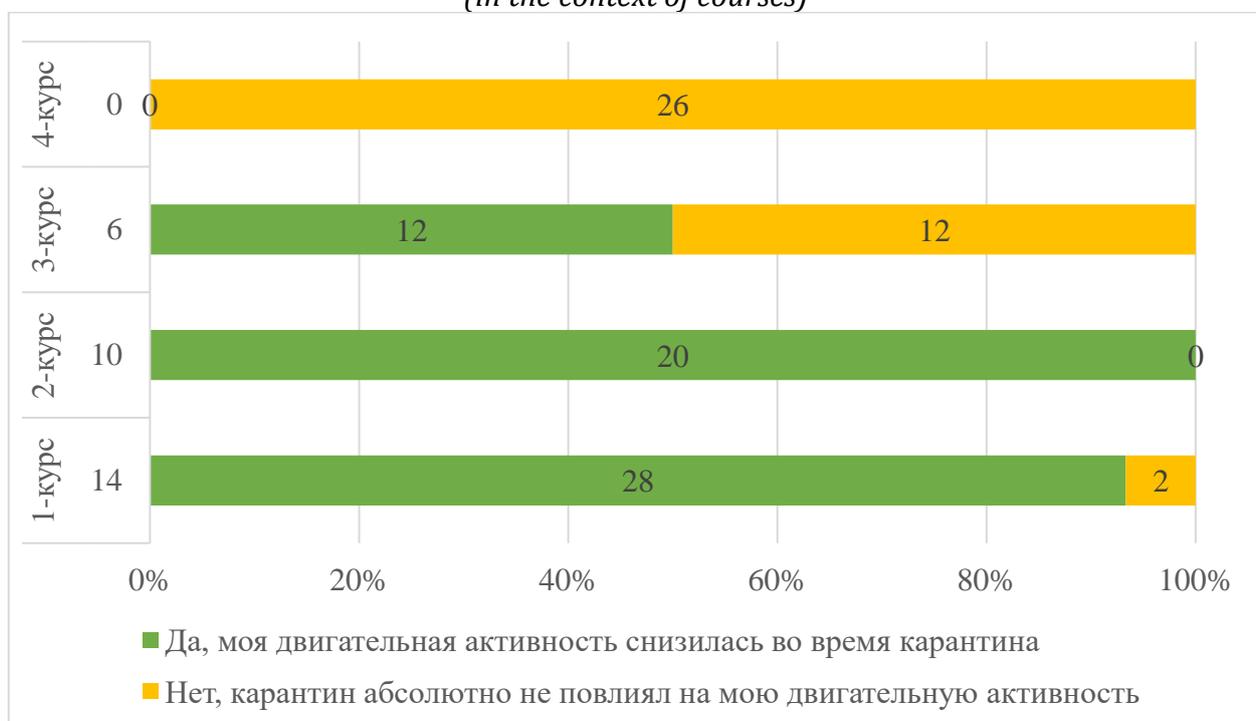
At home, you can also find opportunities to play sports, students can use improvised means: dumbbells, jump ropes, etc.

To keep yourself in good physical shape, you need to engage not only in physical culture, but also monitor your diet. By following the rules of healthy eating, regular exercise and walking in the fresh air, students on their own can reduce the risk of chronic diseases and disorders such as obesity, cardiovascular

disease, diabetes, high blood pressure and cancer.

For clarity, we decided to conduct an online survey among students of different courses of our faculty to find out how their lifestyle has changed with the advent of distance learning, we asked the question "Has your lifestyle changed due to quarantine measures, have you become less moving?" and here is the conclusion made: distance learning has greatly affected the physical activity of half of the students of our faculty.

Figure 2.
The results of a survey on the lifestyle of students of the Tashkent Financial Institute during distance learning are displayed
(in the context of courses)



Students began to leave the house less often, which means that sports loads have greatly decreased, as daily trips to the university have stopped in their lives. Unfortunately, not everyone knows how to practice correctly and effectively at home, so whether we like it or not, but the activity has fallen sharply.

