

Analysis of the Attitude of Teachers and Students to the Distance Learning Format

G. A. Djumaeva

a senior teacher of Karshi engineering economics institute, Uzbekistan

ABSTRACT: the article considers the results of the analysis of a survey conducted among teachers and students on their attitude to distance education technology. Patterns are identified and conclusions are drawn.

Keywords; education, pandemic, COVID-19, distance-learning format, quarantine

In modern conditions caused by anti-epidemic measures in connection with the COVID-19 outbreak, many people had to face difficulties in establishing a life that takes place in other realities; people were forced to work, study without leaving home, using information technologies, which turned out to be necessary and important means of not only communication, but also training. The use of distance learning technology caused mixed assessments among both experts and the public. [3] In this regard; a survey was conducted to find out the opinion of teachers and students about the impact of the "distance format" on the learning process.

To the actual question – whether the remote format coped with the educational function that fell to it during the pandemic-both teachers and students generally responded positively. Teachers with a margin of one vote noted that the remote format coped with the task assigned to it, while students with a great advantage noted the success of this format during quarantine. University teachers more often answered that the distance format coped with its function than schoolteachers.

To the question "Is the distance learning format a worthy substitute for learning in the classroom and is it worth leaving the distance learning format on a permanent basis?" both teachers and students answered "no" with a great advantage.

Turning directly to the analysis of the opinion of teachers, I would like to note that the data were obtained as a result of a survey of respondents from various regions of the Uzbekistan (Tashkent, Samarkand, Navoi, Fergana etc.)

If we talk about the progress of students, the overwhelming number of teachers noted deterioration in the work of students. Thus, various evaluation criteria were identified, which formed 2 main groups-organizational and technical.

Organizational:

- loss of the skill of live communication and the formulation of an oral answer, lack of live communication (communication skills);
- the impossibility of proper control (discipline) on the part of the teacher, which "relaxes" and gives a reason not to prepare for classes;
- difficulty in returning students to the previous training format;
- the inability of the student to study due to certain physical or psychological characteristics;
- distraction and distraction of attention to extraneous matters (video games, social networks);
- the inability to reliably verify what the student is doing during classes;
- the inability of some students to adapt and organize themselves;
- the complexity of teaching and learning practical skills.

Technical:

- failures of technical equipment (equipment, Internet);
- difficulty in evaluating and verifying students' answers due to the presence of gadgets;
- the inability to provide all children with the necessary gadgets for working in families with several children, which entails independent preparation and insufficient assimilation of the material;
- inability or limited opportunity to ask a question and get an accessible explanation from the teacher after the lesson;
- the organization of the work of primary school children for technical equipment fell on parents.

ISSN 2792-4025 (online), Published under Volume: 1 Issue: 5 in October-2021

Copyright (c) 2021 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

In general, the opinion of teachers can be interpreted as follows: "I admit it as a temporary measure and an inevitable evil." Most of the teachers noted that they do not like the distance-learning format, especially schoolteachers responded negatively. In this regard, the response criteria were grouped into three main groups: communicative, organizational, and technical.

Communicative:

- lack of live communication, direct communication and interaction, "there is no substitute for personal communication between a teacher and a student";
- insufficient feedback, low active participation of students at the seminar.

Technical:

- lack of a convenient format for checking tasks (for example, written by hand or assuming the ability to write texts);
- the inability to organize practical classes in some disciplines, transfer experience and skills.

Organizational:

- the need to devote more time compared to live communication;
- lack of discipline formation, compliance with requirements, compliance with the rules;
- the inability to help the child, to explain the incomprehensible is available;
- constant communication with students;
- the presence of a large load on the teacher;
- loss of the quality of information perception: "... After all, we receive only 20-30% of information through verbal communication and text, the rest through those channels that are not broadcast online in any way";
- the impact on health due to the constant presence of gadgets;
- difficulty with the control of academic performance.

There were also answers in favor of the remote format, which generally boiled down to the fact that: 1) there is no need to waste time on the way to work; 2) you can teach from anywhere in the world; 3) everything you need for a comfortable process is at hand; 4) convenience in using multimedia.

