



ADVANTAGES AND LIMITATIONS OF DISTANCE EDUCATION IN RETRAINING PROGRAMS IN PHYSICAL EDUCATION AND SPORTS

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Abstract:

This article analyzes the advantages and limitations of implementing distance (online) education in retraining programs for specialists in the field of physical education and sports. Within the scope of the study, the 3+1 model introduced into practice in Uzbekistan (three weeks of online learning and one week of practical training), as well as international experience, is examined, highlighting both the effective aspects and challenges of distance education. The findings show that distance learning provides specialists with opportunities to study independently of time and place, expands accessibility, and creates a range of conveniences. At the same time, in the field of physical education, online instruction has certain limitations in developing practical skills, such as dependence on technical infrastructure, unequal access for learners, and insufficient direct interaction and socialization between instructor and trainees. In conclusion, it is emphasized that implementing a hybrid model that integrates distance and traditional (face-to-face) education—particularly the 3+1 blended format—is an effective solution for retraining specialists in physical education and sports.

Keywords: Distance education; physical education; retraining; professional development; advantages; limitations.



Introduction

JISMONIY TARBIYA VA SPORT BO‘YICHA QAYTA TAYYORLASH DASTURLARIDA MASOFAVIY TA‘LIMNING AFZALLIKLARI VA CHEKLOVLARI

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Annotatsiya:

Ushbu maqolada jismoniy tarbiya va sport sohasidagi mutaxassislarni qayta tayyorlash dasturlarida masofaviy (onlayn) ta‘limni joriy etishning afzallik va cheklovlari tahlil qilingan. Tadqiqot doirasida O‘zbekiston misolida amaliyotga joriy etilgan 3+1 modeli (uch hafta masofaviy, bir hafta amaliy ta‘lim) hamda xalqaro tajriba o‘rganilib, masofaviy ta‘limning samarali jihatlari va muammolari yoritiladi. Natijalar masofaviy ta‘lim mutaxassislarning malakasini oshirishda vaqt va makondan mustaqil o‘qish imkonini berishi, qamrov doirasini kengaytirishi kabi qulayliklar yaratayotganini ko‘rsatadi.[2] Shu bilan birga, jismoniy tarbiya yo‘nalishida amaliy ko‘nikmalarni shakllantirishda onlayn ta‘limning cheklovlari mavjud bo‘lib, texnik infrastrukturaga bog‘liqlik, tinglovchilarning teng imkoniyatlarga ega emasligi, o‘qituvchi-talaba o‘rtasidagi bevosita interaksiya va ijtimoiylashuvning yetarli emasligi kabi muammolar kuzatilmoqda.[3] Xulosa o‘rnida, masofaviy va an’anaviy (bevosita) ta‘limni uyg‘unlashtirgan holda amalga oshirish – xususan, 3+1 kabi aralash model – jismoniy tarbiya va sport mutaxassislarni qayta tayyorlashda samarali yechim ekani ta’kidlangan.[1]

Kalit so‘zlar: Masofaviy ta‘lim; jismoniy tarbiya; qayta tayyorlash; malaka oshirish; afzalliklar; cheklovlar.

Аннотация:

В данной статье проанализированы преимущества и ограничения внедрения дистанционного (онлайн) обучения в программы



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переподготовки специалистов в области физического воспитания и спорта. В рамках исследования рассматривается опыт Узбекистана с внедренной моделью 3+1 (три недели дистанционно, одна неделя очно), а также международный опыт, с выявлением эффективных аспектов и проблем дистанционного обучения. Результаты показывают, что дистанционное обучение предоставляет специалистам возможности обучения, независимые от времени и места, расширяет охват и доступ к курсам. В то же время имеются ограничения онлайн-обучения при формировании практических навыков в сфере физического воспитания: зависимость от технической инфраструктуры, неравенство возможностей для участников, недостаточная непосредственная интеракция и социализация между преподавателем и слушателями и другие проблемы. В заключение отмечается, что сочетание дистанционного и традиционного обучения – в частности, смешанная модель 3+1 – является эффективным подходом в переподготовке специалистов физической культуры и спорта.

Ключевые слова: дистанционное обучение; физическая культура; переподготовка; повышение квалификации; преимущества; ограничения.