Quarantine measures came as a surprise not only to our institute, but to the world as a whole. Fortunately, at the moment the situation is gradually improving and people are returning to work.

The results of the survey confirm that our health and well-being are directly related to how we spend the day, in what mode we live, how we distribute time for sleep, for rest, for nutrition, physical activity.

With the development of the Internet, the approach to learning has radically changed. Now it is not necessary to go to traditional classes. Everything can be done online. So what are the advantages and disadvantages of distance learning?

Advantages of distance learning:



1.Availability. One of the important advantages of distance learning. Studying by correspondence, you can be at home, in a cafe or in the country. For distance education, it is enough to have a computer and Internet access. Without wasting time, on the way to the university.

2.Time consumption. Studying remotely, you do not waste time on you can study at a convenient time for you.

3.Quality of information. Teachers have the opportunity to choose from a huge number of Internet resources the most convenient and comfortable for them. On the Internet there is a huge amount of colorful demonstration material, video and audio content.

4.Organization. An important quality in the modern world. Distance education teaches you how to correctly distribute your time, and organize the workspace.

5.The opportunity to spend more time at home, with the family. The survey showed that the majority of students (90%) believe that the main advantage of distance education is the availability of free time and the availability of education. It is also important to note that the problem of lack of time is most relevant for senior students who begin to combine study with work. And only 4% did not see a single plus in distance education.

Figure 3.
Advantages of distance education



Cons of distance learning:

1. Self-discipline. Not everyone can force themselves to sit down and learn when external factors don't. To learn remotely, you have to be disciplined.

2. Socialization. In person, you develop qualities such as sociability and the ability to work in a team. Silent learning alone, which requires a lot of willpower. This is not suitable for everyone.

3. Communication with the teacher. In an online lesson, it is difficult to include all students in a general discussion, even to organize a dialogue. Usually 15-20% of students participate in the discussion. Inability to control the independent performance of tasks.

4. Lack of practice. The paths that are used in special subjects where it is necessary to perform, not only theoretical work, but also practical work, turn out to be ineffective in distance learning.

5. Distance learning methodology. The lack of practice and ability of most teachers to build online learning. Due to the lack of experience in distance learning, a lot of time has to be spent on the technical organization of the lesson.

The results of the survey on this issue suggest that the main disadvantage for students was the lack of communication with classmates and teachers. But, it is important to note that a quarter of respondents did not see the disadvantages in this type of education.

This allows us to conclude that the positive aspects prevail over the negative, that students, indeed, have more opportunities and free time.

This view is confirmed by our next survey. Most of the respondents are inclined to believe that distance education was still to some extent useful for the realization of its capabilities. It is possible that it was during this period of time that many realized themselves in something new, in one where they had not seen themselves before.

Based on the study, it can be concluded that distance education has made many changes in the daily lifestyle of students of our institute. Starting with the level of knowledge gained, and ending with physical activity. In this paragraph, we also looked at the current pros and cons of this type of training, interviewed students and created general statistics.

In the disciplines "Physical Education", cases of theoretical and practical tasks were formed for the successful development of the

materials of the educational standard, involving remote interaction on the Hemis and Platonus platforms, as well as on the telegram program. Students ambiguously reacted to new forms of the educational process in the distance information and educational environment. Studying the theoretical foundations of physical culture in the form of lectures in a remote format were supported by the majority, and the attitude to conducting practical classes in the distance format was divided.

