

## Advantages and Disadvantages of Online chess Training Using Skype Software During COVID-19 from the Perspective of Coaches

Vol. 4, No.1. Winter.2023, 46-57

Fahimeh Momenifar  
Amin Raji  
Morteza Rezaii Soufi

Assistant Professor of Sport Management, Payame Noor University, Tehran, Iran  
Assistant Professor of Sport Management, Payame Noor University, Tehran, Iran  
Associate Professor of Sport Management, Payame Noor University, Tehran, Iran

**\*Correspondence:**

Assistant Professor of Sport Management, Payame Noor University, Tehran, Iran

Email:

f.momenifar91@yahoo.com

Orcid: [0000-0002-5074-5655](https://orcid.org/0000-0002-5074-5655)

### Abstract

**Purpose:** The aim of this study was to Advantages and disadvantages of online chess training using Skype software during COVID-19 from the perspective of coaches.

**Methods:** The method of the present research is qualitative. To collect data, a researcher-made questionnaire was used to assess the advantages and disadvantages of virtual chess training during COVID-19 from the perspective of coaches in Tehran. The statistical population studied in this study was 200 chess coaches. The statistical sample of the present study was 20 people (purposefully). In the qualitative part of the study, the content analysis method has been used. In this way, each of the coaches expressed their views in this regard. After that, all their statements were prepared in summary form.

**Results:** The results of the study showed that in analyzing the Comments and views of educators regarding the advantages of virtual education, there is a complete overlap between the comments of coaches in Tehran. Also, social isolation influences strongly education, and classical training has its advantages many people need it as an organized and supportive method of teaching.

**Conclusion:** Online education during the Covid-19 era has shown that the benefits gained during this period can be applied in the future as well. For this purpose, it is suggested to use the online education method and online virtual learning was worth the effort and hard work as it is an almost revolutionary development in modern learning.

**Keywords:** COVID-19, Skype software, chess, advantages, disadvantages

## Introduction

Coronavirus disease 2019 (COVID-19) is defined as an illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China (COVID, Reiner, Barber, & Collins, 2020). It was initially reported to the WHO on December 31, 2019. On January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency (Andreadakis et al., 2020). On March 11, 2020, the WHO declared COVID-19 a global pandemic, its first such designation since declaring H1N1 influenza a pandemic in 2009 (Bowleg, 2020).

The COVID-19 pandemic hurt climbing sports activities and life satisfaction in this study sample. To preserve physical and mental health, indoor and outdoor sports activities should be continued as much as possible with reasonable hygiene concepts in place (Jungwirth & Haluza, 2023). Also, the COVID-19 pandemic is globally affecting physical activity behaviors, forcing many people around the world to self-isolate for a prolonged time (Hammami, Harrabi, Mohr, & Krustup, 2020). Athletes have also suffered the enormous consequences of this pandemic. For instance, the Tokyo 2020 Olympic Games were postponed until 2021 (Committee, 2020), and the International Chess Federation (2020) (FIDE) canceled the World Candidates Tournament 2020. Chess is considered a sport with high psychophysiological demands where players are exposed to higher levels of stress and cognitive load (Fuentes-García, Pereira, Castro, Santos, & Villafaina, 2019; Fuentes-García, Villafaina, Collado-Mateo, Cano-Plasencia, & Gusi, 2020; Villafaina, Collado-Mateo, Cano-Plasencia, Gusi, & Fuentes, 2019). Previous neuropsychological studies have shown the benefits of chess practice in executive functions, facilitating the adaptation

to complex or not routine situations (Grau-Pérez & Moreira, 2017; Ramos, Arán Filippetti, & Krumm, 2018). Therefore, chess players showed an excellent ability for planning, self-controlling, coping, or problem-solving (Aciego, 2012; Cuellar Pérez & Díaz Leño, 2009). The COVID-19 pandemic changed the lives of all people globally with most active ties being forced to move online, including teaching chess. Online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, and audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires many resources and careful planning. Even the World Health Organization says in a statement that distance education such as radio, podcasts, Skype, television, and online education are the best ways to continue education (Bender, 2020). One of the most oft-used terms after the pandemic is the term “new normal.” The new normal in education for people and sports federations with the help of coaches for athletes is the increased use of online learning tools (Mirholikova, 2020). The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating people (Yustina, Halim, & Mahadi, 2020). The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for people and schools all over the world. For many educational institutes and sports federations, this is an entirely new way of education that they have had to adapt. Online learning is now applicable not just for learning academics but also extends to learning, and extracurricular activities for sports federations as well. In recent months, the demand for online learning has risen significantly, and it will continue to do so in the

future.

