

EVALUATION OF PHYSICAL EDUCATION CLASSES FOR OLDER PRIMARY SCHOOL STUDENTS IN DISTANCE WORK DURING THE CORONA VIRUS PANDEMIC

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SUMMARY

Two years ago, the Kovid-19 Crown Pandemic forced the whole world to redirect a good part of its regular and established activities to an alternative type of action. Education also found itself in these circumstances. The teaching staff of the school system of the Republic of Serbia has subordinated their knowledge, time and organizational skills to holding teaching activities in difficult circumstances, so that the acquisition of knowledge can continue in an emergency situation without major difficulties. Physical and health education was in a complex position due to the specifics of the teaching process that it has. In addition to the indirect teaching (online), the problem also occurred in the control of outcomes. The solutions were harmonized with the general obligations of the students so that they would not be additionally burdened due to the value system of the subject when it comes to summative assessment. Pupils were given the opportunity to give their opinion on distance learning and make certain suggestions for improving the teaching process. This paper presented the obtained results through descriptive analysis through research in one cross - section of the situation. Objectively, it should be borne in mind that the same criteria cannot apply to indirect teaching as to direct teaching. In that sense, this was a period when, with constant but constant commitment, work could be valued more. The question that arises is whether the outcomes correlate with the values expressed through the assessment?

Key words: corona virus, physical education, distance learning

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INTRODUCTION

The coronary virus pandemic has put the educational system in Serbia in a position to reorient itself to alternative work in the shortest possible time in order to maintain a regular level of activity in an epidemiologically demanding situation, and at the same time be responsible for the health of students and their teachers. The first decision referred to the monitoring of classes through recorded content on RTS. It quickly switched to internet platforms, primarily Google classrooms. There was no time to train the teaching staff on how to use the mentioned platform, so the task of each participant in the direct educational process, in addition to regular activities, now in a changed form, was to quickly adapt and train individually. If we take into account that the state of emergency in the Republic of Serbia¹ lasted for two months, and the epidemiological situation during the school year often varied, which was shown in the daily numbers of infected and deceased, the results of educators monitored by the relevant ministry can be considered successful².

In addition to certain difficulties encountered, which will not be the subject of processing, the teaching process was regular. The primary goal was to preserve the health status of all employees in the educational chain, and then to implement teaching tasks in accordance with the existing situation. In such circumstances, the subject of physical and health education was primarily "hit". It was necessary to revise the curriculum and the entire process of conducting and monitoring classes, while maintaining the minimum criteria. In accordance with that, a survey of older students of the Elementary School "Diogen" in Bechmen was made, which gives us an evaluation of the implemented measures, as well as the attitude of students towards the given situation, which is the *subject* of this paper. The *problem* is the impact of distance learning during the state of emergency on the subject of physical and health education.

The survey was conducted through an online (Google classroom) survey on a sample of 181 students in which all classes (eight) of older classes are represented. The *method* of work is based on descriptive and theoretical analysis,

¹ Службени гласник Републике Србије, бр. 29/2020, 15.3.2020.

<https://www.srbija.gov.rs/vest/451356/mere-na-osnovu-odluke-o-uvodjenju-vanrednog-stanja.php>, (преузето 27.3.2022.)

² Министарство просвете, науке и технолошког развоја. (2020 а), „Извештај министарства просвете, науке и технолошког развоја о раду и активностима за време пандемије kovid-19“, <https://mpn.gov.rs/vesti/izvestaj-o-radu-ministarstva-prosvete-nauke-i-tehnoloskog-razvoja> (преузето 30.3.2022.)

presented in tabular and graphical presentation. The procedure required the study of adequate literature, through which appropriate data were collected. They are processed in order to assess the impact of distance learning, which will be the goal of the research. The *task of the paper* is to compare the obtained research results, perform an analysis and reach a conclusion.

