

Published Date:- 17-10-2023

**THE IMPACT OF DISTANCE LEARNING FROM THE PERSPECTIVES OF
TEACHERS, PARENTS AND LEARNERS**

Gayratova Dilnoza Dadaboy kizi

dilnozagalratova@webster.edu

+998904297414

Uzbekistan World Languages University

Abstract: The COVID-19 epidemic has had a tremendous influence on the field of education, causing schools to close and online education to become prominent. This article examines the advantages and disadvantages of online education for educators, parents, and students. According to Güvercin's study (2022), while distant learning offered chances to further one's education, it also brought problems with lesson plans, psycho-social problems, and technological concerns. The research study emphasizes the value of time management as well as the effects of distant learning on social relationships and stress levels. Additionally, Alshakhi (2021) analyzes student motivation for online learning and underlines the necessity of modifying evaluation techniques for virtual contexts. Ergin et al. (2022) go through the background and function of distant learning.

Keywords: COVID-19, distance learning, education, challenges, online teaching, student motivation, assessment, technology, synchronous learning, asynchronous learning, hybrid learning.

Published Date:- 17-10-2023

The COVID-19 has brought different positive and negative changes on every sphere of our life. During those days, all kindergartens, schools, universities and educational institutes have been closed to keep people safe and not being affected by coronavirus. They were required to stay at home and the education process stopped for about a month. In such situation, distance learning created opportunities to continue education of the children and students. Güvercin (2022) made a survey among people who are both a teacher and a parent and they are required to answer several questions. Their answers revealed that most of them “evaluated negatively” (Güvercin, 2022) as challenges in lesson procedure, psycho-social difficulties, issues with technologies can occur during online lesson. For instance, prepared materials and activities can not be enough and some time can be left till the end of the lesson or vice versa. Managing time appropriately were what most teacher struggled with as well. Additionally, relying on various experience of those who are both parent and teacher, the author mentioned that although distance learning can cause stress increase i.e., problems with the internet, “restriction of social life” (Güvercin, 2022) and adopting to teach online, some of the participants stated that nothing had changed in their life. It is said that they were able to spend their time with their family at home as well. As a parent they have not only provided opportunities to do course activities but also most of their children were involved in extracurricular activities such as simple logical thinking, draw line activities, and cut, paste, and colour tasks. Distance education, EBA TV, Skype and live lessons provided opportunities for teachers to share various materials, worksheets and video materials during online lessons. For instance, except from the activities given in the coursebooks, teacher can share different activities and tasks such as sharing memories by story telling and other entertaining activities. Additionally, one of the survey questions concerns technical, social and psychological challenges. Losing connection, not understanding system i.e., insufficient skills on using technologies were what they came across during COVID-2019. Some pupils skipped the lesson as they had no internet connection or lack of opportunity which negatively

Published Date:- 17-10-2023

affected to learning and teaching process. Although some teachers reported that distance teaching can save time for working on their sphere, some of them found it is not as effective as traditional teaching especially for preschool learners. Because it is impossible to keep them for an hour in front of the screen to learn something new. They may easily get bored and even demotivated. According to Güvercin (2022), as an example of Turkey situation, distance learning can lead to inequality among learners and it can not take place of face-to-face learning.

Alshakhi (2021) highlighted another vital issue on distance learning which is assessment i.e., evaluating the level of student interaction in a virtual environment. Unlike face-to face grading, it was necessary to modify the previous methods of regular classroom education and evaluation during the pandemic. In these new circumstances, teachers had to think about evaluation for learning as opposed to assessing performance. In this situation, they have redesigned the assessing materials to avoid some issues. Furthermore, according to Alshakhi’s (2021) research most of the professors’ pupils didn't seem particularly motivated to engage in the online versions of their lessons at the university. Many instructors observed that unless their engagement was clearly related to their grade or score, children were not motivated to participate. Various writing tasks are used by many teachers to evaluate their students' involvement, participation, vocabulary, grammar, etc. Concept checking queries were employed to ascertain right away whether or not learners were actively adhering to along and contributing to the lesson. Some instructors said they observed students during breakout sessions and collaboration to evaluate their involvement and work in the distance learning courses.

Ergin et al. (2022) noted that rapid technical advancements in the communication sector make it possible for people to interact quickly, get news, share knowledge, and subsequently improve instructional techniques. In his article, he mentioned that distance learning is not a new term which came to our life, but about 200 years ago people started using it with “shorthand lessons

Published Date:- 17-10-2023

taught by letter” (Ergin et.al., 2022). Hence, people do not feel over pressure when pandemic started as they are partially aware about it though. Different web sites such as Bloomz, Zoom, Webex, Cisco, Adobe Connect, Age of Learning, ClassMaster contributed to distance learning by providing virtual class atmosphere. Keleş (2020) and Yorgancı (2014) gave clear explanation on types of distance learning. In a synchronous distance learning paradigm, even if the teacher and the student are not physically present together, communication between them takes happen at exactly the same time. Among people, the real-time instruction method is referred to as a live lesson. A flexible, time- as well as place-independent communication approach is asynchronous distance learning. The lesson's material is arranged in advance, and the prepared materials are sent to the students online beforehand. The asynchronous distant learning approach is not time-based. In addition to the abovementioned types, there is a type which is called as hybrid. Keleş (2020) mentioned that synchronous and asynchronous remote learning approaches are combined in hybrid distance learning. It is a shared system where pre-loaded course materials and scheduled live trainings are both available.

Published Date:- 17-10-2023

References:

1. Alshakhi, A (2021). EFL Teachers’ Assessment Practices of Students’ Interactions in Online Classes: An Activity Theory Lens. *TESOL International Journal*, 16 .
2. Ergin, Demirali & Asutay, Hikmet & Doğan, Coşkun. (2022). Distance Education Problems in Foreign Language Education During the Pandemic Period. *Open Journal for Educational Research*. 6. 43-56. 10.32591/coas.ojer.0601.04043e.
3. Güvercin, D., Kesici, A. E., & Akbaşlı, S. (2022). Distance Education Experiences of Teacher-Parents during the COVID-19. *Athens Journal of Education*, 9(4), 593–614. <https://doi.org/10.30958/aje.9-4-4>
4. Keleş, M. (2020c). E-Learning / Uzaktan Eğitim nedir? <https://binbiriz.com/blog/e-learning-uzaktan-egitim-nedir>.
5. Yorgancı, S. (2014). Web tabanlı uzaktan eğitim yönteminin öğrencilerin matematik başarılarına etkileri. *Kastamonu Eğitim Dergisi*, 23(3), 1401-1420. <https://dergipark.org.tr/tr/pub/kefdergi/issue/22598/241409>