

## The Difficulties of Teaching Online During a Pandemic

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**Abstract:** The article presents the experience of distance learning for students in the conditions of the Pandemic, as well as the analysis of online classes organized in extreme conditions. The advantages of using Telegram messenger channel and Zoom platform defined. Undoubtedly, the stressful situation for all participants could not but affect the quality of training. Nevertheless, correctly selected course materials, based on the goals and objectives of the training and the characteristics of the learning process in an online environment, provided students with an educational result, and the teacher – a positive feedback.

**Keywords:** distance learning, Pandemic, Zoom, messenger channel, higher education.

### INTRODUCTION

Now, education systems around the world are taking measures to organize education in the context of the coronavirus (COVID-19) pandemic. I had to face unexpected difficulties in connection with the introduction of the regime of self-isolation. The education system hit by this wave with a large number of people.

The closure of educational institutions and the emergency transition to distance learning are associated with obvious problems, mainly due to insufficient technical equipment, the absence or poor preparation of both teachers and students to work in the new conditions. These and other problems challenge the education system in a critical situation. At the same time, along with obvious challenges and problems, the new format of education provides a wide range of opportunities and prospects for changing and improving educational systems, for which a critical situation creates forced conditions [1].

Let us define the concept of “distance learning”. Based on the analysis of pedagogical literature, we formulate the following definition: distance learning understood as the organization of educational activities using distance educational technologies that involve the use of information and telecommunications infrastructure for the transmission of information and indirect synchronous or asynchronous interaction between students and teachers [3]. For a teacher, the strength of online courses lies in the possibility of self-expression, in transferring one’s experience to an infinite number of students; for students, it is in the availability of education, in the opportunity to improve their skills, to acquire new contacts for cooperation in the future [1].

To implement distance learning, the teacher must master active teaching methods and help students form their own learning styles online, master the capabilities of the online learning platform and the necessary software, and overcome the difficulties and barriers of electronic communication. It is effectively manage an online course, teachers need to use tools to encourage students to master the course, develop discipline and skills in meeting deadlines for completing assignments, evaluate student work in a timely manner and provide prompt feedback.

### RESULTS AND DISCUSSION

The aim of the work is to analyze the key problems and risks that have arisen in connection with the transfer of universities to a remote mode of educational activity during the introduction of

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severe restrictions associated with the coronavirus pandemic. Among the main objectives of the study are to identify problems in the field of educational inequality, the quality of education, the laboriousness of the educational process and the cost of educational services. as well as to study the experience of the university of world economy and diplomacy, as one of the leading universities in Uzbekistan, in overcoming these problems during the pandemic.

The study identified the key problems faced by the university community in the transition to remote work, among which are the growth of educational inequality. the dependence of the quality of education not only on the capabilities of educational institutions, but also on the competencies and technical capabilities of students and teachers; increased workload on both students and teachers; possible decline in quality due to the spread of online education; rising cost of education. The reaction of state authorities to the new “challenges” of the Pandemic was timely: the regulatory and legal framework was brought into line with modern conditions, the format for holding operational meetings of working groups with representatives of the university community was introduced, and free access too many domestic online courses was opened. The actions of the University of World Economy and Diplomacy to overcome the threats that have arisen during the Pandemic, such as revising the time limits for calculating the teaching load, providing temporary use of laptops, webcams, organizing unlimited access to the largest electronic platforms for online learning. Holding events for administrative and teaching staff on issues of remote work, the development of temporary local acts, the organization of the work of the “Hot Line” made it possible successfully switch to remote work.

The remote format is convenient for upgrading qualifications, developing specific narrow skills, and being acquainted with new programs and digital tools. In the first wave of the pandemic, among the most popular courses were lessons on video conferencing in Zoom and virtual team management. In the current situation of high risk of coronavirus infection, the only possible and adequate response of universities and colleges to the external challenge was a temporary full transition to distance learning. In addition, in these conditions all possible resources of universities, partner universities, external suppliers of content and services were used for realization of educational process by means of the Internet.

Important requirements for the system were its reliability, the capacity of Internet channels, the ease of creating and posting content, the availability of services and platforms for teachers and students.

Following the methodological recommendations of the Ministry of Science and Higher Education of RU, universities have developed suitable for their level of IT infrastructure development, taking into account the available external resources, scenarios for the implementation of distance learning and requirements for the formats of the learning process. That is why each university has its own set of tools and scenarios for the organization of training in the online environment and its own platform.

The most popular among universities were platforms (each university had its own, individual one) for posting content and checking students’ knowledge, webinar services for online lectures and consultations, social networks and messengers for communication between students and teachers, and email newsletters for content delivery. Many institutions were able to take advantage of free online courses from leading Uzbek and foreign universities on national and international platforms. However, even these provided opportunities could not ensure that students fully mastered online courses because free access to course content did not involve the support of learners from the universities of online course holders. Moreover, teachers from the consumer universities were not immersed in course content were not familiar with the methodology of online learning and studied the courses simultaneously with their students.