The new reality of the pandemic advocates new rules for sports at all levels, from amateur to elite, affecting many stakeholder groups. Consequently, the pandemic transformed how sports are performed and consumed, provoking demand for new technologies and/or developing existing ones: immersive technologies, online communication technologies in all forms (to be able to provide the same value as face-to-face communication), distant coaching, and training in the home environment (Glebova, Zare, Desbordes, & Géczi, 2022).

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficient delivering education, ensuring an uninterrupted learning journey for people and athletes. Due to the critical situation created since the outbreak of the coronavirus on the country's education system and consequently the Chess Federation and coaches were forced to use cyberspace training and competitions; Therefore, the purpose of this study was to investigate the advantages and disadvantages of online chess training using Skype software during the COVID-19 from the perspective of coaches.

### **Materials and methods**

The method of the present research is qualitative. To collect data, a researcher-made questionnaire was used to assess the advantages and disadvantages of virtual chess training during COVID-19 from the perspective of

coaches in Tehran. This questionnaire has two parts: the first part includes the personal information of the trainers and the second part includes open-ended questions to examine their views; this section had 20 questions. Therefore, to analyze the information obtained, the content analysis method has been used. Using this method, the characteristics of the interview text were accurately and objectively identified, and then inferences were made about the issue. The method of content analysis in this study consists of the following steps: collecting and adjusting a person's opinion on the subject, identifying the main topics, reviewing theories, extracting and recording information from the research answers, analyzing the extracted information, concluding, and the conclusion. Then, according to them, the advantages and disadvantages of e-learning during the COVID-19 virus were examined. Also, in this method, the frequency of each of the questions asked of the trainers was considered to determine its importance. The statistical population studied in this study was 200 chess coaches in Tehran who practiced virtually during the COVID-19 virus. The statistical sample of the present study was 20 people (purposefully). To evaluate the validity of the research questionnaire, the method of assessing the opinions of experts on research types has been used. Accordingly, using the Delphi-controlled method, the questionnaire prepared under the supervision of 5 professors was used as the final questionnaire, and finally, the advantages and disadvantages of e-learning from the perspective of chess coaches were divided (Figure 1).



**Figure 1: Education chess using Skype software**

**Results**

The study found that 200 chess coaches during the COVID-19 virus used cyberspace for training. Of these, 110 were male coaches and 90 were female coaches. Of these, 110 were bachelors, 85 were MSc and 5 were doctoral people. The highest frequency was related to the bachelor's degree.

In the qualitative part of the study, the content analysis method has been used. In this way,

first, the opinions and views of educators about virtual education were held. Each of the coaches expressed their views in this regard. After that, all their statements were prepared in summary form. The results of this part of the study showed that in analyzing the Comments and views of educators towards the advantages of virtual education according to the findings of Tables 1 and 2, there is a complete overlap between the comments of coaches in Tehran.

**Table 1: Advantages of Virtual Chess Tutorial**

Advantages	
<b>Extendibility, Accessibility, and Suitability</b>	Users can proceed through a training program at their own pace and in their place. They can also access the training at any time, receiving only as much as they need. In other words, "just in time and just enough."
<b>Quicker (and cheaper) turnaround</b>	Quicker (and cheaper) turnaround of the finished product.
<b>Collaborative and exploratory</b>	Collaborative and exploratory learning environments
<b>Easy and affordable training delivery</b>	Chances are (and you'll want to access this before embarking on WBT) your audience has access to a browser. Validate what browser(s) your audience has and what version(s) and you can capitalize on the delivery vehicle.
<b>Cross Platform</b>	WBT can be accessed by web browsing software on any platform: Windows, MAC, Unix, etc. You can deliver your training course to any machine over the Internet or company intranet without having to develop a different course for each unique platform.
<b>Inexpensive worldwide distribution</b>	No separate or distinct distribution mechanism is needed (i.e., distributing CD-ROMs for CBT training). WBT can be accessed from any computer anywhere in the world while at the same time keeping delivery costs down.
<b>Reduced technical support</b>	Web-based training courses decrease some of the more "potent and deadly" technical support issues that often enshroud technology-based training.
<b>Ease of content update</b>	The changes you make to any of your content are immediately available to your learning audience across the world
<b>Travel cost and time savings</b>	Learning is delivered directly to the learner instead of the other way around.
<b>Web browsers and Internet connections are widely available</b>	Most computer users have access to a browser, such as IE4 or Netscape, and connect to a company's intranet, and/or have access to the Internet.
<b>WBT-based development is easier to learn</b>	WBT-based development is easier to learn and pick up than CBT-based development. You should be able to draw from a larger pool of WBT developers than is available for creating traditional CBT.