ONLINE TEACHING DURING THE STATE OF EMERGENCY IN THE REPUBLIC OF SERBIA

Distance learning, which we have faced since the very beginning of the state of emergency in the Republic of Serbia, was a completely new form of teaching process and organization of work and time for both educators and parents. The technological progress we are witnessing has required it to be used for educational purposes. Blended learning³ implies the presence of teachers and students at a given time, but with elements of computer activities. The pioneering type of training of this type dates back to the 60's of the 20th century⁴. Today, there is a controversy about the advantages and disadvantages of distance learning and classical teaching (training). From our experience, it can be analyzed so that in the future we can adapt teaching or take advantage of modern technology for the purpose of productivity of both the teaching process and its outcome.

The most common tools used in teaching during the state of emergency were:

- Google Classroom
- Microsoft Teams
- Viber
- Twitter
- Hangouts⁵

In the ZUOV survey from May 2020 to October 2021, almost 43% of teachers stated difficulties in accessing technology, which was a problem for 54% of

³ Maryam Tayebinik, And Marlia Puteh, „Blended Learning Or E-learning?“, *International Magazine On Advances In Computer Sciense and Telecommunications*,3(1), 103-110.

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2282881 (преузето 15.4.2022.)

⁴ Josh Bersin . *The Blended Learning Book: Best Pratices Proven Methodologies, and Lessons Learned* (New York, Pfeiffer, 2004)15-94.

https://books.google.dj/books?id=chhoH9BIORgC&pg=PA65&hl=fr&source=gbs_selected_pages&cad=2#v=onepage&q&f=false, (преузето 15.4.2022.)

⁵ Дајана Губеринић, *Настава на даљину*, (Београд, 2020.),

<https://jpd.rs/PoslatePrezentacije36/75/%D0%94%D0%B0%D1%98%D0%B0%D0%BD%D0%B0%D0%93.pdf> (преузето 15.4.2020.)

students, while 45% of educators complained about increased workload and stress at work from houses. The data were derived from a representative sample of 50,202 educators from 1,800 primary and secondary schools in the territory of the Republic of Serbia who participated in the research. 35% of them stated that it is impossible to adequately assess students. The advantages they listed are the large selection of tools and platforms available for teaching. About 64% agreed that in order to maintain this type of teaching in the future, adequate training and availability of techniques and technology are needed, which will enable a more meaningful and high-quality type of education⁶.

Contemporary trends

Research related to the current pandemic (Covid-19) and its impact on social, societal, economic and geopolitical circumstances is available in large numbers. The papers listed below are mostly related to the given topic and are in line with the issue. Further analysis confirms the assumption of negative and positive effects of distance learning.

The paper "*Impact of Kovid-19 on the daily behavior of young students: physical activity, sedentary behavior and sleep*"⁷ discusses the consequences of the pandemic impact on limiting student behavior and proposes recommendations of the sociological model to ensure health in students during Covid - 19. The author assumes that there will be an increase in health problems due to low levels of physical activity.

The subject of the paper "*Research on the organization and implementation of distance learning in primary and secondary schools in Montenegro during Kovid-19*"⁸ is the organization and implementation of online teaching. The first part of the paper presents the results of communication between students and teachers, while the second part presents the results of home learning, monitoring and assessment of students. It is concluded that students spent more time monitoring classes and learning than during regular attendance. Weaknesses of this kind of work caused difficult comprehension of materials and their mastering, while

⁶ <https://zuov.gov.rs/prikaz-i-analitika-rezultata>, (preuzeto 17.4.2022.)

⁷ Slobodanka Mrvaljević, „Uticaj Kovida-19 na svakodnevno ponašanje učenika mlađeg školskog uzrasta: fizička aktivnost, sedentarno ponašanje i spavanje“, *Vaspitanje i obrazovanje* (Časopis za pedagošku teoriju i praksu) XLVI, 3,(2021), <https://zuns.me/sites/default/files/vaspitanje-i-obrazovanje/documents/Vaspitanje%20i%20obrazovanje%202021-3%20%5Bunutra%5D.pdf#page=69> (preuzeto 30.3.2022.)

