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THE ROLE OF E-LEARNING IN EDUCATION

Abstract: The article presents a pedagogical problem of the integration of E-learning technologies into educational sphere of Uzbekistan. The introduction of E-learning technologies in the educational process faces with many technical and psychological problems. To solve them it is necessary to know the peculiarities of E-learning, in particular benefits and drawbacks of using online educational platforms and webinars in teaching foreign languages.

Key words: educational process; webinar technologies; interactive technologies; online educational platforms; E-learning; webinar; online teachings; online meetings; technical support.

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Introduction

Due to the COVID-19 pandemic online education has been introduced to all stages of educational system of Uzbekistan. Electronic learning has become the only way of teaching and learning not only in Uzbekistan, but also throughout the world for the last few months. We were made to change the usual lifestyle because of coronavirus disease. In Uzbekistan has been taken immediate arrangements of establishment E-learning into educational process. It made us create not only a single open educational environment, but also save our lives from sudden appeared virus. Thus, any pupil, university student or company employee has to have distance learning or work by distance, using a variety of Internet technologies (online platforms, digital libraries, collections of digital educational resources, trainings, webinars). This process influence on unavoidable change of everything what we are used to see. Taking into consideration all recent situations, we can not deny to accept E-learning consciously. Therefore, we need to be introduced to all consequences of it, its advantages and disadvantages. Moreover, we need to be self-prepared to conducting teaching via internet. Definitely, nobody was ready to such aftergrowth, the last incidents steal up everyone. However, we do not have a choice, besides to work on ourselves, to get

better our educational system by implementing internet learning into educational process.

E – LEARNING

E-learning (Electronic Learning) is a learning system, synonymous with terms such as E-learning, distance learning, computer-assisted learning, network learning, virtual learning, learning using information or electronic technologies [Аркадий Рудюк 2010 <https://habr.com/ru/post/94271/>]. E-learning is a learning based on developed scenarios using multimedia and information communication technologies. The teacher forms the course, the content of which represents materials that determine the goal of training, all components of training, including methods of control. It can be online or offline. The E-learning base today provides a wide range of technology and means that can be used to conduct distance learning (electronic learning tools). To the most significant technologies and means of E-learning we can include the following tools as distance learning systems, distance learning courses, podcasts, emails, MP 3 players, CD ROM, Web sites, Web 2.0 tools, teamwork systems, blogs, wiki, chats, E-learning models [Сергеев А. Г., Немонтов В.А., Баландина В.В. 2012].

Existing technologies and E-learning tools allow:

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- 1) To conduct training in various forms, including simultaneous, asynchronous, blended learning;
- 2) To organize the interaction of all participants of distance learning;
- 3) To use modern teaching aids (simulators, physical models, simulation modeling, and etc.);
- 4) To build effective learning;
- 5) To provide access to repositories of electronic materials;
- 6) To organize the collective work of students of remote learning

Looking back at the history of E-learning, it was found that the first attempt at E-learning was the University of Illinois undertaken by in 1960. It was looked like this: students, while listening to a lecture on computers connected to a network, gained access to additional information resources on the topic of the course [https://en.wikipedia.org/wiki/Educational_technology].

More than half of the century passed since that time, E-learning has been developing day by day. In the 2000s started to be mentioned open educational resources of various world-famous universities (primarily the Massachusetts technological Institute (MIT), Stanford University, New South Wales University, Yale University), which later turned into electronic educational platforms, such as Coursera, EdX, Udemy, Iversity, Yale, Udacity, Canvas Network, Stanford online, Alison, Openlearning, Khanacademy, Futurelearn, and etc.

The rapid process of globalization influenced on the development of E-learning technologies and their active application in the educational process in Uzbekistan. This process has started in the 2010s, and now, during a pandemic in 2020, we can talk about the E-learning boom. Thus, the world educational community is discussing the threat of crowding out classroom / face-to-face learning by distance learning, however, in our opinion, these fears are unreasonable, since the teacher's personality factor plays an important role in teaching, which is almost leveled out in e-learning. E-learning keeps the teacher and student connected: "E-learning provides, along with the presence of a fully mediated pedagogical interaction, the preservation of the traditional, direct interpersonal interaction between the subjects of the educational process" [Бородачев С. А. 2011].

