

**NAVIGATING ONLINE EDUCATION: INSIGHTS INTO BENIFITS AND
CHALLENGES**

Farangis Mukhammadieva

an English teacher at Karshi International University, Kashkadarya, Uzbekistan

INTRODUCTION: The increasing prevalence of online education has prompted significant discourse regarding its benefits and challenges. As educational institutions embrace digital platforms, it becomes essential to explore how online learning environments can enhance knowledge acquisition and foster socio-cultural competence among diverse student populations. Online education facilitates the interaction of individuals from various backgrounds, promoting a rich exchange of ideas and perspectives that can challenge preconceived notions and biases. This article aims to provide a comprehensive overview of the benefits and limitations of online education, particularly in Uzbekistan, while advocating for enhanced educational platforms and further research to address the unique challenges faced by students with special needs.

Keywords: e-learning, self-regulation, platform, Uzbekistan, distance, web-based, m-learning;

Due to the Covid 19 period, the majority of people around the world had to shift their education from in-class to distance learning. I would like to delve deeper into the benefits that people can gain through online educations and the problems that can be faced by both the learners and the teachers.

Nichols et. al (2020) counted various advantages that can be perceived from online education that might be fruitful not only in terms of knowledge-gaining but also developing a strong socio-cultural competence (p. 50). According to them, people with different backgrounds from various countries all over the world can be brought together to one cyber classroom where they can get engaged with diverse perspectives while having discussions. This exposure to a variety of viewpoints and experiences can challenge learners' existing assumptions and biases, prompting them to critically examine their own beliefs and perspectives. This process of self-reflection and critical analysis can lead to a deeper understanding of oneself and the world around them, fostering intellectual growth and personal transformation. Liu and Wang (2009) has also commented similarly on e-learning saying it breaks time and space and gives knowledge on a global scale. However, Aheto et. al (2021) states that students without well-developed self-regulation skills, might not get enough satisfaction from online education. In other words, developing effective self-regulation skills is crucial for success in distance learning environments. Aheto et. al (2021) mentions four crucial skills which should exist in students who getting distance education. These skills encompass goal setting, time management, self-monitoring, and seeking help when needed (p. 755). By setting clear goals, managing time effectively, monitoring their own progress, and seeking assistance when necessary, learners can navigate the challenges of distance learning and reach their academic goals and increase their self-satisfaction. Moreover, online learning does not always sound attractive to some learners as they do not take the notion itself seriously. Majority still prefers in-class discussions and avoids taking online courses as they seem "waste of money" to some. Durnali, Orakci and Toraman (2021) discuss students' opinions about distance learning and the skillset that is required to be successful in that in one of their academic publications. They also support Aheto et. al's views on developing effective-self regulation skills. Moreover, they found out that female students get more motivated by online learning environment than the male students. Nevertheless, other studies found that men make more investment on learnin how to use technological tools than women (Venkatesh and Morris,

2000). The research by Dumali et. al has demonstrated that student success in online learning environments is contingent upon their technological readiness. Students' intention to adopt web-based learning technologies influences their attitudes towards learning behaviors and their perceived control over their learning process. Therefore, individuals who possess the necessary skills to effectively utilize web-based learning technologies exhibit a deeper understanding of the design principles underlying both online and offline learning environments, resulting in a heightened awareness of pedagogical approaches (Geng, Law, & Niu, 2019). Some potential problems faced by learners and educators while online education have also been highlighted by scholars. One of them is pointed out by Svobodova et. al (2021) that young learners aged above 10 cannot use technical tools themselves and they are always in need of a supervisor throughout the learning process. Moreover, their concentration level depends on the presence of their parents while they are attending online lessons. Svobodova et. al (2021) also included the difficulties that teachers have while teaching online. It has been proven by their research that instructors usually have trouble in conducting listening tasks. On top of that it has also been discussed in the abovementioned research that teaching students with special needs poses another problem yet to be solved. Online classroom tools has not been advanced enough to meet such students' needs.

This article has shown not only the benefits of e-learning but also the limitations experienced by learners as well as teachers. It can be summarized that there is a plenty of room for improvement in the field of distance learning. I think more advanced online classrooms and educational platforms should be created to solve the issue and more research should be conducted to tackle problems faced by students with special needs during e-learning process.

Conclusion

This article highlights both the benefits and limitations of online education in Uzbekistan. While online learning provides opportunities for socio-cultural engagement and knowledge acquisition, it also presents significant challenges that must be addressed. Future improvements in online educational platforms are essential, particularly to support students with special needs. Ongoing research is required to explore innovative solutions that enhance the effectiveness of distance learning for both students and educators.

References

1. Aheto, S.-P. K., Barfi, K. A., Kwesi, C., & Nyagorme, P. (2021). Relationships between online self-regulation skills, satisfaction, and perceived learning among distance education learners. *Interactive Learning Environments*, 29(7), 753-767. <https://doi.org/10.1080/10494820.2020.1750250>
2. Liu, Y., & Wang, H. (2009). A comparative study on e-learning technologies and products: from the East to the West. *Systems Research & Behavioral Science*, 26(2), 191-209.
3. Nichols, M., Choudhary, N., & Standring, D. (2020). Exploring transformative learning in vocational online and distance education. *Journal of Open, Flexible and Distance Learning*, 24(2), 43-55. <https://doi.org/10.18357/jofdl.2020.24.2.43>
4. Svobodová, Z., Kursch, M., & Veteska, J. (2021). Problems and obstacles of distance learning in the point of view of primary school teachers in the "COVID period". *Journal of Education in Emergencies*, 5(1), 1-12.