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(Professional paper)

DISTANCE TEACHING IN THE LAST THREE GRADES OF PRIMARY SCHOOL DURING THE QUARANTENE

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Abstract: Distance teaching has been at our elementary school, where I am employed, more an exception rather than the rule. In case of a pupil's prolonged absence due to an illness or sport commitments, we designed an individual program for them and graded them upon their return.

Key words: online communication, personal choices of training, computer literacy, responsibility, awareness

INTRODUCTION

We started distance learning for all pupils on March 16, 2020, after they declared an epidemic due to the corona virus. New challenges suddenly arose for the teachers, the pupils and the school management. What was before professional teaching on a regular basis changed to allow different individual approaches to teaching for all teachers. Computer literacy and the use of technology will dominate the future employment of our children. Rapid changes in the job market and the demand for specific professional profiles demand daily monitoring of information. The use of mobile devices and the internet has now become a day-to-day practice for communicating with the pupils, their parents, and the school management. We communicated with our pupils via e-mail, an app called eAsistent, zoom conferences and online classrooms. The pupils have shown an increased level of responsibility and awareness. Not only the pupils but their entire families and the surroundings were involved with which the pupil interacted,

CASE STUDY

I have sent learning content and assignments as weekly clusters and controlled them with weekly feedback. I diversified the exercise instructions with pictures, movies, measurements, recordings, and movement challenges. The person-to-person connection and the influence on the pupil has intensified. On the other side, the pupil's independence has also increased. The pupils have surprised me with their curiosity, the search for new movement exercises, especially the ones connected to music. They used their mobile phone to record and measure the movement exercises. This also increased their creativity when developing a personal exercise plan. I have noticed a problem when selecting appropriate content that is

available on the internet. Here played the family an important role because their habits and ways of spending their free time suddenly became part of the learning process. Because of this I decided to invite the entire family to go hiking and do endurance training together. Together they planned and carried out hikes and cycling tours. The pupils learned how to differentiate between the level of strain and the level of difficulty based on gender, age, and the ability of any individual. The e-textbook on our school's webpage allowed them to thoroughly research theoretical content, solve quizzes and puzzles and answer questions listed in lesson plans. The pupils kept track of the effects of different exercise programmes and compared them with the results of their peers and family members. For the finished tasks they could win the gold, silver, or bronze recognition award of our school. During distance teaching I avoided grading the pupils, I only checked how they were responding. They could decide when they would finish their movement tasks and plan, so all of the responsibility was suddenly placed on them. The parents supervised the children's work but left the teaching to the teachers.

CONCLUSION

It is my opinion that the pupil's individual choice of the type of sports exercise is going to permanently impact on his involvement with the sport and how he decides to spend his free time. It is very important that pupils take care of themselves and do sports regularly, especially at a time when the schools could close again due to an increase of the probability of getting infected and have to do distance learning. Sport must become part of their everyday life.

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