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ENHANCING PHYSICAL TRAINING OF FUTURE POLICE OFFICERS UNDER PANDEMIC CHALLENGES

Abstract

This article examines the transformation of physical training for police cadets in higher education institutions of the Ministry of Internal Affairs of Ukraine under pandemic-related restrictions. The study identifies the need to modernize the educational process through the integration of digital technologies and the development of self-directed training skills. A review of recent scientific publications demonstrates a lack of research on the effective implementation of online formats in practical physical training. The results highlight the importance of maintaining motor activity, strengthening health, and developing psychological resilience among future law enforcement officers, whose professional responsibilities require high physical readiness. The article proposes organizational and methodological approaches aimed at ensuring the continuity and quality of physical training during periods of limited face-to-face interaction.

Keywords: physical training, police cadets, distance learning, pandemic restrictions, digital technologies, professional readiness, resilience, self-directed exercise

Formulation of the Problem

The beginning of 2020 marked a turning point for global civilization as the COVID-19 pandemic created unprecedented challenges for governments and educational systems worldwide. To mitigate the threat, most countries, including

Ukraine, introduced extensive quarantine restrictions that forced the higher education sector to rapidly adapt to new realities.

The limitations on in-person learning became a powerful stimulus for the modernization of educational approaches. Higher education institutions in Ukraine began to actively use videoconferencing, online testing, and digital communication platforms to maintain the learning process. However, physical education — a discipline that relies on direct interaction — faced unique difficulties that required innovative solutions.

The low physical activity of the younger population, combined with increased anxiety, psychological instability, and a decline in overall health indicators during quarantine, emphasized the need for effective models of remote physical education. These circumstances stimulated educators and researchers to search for alternative strategies to preserve students' health, motor skills, and emotional balance under pandemic conditions.

Analysis of Publications

Scholars such as V. Kukharenko, V. Bondarenko, Giorgio Marinoni, and Hans de Wit have highlighted the transformative impact of the pandemic on educational systems and the urgent need for new pedagogical models. Despite the abundance of works on distance learning, the problem of conducting practical physical education through online tools remains insufficiently explored.

Studies by V. Boguslavsky, M. Pozhydaiev, D. Anisimov, K. Vozniuk, and others examined physical education as a factor influencing personal development and professional fitness. Yet, the formation of digital learning environments that support physical activity among cadets, particularly in institutions of the Ministry of Internal Affairs (MIA) of Ukraine, has not been adequately studied.

Researchers M. Kozhokar, Y. Moseychuk, and O. Tsybanyuk identified the principles of introducing digital technologies in education but did not focus on

their integration into the physical training of police cadets. This scientific gap underlines the relevance of the present study.

Purpose of the Article

The purpose of this research is to analyze and define effective methods for organizing physical training among police cadets within the system of the Ministry of Internal Affairs of Ukraine during pandemic restrictions, with a focus on information technologies, self-directed learning, and the development of physical and mental resilience.

Main Material

The 21st century is characterized by rapid digitalization and the evolution of a knowledge-based society, where human potential and education quality determine national progress. According to M. Denysenko and S. Breus, the integration and globalization of social, economic, and cultural processes demand a strategic renewal of educational systems and innovative teaching approaches.

The pandemic accelerated this process by highlighting the necessity of combining digital competence with physical activity. Remote learning in physical education required both instructors and cadets to adapt quickly: instructors had to master video communication platforms (Zoom, Google Meet, Skype) and design home-based fitness programs, while cadets were expected to maintain regular self-training.

Although traditional sports such as basketball, volleyball, and martial arts were temporarily suspended, online fitness classes and home-based workouts became an effective alternative. Social networks (YouTube, Instagram, Facebook) provided an interactive environment for maintaining physical activity, while teachers focused on proper technique, music synchronization, and motivation. However, the absence of direct supervision limited the ability to correct students' mistakes and control workload intensity.

The concept of “fitness” has thus evolved into a key element of distance physical education, emphasizing health maintenance and preventive fitness training. It encourages the development of strength, endurance, and flexibility through accessible formats that promote well-being and stress resistance.

Theoretical analysis shows that modern physical education requires the integration of innovative fitness technologies aimed at improving physical condition, strengthening immunity, and supporting emotional stability. Regular physical activity contributes to improved quality of life, reduced disease risk, and better academic performance, which is especially crucial during periods of social isolation.

Specifics of Police Cadet Training

In the educational institutions of the Ministry of Internal Affairs of Ukraine, physical training serves not only as a health-preserving factor but also as an essential component of professional preparation. Police officers must be capable of performing under stress, maintaining endurance, and applying combat and self-defense techniques effectively.

The pandemic necessitated the transition of “special physical training,” “tactical and special preparation,” and related disciplines to hybrid or remote formats. To preserve quality, instructors developed digital manuals, video materials, and individual training plans for cadets. This ensured that essential competencies—strength, coordination, situational awareness—were maintained despite physical distancing.

Moreover, police cadets, who participated in quarantine patrols and public safety measures alongside active officers, demonstrated the direct connection between physical readiness and professional resilience. Maintaining physical fitness during such missions became critical for ensuring operational efficiency and immunity protection.

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