



THE EFFECTIVENESS OF ONLINE EDUCATION FOR STUDENTS TODAY

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Abstract: This article talks about the online education system, which is very useful for students, especially in language learning, because students prefer online education to offline courses. You can get more detailed information in the article.

Key word: online , Education, Offline , Teacher.

INTRODUCTION. Higher education institutions understand the inherent importance of the development of online education and offering online courses, as well as the importance of improving their respective teaching and learning formats. While the majority of academic leaders believe online education is critical for their long-term strategy, there is continued concern about barriers which may impact the growth of online courses.



Academic leaders are aware that it requires extra time and effort for instructors to teach online courses. Specifically, Beck and Ferdig found that moving their course to the online environment impelled interaction among instructors. The researchers found that instructors developed instructional teams in order to divide responsibilities. Instructors also expressed the need to promote “Teacher training as a high priority for future directions”[57,127 ; 1].

In recent years, models of active learning strategies have expanded. In the past, lecture was the choice for teaching and written exams were used for assessments. Early on, Bloom, Englehart, Furst, Hill, and Krathwohl noted that the delivery and assessment of knowledge in this manner did not require students to use any type of critical thinking or analysis of content. However, recent studies have proven that active teaching strategies support critical thinking more readily than monotonous lectures. Furthermore, fostering student engagement through active learning activities and assessments can impact comprehension, retention, and problem-solving skills. Students must be engaged in active learning opportunities that allow them to feel connected to the class and not just a passive spectator.

STUDENTS` ATTENDION TO IT

Online learners are well positioned to manage their own learning. Students show initiative as they plan their time and involve themselves in selecting, coordinating and executing their own coursework. Thus, students in the online learning environment employ responsibility and initiative, as they participate in synchronous and asynchronous discussions and then choose and complete projects or activities online. Student responsibility and initiative refer to the student’s right to make decisions, or accept responsibility, for their own learning. It is the difference between intentional learning and incidental learning. Intentional learners have purpose, put forth effort and are actively engaged. Intentional learners need to know themselves well enough to make choices about



their learning activities ; this takes responsibility and initiative, as students are not just choosing simplistic activities in order to get by. Incidental learning can occur merely through an experience; in contrast, the intentional learner's goal is to learn from the experience. "It is clear that intentional learning is an achievement, not an automatic consequence of human intelligence" . Palinscar explained that the extent to which students become intentional learners depends on the extent to which they are involved in the choice of learning activity and therefore feel in control of learning. Responsible students want to know what it takes for them to learn and they take the initiative to find out. However, students often sit passively in the classroom throughout most of their education. They usually are not allowed or asked to be responsible for their learning by being allowed or encouraged to choose what they learn or by being allowed to work with others . A study of an English as a Foreign Language class supported the idea that using Internet communication tools such as e-mail, newsgroups, and chat appeared to encourage students to be more expressive and less passive than in a traditional environment, leading to "Increased engagement, confidence, and responsibility" , even though the tools alone did not improve the level of student work. Teachers encourage responsibility and initiative by allowing students to have this larger role in their own learning. Grabinger's intent was for teachers to involve others such as parents, administrators, and colleagues to help plan strategies to encourage students to be responsible.

The recent avalanche of scholarly literature on blended learning is indicative of the centrality that this pedagogical model has attained in the discourse on teaching. It also gives a false impression that this teaching approach has been late in coming. A scrutiny of literature, however, suggests that a "Johnny-come-lately" nomenclature for blended learning is off the mark. It ignores the fact that face-to-face instruction in combination with aspects of a non-classroom technology-mediated delivery system has been in use for the last couple of decades. A sense of recent novelty in pedagogical practices is driven largely by



new pedagogical emphasis, new technological innovations and new learning theories. All these have elicited a reconsideration of traditional approaches to teaching and learning thereby contributing to a paradigm shift in higher education. It is now accepted that the platform that has provided the node for the evolution of these new teaching and learning models is the online environment. This environment challenges the traditional approach to teaching and, thus, invites a reconceptualization of pedagogical practices. This is in contrast to earlier technologies such as instructional television that replicated the traditional face-to-face environment. It is not surprising, therefore, that online-based teaching is now the fastest growing model of providing higher education globally. The surge in online-based teaching and learning coincides with scientific evidence indicating increased student satisfaction with this mode of instructional delivery. Of the factors contributing to the success, the following are identified as the most overarching: flexibility in program structure thereby permitting more time for students to complete work, cost effectiveness; pacing of students' learning in a scaffolding format thus permitting additional time for reflection on the course content. In the Sampson, Leonard, Ballenger, Coleman study, student satisfaction was highest in the area of instruction but lowest in teamwork. These advantages notwithstanding there have been criticisms voiced on the quality, delivery model in online courses and the cultural consequences of reliance on computers for instruction.

CONCLUSION

The objective of this chapter was to provide faculty with alternative active learning strategies to potentially advance their personal skill sets and to embrace learner-centered instruction with use of technology tools for online and blended environments. Indeed, much has been written about passive and active learning since Piaget's theory of Cognitive Constructivism and Vygotsky's Social Constructivist Theory provided the foundation for a broad constructivist learning theory, also called constructivism. Furthermore, the literature



clearly supported a number of engaging learning strategies and methods embracing the foundational constructivist assumptions outlined by Smith and Ragan : “Knowledge is constructed from experience;

Learning results from a personal interpretation of knowledge; Learning is an active process in which meaning is developed on the basis of experience; Learning is collaborative with meaning negotiated from multiple perspectives” . Accordingly, each of the active learning strategies and approaches discussed in this chapter were built on constructivist principles where learning supports the work of constructivist pedagogy and students are challenged to explore concepts in greater depth based upon their personal level of development. Specifically, educators should expand the implementation of active and collaborative learning processes guiding the development of course content and contextual meaning as they have been found to improve higher order thinking skills and encourage shared exploration in the use of technology tools, resources, and content. Because a growing body of evidence indicated that inductive teaching and learning methods such as simulations, role playing, problem or projectbased, and case-based learning increased learning gains more than traditional lecture methods , educators should take steps to incorporate these strategies and approaches into online and blended learning environments. More than ever, in both K-12 and higher education, constructivist teaching methods and active learning strategies are utilized to better prepare digital age students.

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