It should be noted that E-learning has a number of undoubted advantages in comparison with traditional teaching technologies. There are the following advantages in using E-learning. Namely, low financial cost of organizing and conducting online training, lack of need for a large classroom fund (for an educational institution), mass training (for example, at the courses MOOCs (Massive Open Online Courses / Massive open online courses) are registered and trained more than 50 million users), the

formation and development of the most important competencies necessary for a successful graduate of a university (for example, the autonomy of educational activities, time management, responsibility, teamwork, etc.), the flexibility of the E-learning system, and, as a result, individual and flexible time to study, the variety of educational models used by the teacher in the implementation of E-learning, the attraction of modern and relevant material for classes [Шварукова Е. В. 2014].

E-learning provides opportunities for training under the guidance of a teacher or consultant, as well as self-study on an individually selected path. There is also the possibility of using E-learning as a source of additional information on traditional disciplines.

However, despite the obvious advantages, E-learning has a number of disadvantages. On comparison with the USA and Europe, Uzbekistan turned rather late into a "computerized" country, therefore, the general level of computer literacy is low. It is known that implementation of something new deals with some fears. Problems of introducing E-learning in the educational process of Uzbekistan can be generally divided into technical and psychological.

Technical issues include the following points:

- 1) The equipping of the educational space with the necessary equipment (computerization of workers and training places, laying wireless Internet Wi-Fi, etc.) with a fast speed internet connection,
- 2) The development of their own electronic resources (the creation of electronic manuals and courses within the framework of the main educational programs, the transfer of some educational materials to electronic university platforms, development of teaching materials in the electronic environment, etc.),
- 3) The purchase of electronic educational resources in more "advanced" foreign universities,
- 4) The organization of access for university students and teachers to both the global information network and electronic environment of a specific university,
- 5) The creation of an effective system for monitoring learning using E-learning technologies.

To solve them, it is necessary to connect an administrative resource, since one of the main roles in this issue is played by the financial component. However, no matter how expensive the purchase of equipment is or how time-consuming the creation of electronic resources is, the complexity of the solution cannot be compared with psychological problems of E-learning introduction in Uzbekistan. The solution of psychological problems, both teachers and students seems the most difficult task in introducing E-learning in Uzbekistan. Let us observe psychological problems of teachers.

The psychological problems of introducing E-learning are associated, first of all, with the psychological unpreparedness of the majority of

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teachers to work in electronic educational environment. The level of computer skills among university teachers is quite high, compared with other social groups of the population of the country, however, at the level of awareness of the need for this work, a certain psychological “barrier” arises. Some teachers are quite conservative and hardly go for the introduction of new teaching methods [Starodubchenko S. V. 2013]. A better situation develops with teachers of humanitarian disciplines, in particular, foreign languages, because, as a rule, they are familiar with the language of the electronic environment, and active, interactive modern teaching methods are often in teaching foreign languages used. In addition, the recent events with world pandemic has led to the wide usage of webinar technologies, online teachings etc. So what is webinar? What meanings does it have?

Using webinars

A webinar is an online seminar in real time or in recording, an online meeting or a web conference [Андреев А.А. 2010]. The name of the webinar comes from the two English words “web” and “seminar”. It should be mentioned that to denote the concept of “webinar” in scientific articles, the concepts of “web conference”, “online conference”, “online seminar”, “online seminar”, “online meeting” are used. These concepts are synonymous, but are not identical.

Who are the participants in the webinar? On the one hand, they are listeners - students (audience from 2 people to 100 or more), on the other hand, a speaker or 2 speakers, who turn by turn present blocks of information to the audience.

A webinar, like a lecture (lesson) in real time, can perform simultaneously or separately three functions: training (content of the webinar itself), consultation (chat mode) and monitoring (poll / interactive voting mode).

Webinars have a number of didactic characteristics, among which the following are significant:

1)The ability to individualize the educational process (each student has an access to a webinar that can be viewed and reviewed at a convenient time),

2)The teacher's ability to use the whole range of technical support (a variety of illustrative materials: presentations, interactive videos, interactive posters, websites),

3)The possibility of influencing on students with the help of speech techniques, gestures and facial expressions,

4)The ability to maintain live communication between the teacher and the student (in real time, the students can ask any questions related to the topic), create comfortable learning conditions (students can choose absolutely any place to watch the webinar, in a cafe, at home, on the bus) [Кайгородцева Н.В., Лузгина В. Б. 2017].

Currently, educational webinars can be divided into information seminars, educational webinars and trainings. Their characteristics would be briefly considered. The information seminar is a free online seminar lasting 1 - 1.5 hours, where the presentation of the educational program takes place. Such informational seminars are popular while demonstrating paid educational programs of higher educational institutions or short educational programs offered by the authors of unique authoring techniques. A training webinar introduces directly to questions of a specific subject area. This type of online seminar is popular in the context of the educational process at school or at a university. Training is a series of webinars on a specific topic. Moreover, the training involves the simultaneous use of distance learning systems, as the listener not only perceives visual and audio information, but also performs practical tasks. Within the educational process in an educational institution, a training can be a distance course in the humanitarian or technical discipline.

