

## BENEFITS OF ONLINE LEARNING AND ORGANIZATION OF ONLINE LESSONS

**Ruzmetova S.T.**

Chirchik state pedagogical university PhD student

### ABSTRACT

The article is focused on new ways and methods of implementation of online lessons to the higher education and how to conduct this kind of lessons effectively. As technologies are developed day by day teachers try to implement them to the lessons for conducting interactive lessons. Besides, advantages of online lessons are shown by comparing it to the face to face lessons. Online classes can save students' time and it helps them saving money. Furthermore, they may have plenty of teaching materials.

**Key words:** online teaching, face to face learning, digital natives, correction, platform, chat, polls

### ANNOTATSIYA

Ushbu maqola oliy ta'lim muassasalarida onlayn darslarni joriy etishning yangi yo'llari va usullari hamda bunday darslarni samarali o'tkazish masalalariga bag'ishlangan. Texnologiyalar kundan-kunga rivojlanib borayotgan bir paytda, ko'pgina o'qituvchilar ularni interfaol darslarni o'tkazish uchun darslarga tatbiq etishga harakat qiladilar. Bundan tashqari, ushbu maqolada onlayn darslarning afzalliklari uni yuzma-yuz darslar bilan taqqoslash orqali ko'rsatiladi. Onlayn darslar talabalarning vaqtini tejashga yordam beradi va bunda tashqari online o'qish orqali ular pulni ham tejashga yordam beradi. Bundan tashqari, ular juda ko'p o'quv materiallariga ega bo'lishi mumkin.

**Kalit so'zlar:** onlayn o'qitish, yuzma-yuz o'rganish, raqamli mahalliyliklar, tuzatish, platforma, chat, so'rovlar

### АННОТАЦИЯ

Статья посвящена новым путям и методам внедрения онлайн-уроков в высшее образование и тому, как эффективно проводить такого рода уроки. По мере развития технологий с каждым днем учителя стараются внедрить их на уроках для проведения интерактивных уроков. Кроме того, преимущества онлайн-уроков показаны при сравнении их с очными занятиями. Онлайн-занятия могут сэкономить время студентов и помочь им сэкономить деньги. Кроме того, у них может быть много учебных материалов.

**Ключевые слова:** онлайн-обучение, очное обучение, цифровые аборигены, коррекция, платформа, чат, опросы.

## INTRODUCTION

Online learning and distance language courses are already well established. However, the restrictions imposed as a result of Covid-19 have seen many teachers moved from familiar face-to-face (f2f) classrooms to online synchronous environments at very short notice. Here are some reflections on my experiences with this changeover.

Teachers may be familiar with digital materials, the use of certain sites in and outside the classroom, but having to move **existing** classes online provides a new challenge. It's like the beginning of the academic year all over again, with frantic attempts to find material, organise classrooms and potentially spend hours planning each lesson in a new and unfamiliar school. Initially, it may seem that hard-earned classroom experience and tricks have been thrown out of the window – but, in reality, many are transferable to an online context. It is also, of course, a new experience for most **students**. The idea that students are 'digital natives' who are far more comfortable with new technologies than their teachers and who will adapt without problems is at best questionable. The reality is that many students still have limited IT skills, and their experience of using technology for learning may be restricted to downloading and completing worksheets or cutting and pasting information from **Google** searches. The use of hardware and software which is not up-to-date, and the difficulty of finding an adequate space to study in, must also be taken into account. These are challenges indeed, but the good news is that they are surmountable and that learning, even enhanced learning, can take place. Here are some observations and recommendations.

### Methods and literature

In this article Jalolov J.J., Makhkamova G.T., Ashurov Sh.S., Makhkamova G.T., Alimov Sh. S., Ziyayev A.I., Goodyear P., Howard C., Schenk K., Discenza R., Moore M., Kearsley G., O'Neil H. s' works are discussed and get ideas from articles and books for showing the benefits of online learning and how to conduct online lessons effectively. For getting expected results blended learning method is used.

## DISCUSSION AND RESULTS

Firstly, if an existing f2f class is **moved** online, there is one immediate advantage over starting such a course from scratch: the teachers and the students already know each other, and many of the relationships, routines and general management techniques in place in the physical classroom can be replicated online. There may even be certain advantages to the changeover: working from home offers an opportunity for the students to behave as individuals and to be less intimidated by peer pressure. Issues with mixed abilities, early finishers, chatting and other distractions may also be diluted in an environment where the students are obliged to become more independent and responsible for their own learning, without losing the social aspect of being in class.