Introduction

Relevance of the Problem

In the 21st century, the rapid development of digital technologies has led to the widespread adoption of distance education systems. In recent years, especially during the COVID-19 pandemic, distance learning became a necessity, and many educational institutions gained experience in continuing the learning process through online platforms. In the field of physical education and sports, professionals—such as school and college physical education teachers, coaches, and staff of sports organizations—are also required to participate regularly in retraining and professional development programs. Traditionally, these programs required participants to temporarily leave their workplace and study at specialized centers. However, with the integration of modern information and communication technologies into the educational process, it has become



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possible to organize such programs remotely. As a result, distance education has emerged as a new format within the professional development system for specialists in physical education.

In the case of Uzbekistan, special attention has been given in recent years to modernizing the professional development system by expanding the use of distance learning. In particular, the 3+1 model—combining distance and traditional instruction—has been introduced in retraining courses for specialists in physical education and sports. Under this model, 75 percent of the curriculum is delivered online, while 25 percent consists of face-to-face practical sessions. Regulatory documents also specify alternative formats such as 2+2 (50 percent online, 50 percent traditional) or 1+3 (75 percent face-to-face, 25 percent online). The purpose of this approach is to provide learners with the opportunity to acquire theoretical knowledge online conveniently and efficiently without being away from their workplace for long periods, while still maintaining short-term face-to-face sessions to strengthen practical skills.

The introduction of distance education has certainly opened new opportunities in the process of training specialists in the field of physical education. At the same time, alongside its advantages, this system also brings certain limitations and challenges. The following section examines in detail the positive and negative aspects of distance education within these programs and compares the experience of Uzbekistan with international practice.

Advantages of Distance Education:

One of the greatest advantages of the distance (online) education model is its flexibility—specifically, the ability to organize the learning process independent of time and location for the learner. In traditional courses, participants are required to be present at a specific place and time, whereas in distance courses they can access learning materials from anywhere and at a convenient time via the internet. Distance learning platforms introduced in Uzbekistan's sports education system make extensive use of this opportunity—participants can continue their professional duties while studying online lectures and completing assignments in their free time.



Looking at the experience of the United States, it is no coincidence that more than half of higher education institutions incorporate distance online learning programs into their academic process, as this approach significantly increases the number of learners and makes the learning experience more adaptable. Thus, distance education expands the coverage of learners—specialists living in remote areas or those busy with full-time work also gain access to professional development opportunities.

A second important advantage is the expansion of access to educational services. The distance format is especially beneficial for individuals with physical limitations or for those who cannot attend traditional classes due to health conditions. The opportunity to study remotely allows specialists with disabilities or declining health to acquire knowledge from home. Similarly, employees who cannot regularly attend the training center because of business trips, relocation, or other circumstances can also complete courses online. According to the Olamsport sports portal, distance education has become widespread globally for precisely these reasons and has proven particularly effective in professional development systems.

A third advantage is the ability to continue work activities. The majority of participants in retraining courses are school physical education teachers or sports coaches, most of whom do not wish—or are unable—to temporarily leave their workplace. Thanks to distance education, learners can study online without interrupting their employment, mainly during off-work hours. The 3+1 system introduced in Uzbekistan is a vivid example of this: for three weeks, teachers study remotely while continuing their work in their schools, and then they attend one week of practical training sessions. This approach helps specialists update their knowledge and skills with minimal disruption to their primary work and without losing their salary during the training period.

Furthermore, distance learning provides broad opportunities for accessing learning materials. Online platforms compile numerous digital resources such as video lectures, electronic manuals, test banks, and virtual libraries. Learners can rewatch recorded lessons, download materials for independent study, and adjust



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their learning pace according to their needs. This creates a convenient learning environment where each participant can deepen their knowledge as required.

The use of modern pedagogical technologies is an integral part of distance learning and significantly enhances its effectiveness. For example, international studies show that in blended learning environments, various web tools, forums, chats, and virtual collaboration platforms are used successfully to improve communication and interaction between instructors and learners. Thus, the distance learning format not only provides access to theoretical knowledge independent of physical classrooms but also enables additional interactive learning activities.