<b>Vast, untapped market for training</b>	The untapped WBT market is still large. If you're looking for commercial markets, the Internet also offers a huge audience hungry for material via the Net.
<b>Access is controllable</b>	You can direct and monitor who receives web training when, how many times, and in what sequence
<b>Billing options</b>	You can bill—and collect on that bill—through Net distribution, billing by user ID, number of accesses, date/time of access, or any other means by which you want to assess usage
<b>Direct access to many other training resources</b>	The Internet gives access to the largest library in the world. Capitalize on the offerings that have already been created, and use them to enhance the learning you are distributing
<b>Online courses are convenient.</b>	The biggest advantage of an online course is that your classroom and instructor (theoretically) are available 24 hours a day, seven days a week. Your only excuse for missing class is not getting online! Otherwise, everything is available to you. You can get announcements, access notes, review assignments, take practice quizzes, discuss questions, chat with fellow Athletes, and study any time you want. Other than certain due dates, you make your schedule for completing the requirements of the course.
<b>Online courses offer flexibility.</b>	You can get training whenever you want. You can play with anyone you want. Online courses give you the flexibility to spend time with work, family, friends, significant others, or, any other activity you like. You still have to complete the work (and this flexibility can be your downfall; see disadvantages) but for many people, with continually changing work schedules or people who make frequent business trips, parents with small children, people caring for others or whose health prevents them from making it to campus regularly, people whose friends or boyfriend/girlfriend drop in unexpectedly, or for those days when the surf and/or snow is wicked, this method of course delivery can't be beaten.
<b>Online courses bring education right to your home.</b>	Online people often find that their family, friends, and/or boy-girl friends get involved in the course. Oftentimes, people will study with that special someone present. Children may take an interest in the online environment. Parents may look over the shoulder of online people while they are surfing the web. In short, everyone in the household gets involved in learning. Having the support of your family and friends makes you more likely to succeed.
<b>Online courses offer more individual attention.</b>	Because you have a direct pipeline to the instructor via email, you can get your questions answered directly. Many people aren't comfortable asking questions in class for fear of feeling stupid. The Internet (hopefully) eliminates that fear (as long as you feel comfortable with the instructor). Many times, you think of a question after class or while you are studying. Rather than trying to remember to ask it or forgetting it, you can send an e-mail to the instructor. Your opportunity to learn is enhanced.
<b>Online courses help you meet interesting people.</b>	Many of us don't take the time to get to know our fellow people, especially in large classes. We might be too busy or we're just plain shy. An online course provides an opportunity to get to know other people via bulletin boards, chat rooms, and mailing lists. I've had people form study groups online, meeting at a local library or coffee shop. Even if you just converse online.
<b>Online courses give you real-world skills</b>	When you complete this course, you will be able to include e-mail and web browsing as technical skills on your resume. That gives you a definite advantage over someone who doesn't have these skills. Learning how to get information via the Internet opens up a world of possibilities for your personal and professional life. You can find jobs online, make travel plans online, get dealer costs for cars online, compare shops online, access great works of art and literature online, meet people from around the world online, follow sports and movies online, and so on. The possibilities are practically endless.
<b>Online courses promote life-long learning.</b>	Most of the time, most of what we learn in a course is forgotten within a week or two of the ends of classes. Having that spark of interest and knowing how to find information online ensures that what your learning is always available to you. If you become interested in a certain topic, perhaps because of something you see, read, or hear about, or perhaps because one of your children or friends has a question, you can get online and look it up. You will have developed the skills to find information, digest it, synthesize it, and formulate an answer to any question that comes your way.
<b>Online courses have financial benefits.</b>	Although you may think that buying a computer and paying for Internet access is pretty expensive, consider what it would cost you in gas and parking each month if you were driving to campus. Consider the costs of eating out versus eating at home. Consider the costs for child care, pet care, or any other kind of care that you need to provide while you are away from home. Consider the costs of missing work to make classes or not being eligible for a promotion. These are very tangible benefits of having access to education at home.