Until March 2020, the educational process at the Institute in the disciplines "Physical Culture and Sport" was held in contact. Teachers gave lectures and took tests and exams in the classroom, and teachers conducted practical classes and tests on the basis of the institute in sports halls with different specialization and focus of work. In both the first and second cases, the teacher is in contact with students and keeps them in the visual, informational and emotional field[1], telling the theoretical basis for the origin and emergence of a separate technical element, the scope of its application, and in a sports hall demonstrating the features of the technical implementation of the element[2,3] . At the same time, both the teacher and students could use electronic technical means to accurately measure a number of parameters[4]. The most important relationship of the coach in the training of athletes of a high sports level[5,6], as well as, at the end of their careers, facilitating the exit from the peak of sports form[7], increasing labor productivity[8] . For teachers, the most convenient way to work with students is also a contact way, in which it is easier to see and assess the abilities of students[9].

In connection with force majeure circumstances associated with the introduction of quarantine measures in Uzbekistan aimed at

preventing the spread of coronavirus infection among the population, the educational process for all secondary and higher education programs implemented at the institute was transferred to remote or remote mode.

The introduction of these measures obliged all participants in the educational process to stay at home and work on assignment in a new form in remote mode. In the remote mode of work on the Platonus platform on the theory of physical education, students could independently choose the means of communication (smartphone, tablet or laptop) and, in accordance with the schedule, get in touch, connect and attend the lecture, ask questions in the conference chat. In remote mode in practical classes, students studied the materials of methodological and practical classes, and then performed answers to the delivered, based on the results of preparation in Google forms, questions.

Such a radical transformation of the forms of the educational process caused an ambiguous reaction from all aspects of the educational process, reflected on the psycho-emotional side[10], but the most pronounced and noticeable transition to new forms of education was reflected in students.

We conducted a survey of students' attitude to the forms of the educational process in the form of a questionnaire. Identified the motivation and basic educational needs of students. The survey involved 39 1st year students, including 30 girls and 9 boys.

The analysis of the answers revealed a very positive attitude to the form of theoretical training in the form of lecture courses on the Platonus platform. 82% of respondents expressed support for this form of educational process, 4% were opposed and 14% did not decide on the choice.

Figure 4.

**The opinion of students who reacted to the passage of the discipline "Physical Culture and Sports" in lecture mode through the Platonus platform
(in %)**



This choice is dictated by convenience for students, which is expressed in a number of positive aspects. A large amount of time is freed up, which was spent daily on moving to the place of study. The student has the opportunity immediately after listening to the material (hot on the heels) to answer the proposed test and get points. During the lecture, active students ask their questions in the conference chat and receive an answer directly from the teacher. Of the small number of negative moments, the lack of social communication is mainly indicated.

The analysis of the answers in relation to the conduct of practical exercises in the form of studying practice on the Platonus platform demonstrated the ambiguity of the students' attitude to the form of practical training in the form of methodological and practical classes.

34% of respondents expressed support for this form of educational process, 58% are against, and 8% have not decided on the choice. 3% of students expressed support for classes in their sports section, which should be read out when setting a test.

As an explanation for this choice, the first group of 1/3 of the surveyed students who supported this format of the educational process was based on the same positive

motivations that we considered in the theoretical study of the material.

The greatest attention is paid to the 2nd group (almost 2/3 of the students). They motivated their attitude with a number of objective reasons. The most pronounced among others is the desire to communicate, to maintain social contact in the classroom[11]. Also, the desire to achieve growth and development in the motor actions defined by the physical education program is expressed. Students of this group see prospects not in independent studies at home, but in group ones with appropriate pedagogical control. Also, students of this group prefer to grow and develop physically within the traditional framework of the gym, Students of this group also noted that joint classes, when you can "reach" for the result of a partner, give a noticeably greater increase in sports result by including a competitive effect. Analysis of the results of the study of the attitude of students made it possible to identify important points in the organization of work on a remote mode and to establish the motivation of modern youth to new trends in education.

It is established that students are ready to work in remote mode on the theoretical development of "Physical Culture" in the form of

lectures on the educational platform Platonus. The implementation of practical classes in the form of a remote mode of work on the Platonus platform is not supported by all students, so the administration of the institute and the teaching staff need to look for new forms of organizing practical classes in the discipline of "Physical Education".

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