As a result of the advantages described above, distance education is increasingly occupying an important place in the professional development system for specialists in physical education and sports. International experience also confirms this trend—for example, a study conducted in Turkey showed that physical education teachers identified the ability to study independently of time and place as the greatest benefit of distance lessons. In Uzbekistan as well, learners who study independently for three weeks are able to attend the one-week practical session better prepared, thereby managing their time more efficiently.

Limitations and Challenges of Distance Education

Alongside its advantages, the implementation of distance education also reveals a number of limitations and shortcomings. The most pressing issue in the educational process of physical education and sports is the insufficient level of practical training and physical interactivity. It is well known that physical education classes and coaching sessions place great importance on demonstrations, joint performance of physical exercises, and face-to-face correction of techniques. In a fully online format, the effectiveness of such sessions may decrease—for instance, an instructor may not be able to fully monitor a learner's movements during exercise via videoconference or may face difficulties in providing immediate corrections. This limitation is especially evident in areas such as sports techniques and teaching methodologies for



conducting physical education classes. Therefore, Uzbekistan has introduced the 3+1 blended model, preserving at least a short period of face-to-face practical training instead of adopting a completely distance-based format. This demonstrates that a fully online model may not adequately develop certain skill-based competencies required in physical education, which is a natural structural limitation of the system.

A second significant issue is dependence on technical infrastructure and the problem of equal access. For distance education to function effectively, every participant must have stable internet connectivity, a modern computer or smartphone, and the necessary software. Unfortunately, such technical conditions are not equally available in all regions or to all specialists. In particular, weak internet quality and a lack of devices in remote districts can negatively affect both the quality and accessibility of education. International studies also confirm that during the pandemic, technological shortages and connectivity problems became major barriers to distance teaching in many countries. For example, in a survey conducted in Turkey, physical education teachers reported that the main drawback of online lessons was the unequal access of students to computers and the internet, which creates disparities in learning opportunities. In Uzbekistan as well, technical errors, interruptions in electricity supply, or platform malfunctions sometimes occur during distance courses, causing participants to be disconnected from classes and preventing full mastery of the material.

A third negative aspect is the limited direct interaction between teacher and learner. In distance education, communication is primarily conducted through virtual tools (video lectures, chats, forums, etc.). However, the environment and level of interactivity created during face-to-face instruction cannot be fully replicated in an online setting. Processes such as learners asking questions during the lesson, the instructor adjusting the pace of instruction based on immediate feedback, and group discussions or collaborative exchanges may all be restricted on virtual platforms. As a result, opportunities for socialization and professional networking are reduced.



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Foreign experience indicates that learners in distance education often feel more isolated, lacking a sense of group cohesion. For example, one study identified reduced teacher–student and student–student interaction as one of the major drawbacks of conducting physical education lessons online, which in turn leads to decreased learner motivation. Therefore, in retraining programs, it is recommended to include additional activities beyond lectures, such as online webinars, group discussions, and virtual project-based tasks. These methods stimulate dialogue and cooperation among participants and help mitigate some of the inherent limitations of the distance format.

Another problem is the issue of motivation and discipline in distance learning. While in a traditional classroom, the schedule and environment provide discipline, online learning requires the learner to have strong self-control and time management skills. Some learners may not be able to fully concentrate on lessons due to the many distractions when working from home. The risk of late classes or failure to complete assignments on time also increases.[4] This, in turn, can reduce the effectiveness of distance courses. A new challenge for teachers is also adapting teaching methodologies: to teach in an online format, they must have special technical and methodological training. Experience around the world shows that for the successful implementation of distance or blended learning, it is important for teachers to retrain themselves, undergo training in platform management, and use online interactive methods. If the teacher does not have sufficient qualifications, even the best platform and materials may not produce the expected results.

Comparison of international experience and the example of Uzbekistan:

Although distance and blended learning are widespread worldwide, each country has its own specifics of its implementation. International experience shows that in many countries the trend of using elements of distance learning in the training and professional development of teaching staff, in particular physical education teachers, has increased. For example, in the USA and Europe, some universities also offer online master's programs in physical education and sports coaching - these programs are fully distance learning and include conditions such as internships in local sports organizations for practical work.