It is vital to become familiar with the platform being used and the basic tools the platform provides: chat boxes, breakout rooms, screen sharing, etc. These are essentially designed to replicate the f2f experience and, as a result, their application shouldn't prove that difficult. The internet is full of amazing resources, sites, apps, etc, but there will be plenty of time to explore these later. Teachers will gradually build up their own favourite arsenal of online 'goodies' but, when starting out, the priority should be to establish a working environment within which both students and teacher are comfortable.

As in any f2f environment, the general organisation of the online class and how it is run is crucial. It may not be possible to allocate seating arrangements or ask the students to get their books out and place them under their seats, but there are equally important opening and closing routines necessary to make the online environment productive. From calling the attendance list, to checking that the students have the right materials, including their coursebooks, pencils and notebooks, microphones, webcams and a quiet working area, a series of checks and reminders will help keep the online class familiar and organised. A simple welcome routine where the students speak briefly, chat and bring each other up to date also aids a sense of unity – a similar routine can be equally important at the end of the lesson, so that it finishes on a positive note. Consistency adds to the sense of being in a class. Providing an outline of what is going to be covered, or, at the end of the class, a summary of what has been done, the use of symbols to indicate the skills being focused on, consistency in the design of presentation slides, etc will ease the transfer to a virtual classroom and highlight the fact that this is simply an alternative to the physical classroom. It is important to demonstrate that the primary objective is to continue covering the given curriculum, etc; the technological environment is only a new way of doing this. Achieving and reinforcing this sense of familiarity provides a productive learning environment which, combined with the novelty of online opportunities, stimulates motivation and participation. Effectively setting up activities is always a challenge, but more so online – initially, at least – when teachers are unable to see their students' reactions clearly, and evaluate whether or not they have understood. Clear, step-by-step stages, concept checking, the involvement of the students in explaining and demonstrating a task, remain vital. It is also more important than ever to provide both oral and visual input to compensate for the lack of classroom presence. Students also need adequate time to process what is being asked of them as, again, it is a new environment, and becoming at ease with how it works is a process which requires patience. As always, the more involved the students are in elaborating the instructions or explanations, the clearer they will be about what they have to do and, therefore, the more productive they will be when they do start. Matching activities, dictations, sending instructions in chat

boxes, etc – and perhaps even audio or video recordings explaining the steps – are some of the tools that can be used. It is worth remembering that, although students are ‘home alone’ as it were, pair-, group- and whole-class work is still both feasible and necessary. It may be even easier to manage, as there are fewer peer distractions and the students are under more pressure to perform as individuals. As with any class, but again perhaps even more so online, variety and pace changing is essential. Sixty to 90 minutes is a long period to be glued to a screen, so breaks to allow some social chat, a quick video or a team game can all be positive ways of adding variety and maintaining the students’ attention and motivation throughout. These breaks can be planned, but as teachers gain confidence with the new environment, they can be kept on hand and used when the mood or pace of the class requires a nudge, when it is the moment for a virtual ‘stand up and move around’ interval. Finally, once again, remember that things can take a lot longer to do online, especially at the beginning. In order to build confidence, the students will need adequate time to prepare and process; rushing will only generate confusion and frustration.

When it comes to correction and feedback, the first step again is to check the tools available on the platform being used. Chat, polls, breakout rooms, the virtual whiteboard and shared spaces can easily be exploited to replicate many traditional correction and feedback methods. The new environment may even give old ideas and techniques a new lease of life. Using a chat box is an interesting way to correct while someone is speaking. Indeed, the chat box can become a type of live whiteboard as the teacher adds comments or vocabulary during any activity. Randomly choosing students to respond keeps everyone on their toes and means participation is potentially more democratic and distributed than in f2f classes where, for different reasons, certain students may try to dominate. Teams, points, rewards and competitive opportunities are very simple to include, just as they are in a standard class. In reality, it is surprising how similar life online can be, and enhancing that familiarity boosts student participation and a sense of comfort. Asynchronous feedback will also be necessary, so if the platform you are using doesn’t allow file sharing, through which the students can download documents and upload their work, you may want to explore the opportunities an additional platform such as **Google Classroom** offers. What is interesting to remember is that once a file-sharing system is established, audio and video material can be exchanged just as easily as text documents – and a new world suddenly opens up for oral and visual presentations and feedback. If this is already being done in f2f classes, moving online speeds up the process and enriches such exchanges. There are ways in which online teaching may score over traditional f2f teaching. For example, the students may focus more on the coursebook material, with fewer distractions or the temptation to copy. In addition, some f2f activities may gain