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At the same time, motivated students coped well enough with the task, but, unfortunately, there are not many of them. Teachers lacked the skills to work in a digital environment, time to master new tools and restructure the educational process and support from the technical services of the university, which play an important role in the implementation of new technologies. Training of teachers in such a short time was not possible and reduced to instructive internal meetings, short webinars from the expert community, recommendations and instructions on working with various services and platforms, posted on the websites of organizations.

Issues of pedagogical design and course design were not even on the agenda for the transition to distance learning. In addition, this is a consequence of force majeure, which forced universities to mobilize all available resources and make a breakthrough in the very emergency implementation of distance learning technologies, but not in the systematic use of online learning tools, which requires much longer time. Electronic content created to solve momentary problems should be distinguished from full-fledged online courses, which involve the creation of a flexible interactive student-centered online environment for controlled mastering of knowledge and skills by learners. In addition, consequently, there is no reason to judge the effectiveness of online learning by the results that will be obtained in this “global” experiment of emergency transition to distance learning.

***Approaches to assessing the effectiveness of distance learning in extreme conditions.*** When evaluating the effectiveness of a new educational technology or learning model, there is a great temptation to compare the learning outcomes obtained by students when using this technology with the learning outcomes in the traditional model of face-to-face learning. However, such a comparative analysis, as a rule, does not provide valid statistically significant conclusions because it requires:

- Rigorous experimental design;
- Identical in content and different in format content;
- Identical test and measurement materials and conditions of the final certification;
- A sufficiently large sample formed at random for each model (technology) of training;
- Exclusion of influence on the results of the experiment of external factors that reduce the validity of the experiment [2].

In addition, this analysis defines effectiveness as student performance and does not take into account other success factors. Success in this case is not an absolute category, and can be measured based on the interests of different participants in the learning process.

For teachers it is really the results of student learning, and for students, apart from academic performance, a big role played by motivation and involvement in the learning process, which directly affect student achievement. For the university administration, indicators such as the percentage of students who complete the course, reduction of faculty workload and improvement of their productivity, market coverage, and the amount of extra-budgetary funds attracted come to the fore. For the founder – the Ministry of Science and Higher Education, the emphasis shifted to the quality of education, provision of human resources and reliability of IT infrastructure, global competitiveness of Uzbek education and implementation of indicators of national and state projects.

Evaluation of the effectiveness of online learning or the use of distance learning technologies can be carried out through the prism of these targets, but such an evaluation is appropriate in the conditions of a planned transition to new models of the educational process.

In the extreme conditions of abrupt reformatting of the educational process with limited internal and external resources, quite different evaluation criteria come to the fore. They can be divided into 4 areas: assessment of the context (prerequisites) of changes, assessment of the feasibility and cost-effectiveness of changes, assessment of the processes of change and results (products), direct and indirect.

In this connection, to assess the current forced transition to distance learning universities will have to answer the following questions:

- ✓ What factors (social, institutional, and administrative) have determined the readiness of universities to the transition, the attitude of participants to the changes, and influenced the effectiveness of these changes?
- ✓ Are the internal and external resources sufficient for such a transition? Is the level of development of the IT infrastructure sufficient for technical support of changes? Do staff and faculty have the necessary competencies to implement the tasks?
- ✓ Which steps in the transition process caused the most difficulty for participants? What organizational mechanisms failed?
- ✓ What were the outcomes of the transition to distance learning for students, faculty, and support staff? What are the reasons for unmet goals or negative feedback from participants? What issues need to be addressed to improve outcomes?

This assessment more focused on the analysis of prerequisites, needs, processes, than on the assessment of results. In addition, efficiency in this case defined as the ratio of results to the resources spent, taking into account the urgency of the tasks set. In the end, it is much more important to draw conclusions from this “global experiment” and to organize systematic work on mistakes in order to avoid these mistakes in the future.

## CONCLUSION.

Higher education institutions have been severely tested for their robustness and effectiveness. Some countries, such as Brazil and a number of developing countries, were unable to fully overcome the consequences of the Pandemic and switch to a distance mode of operation. The activities of the Ministry of Science and Higher Education and the higher education community of the Republic of Uzbekistan have demonstrated high efficiency and cohesion. Distance education will not fully replace classical full-time education. The future development of the higher education system will be influenced by two multidirectional trends of support and rejection of the full distance-learning format. However, the Coronavirus pandemic has shown the possible effectiveness of transferring part of learning to digital format, which will further make learning more flexible, personalized and effective.

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