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Original Article (Quantified)

The learning process of physical education lessons in education through virtual education

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Abstract
The purpose of this research is the learning process of physical education lessons in education through virtual education. In terms of purpose, the current research is applicable, and of a descriptive-survey type. The statistical population of the present study includes 14 teachers and specialists in the field of physical education in schools, and the purposeful sampling method was used. In order to analyze the effective factors in the virtual education of physical education in Iran, the quantitative approach of interpretive structural modeling was used, and the MICMAC diagram was used for effectiveness and influence. The results obtained from the analysis showed that the educational limitation of movements and practical lessons, the lack of supervision and concentration in virtual education, the weak communication interaction between the teacher and students, the coverage of virtual classes, economic issues, the weakness of software and hardware technology and infrastructure, use of information technology in virtual education, insufficient knowledge of the space and capabilities of virtual education, lack of supervision and limitations on physical ability, and implementation of courses and capabilities of virtual education were categorized. Finally, by using the final access matrix, by using the structural-interpretive method, the leveling of the sub-themes of the design of the physical education course in Iran was carried out, in which the coverage of virtual classes is at the highest level, and virtual learning capabilities of teaching at the lowest level. It should be noticed that there is less effectiveness at the high level factors.

Keywords:
learning process,
effectiveness,
virtual education,
information technology,
virtual classes

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Extended abstract

Introduction

Various studies of the effects of school closures on the spread of influenza or epidemics show that school closures can be a useful control measure, although the effectiveness of school closures in schools is often low. School closure strategies may be national, regional, local or reactive closure of individual schools in response to student pollution levels (Nafisah et al, 2018; Rashid et al, 2015). In order for the education of students not to be interrupted during the period of social distancing and for the curriculum to continue according to the pre-specified program; various solutions were presented, one of which was electronic education (Ghafourifard, 2020). E-learning is an important part of the learning process, which is defined as a term by the European Commission "as a service to obtain quality education using the Internet and new multimedia technologies" (Farajollahi & Zarifsanaee, 2018). The teaching of physical education course with its special features and special needs, which practical and movement requirements are inseparable from its nature, differes from other courses in the context of modern educational media, and seeks to design and develop a new format to have the greatest effect in order to provide the required content of physical education course for students. Non-attendance teaching of physical education course, which has special conditions and includes practical and movement skills, faces challenges that matching the set goals of the academic courses based on the fundamental transformation document with selected methods of non-attendance education such as messengers, online education, television school and training packages, is one of the most important specific goals of these trainings, of course, should not be only theoretical and knowledge-based, but should provide conditions so that the learner is obliged to follow virtual trainings and practical exercises at the same time, in order to deepen the neural connections of the brain and improve his performance and learning (Qingtao, 2020). Therefore, according to the material raised, the researcher intends to answer the basic question in this research: what is the process of learning physical education in education through virtual education?

Theoretical Framework

Virtual training

Educational systems are among the institutions that are fundamentally on the path of these changes, in such a way that the quality and manner of teaching and learning have changed; focusing on the human being as an active learner and diminishing the limitations caused by time and space, e-learning has been proposed as a new paradigm in this category (Geller et al, 2018). Thus, with the development of information technology on one hand, and the existence of many interested people to enter higher education on the other, most universities and educational institutions have turned to designing and launching e-learning courses (Shahsiah et al, 2019). In addition to expanding knowledge, the electronic learning system has given people the opportunity to make better and wiser decisions. In recent decades, thanks to the evolution and expansion of technological devices, new classes and virtual environments have been created (Valkanov et al, 2016).

Yar Ahmadi et al, (2023) studied the design of virtual training model for physical education in Iran. The results of the research showed that the design of the virtual training model of physical education in Iran includes the problems of conducting physical education lessons in virtual space, the lack of supervision and concentration in virtual education, the lack of proper communication between professors and students, the coverage of virtual classes, economic issues, weakness of software and hardware technology, Internet and its infrastructure problems, benefits of information technology in virtual education, superior characteristics of virtual education, weakness in establishing friendship and communication, insufficient

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knowledge of the space and capabilities of virtual education, problems of virtual education of the lesson of physical education, weakness in network communication and infrastructural barriers, use of new educational technologies, problems of virtual learning, capabilities of virtual learning, and the reasons for the importance and superiority of virtual learning.
Jalalniya (2022) in a research investigated the presentation of the evaluation model of virtual education in higher education during the corona epidemic with a structural-interpretive approach. The structural-interpretive method was used to determine the relationships and design of the final model. Based on the results of qualitative analysis, 13 main themes and 71 sub-themes were identified. The findings show that the planning and support of virtual education affect the quality of information, and system and hardware platforms of virtual education. These factors affect teacher-learner interaction, cooperative education, and educational interaction; and further empower professors and students. In the shadow of empowerment, the efficiency and effectiveness of virtual education can be achieved, and this efficiency and effectiveness will eventually lead to the development of virtual education.

Research methodology

In terms of purpose, the current research is applicable, and of a descriptive-survey type. The statistical population of the present study includes 14 teachers and specialists in the field of physical education in schools, and the purposeful sampling method was used.

Research findings

The quantitative approach of interpretive structural modeling was used to analyze the effective factors in the virtual education of physical education in Iran, and the MICMAC diagram was used for effectiveness and influence. The results obtained from the analysis showed that the educational limitation of movements and practical lessons, the lack of supervision and concentration in virtual education, the weak communication interaction between the teacher and students, the coverage of virtual classes, economic issues, the weakness of software and hardware technology and infrastructure, use of information technology in virtual education, insufficient knowledge of the space and capabilities of virtual education, lack of supervision and limitations on physical ability and implementation of courses and capabilities of virtual education were categorized. Finally, by using the final access matrix through the structural-interpretive method, the leveling of the sub-themes of the design of the virtual training of physical education lesson in Iran was done, in which the coverage of virtual classes is at the highest level, and virtual learning capabilities of teaching at the lowest level. It should be noticed that there is less effectiveness at the high level factors.

Conclusion

The purpose of this research is the learning process of physical education lessons in education through virtual education. The results of this research are in agreement with the findings of researchers such as Jalalniya (2022), Salimi & Fardin (2020), Kim et al, (2021), Gelineau-Morel & Dilts (2021), Sabahi & Heydari (2021), Hinojo Lucena et al, (2020), Almaiah et al, (2020), Vershitskaya et al, (2020), Latrous & Khadraoui (2020), and Moulai Gholanji (2020). Jalalniya (2022) showed that the planning and support of virtual education affect the quality of information, system and hardware platforms of virtual education. These factors affect teacher-learner interaction, cooperative education and educational interaction; and further empower professors and students. In the shadow of empowerment, the efficiency and effectiveness of virtual education can be achieved, and this efficiency and effectiveness will eventually lead to the development of virtual education.
According to the results of the research, the following suggestions are presented:

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Education departments of provinces and cities should organize workshops on how to create content and content creation applications for teachers.
The Ministry of Education should provide teachers and students with the necessary training related to how to hold classes and how to use the space of educational programs.
More free internet volume to be given to students and teachers for holding educational classes in order to financially save part of the costs of virtual classes.