<p><b>Online courses teach you to be self-disciplined.</b></p>	<p>Perhaps the greatest foe of online courses is procrastination. Most of us, instructors included, put off the things we need to do until the very last moment. When it comes to education, the last moment is at the worst possible moment to learn. Sometimes that lesson is learned the hard way in the form of poor performance on an exam or assignment. But ultimately, you succeed because you realize the importance of doing things on time or even ahead of time. That self-realization propels your success in an online course. No one is there looking over your shoulder to tell you to go online and study. No one is there to make you ask questions or post responses. The motivation to study in an online course comes from you. It's something we call people-centered or active learning. Online people take responsibility for their training of studies and mature into an individual for whom learning and accomplishment are highly valued. In short, your success depends on you!</p>
<p><b>Online courses connect you to the global village.</b></p>	<p>No technological invention in the history of man has connected the people of the world like the Internet. While there is still a huge disparity between those who have access to the Internet and those who don't, the mere fact that any of us can communicate across the globe speaks to the importance of this medium. Many times, the websites you visit in a course will o be based in another country. What better place to find out about the works of Michelangelo than to go to Italy (virtually, of course)? What better way to learn about the Amazon rain forest or the history of China or the customs of islanders in the South Pacific than to visit those places online? And if you participate in global learning days or other online events, you may even meet and make friends with someone in another country. It is a small world, after all.</p>

**Table 2: Disadvantages of Virtual Chess Tutorial**

Advantages	
<p><b>Limited formatting of content in current browsers</b></p>	<p>The WBT you create will not resemble the CBT you might be familiar with because of Net bandwidth constraints. So, if your content relies on a lot of media “bells and whistles,” or particular formatting, the Net might not be the best delivery medium.</p>
<p><b>Bandwidth/browser limitations may restrict instructional methodologies</b></p>	<p>Again, you are constrained by technology. If your content relies on a lot of videos, audio, or intense graphics, and your audience isn't on a T1 line, Net delivery will only frustrate your learners.</p>
<p><b>Limited bandwidth means slower performance</b></p>	<p>Limited bandwidth means slower performance for sound, video, and large graphics. Know the bandwidth available to your audience—and what's reasonable “wait” time for them—before you commit to the Net. On average, most mobile end-users are still running on a 28.8 kbps connection</p>
<p><b>Someone must provide web server access, control usage, and bill users (if applicable)</b></p>	<p>The Net doesn't magically solve all of your resource issues. Plan on having someone oversee some of these issues.</p>
<p><b>The time required for downloading applications</b></p>	<p>Again, be very, very aware of download times—and we still recommend looking at delivery options considering a 28.8 kbps modem if you are delivering training to an external audience or over the Internet. Your training might be great, but if your audience isn't patient enough to wait for it to download, it doesn't matter</p>
<p><b>People assessment and feedback is limited</b></p>	<p>The Internet provides a wonderful means to get all kinds of information back and forth with to your audience, but it also makes it harder to assess some types of people's feedback and information.</p>
<p><b>Many, if not most, of today's web-based training programs, are too static, with little if any interactivity</b></p>	<p>This is probably due to the bandwidth limitation, but if we Deliver poor, page-turning training, we can't expect stellar results from our learners.</p>
<p><b>Cannot design and develop robust multimedia courses</b></p>	<p>The bandwidth limitations of the Net constrain what can be delivered effectively</p>
<p><b>Are computers replacing human contact?</b></p>	<p>The Net is not right for all training.</p>
<p><b>Newness</b></p>	<p>It may take longer to design and develop WBT courses, the first time around. Because of its recent emergence in the training arena, new technologies always require time, experience, and money to take full advantage of their capabilities. The great thing, however, is you'll learn new skills and knowledge with each new course.</p>
<p><b>Web-based training has high-fixed costs</b></p>	<p>Some people assume that since you don't need a CD-ROM drive, you have no additional costs. Not so. It's important that you consider doing a pilot before proceeding further into the WBT game. Validate what works well, when, and at what it cost.</p>
<p><b>Online courses require more time than</b></p>	<p>Believe it or not, you will spend more time studying and completing assignments</p>

