STUDY ON STUDENTS' OPINION ABOUT ONLINE TEACHING IN PANDEMIC CONDITIONS-INVESTIGATIVE APPROACH

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Abstract
The study included the results obtained after questioning the students from the Faculty of Physical Education and Sports, Suceava. In terms of the transition from the onsite teaching system to the online teaching system, it has raised major issues in learning and how they have been informed. In this regard, we developed a questionnaire with closed questions (with answer options) as well as open-ended questions. We believe that online teaching is a major solution in times of pandemic crisis. This crisis has highlighted many problems, which have imposed on teachers and students a radical change in behavior, mentality.

Introduction
Both human society and the educational system are constantly evolving, facing various educational problems and crises. Regardless of the problems, both the state and the teachers must give major importance to the continuation of educational training both online and on site. The authors [11] consider that "the permanent character of education is determined on the one hand by the moral attrition of knowledge, a consequence of the information explosion never seen before, and on the other hand by the individual factors that make the human being permanently, regardless of age, "a receiver" of educational influences ", and the author Cerbușcă, P., came to the conclusion that:" during the quarantine period, if we refer to the efficiency of distance learning, the activity of the preschoolers was the most affected of levels of education, being a real challenge (for older preschoolers) or even impossible for younger ones. " Also, in the study of the author Cerbușcă, P., regarding the opinions of the students, they preferred "to carry out the distance learning activities with the teachers during this period were:

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Telephone - 49%; Skype, email - 20%; Classroom online platforms, Zoom - 45%; Viber, Messenger - 27% and others - 4%" [5].

In the pandemic context, the school with "traditional teaching" has changed radically into a school with "online teaching". The transformations of this situation were major for pupils, students, teachers as well as for parents. In this sense, information technology is gaining momentum, being used as an online teaching method.

In the study conducted by the sociologist M., M., Dinu "the percentage of those who do not like to take online courses, although it is lower than those who like it, is not to be neglected.". The students asked "if they like to do activities and online courses, 47.9% answered YES, and 38.6% answered NO" [7].

The author Prof. Pîslaru Alexandra considers that "students in every class today, and even those who start school, are too familiar with technology - it is in their DNA and this passion for technology should be nurtured", and "the tools digital technology and technology develop effective self-learning skills for students" [6]. In this regard, "online teaching tools and techniques have the potential to make online teaching more flexible and strengthened, thus ensuring the continuity of quality learning experience and equitable access to education regardless of external factors that may disrupt this approach" [9,10].

Regarding this subject," The integration of an ICT teacher training and education has become a requirement of contemporary pedagogical paths. Both the initial, basic and the continuous, permanent training must also aim at the use of new technologies in the instructive-educational processes" [12].

The authors [8] 'study focused on' changes in students' attitudes during the teaching process, their forced adaptation to full online or hybrid education due to the pandemic restriction, the psychological impact of distance protection measures, problems concentrating during courses. And practical activities, etc. "which presupposes a theoretical model regarding" the hybrid education system obtained based on the student's perception" [8].

We believe that online teaching is a major solution in times of educational crisis. This crisis has highlighted many problems, which have imposed on teachers and students a radical change in behavior, mentality. Because "traditional teaching" has suddenly changed to "online teaching", studies show us both advantages (teaching distribution is much faster, documents can be easily corrected, teaching can be done interactively, etc.) and disadvantages (lack of technology, lack of real (physical) communication, etc.). [10] In this regard, the authors [1,2] consider that "The main objective in this situation is not to create a robust online training system, but to provide temporary access to training and support in a fast and reliable way, in during a crisis".

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Material-method

The hypothesis of the paper. We start from the premise that the collection, analysis and processing of information obtained by students through an investigative approach, we will be able to contribute to the optimization of the educational teaching process.

The purpose of the study was to collect and analyze information on how to teach, in the pandemic conditions imposed by the crisis.

In conducting this study, we applied the survey method through a 9-item questionnaire with 36 answer options and 3 items with the possibility to answer openly. The respondents of the questionnaire were the students of the Faculty of Physical Education and Sports, Suceava.

Objectives of the investigative approach:

1.   Identify how students perceived the transition from the onsite teaching system to the online teaching system

2.   Identify the way to inform about the regulations in force in the context of the pandemic.

Results

The data were represented by diagrams for better clarity and the most important answers from the students were highlighted.
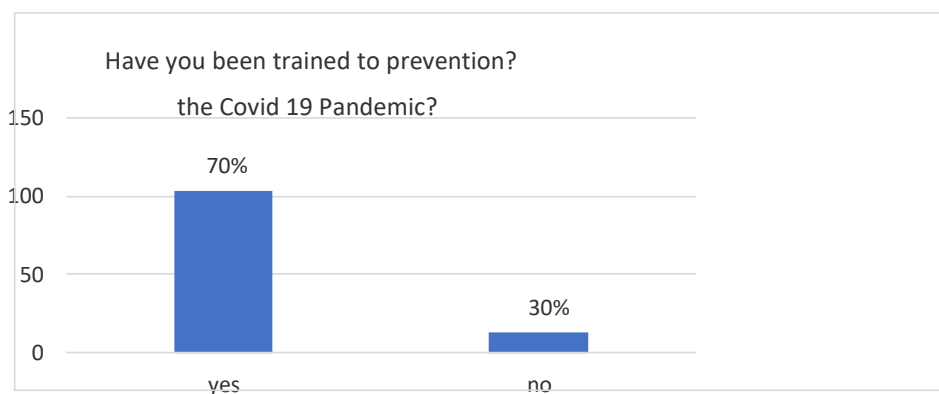