⁸ Zoran Lalović, "Istraživanje o organizaciji i realizaciji nastave na daljinu u osnovnim i srednjim školama u Crnoj Gori u vrijeme kovida 19", *Vaspitanje i Obrazovanje*, XLVI, 1, (2021) <https://zuns.me/sites/default/files/vaspitanje-i-obrazovanje/documents/Vaspitanje%20i%20obrazovanje%20br%201%20-%202021.pdf#page=28> (preuzeto 30.3.2022.)

teachers did not fully realize the effect of learning. Children often learned on their own, and distance learning was more formative.

In "*The Impact of the Kovid-19 Pandemic on Children and Adolescents with a Special Focus on Physical Activity and Quality of Life*"⁹, the author explored the importance of physical activity and the impact of the Covid-19 pandemic on physical and mental health. Guidelines and recommendations are given as an attempt to overcome the negative impacts caused by this disease, and they cover the entire socio-ecological model.

The main goal of the study "*Physical activity and Kovid-19*"¹⁰ is to explain the values and benefits of physical activity and exercise during the period Covid-19. It has been found that the level of physical activity has decreased, which can be disastrous in the long run, especially if the pandemic continues for a longer period of time.

The study in the paper "*Difficulties of online physical education classes in primary and secondary school and an effective work plan for their solution*"¹¹ was based on the difficulties in conducting online physical education classes in South Korea. It was concluded that changes in strategic learning methods are needed in order to understand how distance physical education works. The author notes that evaluation processes should be less formal in order to encourage active student participation.

Interesting is the research "*Analysis of distance learning in Serbia during the Kovid-19 virus pandemic*"¹² which is based on the organization of educational processes in the conditions of distance learning, as well as preparation of teaching content placed in emergency situations, its presentation and testing specific

⁹ Борис Поповић, "Утицај ковид-19 пандемије на децу и адолесценте са посебним фокусом на физичку активност и квалитет живота", Зборник радова: *Међународна интердисциплинарна стручно-научна конференција „Хоризонти“*, (Висока школа струковних студија за образовање васпитача и тренера, Суботица, 2021), https://www.researchgate.net/profile/Marija-Jevtic/publication/355575868_Knowledge_in_the_Function_of_Health (преузето 02.4.2022.)

¹⁰ Gari Shanker Sahu, "Physical Activity And Covid 19", *International Journal Of Advance Research And Innovative Ideas in Education*, Vol 6,3, 494-499, (2020) https://scholar.google.com/scholar?hl=sr&as_sdt=0%2C5&q=physical+activity+and+covid+19%2Cgulari+shanker+sahu%2C2020&btnG= (преузето 04.2022.)

¹¹ Jeong Hyun-Chul, "Difficulties Of Online Physical Education Classes in Middle And High School And An Efficient Operation Plan To Address Them", *Int.J. Environ. Res.Public Health*, 17(19), Korea (2020) <https://doi.org/10.3390/ijerph17197279> (преузето 07.4.2022.)

¹² Данијела Стојановић, „Анализа реализације учења на даљину у Србији за време пандемије вируса COVID 19“. In: Black swan in the world economy. Институт економских наука, Београд, pp. 121-140, (2020)

<http://ebooks.ien.bg.ac.rs/id/eprint/1492> (преузето 10.4.2022.)