<b>on-campus classes.</b>	in the online environment than you will in an on-campus course. How can that be? The online environment is text-based. To communicate with your instructor and other people, you must type messages, post responses and otherwise communicate using your fingers (i.e., through typing). As you can probably guess, typing is slower than speaking. (Try reading each word as you type it and compare the difference if you had spoken the same thing.) In the same sense, reading your lecture materials can take more time than listening to an instructor deliver them, although spoken lectures have a distinct disadvantage. If you are sitting in a classroom, you'll likely miss a good percentage of what the instructor says, no matter how focused you are. It's human nature to zone out for brief periods. When you are reading, you will tend to go back over the notes if you miss something, and that takes more time. The point is that you will likely learn more in an online environment, but you will have to make a greater effort to accomplish that learning.
<b>Online courses make it easier to procrastinate</b>	Just as there is a dark side of that controversial property known as the Force, there is a dark side to Internet-based courses. The dark side starts with procrastination. Procrastination is a person what Darth Maul is to Qui Gon. Procrastination will chop you to bits in an online course. There is no one to tell you to get to class on time. There is no one reminding you that assignments are due or that exams are coming. There is no one to preach to you, beg with you, or plead with you to stay on top of your coursework. (Sounds pretty good, huh?) It's easy to put off reading and assignments in the online environment. Before you know it, weeks have gone by, you haven't done any homework, and its exam time. Scary bad. Creepy anxious. Too real.
<b>Online courses require good time-management skills.</b>	An Internet-based course demands that you develop over personal time-management skills. As with most things, if you don't manage your time properly, you will find yourself buried beneath a seemingly insurmountable mountain of coursework. Online courses require the self-discipline to set aside chunks of time to complete your studies. It means you have to make online studying a priority and not let other activities interfere. Sometimes, it means making difficult choices.
<b>Online courses may create a sense of isolation.</b>	In an online course, no one can hear you scream. And that causes discomfort for some online people. Studying alone with only the computer as your companion can be terrifying. There's no whispering in the back of the room, no wise remarks from the peanut gallery, no commanding presence at the front of the classroom pleading for everyone to listen. The online environment is a much different atmosphere that takes some getting used to. Hopefully, your online instructor is sensitive to this problem and can help you overcome those feelings. In any case, you should be aware of them and seek help if they start to impede your studies. A quick e-mail to a classmate, your instructor, or a counselor can help you feel better connected if the sense of community you seek is missing.
<b>Online courses allow you to be more independent.</b>	In my opinion, it's a much better situation for the people.
<b>Online courses require you to be an active learner.</b>	It's a sink-or-swim proposition, and you can't have it both ways. If you desire to become a responsible, self-sufficient, independently-minded citizen of this planet, then now's the time to start. Life is not a dress rehearsal. Get busy with it.
<b>Online courses don't have an instructor hounding you to stay on task.</b>	I also think it's an advantage for the instructor. I don't have to become the all-powerful Oz and threaten you with dire consequences if you don't do your work. I don't have to control you, manipulate you, scold you, or act like a parent or babysitter for you. I can treat you like an adult with the respect that you deserve.
<b>Online courses give you more freedom, perhaps, more than you can handle!</b>	This freedom can be dangerous if you don't learn how to handle it.
<b>Online courses require that you find your path to learning.</b>	I think it is far better to let people find their way. Instructors can be beacons, lighthouses of knowledge, so to speak, but we can't steer the ship. Hopefully, everyone makes it safely to the harbor. Occasionally, someone shipwrecks. But in all cases, everyone learns, and I think that is important.
<b>Online courses require you to be responsible for your learning.</b>	Only you are responsible for your learning. I can't force it on you. I can't make your study. I can share a little knowledge and experience, show you a few tools, and hope you get it. The spark and desire to pursue your dreams must be yours.  So, philosophically, the real disadvantage to an Internet-based course is that you might not own up to it. You might not take responsibility for your goals. You might get way behind and never catch up.

## Discussion

The purpose of this study was to investigate the

advantages and disadvantages of online chess training using Skype software during COVID-19 from the perspective of coaches.

Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies in Educational Centers (ALGAHTANI, 2011; Klein & Ware, 2003). Some studies give the advantage of e-learning as its ability to focus on the needs of individual learners. For example, Foshay (2002) in his book review on e-learning strategies for delivering knowledge in the digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their people or learners much flexibility in the time and place of delivery or receipt of learning information. 2. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. 3. It can provide opportunities for relations between learners through the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates people to interact with others, and others exchange and respect different points of view. eLearning eases communication and also improves the relationships that sustain learning. The results of the present study are consistent with the results of Wagner et al (2008). Wagner et al (2008) notes that e-learning makes available extra prospects for interactivity between athletes and coaches during content delivery. 4. E-learning is cost-effective in the sense that there is no need for the athletes and coaches or learners travel. It is also cost-effective in the sense that it offers opportunities for learning for a maximum number of learners with no need for many buildings. 5. E-learning always takes into consideration the individual

learner differences. Some learners, for instance, prefer to concentrate on certain parts of the course, while others are prepared to review the entire course. 6. The use of e-learning allows self-pacing. For instance, the asynchronous way permits each person to study at his or her own pace and speed whether slow or quick. It, therefore, increases satisfaction and decreases stress (ALGAHTANI, 2011; Codone, 2001; Klein & Ware, 2003). Also, in using e-learning as a platform for online classes, it is necessary to place more emphasis on components such as quick feedback that satisfies students. On the other hand, we should not ignore the components that had less effect on student satisfaction (Kordloo & Nobakht Sareban, 2021).

The advantages are, Online technologies provide great help for coaches in the process of setting up their instruction modules. A wide variety of freely available, sophisticated online tools can now be used by coaches to create study materials of different modalities and purposes, ranging from standard text-based documents (containing hypertext where needed) to various image files, interactive models, and multimedia presentations. In addition, many ready-made materials and study modules can be found in several online databases specifically established to help coaches prepare for various teaching topics. Such materials can usually be used with minor or no adjustments (depending on particular copyright statements) and thus present great time savers. Study materials can be easily distributed to people through several channels: by e- 61 mail, on web publishing sites, in LMS, via video-conferencing services, over social networks, etc. Preparation and distribution of study materials are closely connected to the possibility of post-editing and upgrading already published documents. Often, there is no need to create and upload new versions as many of the online services mentioned offer direct web-based editing, so people have always access to up-to-date materials.



Typically, using online technologies also facilitates advanced archiving of study materials, syllabi, and attendance and grading statistics. Moreover, coaches may quickly set up cloud-based databases of resources, which can be tagged, linked to other materials, and supplemented by additional information, such as reflective notes. The crucial activity of coaches, management of learning and teaching as such, may similarly be supported by a variety of online tools. One of the great advantages of using educational technologies, in general, is the possibility to show examples and document processes that people could not normally observe in real-life settings. This may include quite a wide range of options from e.g., environmental modeling, and chemical experiments, to the linguistic investigation, and encompass all kinds of educational fields. Technologies may also facilitate testing and assessment of people's skills and competencies. Recently, coaches have started to benefit from various forms of learning analytics and people monitoring (esp. When using an LMS). They may observe people's activity in various study modules, display access-success correlations, and are typically offered advanced grading statistics and measurements. Such data can, among other things, serve as a basis for further course or material development, in which learning analytics guide concrete editing processes. Online technologies foster communication among all course participants, both coaches, and people. Various modalities are at hand here: text, image, and video-based communication as well as a blend of virtual and face-to-face interactions. Instant feedback among the whole group may provide a great advantage; similarly, the possibility to return to the discussion at a later stage, review the contributions of others, and follow individual argumentation strategies may further support understanding and retention of a particular subject matter. In addition, communication tools allow for outside participants to join the education process at a specific allotted time. In

this way, people are provided with the chance to interact with field experts, coaches from other institutions, successful practitioners, and others. Such activities may become a useful part of both face-to-face and virtual lesson types. Similarly, conferences, consultations, and meetings can be conducted exclusively online, using a variety of online technologies (internet telephony, webinar tools, screen sharing, etc.). Apart from promoting efficient teaching practices, online facilities may be used by coaches for their professional growth and development. Nowadays, several open online courses are available on the Internet, in which coaches can actively participate, deepening thus their content knowledge and pedagogical skills. Instant consultations and discussions with colleagues from different schools and other institutions may similarly be conducted in a virtual environment. Coaches may also profit from joining various online expert communities, following experts on social networks, and establishing purpose-driven groups which may combine face-to-face meetings and online resources and experience sharing.

