

Chapter 9

Adaptation of Young People in Conditions of Self-Isolation in COVID-19 in the Perspectives of Educational Technologies and Sport Spirituality

Tamara Stanislavovna Olenich

 <https://orcid.org/0000-0002-1212-9181>

Don State Technical University, Russia

Igor Leonidovich Biryukov

Armavir State Pedagogical University, Russia

ABSTRACT

The chapter examines the problems of Russian youth adaptation in the conditions of self-isolation under COVID-19: educational technologies, psychological and physical health, the experience of the traditional confession. The authors surveyed Don State Technical University to prove that the student youth have a number of problems caused by self-isolation as well as to specify what methods can be applied to overcome COVID-caused challenges. Sports spirituality can provide a solid foundation for all health factors and purposefully contribute to the adaptation to post-COVID social reality. The practical case of the health group in Armavir shows how sports spirituality worked out within the Orthodox Church can be put into practice. Practices of sports spirituality were implemented by the health group in Armavir. They include walking technique and forms of physical activity as health-improving functions, strengthening the body capabilities, breathing exercises, support and interpersonal communication in a thematic conversation in WhatsApp.

DOI: 10.4018/978-1-7998-7164-4.ch009

INTRODUCTION

The epidemiological situation associated with exposure to the COVID- virus 19 appears to be a global challenge to all of humanity. According to the site of the Center for Systems Science and Engineering (CSSE), Johns Hopkins University (JHU), today the world officially recorded 5816706 cases of coronavirus Covid-19 in 188 countries¹⁷. Total deaths from coronavirus are 360,437 people (COVID-19 Dashboard by the Center for Systems Science and Engineering, 2020). Confirmed cases of the patients that have recovered after the coronavirus COVID-19 in the world - 2,420,538 (COVID-19 Coronavirus Pandemic, 2020). On the state level, they introduced a lot of specific measures to prevent the threat of the virus spreading in the world.

The spread of coronavirus infection by the nature of the threat and the psychological consequences that it causes can be defined as a psycho-traumatic situation characterized by several distinctive features. One of these features seems to be its multifactoriality (Bykhovets, K., Kogan-Lerner, L., 2020). In the authors' opinion, the sources of stressful experiences are: firstly, the very fact of the existence of a potential danger of infection with coronavirus; secondly, media coverage of these events; third, the economic consequences of the epidemic affecting the entire population (reduction of wages, job loss, etc.); fourthly, changes in the habitual way of life (staying for a long time in a confined space, reducing social activity, switching to home study/work, etc.) in connection with health-preserving measures.

The closures of schools, colleges and universities, compounded by the health and economic crises associated with these crises, pose serious problems for students and their teachers. For the Russian public education system, as for many other education systems of the world, it was a big challenge to cope with this situation. When the lockdown started because of its sudden and extremely quick beginning there were not enough resources to support effective teaching and learning and to provide social and pedagogical support which student youth usually receive in educational institutions offline (Society and Pandemic: Experience and Lessons from COVID-19 Fighting in Russia., 2020). This, COVID-19 forces higher education institutions to fast adapt to new ways of teaching and delivering educational services.

While the exact consequences of COVID-2019 cannot be predicted, the authors of the chapter can make an assumption with high confidence that student performance deteriorates during a pandemic along with their progress in other developmental skills.

It is also worth noting that the different ways in which the crisis has widened existing socioeconomic imbalances, and these imbalances affect learning and educational outcomes, educational inequalities in a negative way (Society and Pandemic: Experience and Lessons from COVID-19 Fighting in Russia., 2020). As a consequence, many of the students who struggle to learn and excel effectively at university under normal circumstances now find that it is difficult, and in some cases even impossible, to receive effective instruction and find it difficult to master the material that is given to them. on distance learning (Titov, 2020).

Under the abovementioned conditions, it is necessary to conduct a holistic study of the problems of youth adaptation in the conditions of self-isolation under COVID 19 and to identify technologies that helped Russian student youth to adapt to the consequences caused by COVID-19.

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/adaptation-of-young-people-in-conditions-of-self-isolation-in-covid-19-in-the-perspectives-of-educational-technologies-and-sport-spirituality/278930

Related Content

Anonymous Workblogging and Organizational Coping Strategies

Abigail Schoneboom (2010). *Trust and Technology in a Ubiquitous Modern Environment: Theoretical and Methodological Perspectives* (pp. 210-227).

www.irma-international.org/chapter/anonymous-workblogging-organizational-coping-strategies/42909

Cloud Computing in Case-Based Pedagogy: An Information Systems Success Perspective

Charlie C. Chen (2011). *International Journal of Dependable and Trustworthy Information Systems* (pp. 1-16).

www.irma-international.org/article/cloud-computing-case-based-pedagogy/78289

Mobile Trusted Computing Based on MTM

Jan-Erik Ekberg (2010). *International Journal of Dependable and Trustworthy Information Systems* (pp. 25-42).

www.irma-international.org/article/mobile-trusted-computing-based-mtm/51603

Establishing Software Integrity Trust: A Survey and Lightweight Authentication System for Windows

Yongzheng Wu, Roland H.C. Yap, Rajiv Ramnathan and Felix Halim (2010). *Trust Modeling and Management in Digital Environments: From Social Concept to System Development* (pp. 78-100).

www.irma-international.org/chapter/establishing-software-integrity-trust/40777

Using Argumentation to Develop Critical Thinking About Social Issues in the Classroom: A Dialogic Model of Critical Thinking Education

N. Leigh Boyd (2021). *Research Anthology on Fake News, Political Warfare, and Combatting the Spread of Misinformation* (pp. 508-522).

www.irma-international.org/chapter/using-argumentation-to-develop-critical-thinking-about-social-issues-in-the-classroom/269113