

The use of music in physical education in remote learning during a pandemic

INTRODUCTION

Physical activity is an essential factor for human health. It is especially important for children and young people because it ensures proper physical and mental development. Physical education lessons are the most active time during the school period. Music is very important in physical education, as it helps to maintain the rhythm of the exercises, can have a stimulating effect, can increase concentration and motivation.

The Covid 19 pandemic forced most teachers to change their jobs. Due to the epidemiological situation, the possibility of undertaking organised physical activity has been reduced and the time spent doing tasks in a sitting position has increased. Team physical activity has been replaced by individual - home physical activity, and a significant part of practical activities has been replaced by content related to physical culture knowledge.

The main objective of this study was to evaluate the use of music in remote learning physical education during during the Covid 19 pandemic.

METHOD

The study involved 131 persons (79 females and 52 males) working in elementary school, teaching grades 4-8. A self-administered questionnaire was used, which included questions about the form of physical education lessons during the pandemic, the teacher's subjective assessment of the students' involvement in the classes, and the use of music during the classes.

RESULTS & CONCLUSIONS

Most of the teachers as a way to implement the PE curriculum indicated the transfer of knowledge through presentations or videos (46.5%) and different tasks to be performed by students were recommended by 41.2% of the teachers. 36.3% of the educators chose to practice physical exercises in front of the camera, while none of the above forms were declared by 16% of the teachers.

Before the pandemic 93% of the teachers declared that they conducted classes with the use of music. Most of the respondents used music during PE lessons (66%), 14.5% of the teachers also used music during extracurricular activities. As many as 23.6% used elements of music therapy. Moderate interest in music activities was observed by 57.2% of the teachers, while high interest was observed by 29.7% of the respondents.

During the pandemic and distance learning, students' interest decreased compared to before the pandemic and was overwhelmingly moderate (70.1%), with high interest indicated by only 9.9% of respondents.

For about 78% of the respondents, the study program at the AWF was the only preparation for teaching with music. As many as 60% of teachers declared willingness to participate in trainings on the use of music in physical education classes and 32% on music therapy.

Conclusions:

- It can be noticed that the level of students' engagement decreased in connection with remote education. Which may be due to the predominance of theoretical classes over physical exercises.
- As children's physical activity is increasingly declining, and often gym class is the only form of activity for students, every effort should be made to re-establish a commitment to engaging in physical activity upon return to contact education.
- Elements of music therapy can help students return to social contact and offset the psychological consequences of isolation and remote learning. It is therefore necessary to enable teachers to deepen their knowledge of pandemic mitigation, including music therapy.
- Attention should be given to music-related content in the physical education teacher education program.



<https://www.skillastics.com/2020/11/23/distance-learning-pe/>

KEYWORDS

physical education, covid 19, remote learning, physical activity, music, music therapy