About the disadvantages, although widely disseminated in recent years, online technologies cannot be applied to every single learning situation in a similar manner. In some cases, using online tools may even hinder learning as such. These are the cases where face-to-face instruction is essential or where learning is invariably interconnected with a workplace environment. If practical skills form the focus of instruction (working with specialized tools, various industrial processes, etc.), e-learning tools may only be of limited use (e.g., models and simulations). Fields in which the implementation of online learning technologies might be quite challenging further include various types of practical laboratory and medical training as well as learning to play a musical instrument. Various forms of e-learning disadvantages may become aggravated if a particular course is attended by a huge

number of people with an inadequate number of coaches. In such cases, it may be virtually impossible to provide individual support and tutoring to every single person. Also, communication within such a learning group becomes quite problematic, and feedback activities are usually left out of the instruction to a considerably higher degree. Insufficient coach knowledge and skills to use educational technologies present another major obstacle to successful e-learning implementation. ICT capabilities of coaches are, however, a major component in directing effective and well-founded use of online tools in any learning situation. Every too often, unfortunately, coaches struggle with basic technical issues rather than exploit the particular technology to the best possible advantage of their learners. In such cases, coaches' motivation to implement e-learning solutions drops considerably and may lead to a complete refusal of any technology endeavors. Also, coaches often lack appropriate guidance and training, on strictly technical as well as methodological issues, i.e., on how to use particular tools and what benefits they will bring to the classroom. Adding to that, many coaches hold strong a priori negative attitudes towards ICTs in general, and show no interest in some possible applications whatsoever; even in cases, where the use of online tools would greatly enhance the teaching as well as learning experiences. Another contributing factor can be seen in the rather difficult and time-consuming process of preparing a quality (multimodal) study module, which would not only include text and other materials but would also allow for practice and real-life application opportunities. Here, technical and methodological support seems essential; otherwise, the quality of learning may decrease substantially posing questions about the actual benefits of concrete technology implementation. Perhaps the most widely perceived disadvantage of e-learning solutions is the unavoidable reliance on technology infrastructure, foregrounding the episodes of

technical breakdowns and similar occurrences. We place this argument, however, at the very end of the list, believing that most of such problems can be dealt with, in contrast to the other above-mentioned issues, in a rather straightforward fashion.

## Conclusion

The impact of education during the pandemic is different in dependence on the economy of the country under respect. The pandemic forced many countries to invest more in online teaching delivery, but developing countries were registered a virtual washout of educational activities at all levels since March 2020 (Yamin, 2020). Humanity felt in a completely new, unfamiliar situation with the COVID-19 pandemic. During April 2020, for example, more than 1.6 billion people were affected, representing over 91% of all people in the world (DeVaney, Shimshon, Rascoff, & Maggioncalda, 2020). The colleges of higher education closed classical face-to-face education implementing distant, more often synchronous online. The methods of training were transformed into an untested and unprecedented online distant education (Burgess & Sievertsen, 2020). The experts classified the pandemic as a vast, new, worldwide experiment with severe influences on all sectors of life. The shift of education from traditional classroom learning to distance learning might be one of the largest educational experiments to date because of the COVID-19 pandemic and university lockdown. The results from 133 responses to the online questionnaire showed that 55% of the people liked distance learning, 26% would like to study 100% online, and 49% favor studying through a blended learning system (Almuraqab, 2020). The quick transition to the online form of education was successful and gained experience that can be applied in the future. Many other educational Centers obtained the same outcomes (Basilaia & Kvavadze, 2020). The conclusion is that social isolation influences strongly on

education. Classical training has its advantages and many people need it as an organized and supportive method of teaching. The online training during COVID-19 showed that the advantages that were achieved in this period can be applied in the future. To this end, they will be studied, analyzed, and improved to meet modern technology requirements and student needs. Online virtual learning was worth the effort and hard work as it is an almost revolutionary advancement in modern learning.

