



Application of the blended learning model in teaching physical culture in school

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Abstract

Objective of the study was to scientifically substantiate the model of blended learning in teaching physical culture at school.

Methods and structure of the study. In the first part of the experiment, a questionnaire was developed and a survey of physical education teachers was conducted on the possibility of using information and telecommunication technologies for developing education. The survey involved 86 physical education teachers from 22 territories of the Orenburg region. The second part of the experimental work was connected with the selection of the most effective variants of physical education teaching models, taking into account the practice-oriented traditional education in combination with a self-organized distance format.

Results and conclusions. Studying the characteristics of digital platforms recommended for use in the educational process of the school, the most accessible and successive model is "blended learning". Based on the model characteristics of "blended learning" in the course of analysis and selection of effective tools that allow them to be introduced into the practice of teaching physical culture, a thematic plan for mastering the content of the program "Physical Education" was proposed, with consistent tracking of the result of mastering sections: knowledge component, independence and activity students.

Keywords: *blended learning model, characteristics of digital platforms, information and telecommunication technologies.*

Introduction. The modernization of general education is updated by the need to use information and telecommunication resources for developing education. At the same time, the models of "blended learning" are considered as a significant regulator in the education and training of school graduates for the formation of life and educational success, admission to professional educational institutions and optimal integration into society.

The introduction of information and telecommunication technologies of developing education into educational activities, as well as the modification of education itself, associated with inclusion, the emergence of a new coronavirus infection COVID-19, which broke into the lives of people around the world, has accelerated this process. New ap-

proaches to teaching schoolchildren involve the transition to independent work of students, including the subject of "Physical Education". Despite its positive aspects, the organization of independent physical activity is a complex pedagogical task that requires additional control by the teacher, since it is about maintaining and developing the health of students. Analysis of the proposed technologies for conducting physical education classes with the possibility of using blended learning models led to the search for the most effective educational resources and platforms. Using them in the practice of the lesson "Physical Education" will not reduce the practice-oriented content of the subject, but will strengthen it, freeing up time for the body-oriented development of students.



Objective of the study was to scientifically substantiate the model of blended learning in teaching physical culture at school.

Methods and structure of the study. Pedagogical development was carried out within the framework of the state task "Methodology of teaching physical culture in a general education organization, taking into account the implementation of the blended learning model", with the financial support of the Ministry of Education of the Russian Federation (additional agreements No. 0302021-044/2 dated July 21, 2021 to agreement No. 073-0302021-044 dated January 18, 2021).

In the first part of the experiment, a questionnaire was developed and a survey of physical education teachers was conducted on the possibility of using information and telecommunication technologies for developing education. The survey involved 86 physical education teachers from 22 territories of the Orenburg region. The questionnaire included 22 questions reflecting the following content: what information resources teachers use in their work, what material of the program "Physical Education" is offered to students for study, what pedagogical models and technologies are used in practice, etc.

The second part of the experimental work was connected with the selection of the most effective variants of physical education teaching models, taking into account the practice-oriented traditional education in combination with a self-organized distance format. Studying the characteristics of digital platforms recommended for use in the educational process of the school, the most accessible and successive model is "blended learning". Based on the model characteristics of "blended learning" in the course of analysis and selection of effective tools that allow them to be introduced into the practice of teaching physical culture, a thematic plan for mastering the content of the program "Physical Education" was proposed, with consistent tracking of the result of mastering sections: knowledge component, independence and activity students.

Results of the study and their discussion. The results of a survey of school teachers showed that 28% of teachers noted a weak material base (lack of a PC and software, video equipment), therefore, during the period of forced isolation and the use of distance learning, teachers mainly used the following educational information and telecommunication resources Zoom (84.4%), VKontakte (68.7%), E-mail

(97.2%) using telephone devices. Skype and Ya-class platforms (6.2%), Uchi.ru (12.5%), NES (1%), Classroom, Google-class, teacher's website, etc. were partially used [2]. It was revealed that (66%) note the poor development of software-content support (calendar-thematic and lesson planning) of the educational process in physical culture and the lack of educational and methodological materials on the use of blended learning and informative digital environment.

The second experimental block is connected with the introduction of the thematic plan into the practical work of educational organizations in the Orenburg region. The content of the plan includes sections of the program and topics in which the lesson is structurally specified, electronic educational resources are selected to help the teacher in preparing for the lesson, and the student to supplement and strengthen knowledge of physical education without reducing the time of the practical part of the lesson by the theoretical block.

The process of tracking the results achieved when introducing the blended learning model took into account the characteristics of universal competencies that are formed in students in the process of physical education classes when introducing the blended learning model. Additionally, indicators were developed (knowledge characteristics, independence and activity) of the formation of knowledge in the subject "Physical culture" and the development of the values of physical culture, which were checked in the frontal experiment. In the experiment, the model of blended learning "flipped classroom" was used. The results obtained before and after the experiment showed that in the main group the indicator of the knowledge component increased by 14%, while in the control group - by 4%; the results of independence and activity of students increased by 30% in the main group and by 4% in the control group.

Conclusions. The possibility and accessibility of using educational information resources in teaching the subject "Physical Education" allows you to present the material included in the thematic plan of the discipline in electronic form, which actualizes the creation of a model of blended learning "flipped classroom" in the practice of physical education of students.

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