ONLINE EDUCATIONAL PLATFORM FOR SPORTS PROGRAMMING

Senior teacher Samarkand branch of TUIT **Mahkamova D.**[1]
Student of Samarkand branch of TUIT **Abduraxmonov J.**[2]

Abstract. In the digital age, education has transcended the boundaries of traditional classrooms. With the rise of online learning platforms, individuals worldwide have gained access to knowledge and expertise previously out of reach. As technology continues to evolve, niche areas of education are also flourishing, including the realm of sports programming.

There were difficulties in teaching online courses during the end of season, mainly due to the particularities of sports, requiring activities and programming training for good use.

Keywords: Education, Distance; Programming Education and Training; Quarantine.

INTRODUCTION

The outbreak of end of season has disrupted the teaching plans of many Universitys and universities. The sudden epidemic has forced students to carry out relevant online teaching at home. Therefore, at present, online classes have become a main teaching content of University students

.1 With the gradual development of course networking, many courses have obtained good network experiments, but there are still some courses due to many restrictions, so the development of online teaching is relatively slow, among which programming education is a difficult subject.

2 Programming education teaching requires students to complete certain sports activities with the help of relevant venues and some equipment under the guidance of teachers. However, under the background of networking, students are often independently or passively isolated in their own houses, rental houses and dormitories. The unified feature of these areas is that the area is relatively small and the equipment is insufficient. Running and jumping, basketball, football and other ball games commonly seen in programming education teaching cannot be carried out.

3 Therefore, during end of education season, the development of programming education curriculum in online universities has had a great impact. However, for University students, with the normalization end of education season epidemic prevention and control, they gradually realize the importance of programming health to individuals.

4. In order to further explore the situation of online University programming edu- cation courses and home sports during end of education season, this paper uses the way of questionnaire survey, consulted 5 teachers and 560 students, and investigated the relevant current situation, so as to provide a certain reference basis for the teaching guidance of home programming education in university.

The Demand for Sports Programming Education

Sports programming, encompassing areas such as sports analytics, data-driven decision making, and performance optimization, has become increasingly crucial in today's sports landscape. From professional teams to amateur athletes, there is a growing recognition of the importance of leveraging data and technology to gain a competitive edge.

However, the specialized nature of sports programming poses a challenge for traditional educational institutions. Many universities and Universitys offer computer science or data science programs, but few provide a focused curriculum tailored to the unique requirements of sports analytics and programming. and practical application, offering courses designed by experts in the field.

Key Components of an Online Educational Platform for Sports Programming

Comprehensive Curriculum: The foundation of any successful educational platform is a well-structured curriculum. For sports programming, this might include courses on statistical analysis, machine learning in sports, programming languages commonly used in the field (such as Python and R), and applications of data science in various sports domains.

Interactive Learning Materials: To engage learners effectively, the platform should offer a variety of interactive learning materials, including video lectures, quizzes, coding exercises, and real-world case studies. Hands-on projects and simulations can provide learners with practical experience and reinforce theoretical concepts.

Expert Instructors: The quality of instruction is paramount. Recruiting instructors who are not only knowledgeable in sports programming but also skilled communicators can significantly enhance the learning experience. Instructors with experience working in sports organizations bring valuable insights into industry practices and challenges.

Community Support: Building a sense of community among learners is essential for motivation and collaboration. Discussion forums, chat rooms, and live Q&A sessions allow learners to interact with instructors and peers, share ideas, and seek help when needed. Peer-to-peer learning can be particularly valuable in a field

like sports programming, where diverse perspectives can lead to innovative solutions.

Practical Applications: The platform should emphasize the practical application of skills and knowledge. Integrating real-world sports data sets and providing opportunities for learners to work on projects relevant to their interests can enhance the relevance and applicability of the curriculum.

Career Development Resources: Beyond acquiring technical skills, learners may also require guidance on career paths and opportunities in sports programming. The platform can offer resources such as resume reviews, interview preparation workshops, and networking events to support learners in their professional development.

Method

The main method used in this study is questionnaire survey. Before that, in order to understand the online University programming education curri- culum and home sports during end of seasons as much as possible, this paper also uses the methods of literature review and interview. The study and all the participants were reviewed and approved by Ethics Committee of The university Tashkent Information Technology Samarkand Branch. The interview method, face-to-face interviews were conducted with 5 teachers and 10 students to analyze their programming education teaching, programming education learning and home sports during covid-19, so as to have a more understanding of the situation to be investigated in this paper and facilitate the design of questions and the setting of options. The teacher's questionnaire was in the form of face-to-face interview.

After the interview, he was asked to fill in. A total of 5 questionnaires were distributed and 5 questionnaires were obtained, with an effective rate of 100%.