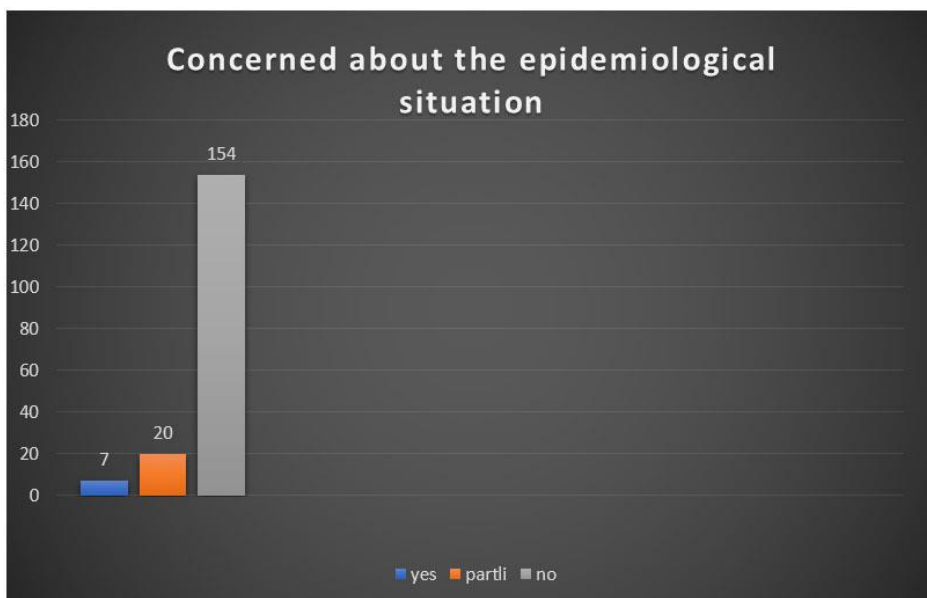
epidemiological conditions. An analysis of the training of teaching staff for this type of teaching was also performed.

ANALYSIS OF RESEARCH RESULTS AND DISCUSSION

Table 1. Total number of survey participants

Survey participants	In total
Class	5-8
Departments	8
Boys	101
Girls	80
Everything	181 students

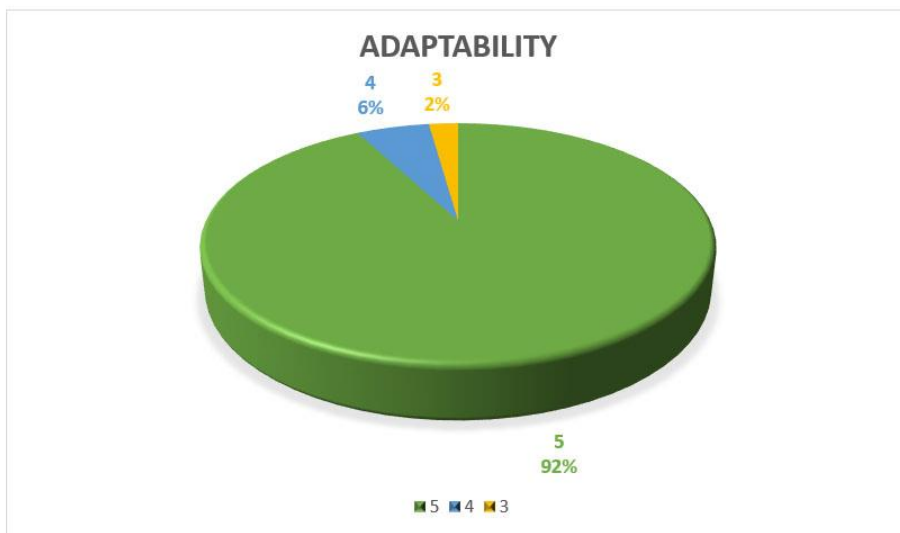
Out of a total of 203 senior students, 181 entered the research. It can be concluded that this is a representative sample that gives us relevant results.



Graph 1. Students' concerns about the epidemiological situation

The first graph also shows the answer to the first question: how worried are students about the current epidemiological situation. A large number of them answered that they were not worried, and only 27 of them were partially or completely worried.