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Such courses are designed in accordance with international standards and allow the student to receive higher education from anywhere in the world. However, in general, even abroad, physical education and sports education try not to be limited to the online form - many programs are based on the principle of blended learning, with theoretical modules organized online, and practical seminars and laboratory exercises organized offline in the form of short sessions. For example, in the UK, some advanced training courses are held mainly through webinars and distance learning materials, and short-term practical training (workshop) is held at the end of the course. In Russia and neighboring countries, online platforms were also widely introduced during the pandemic in the process of retraining pedagogical personnel; later, there is a desire to turn the blended method into a permanent system.

Uzbekistan's experience in introducing distance learning in the field of physical education and sports can be recognized as one of the best examples in the region. In 2022 and 2025, government resolutions established clear procedures and standards in this area. In particular, as noted above, the 3+1 model was officially recommended, and a special online platform was launched at the Institute for Retraining and Advanced Training of Specialists in Physical Education and Sports (starting in 2020) to effectively implement distance learning. On this platform, students can watch video lectures on modules, independently study theoretical materials, and take online tests at the end of each section. At the same time, at the end of the course, all students come to the Institute, participate in practical training for a week, and pass a final certification.

From the point of view of international comparison, the Uzbek model is largely consistent with the principles of blended learning in other countries. The difference is that in developed countries, due to the perfection of the infrastructure, some courses can be taught up to 80-100% online, while in our country such a fully online format has not yet been implemented - all programs still require a certain part to be taught in the traditional way. [4] This, as noted above, is due to the specificity of the physical education direction (the importance of practical skills). On the other hand, the technical and methodological problems encountered in the process of transition to distance



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learning are similar in many countries. For example, an analysis conducted in Ukraine noted that the main problems when using blended learning to improve the skills of teachers in the post-pandemic period were the need for technological support, technical assistance, and the development of digital skills of teachers. The same problems are relevant for Uzbekistan - in order to successfully continue distance courses, it is necessary to expand Internet coverage, improve platforms, and continuously train mentors and teachers in ICT.

International experience has also widely promoted the standardization of educational materials and the use of open resources to improve the quality of distance education.[5] For example, in the United States, online platforms such as SPARK offer free professional development courses and materials for physical education teachers. In Europe, virtual seminars and online training courses are organized in cooperation with various countries within the framework of Erasmus+, and teachers are exchanging their experiences internationally. Such practices are just beginning to be implemented in Uzbekistan, but in the future, there are opportunities to create open distance courses for sports education specialists and integrate them with foreign platforms.

Conclusion

In conclusion, the use of distance education in retraining programs for physical education and sports specialists is an innovative solution that meets the needs of the times, making the process of professional development much more convenient and comprehensive. The main advantages of distance learning are that it allows students to study at a convenient time without leaving their workplace, it can involve specialists from remote areas and those who are unable to study due to various obstacles in the educational process, as well as providing them with rich educational materials through electronic resources. At the same time, some limitations are also evident in the implementation and use of this system: the difficulty of fully teaching physical exercises and practical skills online, reduced interactivity between the teacher and the student, dependence on technical means, and limited Internet/computer capabilities of some students.



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The experience of Uzbekistan shows that these problems are being balanced by a mixed model such as 3+1 - that is, theoretical knowledge is imparted remotely, and practical skills are strengthened in short-term face-to-face training.

In order to get the most out of distance learning in the future, several recommendations can be made. First, it is necessary to develop technical infrastructure - ensuring the availability of stable internet and modern computer equipment in all regions should be taken into account at the state policy level.[5] Second, it is important to improve the digital competencies of teachers - regular seminars and trainings should be held on the use of distance learning platforms and mastering online pedagogical methods. Third, it is recommended to enrich the educational materials of distance courses, including the introduction of innovative solutions such as interactive video lessons, virtual reality elements, and remote laboratories. Fourth, it is necessary to establish a system of motivating and monitoring students - to maintain discipline in distance learning, control mechanisms (for example, midterm tests, monitoring of participation activity) and measures to encourage those who have shown good results can be used.

In conclusion, it can be said that distance learning creates broad opportunities in programs for improving the skills of personnel in the field of physical education and sports. If used in conjunction with the right approach and mixed methods, it can become an effective form of education that meets modern needs, eliminating the shortcomings of traditional education. In the case of Uzbekistan, this process has begun and the initial results are being evaluated positively; by further improving the system, taking into account international experience, it is expected that distance learning will serve as an important foundation for the continuous professional development of physical education and sports specialists in our country in the future.



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