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SOME PROBLEMS OF ELECTRONIC – LEARNING AND SUGGESTIONS FOR SOLVING THEM

This article discusses the achievements and some problems of the electronic learning and recommendations for its solution. Electronic learning and its relationship to emerging computer technologies have together offered many modern findings to the field of education.

Key words: e-learning, technical progress, advantage, resources, internet connection, computer, collaborative learning

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НЕКОТОРЫЕ ПРОБЛЕМЫ ЭЛЕКТРОННОГО ОБУЧЕНИЯ И ПРЕДЛОЖЕНИЯ ПО ИХ РЕШЕНИЮ

В статье обсуждаются достижения и некоторые проблемы электронного обучения и рекомендации по их решению. Электронное обучение и его связь с появляющимися компьютерными технологиями вместе дали много современных открытий в области образования.

Ключевые слова: онлайн обучение, технический прогресс, достижение, интернет-соединение, компьютер, совместное обучение.

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ОНЛАЙН ОКУУНУН КЭЭ БИР КӨЙГӨЙЛӨРҮ ЖАНА АЛАРДЫ ЧЕЧҮҮ ҮЧҮН СУНУШТАР

Бул макалада электрондук окутуунун жетишкендиктери жана айрым көйгөйлөрү жана аны чечүү боюнча сунуштар талкууланат. Электрондук окутуу жана анын жаңы компьютердик технологиялар менен болгон байланышы билим берүү тармагына көптөгөн заманбап тыянактарды сунуштады.

Негизги сөздөр: онлайн окуу, техникалык прогресс, жетишкендик, артыкчылыгы, кемчилдиги, биргелешкен, онлайн окутуунун куралдары.

Electronic learning is a learning process in which the teacher and student are not physically in the same place. That is, training is carried out remotely via the Internet through video calls, online courses or mobile applications.

Electronic learning is an ideal solution not only for students, but also for employees who want to improve their skills, as well as for those who, for various reasons, cannot travel to university or school. The ability to gain knowledge without leaving home makes the

learning process comfortable, flexible and less tiring, for example, because you do not need to spend time getting ready to go to an educational institution or overcoming traffic jams.[1]

E-learning of a means of education that incorporates self-motivation, communication, efficiency and technology.

In the past few years, e-learning has rapidly evolved and changed the Face of modern education. There is nothing like taking control of your academic life and learning at your own pace without feeling as if someone is holding a shotgun over your head. And this is no better and easier way to do that than by taking online classes.

A learning system based on formalized teaching but with the help of electronic resources is acknowledged as e-learning. Even as teaching can be based in or out of the classrooms, the use of computers and the internet forms the major component of e-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or various times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc. Now it is an important place in the classrooms for learning.[2]

But despite of these achievements, there are some problems in electronic learning:

Moving from traditional classroom learning to online learning is making the learning experience completely different. If a regular classroom, students are expected to passively listen and take notes, then virtual discussions, work with a personal account and materials in different multimedia formats require action. Students with a "traditional" mindset can find it difficult to adapt to such changes.

Suggestions for teachers: Tell students in advance what to expect from the online format, explain how much material they have to master, what the approach to teaching is and how long it will take on average one lesson.

Submit links to resources where students can find support and relieve emotional stress, such as a counseling hotline and sites with a variety of meditation and breathing practices. Encourage students to share tips and strategies with each other to help them adapt to distance learning.

Suggestions for students: First of all, you need to accept the new circumstances with an open heart and mind. If you are experiencing resistance, acknowledge it and don't blame yourself. Remember that any change is uncomfortable. Second, focus on the benefits of e-learning: no need to spend time and money on transport to get to the place of study; there is an opportunity to independently choose the time for classes; the home environment is less stressful; distance learning provides an opportunity to master new skills.[1]

Electronic learning is effective only if the materials are available to the student. Despite the fact that today's children literally live on technology, some of them still do not have a computer and smartphone with Internet access. And if you have such a student, then the question arises - how to organize his training?