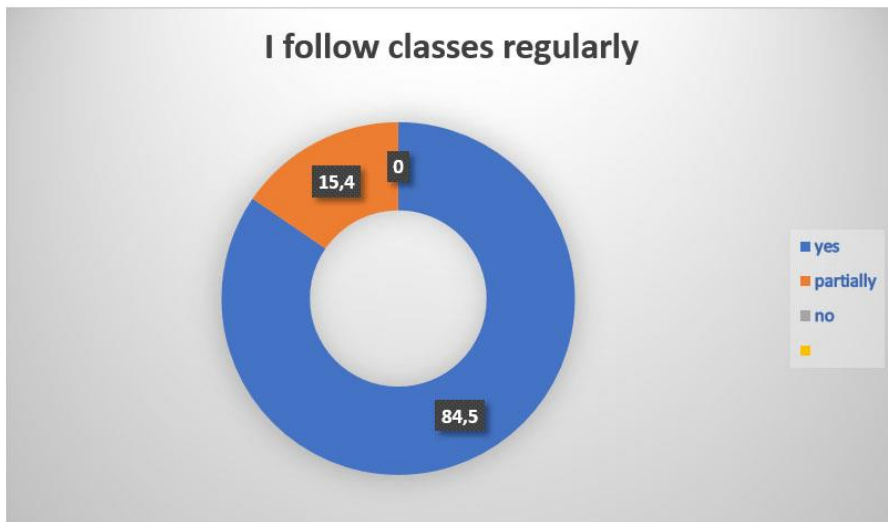
The question is whether their attitude towards the epidemiological situation is influenced by their close environment, their personal experience of responsibility towards health, or whether the inhibitory moment that is present at a younger school age is still present¹³.



Graph 2. Adaptation of students to online teaching via Google classroom (grades 1-5, one is not adjusted, five is completely adjusted)

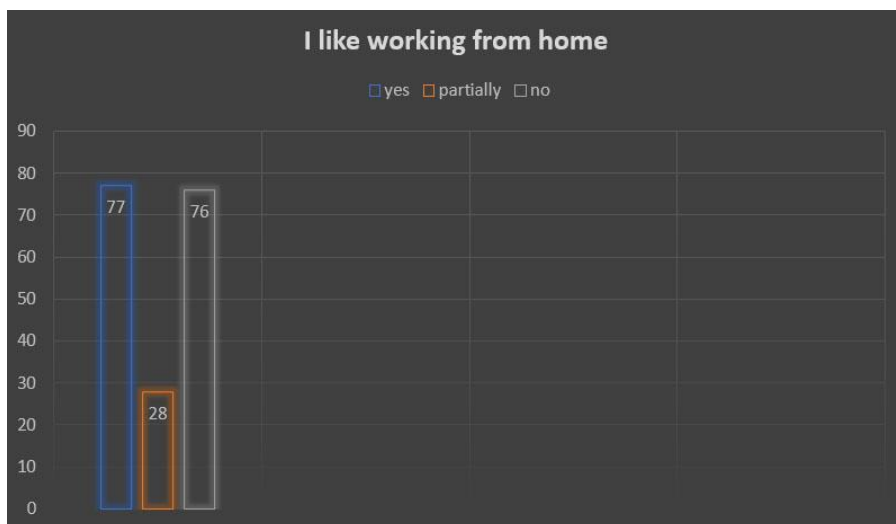
It is obvious that the children showed a high degree of adaptability in non-standard circumstances, which is shown by the data of 92% of positive answers. The high degree of adjustment during the state of emergency did not influence the students to neglect their obligations and approach them responsibly in the given conditions.

¹³ Milica Gligorijević i Nataša Buha, „Selektivna pažnja i inhibicija kod dece mlađeg školskog uzrasta“, *Specijalna edukacija i rehabilitacija*, Vol.18, br.2, str. 155-177. (Beograd, 2019) <https://doi.org/10.5937/specedreh18-22316> (преузето 14.4.2022.)



Graph 3. Monitoring of physical and health education classes

From Graph 3, we have data that support the previous chart. The percentage of students who regularly attend classes shows us their attitude towards responsibility, preparedness for extraordinary conditions of teaching and quick adaptability.