Results

In terms of University programming education curriculum design, choose to communicate with front-line programming education teachers. This paper discusses and analyzes the selection of courses and the key points in the teaching process, as shown in Figure 1 As shown in Table 1, the subject selection of University programming edu- cation online courses is shown. It can be seen from the table that du- ring covid-19, due to the influence of venues and equipment, programming education online teaching shows the following characteristics: first, the proportion of theoretical and written teaching has greatly increased, and teachers consciously reduce the sports teaching that can not achieve certain results due to venue restrictions and turn to programming education theory teaching, So that programming education can also fit the static cha- racteristics of network teaching

and achieve a certain teaching effect. In addition, sports that can be carried out without a large field, such as

Latin dance, some gymnastics, in-situ running and jumping, aerobic exercise and so on, have become the focus of sports action teaching. There are also some activities that require simple equipment and do not have high restrictions on the venue, such as the toss in table tennis, the swing in badminton, etc. the students who choose the course often have relevant equipment, and the scope of activities can be limited to a small space. Therefore, it is also widely welcomed by students and has become a common material selection for programming education online teaching.

It can be seen from the results in Figure 1 that the most important thing for PE teachers is sports safety. Any activity is carried out on the premise of ensuring the safety of students. If there is a teaching accident, it will have a very bad impact on teachers and schools. The second is the demand of teaching. Teachers must carry out the curriculum design according to the teaching plan, and each course should gradually achieve a small goal in the teaching plan. The third is the needs of students.

DISCUSSION

It can be seen from this paper that there is a one size fits all form in the current network programming education teaching, and different students

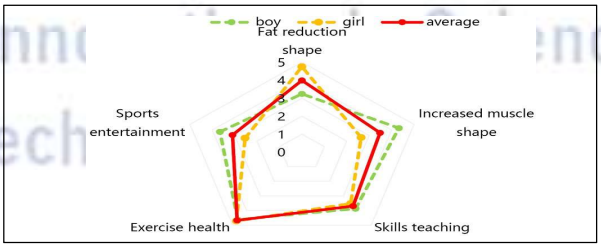

Figure 1. University Students' demand for home sports resources.

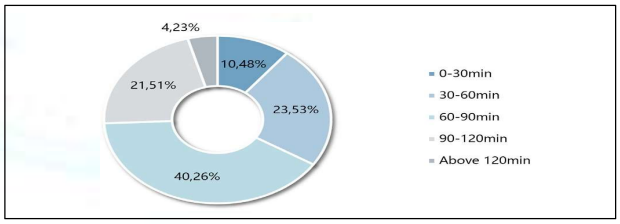

Figure 2. University Students' daily accumulated exercise hours at home.

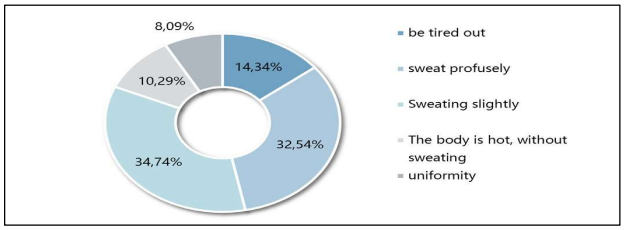

Figure 4. Exercise intensity of University students at home.

However, when designing online programming education curriculum, the traditional curriculum classification method is still retained, that is, it is divided through different sports items. Therefore, there will be a mismatch between students' needs and the current situation. Through investigation and research, this paper puts forward the optimization method of "segmented" programming education teaching, and turns the division standard of programming education curriculum from traditional subjects to the actual situation of University students. For example, the traditional sports classes are divided into track and field class, table tennis class and volleyball class. Therefore, this paper suggests that the class classification of programming education courses should be changed into three major categories: large area, medium area and small area. Each major category also includes multiple branches such as aerobic exercise, skill teaching and muscle strengthening and shaping. Students can choose more suitable classes according to their own site conditions and sports needs. Programming education teachers can also choose their own classes according to the site conditions of students in the selected classes, Provide more targeted exercise plans and methods. Therefore, when teaching this part of students, it is necessary to purposefully choose projects with less requirements for venues and equipment, so that they can also have better sports effect during closed isolation.

CONCLUSION

From the research of this paper, it can be seen that during end of education season home, University students' online programming education courses and home sports have become an important branch of teaching work. For the current overall home sports situation, there is a slight disconnection between resources and needs. University students can not complete some relatively difficult sports activities well due to the limitations of venue area and their own sports ability. Therefore, although the government, society and schools have provided a lot of sports resources, due to the lack of relevant guidance, University students have free resources and can not carry out home sports in a planned way according to their actual situation. This requires effective guidance from programming education tea- chers. For example, in the process of teaching design, more consideration should be given to the basic conditions of University students in different home environments, and a variety of sports plans should be designed purposefully, so that students can choose according to their own actual situation and obtain better sports results.

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