Fig. 1 Information on training students on pandemic prevention

Regarding the training of students for the prevention of the Covid 19 pandemic, about 70% of the respondents answered yes, they were trained, and 30% denied it. We assume that the 30% were not at school at the time of training.

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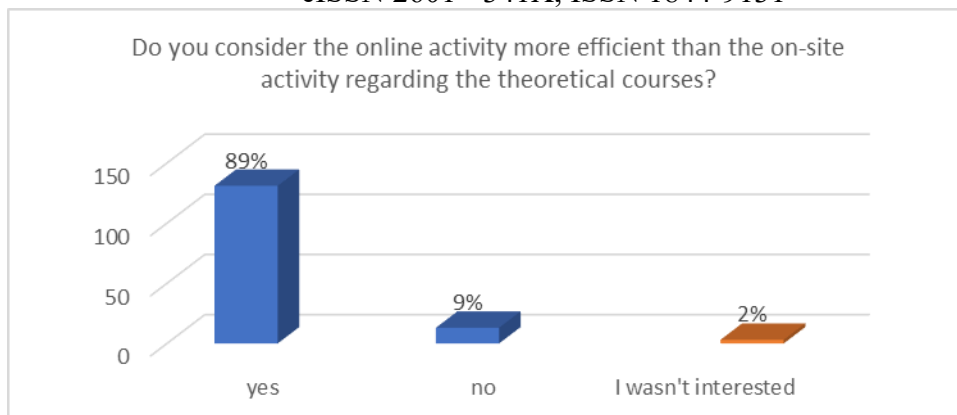eISSN 2601 - 341X, ISSN 1844-9131

Fig. 2 Information on effective teacher-student communication

It is known that the forms of communication between a teacher and a student are a field of education and are based on feedback. We can specify that 89% managed to communicate well with teachers, 9% failed to communicate efficiently, and 2% were not interested.
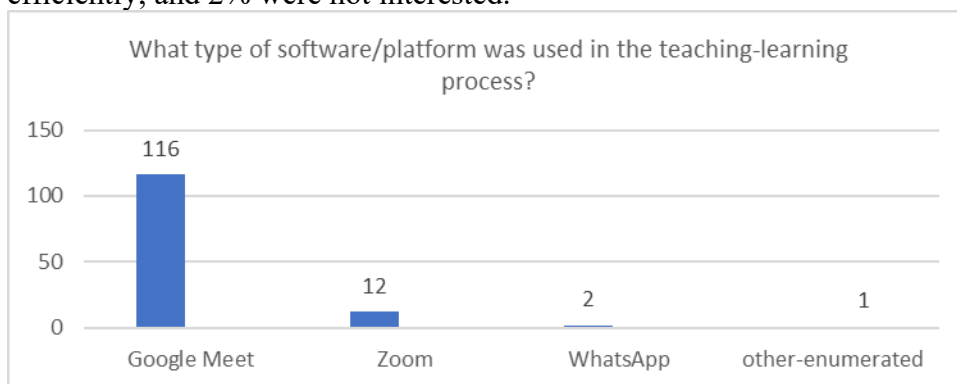

Fig.3 Platform used for courses, seminars

It can be seen that most teachers used the Google Meet program, a program recommended by the institution.
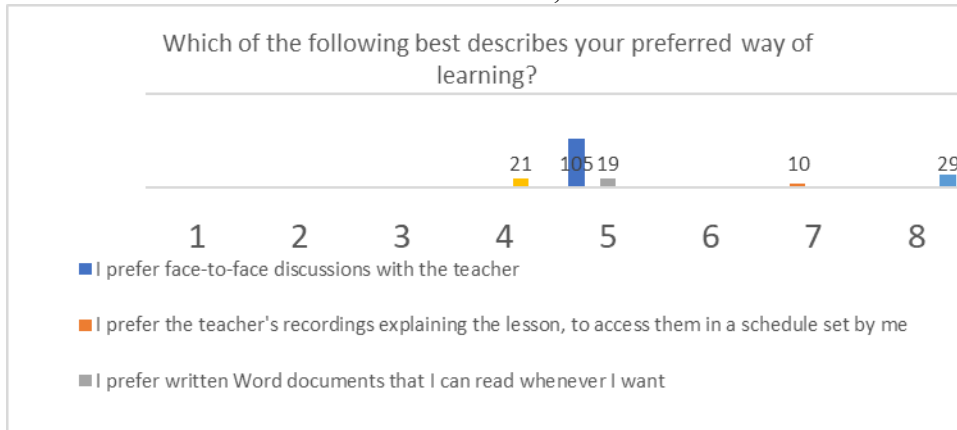
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Fig.4 Description of the preferred way of learning by students

"With a rigorous choice of methods and means, we can rise to the highest level of physical and mental capacity" [3] of students.