Graph 4. Commitment to work from home in emergency conditions

This chart is interesting because it gives divided opinions about learning on a daily basis. They are completely polarized in relation to online teaching. In further statements to the answers, we will note the reasons for this heterogeneity.

Table 2. Explanation of the positive answer from the question in Graph 4.

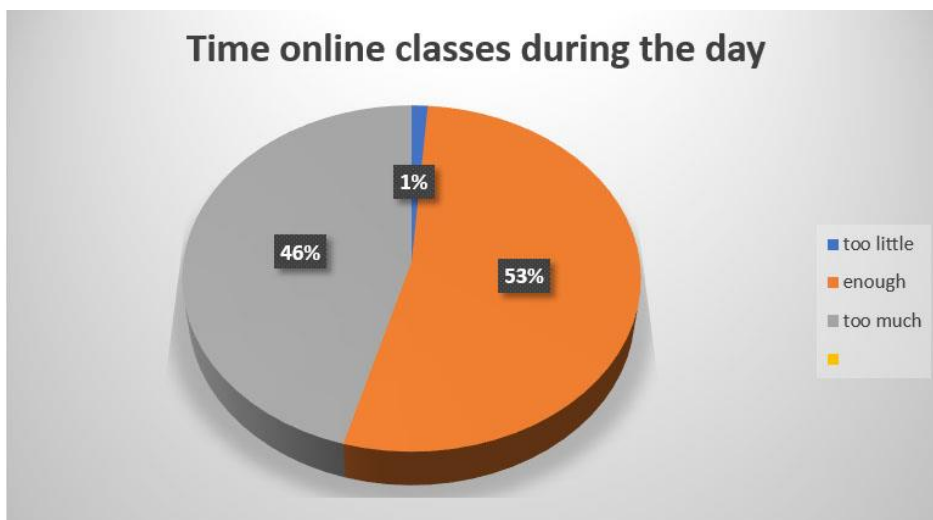
Rationale for answering YES (multiple answers possible)	number	%
I don't get up early, I organize my time better	177	97,8
The ability to rewind and revisit the same lessons / follow classes this way is easier	164	90,6
Teaching is easier compared to school	77	42,54
I have the help of my parents and I spend time with them	64	35,35
We are safer because of the virus that rules	18	10
I use computer-mobile more / I am interested in this type of teaching		

77 students said positively that working from home suits them. Their reasons in the largest percentage are primarily related to a more relaxed work regime (they do not get up early). Over 90% believe that the ability to rewind lessons that are adapted to this way of working is an important factor for better learning. Since we, as teachers, were forced to articulate the material in a "modern" way, and not just "dry", it is necessary to think about what the students are telling us. The next two reasons are less dominant, but it is understandable that an all-day presence at home enables help and easier mastering of the material.

Table 3. Explanation of the negative answer from the question in Graph 4.

Explain why NO (multiple answers possible)	number	%
- Too much homework	172	95.
-No, because I want to hang out and practice with my friends	164	90,6 %
-I prefer to practice at school, the classes are more interesting	155	85,6 %
-Short deadlines for homework It's easier to ask a teacher if I don't understand something	27	14,9 %
-I miss the teacher's lecture - It's easier for me to ask the teacher if I don't understand something - Insufficient coping in the online classroom		

Negative answers are largely related to the subject of physical and health education. Too many homework assignments and short deadlines for their preparation is the general answer for all subjects, while the next two statements of about 85-90% tell us about the specifics of the "physical". Students are aware of the importance of socializing, socializing, focused exercise and working under the supervision of a teacher.



Graph 5. Students' opinion about the time spent during the day in distance learning

The results from Graph 5 tell us about another division. The majority of 53% of students think that the time spent in everyday classes is quite sufficient and the material is manageable, while close to half (46%) have the impression that there is too much material. This kind of polarization will always be present, because experience tells us that school obligations will never be small and enough.