Without direct contact with the student, the teacher has to improvise and come up with work arounds that will help to establish the educational process. The most obvious solution is to contact the student's parents and leave the list of assignments for a few days.

But how to check these tasks later - this is already a puzzle with an asterisk. If parents can send photos of finished assignments, then that's half the trouble. And if this is not possible, then, also, you will have to puzzle yourself over how to get these materials.[3]

Millions of people around the world are experiencing technical difficulties because of the high usage rate of online learning systems, video streaming software, and other digital tools. The platforms are overloaded: poor quality video and audio, internet

problems. Internet connection is either unstable or the current data plan is not enough to cover the progressive e-learning needs. Students in both urban and rural areas are struggling with the "homework gap". Teachers are trying to manage the bad internet connection during the online lessons.

Recommendation: Unfortunately, little can be done to resolve the connectivity problem when everyone goes online. Calling your provider and seeking advice can work out in some cases, as well as upgrading your current Internet plan or hoping for 4G coverage. However, the sad truth is we all have to adapt to a slow Internet speed amid the coronavirus lockdown and learn to live with it.

During online lectures, it's hard to keep students engaged without a teacher's physical presence and face-to-face contact. Moreover, a key concern is connected to science labs (physics, chemistry, etc.), impossible to put into practice without in-person instructions and courses relying mostly on hands-on work (i.e. nursing, art classes).

Solution. There are many ways to engage students during the online lessons: PowerPoint presentations, short videos, quizzes, on-the-go recordings, gasification, bite-size learning… Ensuring constant contact: tracking the progress and giving feedback is another step to keeping each student engaged. Referring to science labs, students may use scientific modeling and simulation applications to gain practical experience.

Besides, maybe the time has come for us to review the classic relations between teachers and students, approaching a "fair trade-off": the first have knowledge of the subject to share, the second can make the most of gadgets. Why not seek the support of your students? Sincere interest in what students are doing engages them even more than any interactive teaching strategy.[4]

Equipment and hardware malfunctions can be a great detriment to the effectiveness of distance learning. When a problem occurs in a class everything comes to a standstill and the learning environment is interrupted. If there are too many instances, the entire course can be affected. For instance, if an overhead projector goes out during an instructor's presentation, an alternate way of delivering that information can easily be found. However, if a compressed video presentation has problems, the entire class must be stopped until the problem is resolved. If the instructor goes ahead with the lesson, one site will miss out on that information. Carter did a study of students taking courses by compressed video in the Mississippi Gulf Coast Community College program. One of the questions he asked pertained to the equipment and technology operating correctly. His results from three groups spread over the different sites showed that only 42% agreed with the statement that the equipment and technology operated correctly. A program studied by Teaster and Bliesner found that unanticipated technical problems with the system shortened the class time and discussion that negatively affected the overall quality of the presentation. In one presentation the connection was lost twice prior to the students arriving and ten times during the actual instructional session. During this particular session there was never more than a four-minute period before the connection to one of the sites was lost. This may be an extreme example, but according to the instructor involved in the presentation, the course experience was "better, but similar to past experiences". The failure of the hardware can be a very frustrating thing for all involved in distance learning. For the instructor, it means they can be well prepared for the class only to have a bad connection or camera failure cause the entire lesson to go bad. For the technician, the frustration and inability to keep the class running smoothly may affect the instructor's view of their competency, causing friction. For the student, an inability to get a flow to the class and feel like progress is being made can hinder the learning process. Those students used to the traditional face-to-face instruction and who do not have a tolerance for ambiguity will have a difficult time.[5]