## References

- 1 . Aciego, R. (2012). The benefits of chess for the intellectual and social-emotional enrichment in schoolchildren. *The Spanish journal of psychology*, 15(2), 551-559.
- 2 . ALGAHTANI, A. (2011). Evaluating the Effectiveness of the E-learning experience in some universities in saudi arabia from male students' perceptions.
- 3 . Almuraqab, N. A. S. (2020). Shall universities in the UAE continue distance learning after the Covid-19 pandemic? Revealing students' perspectives. *International Journal of Advanced Research in Engineering and Technology (IJARET)*, 11(5).
- 4 . Andreadakis, Z., Kumar, A., Román, R. G., Tollefsen, S., Saville, M., & Mayhew, S. (2020). The COVID-19 vaccine development landscape. *Nat Rev Drug Discov*, 19(5), 305-306.
- 5 . Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia Pedagog. In: Res.
- 6 . Bender, L. (2020). Interim Guidance for COVID-19 Prevention and Control in Schools. *Unicef*.
- 7 . Bowleg, L. (2020). We're not all in this together: On COVID-19, intersectionality, and structural inequality. In (Vol. 110, pp. 917-917): American Public Health Association.
- 8 . Burgess, S., & Sievertsen, H. H. (2020). Schools, skills, and learning: The impact of COVID-19 on education. In.
- 9 . Codone, S. (2001). An E-Learning Primer, Raytheon Interactive Pensacola, Florida. In.
- 10 .Committee, I. O. (2020). Tokyo Olympics postponed to 2021 due to the coronavirus pandemic. Available online at:<https://www.theguardian.com/sport/2020/mar/24/tokyo-olympics-to-be-postponed-to-2021-due-to-coronavirus-pandemic>. 14, 2020.
- 11 .COVID, T. I., Reiner, R., Barber, R., & Collins, J. (2020). Modeling COVID-19 scenarios for the United States. *Nature medicine*.
- 12 .Cuellar Pérez, J. A., & Díaz Leño, A. M. (2009). Desempeño en pruebas de funciones ejecutivas que miden el componente de planificación en un grupo de 30 ajedrecistas profesionales, aficionados y no practicantes del este deporte en la ciudad de Bogotá.
- 13 .DeVaney, J., Shimshon, G., Rascoff, M., & Maggioncalda, J. (2020). How can universities adapt to covid-19? In.
- 14 .Fuentes-García, J. P., Pereira, T., Castro, M. A., Santos, A. C., & Villafaina, S. (2019). Psychophysiological stress response of adolescent chess players during problem-solving tasks. *Physiology & behavior*, 209, 112609.
- 15 .Fuentes-García, J. P., Villafaina, S., Collado-Mateo, D., Cano-Plasencia, R., & Gusi, N. (2020). Chess players increase the theta power spectrum when the difficulty of the opponent increases: an EEG study. *International journal of environmental research and public health*, 17(1), 46.
- 16 .Glebova, E., Zare, F., Desbordes, M., & Géczi, G. (2022). COVID-19 Sport Transformation: New Challenges and New Opportunities. *Physical Culture and Sport. Studies and Research*, 95(1), 54-67.
- 17 .Grau-Pérez, G., & Moreira, K. (2017). A study of the influence of chess on the

- Executive Functions in school-aged children/Estudio del impacto del ajedrez sobre las Funciones Ejecutivas en niños de edad escolar. *Studies in Psychology*, 38(2), 473-494.
- 18 .Hammami, A., Harrabi, B., Mohr, M., & Krstrup, P. (2020). Physical activity and coronavirus disease 2019 (COVID-19): specific recommendations for home-based physical training. *Managing Sport and Leisure*, 1-6.
  - 19 .Jungwirth, D., & Haluza, D. (2023). Sports and the Pandemic: The Impact of COVID-19 on Active Living and Life Satisfaction of Climbers. *International journal of environmental research and public health*, 20(3), 1964.
  - 20 .Klein, D., & Ware, M. (2003). E-learning: New opportunities in continuing professional development. *Learned Publishing*, 16(1), 34-46.
  - 21 .Kordloo, H., & Nobakht Sareban, F. (2021). The Effect of Online Classes on Student Satisfaction: A Case Study of Physical Education Students. *Research in Sport Management and Marketing*, 2(4), 1-11.
  - 22 .Mirkholikovna, D. K. (2020). Advantages and disadvantages of distance learning. *Наука и образование сегодня*(7 (54)).
  - 23 .Ramos, L., Arán Filippetti, V., & Krumm, G. L. (2018). Funciones ejecutivas y práctica de ajedrez: un estudio en niños escolarizados.
  - 24 .Villafaina, S., Collado-Mateo, D., Cano-Plasencia, R., Gusi, N., & Fuentes, J. P. (2019). Electroencephalographic response of chess players in decision-making processes under time pressure. *Physiology & behavior*, 198, 140-143.
  - 25 .Yamin, M. (2020). Counting the cost of COVID-19. *International Journal of Information Technology*, 12(2), 311-317.
  - 26 .Yustina, Y., Halim, L., & Mahadi, I. (2020). The effect of fish diversity book in Kampar district on the learning motivation and obstacles of Kampar High School students through online learning during the Covid-19 period. *Journal of Innovation in Educational and Cultural Research*, 1(1), 7-14.