Table 4. Daily prevalence of physical exercise

During the day, I perform shaping exercises or train at home	Result
1. I do not exercise or train	/
2. Less than 30 minutes	58 (32%)
3. From 30 min to 1 hour	123 (67,9%)
4. More hours	/

Table 5. Weekly exercise of students at home

How many times a week do you exercise at home?	Result
1. Every day	37 (20,4%)
2. Three times per week	128 (70,7%)
3. Five times a week	16 (8,8%)
4. I don't practice	/

The above two tables 4 and 5 give us optimistic results. The weekly frequency of exercise at home during the state of emergency is mostly three times a week with a time interval of 30 minutes to an hour. It is noticeable that all students stated that they practice some kind of physical exercise.

Table 6. Relation of students who need help with exercise

I need my parents' help in learning and practicing at a distance	Result
1. Yes, partially / sometimes	10 (5,5%)
2. Not	171 (94,4%)

Table 7. Possibility of communication between teacher and student during the day

During distance learning, I can ask the teacher about everything that is not clear to me	Result
1. Yes, always	181 (100%)
2. Partly, sometimes yes, sometimes no	/
3. Do not give just one instruction to everyone	/
4. No, never	/

Table 8. Student suggestions for improving distance physical education classes

Your suggestions to make the teaching of physical and health education better and more interesting	Result
1. I have no suggestion	162 (89,5%)
2. I am satisfied with the way I work so far	173 (95,5%)
3. Less materials and homework	143 (79%)
4. More movies, links that accompany the material, presentations, pictures	/

The last three tables represent the teacher-student relationship, independence in performing exercises and the process of teaching physical education. Almost in a plebiscite, the students stated that they did not need help performing the exercises. It can be considered that they are sufficiently trained to safely and qualitatively do the teaching unit adapted to the conditions of distance working. All students believe that the relationship with the teacher is such that they can turn to him for any help and suggestions, and most are satisfied (95%) with the way the teacher works.

CONCLUSION

The time of the Covid-19 pandemic and the state of emergency we were in led to changes in the teaching of our schools and the reorganization of the educational system. The biggest amount of work was on the teachers who presented it in the best possible way. In the form that concerned the educators themselves, the teaching did not suffer and in the changed circumstances, the process itself was completed satisfactorily for the entire system.

The research conducted for this paper gives us a part of the picture that can be a support for future steps in the implementation of better quality teaching. The number of students who participated in the survey of all older grades of primary school is representative and the results can be considered adequate. It is not surprising that children are not worried about the epidemiological situation, because their attention is focused on the needs that are important to them, and parents will do the rest¹⁴. Today's "digital" generations are very adaptable when it comes to modern forms of communication, and this is confirmed in practice by the answer of over 90% of students who said that they did not find it difficult to change and new context of distance learning. When we talk about responsibility, we can be very satisfied with the percentage of 85% of those who regularly attend classes, while only 15% are partially. It should be borne in mind that not everyone is solvent and had the ability to access a computer, smartphone and internet connection. What is interesting is the division of students in terms of distance learning. If we ignore the smaller percentage who are undecided, 40% have opposite views. One half emphasizes the good sides of online teaching (*I don't get up early, I can rewind lessons, teaching is easier*), while the other half does not have a positive attitude (*too much homework, I want to practice with friends at school*). Based on these indicators, the focus of physical education teachers should be focused on students who have declared that working from home suits them.

¹⁴ <http://rfasper.fasper.bg.ac.rs/handle/123456789/3940> (преузето 22.4.2022.)

Another division is noticeable, which can be related to the previous indicators. The time spent during the day in distance learning is for discussion, since we first encountered extraordinary circumstances. What makes us happy is the statement about the time dedicated to exercise during the working week, and based on that we can be satisfied with the responsibility of students and awareness of the importance of physical activity in any form. The teacher-student relationship is based on mutual respect. If a healthy mutual connection is made, the teaching of physical education can be much easier and more interesting. The statement of students that they are free to turn to the teacher on any basis is an indicator of the correct way of communication that has been established.