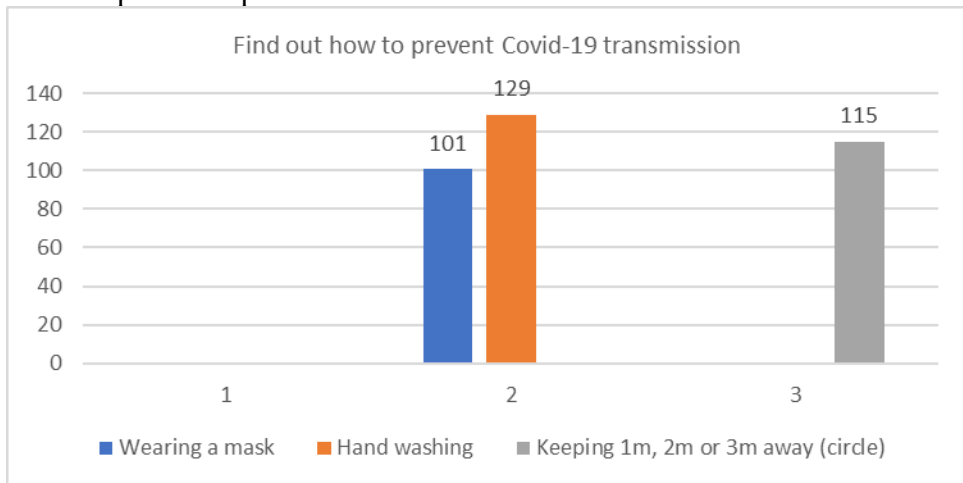Most respondents prefer "face to face" discussions with the teacher.

Fig. 5 How to prevent Covid 19 transmission

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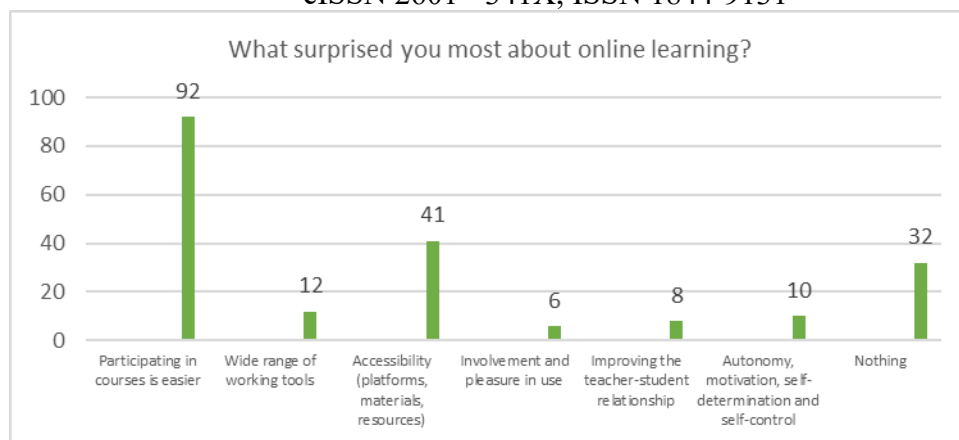eISSN 2601 - 341X, ISSN 1844-9131

Fig. 6 Pleasant surprise of how to learn online

The most relevant answers regarding the pleasure of participating in online courses are the easier participation in courses and the accessibility of the communication platform.

What online teaching activities did you enjoy participating in this period?
The respondents expressed the opinion that in most of the courses and seminars, they participated with pleasure and also of the curious.

Describe the most relevant, less pleasant moments from the didactic activity held online.
Regarding the less pleasant moments arising from the online delivery system, the respondents described the following: too much time spent in front of the computer, poor internet connection, online classes were held in the late hours, the understanding of the courses was not always very clear.

Describe some aspects regarding the optimization of the online educational process.
Regarding the optimization of the online teaching process, the respondents specified some solutions: the duration of the courses should be shorter. removing the mask, removing the mask to better understand the explanations, the laptop camera should be open throughout teaching.
 open throughout teaching.

Conclusions

The online teaching process is considered by students not very good, because there are more disadvantages than advantages.

We can specify that the transition from the onsite teaching system to the online ones was sudden, in which both the teachers and the students needed adaptation, learning and improvement.

Regarding the information and prevention of the Covid 19 pandemic, over 65% of the respondents confirmed that they were properly trained before the onsite courses started, and the final conclusion consists in adapting the requirements imposed by the pandemic as well as improving the online teaching applying various methods. "The more the society is developed the more the professional orientation and the psychosocial formation of the personality, inside the instructive and educational process frame, becomes a pronounced need, as the consequence of a more and more accentuated diversification of the social requirements". [4]

Insert text here. Present the essential aspects of the research and provide perspectives for future studies.

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