Despite problems with hardware that may or may not get worked out with new advances in technology, we must come back to instructors and their attitudes towards teaching

in a distance-learning environment as a major potential roadblock to effective distance education. As in any educational situation, the instructor can set the tone for learning in the educational environment. That instructor must be properly trained and motivated to be effective. An instructor must have technological skills and confidence to use all of the various electronic devices in order to be truly effective in the electronic classroom. Instructors must also change the manner in which information is delivered. While lecture does not work well, multimedia presentations are successful. Of course, this means more preparation time for the instructor and the motivation must be there. Found in a study of adult distance learning that "To effectively bridge the gaps between classroom and distance teaching, faculty need to look at the distance teaching from the students' point of view". The faculty must also be aware of getting instructional materials, handouts, tests, and other class items to both sites simultaneously. It is important for the instructors to develop a sense of community between the sites, achieve maximum participation, and get the participants to buy in to the process. The idea of learning as a collaborative process is very important when students are separated by distance. According to research by Pall off and Pratt, "collaborative learning processes assists students to achieve deeper levels of knowledge generation through the creation of shared goals, shared exploration, and a shared process of meaning making". It is up to the instructor to be aware of this in the distance learning environment and to encourage collaborative learning and a sense of community among the students.

Another important consideration for the instructor is their view regarding the goal of electronic education. There are two main thoughts on this. Schlosser and Anderson put this thought forward in a review of electronic education literature. They submit that the goal of distance education in the United States is "To offer the distance student an experience as much like that of traditional, face-to-face instruction as possible". This would mean that electronic learning pedagogy would not differ much from that used in an ordinary classroom. Bates has a different idea. He suggests that instead of using technology to replicate traditional methods, it should be used to improve instruction. Holmberg also discusses these two schools of thought and concludes that distance education as a mode of education in its own right has very different consequences (than viewing it as a substitute for face-to-face instruction). The instructor must decide which attitude they will adopt because it has a profound impact on their approach to instruction.

Instructors also have adaptations they need to make to the technology. An instructor used to visual cues may find it difficult to adapt to a situation such as compressed video. The students at the remote site are not always in clear view of the instructor. West calls adapting to the lack of visual cues a major adaptation for the instructor. Part of this can be alleviated by good communication with the technician, but as we have seen earlier, that communication is not always present. McKnight contends that proximity and eye contact are important factors in education that are limited in the distance learning environment. She says that we inherently recognize the connection these provide, but in the electronic learning environment they are "both severely and sometimes permanently compromised". She asserts that professors are unable to observe the emotions of the students and cannot detect "moments of anxiety", thereby limiting their ability to respond to student needs. This puts a burden on the instructor and causes the students to respond differently than they might in a traditional classroom setting.

Not all professions can be mastered remotely at first, we are faced with the fact that not every professional practice can be completed remotely. For example, medical, construction, manufacturing, etc. But now we are faced with an even more difficult problem: it turns out that not every profession, in principle, can be mastered remotely.

Suggestion for such professions, there is most often a blended learning system, when part of the classes is held remotely, and part is live. Therefore, do not be alarmed and feel free to study remotely.

The student cannot compare his achievements with the achievements of fellow students. This is not about grades, but about work in the classroom. The answer is at the blackboard, skills in seminars, speaking at conferences and more - all this allows you to evaluate your skills, the skills of others and, as a result, strive for excellence. It is not in electronic learning.

Suggestion but this is rather a plus, because now you can freely and objectively assess yourself without looking back at others. However, there are no indicators of where to grow. You can ask the teacher to make a list of criteria by which you could develop further. Or in a general chat, ask fellow students to boldly criticize you on the merits. And be sure to find out all the possible ways of feedback with the teacher and the rules for communicating with him (convenient time and method of communication). [6]

Conclusion Online learning is a growing and exciting new way to learn about almost anything. If there is a course you have always wanted to take or a skill you have always wanted to learn, but you have not had the time to attend a traditional face-to-face class or there hasn't been an opportunity near you, then online learning might be your answer.

Today's online learning opportunities offer everything from one-hour live workshops to online degrees. There is virtually something for everyone; all you have to do is find it.

However, learning online is different from learning in a face-to-face setting, and it is important to think about your goals, your needs and your interests before committing yourself to something. You also need to think about the time you have available, your comfort level with using technology and the equipment that is at your disposal. As we all become more familiar with computers and computer access becomes increasingly common, online learning will continue to open doors and offer learning opportunities for those who are interested.

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