Distance learning has shown its advantages and disadvantages. As far as the parent subject and its specifics are concerned, an unequivocal advantage is certainly given to live work. In the changed circumstances, it turned out that it is possible to teach, but the shortcomings are multiple. Socialization, controlled implementation of the plan and program, control of the adopted material and the living word is irreplaceable in this case.

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ЕВАЛУАЦИЈА НАСТАВЕ ФИЗИЧКОГ ВАСПИТАЊА УЧЕНИКА СТАРИЈИХ РАЗРЕДА ОСНОВНЕ ШКОЛЕ У РАДУ НА ДАЉИНУ ТОКОМ ПАНДЕМИЈЕ КОРОНА ВИРУСА

САЖЕТАК

Пандемија корона вируса Ковид-19 је цео свет пре две године приморао да добар део својих редовних и устаљених активности преусмери на алтернативни вид деловања. У тим околностима се нашла и просвета. Наставно особље школског система Републике Србије је своје знање, време и организационе способности подредило одржавању наставних активности у тешким приликама, како би се без већих потешкоћа усвајање знања наставило у ванредној ситуацији. Физичко и здравствено васпитање је било у комплексном положају због специфичности наставног процеса које има. Поред посредног одвијања наставе (он лајн), проблем се јавио и у контроли исхода. Решења су била усклађена са општим обавезама ученика како не би били додатно оптерећени због самог вредносног система предмета када је реч о сумативном оцењивању. Ђаци су добили прилику да дају своје мишљење о учењу на даљину и путе одређене предлоге за побољшање наставног процеса. Овај рад је кроз истраживање у једном пресеку стања представио добијене резултате кроз дескриптивну анализу. Објективно треба имати у

виду да за посредну наставу не могу важити исти критеријуми као за непосредну. У том смислу је ово био период када се уз мење, али константно залагање труд могао више вредновати. Питање које се поставља је да ли исходи корелирају са вредностима исказаним кроз оцену?

Кључне речи: корона вирус, физичко васпитање, настава на даљину

ОЦЕНКА ЗАНЯТИЙ ФИЗКУЛЬТУРОЙ ДЛЯ СТАРШЕКЛАССНИКОВ НАЧАЛЬНЫХ КЛАССОВ ПРИ ДИСТАНЦИОННОЙ РАБОТЕ В УСЛОВИЯХ ПАНДЕМИИ КОРОНОВИРУСА

АННОТАЦИЯ

Два года назад коронная пандемия Ковид-19 вынудила весь мир перенаправить значительную часть своей обычной и устоявшейся деятельности на альтернативный тип действий. В этих условиях оказалось и образование. Преподавательский состав школьной системы Республики Сербии посвятил свои знания, время и организационные навыки проведению учебной деятельности в трудных условиях, чтобы приобретение знаний могло продолжаться в чрезвычайной ситуации без особых трудностей. Физкультурно-оздоровительное воспитание оказалось в сложном положении в силу специфики учебного процесса, которым оно обладает. В дополнение к косвенному обучению (онлайн) проблема также возникла в контроле результатов. Решения были согласованы с общими обязанностями студентов, чтобы они не были дополнительно отягощены системой ценностей предмета, когда дело доходит до суммативного оценивания. Учащимся была предоставлена возможность высказать свое мнение о дистанционном обучении и внести определенные предложения по улучшению учебного процесса. В данной статье представлены полученные результаты посредством описательного анализа посредством исследования в одном поперечном разрезе ситуации. Объективно следует иметь в виду, что к косвенному обучению нельзя применять те же критерии, что и к прямому обучению. В этом смысле это был период, когда при постоянной, но постоянной приверженности труд мог цениться больше. Возникает вопрос, коррелируют ли результаты со значениями, выраженными посредством оценки?

Ключевые слова: коронавирусы, физическая культура, дистанционное обучение.

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