It is important to note that many teachers in their answers especially often referred to the lack of feedback and live communication with students: "there is less feedback, because of this, the motivation to tell is lost." Summing up everything that has been said, it can be noted that in the teaching field, this format is treated negatively due to a number of features of the profession, in which full-time presence is necessary for better assimilation of information, socialization, personal development and obtaining practical skills.

The majority of students answered that the distance format did not affect their academic performance or, on the contrary, it was beneficial. They justified their answer by the fact that this format allows you to: eliminate distractions and go deeper into your studies; competently manage the increased free time; combine study with other things; do not waste time on the way to the educational institution; it is easier to pass the session; to be present at classes, allows you to disappear the shyness, to adjust the daily routine and health: The answers were: "I could sleep more and observe the diet while at home!", "I passed the session perfectly, thanks to the fact that I ate normally and on time, had time to read additional material and, in general, felt much better." However, many students noted that academic performance has increased, but the quality of knowledge and education has decreased. It was also noted that academic performance has increased "due to the possibility of fraud."

Only one person from the respondents answered: "There is less chance of getting sick," which is quite important, because initially the remote format was introduced for this purpose - "Stay at home, protect yourself properly!"

The negative aspects of this format can be divided into three groups, as in the case of teachers:

Organizational:

- lack of practical skills development;
- the difficulty in establishing communication with the teacher in order to discuss what is not clear;
- difficulty in perceiving the material;

- lack of control;
- the presence of laziness, relaxation;
- "lack of an educational environment";
- lack of motivation and desire to learn;
- difficulty in concentration;
- the temptation to write off;
- the need to constantly be at the computer, which is harmful to health;
- lack of organization.

Communicative:

- "loss of competition as motivation";
- lack of live communication;
- minimization of social life;

Technical:

- problems with the Internet or equipment.

Those who took the survey controversially note the home environment factor: some answered that being at home safely affects work, while others – that this is a comfort zone and there is no development.

With regard to the question "Do students like the distance format", positive answers prevail with a small share. In general, the rationale for the answers coincides with the question described above.

Several times, students voiced the idea that theory can be taught remotely, and it is better to conduct seminars in person, combining two formats.

The most common answers in favor of the remote format are: 1) more free time; 2) no need to spend time on the road; 3) it is possible to combine study with other things, for example, work.

Of the negative aspects of this format, the most repetitive responses are: these are technical problems, lack of live communication, and poor assimilation of the material.

Students are more optimistic about the distance format than teachers are. The analysis showed that such activities as training need the full-time presence of teachers and students. Teachers noted a decrease in the level of students' academic performance, while the latter believe that their academic performance has not changed. Teachers, as well as students, noted that such a format coped with its task during the quarantine, but to a greater extent they see distance learning as a temporary measure as a mixed form along with full-time training, but not as a complete replacement for classroom classes. Two categories of respondents lack live communication, communication, and the learning process is hindered by technical problems. In favor of the distance format, teachers and students came out with the fact that there is no need to waste time on the road.

List of literature

1. Danilova A. I. Distance learning: "for" and "against" / A. I. Danilova // Digital education: a new reality. - 2020. - pp. 90-93.
2. Kuzminova N. A. Distance learning: pros and cons / N. A. Kuzminova, E. A. Nikolaeva // Pedagogy, psychology, society. - 2020. - pp. 23-26.
3. Distance learning at the university: how not to lose as a [Electronic resource]. - Access mode: <https://rg.ru/2020/12/28/distant-v-vuze-kak-ne-poteriat-v-kachestve.html> (date of application: 28.03.2021).
4. Distance learning. The results of the survey of teachers // Google Forms [Electronicresource].-Accessmode: https://docs.google.com/spreadsheets/d/1ZAluWLasXPsenUIZvxdLEsv1GUQBpIs4_VReLdRDmXA/edit?usp=sharing.
5. Distance learning. The results of the survey of students // Google Forms [Electronicresource].-Access mode: <https://docs.google.com/spreadsheets/d/1dFj5gci6AH2Hw4skCbEyNWCGxDcB926j-OALz9Bu4vk/edit?usp=sharing>

ISSN 2792-4025 (online), Published under Volume: 1 Issue: 5 in October-2021

Copyright (c) 2021 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>