

SECTION 2.

DIGITALIZATION OF THE EDUCATIONAL SPACE: FROM DISTANCE LEARNING PLATFORMS TO METAVERSES

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USE OF METAVERSES IN PHYSICAL EDUCATION LESSONS FOR HIGH SCHOOL STUDENTS WITHIN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL CONCEPT

Introduction. The modern digitalization of education and the implementation of the concept of the New Ukrainian School (NUS) have intensified the search for innovative approaches to organizing the educational process [1; 2]. The use of metaverses in physical education lessons opens up new opportunities for increasing high school students' motivation, developing motor activity, and forming students' digital competence.

Main Part. In the current context of educational reform, physical education is no longer viewed solely as a means of students' physical development and is increasingly acquiring the features of an integrated educational environment in which digital technologies are actively used [3]. The concept of the New Ukrainian School involves the development of key competencies, among which innovation, digital literacy, lifelong learning skills, and the ability to work in teams occupy an important place. Therefore, the introduction of metaverses into the process of physical education

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for high school students is considered a promising direction in the development of modern education. The metaverse is regarded as an interactive digital space in which users can interact with each other through virtual reality (VR) and augmented reality (AR) technologies. In the field of physical education, such technologies make it possible to simulate sports situations, conduct virtual training sessions, organize team competitions, and create personalized physical activity programs.

During the study, the possibilities of using metaverses in physical education lessons in high school were analyzed. It was found that the use of VR technologies contributes to increasing students' interest in classes, especially among those who have a low level of motivation for traditional forms of physical activity. The use of interactive simulators allows students to safely practice exercise techniques, monitor the correctness of movements, and implement an individual approach to learning. In addition, metaverses contribute to the development of communication skills and teamwork. In a virtual environment, students can participate in sports quests, team games, and interactive competitions, which positively affects socialization and the development of leadership qualities. This is especially relevant in conditions of distance or blended learning, when the traditional organization of physical education lessons becomes more complicated. At the same time, the introduction of metaverses into the educational process has certain challenges. Among the main problems are insufficient technical support in educational institutions, limited access to VR equipment, and an inadequate level of digital competence among some teachers. It is also important to consider the need to comply with sanitary and hygienic standards when using digital technologies in physical education lessons.

Despite these challenges, the use of metaverses corresponds to current trends in educational development and contributes to the creation of an innovative educational environment. The combination of physical activity and digital technologies makes the educational process more interactive, accessible, and focused on the needs of modern students.

Conclusions. Therefore, the use of metaverses in physical education lessons for high school students within the context of the New Ukrainian School concept is a promising direction for the digitalization of education. The application of VR and AR technologies contributes to increasing students'

motivation, developing digital competence, improving motor skills, and enhancing teamwork. At the same time, the effective implementation of such technologies requires appropriate technical support, teacher training, and adaptation of the educational environment to modern digital challenges.

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