a new lease of life online. Here are some examples: Any kind of task requiring the students to search for information and exchange their findings with their classmates. Online treasure hunts, designed by the teacher or the students themselves. Oral presentations: the students are motivated to produce better-quality presentations, and their colleagues are motivated to listen more carefully without classroom distractions. Jigsaw-type activities, including reading and listening, where individuals or groups do different tasks and collaborate later to share their experiences and results.

The students may have fewer distractions if they are in a quiet environment with fewer opportunities for chatting, playing the class clown or hiding behind the work of a stronger student. Having said that, there is also potential for abuse. Check the controls on your platform to limit or monitor the use of private chat and shared notes ‘behind the teacher’s back’. Occasionally, certain students may use the online context or technology as an excuse not to work (I have no microphone or I can’t use email to send homework). In general, normal procedures can be applied, and it may prove necessary to call the parents about their child’s participation if a student really doesn’t get involved – and of course about anything more serious. However, in general: Be observant. Establish clear rules for the running of the online class. Your students will even get a kick out of being involved in writing them. Reminding the students of these rules at the beginning of each class keeps them in mind, and returning to them at the end may also serve as reinforcement. Points and other reward systems from f2f classes can easily be translated online. As always, deal with potential problems swiftly, and ideally on an individual level: a reminder or call to attention in a private chat, or even holding a student back after class finishes, may be all that is needed.

Having established the basics of working with students online and discovering how traditional classrooms become changed but not totally different, it may then be time to explore some of a wide range of online options available and feed them gradually into the framework that has been established. My recommendation is to try anything new slowly, without being overly ambitious – and also to be prepared to try it out more than once before fully evaluating its potential. Once something new has become familiar, it quickly evolves into another tool to be incorporated when planning, or simply to be used during class when a change of pace is needed. There are hundreds of resources out there: use them rather than letting them use you. Finally, as everyone gains confidence, there will be more and more opportunities to explore flipping the online classroom and encouraging the students to develop their research, evaluation and presentation skills. Increased learner autonomy can be encouraged, using a step-by-step process of exploring, consolidating and developing.

## CONCLUSION

In conclusion moving face to face classes online is challenging, but not impossible by any means. The process, in fact, can be highly profitable for all involved, and will undoubtedly have a lasting impact on all our teaching. What is more, I'm convinced that, whatever the future holds, the experiences of face to face teaching in online environments will provide a rich source of input for the future development of online teaching and blended learning in general.

### REFERENCES:

1. Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. English Language Teaching Methodology (Theory and Practice). – T.: 2015. – 336 p
2. Makhkamova G.T., Alimov Sh. S., Ziyayev A.I. Innovative pedagogical technologies in the english Language Teaching. - T., 2017. - 232 p.
3. Goodyear P. Teacher thinking, beliefs and knowledge in higher education. Teaching online. Sydney. – 2002. – 384 p.
4. Howard C., Schenk K., Discenza R. Distance learning and university effectiveness: Changing educational paradigms for online learning. London: Idea Group Publishing. – 2004. Retrieved November 28, 2007 from [http://www.ifas.ufl.edu/WWW/LS\\_GRANT/members.html](http://www.ifas.ufl.edu/WWW/LS_GRANT/members.html)
5. Moore M., Kearsley G. Distance education: A systems view of online learning. Belmont, CA: Wadsworth. – 2012. – 361 p.
6. O'Neil H. What works in distance learning: Guidelines. New York: IAP Publication. – 2005. – 152 p.
7. Rahimova, H. Q., Bobojonova, M. R., & Ruzmetova, S. T. (2016). Methods of teaching vocabulary by using short stories in class. Проблемы и перспективы современной науки, (12), 103-106.
8. Ruzmetova, S. T. K. (2022). DEVELOPING TEACHING SPEAKING IN A FOREIGN LANGUAGE TO YOUNG LEARNERS THROUGH INTERACTIVE METHODS. Academic research in educational sciences, 3(3), 651-656.
9. Saparbaeva, G. M., & Ruzmetova, S. T. (2015). Modality as a functional semantic category in English. In The Seventh European Conference on Languages, Literature and Linguistics (pp. 129-132).