Most of the webinars take place according to the following scheme: at the first stage, users register on the page of the event, at the second stage the participant receives an electronic confirmation and reminder, at the third stage, right before the online event itself, the participant clicks on an individual link and joins the web conference. This is how the process of participation in a webinar looks like through the eyes of a user - a schoolboy, student or employee of a company. And what is an online seminar for the creator of a webinar - a teacher?

When creating a webinar, the teacher performs several functions: social (creates a friendly atmosphere for the lesson), pedagogical (selects the most effective tools for online learning), technical (well acquainted with technical support, able to solve problems independently) and organizational (careful planning and designing of online meeting) [Мещерякова, Исакова. 2015]. Based on the above functions, a teacher - a creator of the webinar should have the following competencies: oratory skills, knowledge of netiquette, knowledge, skills to develop materials specialized for web conferences. Thus, at the first stage, the teacher collects authorial material for the course: creates interactive presentations, selects useful educational web resources, selects textbooks, and so on. Then he determines the exact thematic content of a single webinar or webinar cycle, as well as their appearance. Depending on pedagogical goal, the webinar can be a virtual round table, lecture, workshop, seminar, brain ring, virtual laboratory lesson, or other types of educational activities. The type of webinar, in turn, determines the choice of platform on which it is organized. Note that currently there is a large selection of online venues for webinars (for example, iMind, Webinar.ru, Mirapolis Virtual Room and others), but there is no a universal one.

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Let's consider the possibilities of using modern platforms for conducting webinars from a pedagogical point of view, their advantages and disadvantages.

The most popular for the educational process in educational institutions today are Webinar.ru, MyOwnConference, AnyMeeting, ClickMeeting, GoToMeeting, ZoomMeeting, WebinarJam, ON24, Livestorm, Adobe Connect and Mirapolis Virtual Room. As a rule, all modern webinar platforms are equipped with the same basic tools: demonstration of the desktop, some running applications, presentations, videos; conducting surveys; creation of group and private chats; the ability to see the speaker; videoconferencing; monitoring the presence of participants; drawing board. Advanced features include the following: sending out invitations, participating via mobile devices, advanced reporting on webinars, and the ability to embed registration forms.

What are the advantages of using a webinar in the educational process [Пазумова H.A. 2013]? Firstly, the speaker and his listeners have the opportunity to hold an online meeting being in different places. Moreover, the teacher can organize a webinar at home. Secondly, the absence of expenditures on moving to the venue (no traffic jams, which can be a reason of coming late to the offline seminar or missing a layer of valuable information) and save time. A third advantage is the ability to review and access to materials. Also, if we consider the webinar as one means of working with students of distance learning, it is worth emphasizing the fact that there is an element of communication in real time.

So, at the present time, the webinar is considered to an effective innovative online form of organizing educational activities, but it has some drawbacks too: in comparison with the traditional form of training, the teacher spends more time choosing a platform, adapting the training course to the Internet form,

learning how to work with the platform itself [Раицкая Л.К. 2012]. Moreover, the webinar does not involve two-way eye contact: students see the lecturer, but the lecturer is not able to establish visual contact with his audience, in particular when the audience is more than 5-10 people. In addition, the complexity of the webinar software, though this drawback is controversial, because many modern platforms are maximally adapted for users who use this service for the first time. It is also noted that due to the fact that the webinar is a relatively new technology used in educational activities, a teacher who is used to the traditional educational process can conduct an online lecture in a completely different way, without its inherent expression and emotionality.

CONCLUSION

In conclusion, the introduction of E-learning requires a lot of preparatory work in the teaching sphere. Special training is required for teaching staff to work on electronic platforms and a methodically competent use of electronic resources in the educational process, because it makes them not only use electronic resources but also create their own courses and disciplines on the electronic platforms.

To solve psychological problems, it is necessary, firstly, to massively introduce teachers to the consciousness of the idea of the necessity and inevitability of using E-learning technologies, and secondly, to develop a system of training courses and methodological seminars on the introduction of E-learning in the educational process. Thirdly, teachers need to know how to teach online using webinar technologies, knowing the possibilities of all platforms.

However, it is worth to mention that the mentioned drawbacks are not permanent, as over time the teacher adapts to the new forms of conducting classes and feels comfortable.

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