

## MAIN DRAWBACKS IN CONDUCTING ONLINE LESSONS AND SOLUTIONS FOR THEM

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*Abstract:*

Nowadays distance learning is not new thing in education system and almost all countries in the world have practiced it. During this period participants of this system analyzed it and mentioned its advantages and disadvantages, besides, many researches have conducted about online teaching and exact results have presented. Based on these results drawbacks of online lessons are presented in this thesis such as lack of face –to-face interaction, problems related to technology, students' control and motivation, lack of peer interaction.

*Key words:* distance education, technological tools, face-to-face interaction, assessment, social isolation, peer interaction

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Conducting online lessons all over the world during COVID 19 pandemic was an only way in education system as all people stayed at their home. Many countries did not face with difficulties in beginning this system as they have good internet speed, enough technological tools and they experienced it before. However, some countries which have low internet speed and never have had online lessons faced many challenges as they were not ready for this. At the beginning of this period there also were difficulties in organizing online lessons in Uzbekistan's education system. Step by step these problems solved and online lessons were conducted via television, computers and smart phones, besides, special platforms like Moodle, Zoom and Hemis were chosen for working. Nevertheless, there are obvious drawbacks of online education and some of them are discussed in this thesis.

**Lack of face-to-face interaction:** Distance education heavily relies on online communication tools, which may limit the opportunities for face-to-face interaction between teachers and students. This can result in reduced personal connections, less immediate feedback, and a potential impact on student engagement and motivation.

**Technological barriers:** Access to reliable internet connections, computers, and other necessary technological resources can be a challenge for students from disadvantaged backgrounds or remote areas. Unequal access to technology can create a digital divide, hindering students' ability to fully participate in online learning.

**Limited practical and hands-on experiences:** Some subjects, such as science, engineering, or arts, require practical and hands-on experiences for effective learning. Simulating these experiences in a remote setting can be challenging and may lead to a gap in understanding or skill development.

**Self-regulation and motivation:** Distance education often requires students to be self-regulated learners, as they need to manage their time, set goals, and stay motivated without

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direct supervision. However, some students may struggle with self-discipline and may find it difficult to stay engaged without the structure of a traditional classroom environment.

**Assessment and feedback:** Assessing students' progress and providing timely feedback can be more challenging in distance education. It may be difficult to ensure academic integrity during remote exams or assignments, and providing personalized feedback can be time-consuming for teachers, especially in large classes.

**Social isolation and lack of peer interaction:** Traditional classrooms offer opportunities for students to interact with their peers, collaborate on projects, and engage in discussions. Distance education can lead to social isolation, making it harder for students to build relationships, share ideas, and develop important social skills.

**Lack of individualized attention:** In a traditional classroom setting, teachers can easily observe students' behavior, body language, and engagement levels to gauge their understanding and provide individualized support. In distance education, it can be more challenging for teachers to identify and address the specific needs of each student, potentially leading to gaps in learning or limited opportunities for personalized instruction.

**Increased reliance on screen time:** Distance education often involves extended screen time for both teachers and students. This can lead to an increase in eye strain, fatigue, and other health concerns associated with excessive screen exposure. Balancing screen time with offline activities and promoting healthy habits becomes crucial.

**Limited extracurricular activities:** Physical education, sports, clubs, and other extracurricular activities are an integral part of a well-rounded education. In distance education, these activities may be more limited or absent altogether, potentially impacting students' social and physical development. Besides, it may increase unemployment rate as these lessons are eliminated.

**Teacher-student relationship building:** Building strong teacher-student relationships is a vital component of effective education. In distance education, the opportunities for informal interactions, mentorship, and individual support from teachers may be reduced, making it challenging to establish meaningful connections.

**Accessibility for students with special needs:** Distance education may not adequately cater to the needs of students with disabilities or special educational requirements. Adapting materials, providing assistive technologies, and ensuring inclusive practices can be more complex in an online learning environment.

**Teacher professional development:** Transitioning to distance education requires teachers to adapt their instructional strategies and learn new technological tools. Providing adequate professional development and support for teachers to enhance their digital literacy and teaching skills becomes crucial for ensuring quality education.

**Maintaining student engagement:** In a remote learning environment, maintaining student engagement and active participation can be more difficult. Distractions at home, limited interaction opportunities, and the absence of immediate consequences for disengagement may result in reduced motivation and lower retention of information.

**Cheatings in doing activities:** As teachers do not control and observe students when they do exercises which they give learners may cheat teachers by copying, getting help from others or using different internet based materials for getting answers.

Addressing these challenges requires a combination of effective pedagogical strategies, technological infrastructure, and support systems for both teachers and students. Ongoing research and innovation in the field of distance education aim to find solutions to these problems and improve the overall effectiveness of online learning.

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