

Enhancing effective online teaching in Higher Education.

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Annotation: Over the past twenty years, the use of online education and the inclusion of its individual elements in the educational process, such as electronic or online courses, has increasingly become the subject of research. The following article is devoted to the investigation of the ways of enhancing the efficiency of online classes in higher education

Key words: digital tools, online learning, synchronous, asynchronous, hybrid learning

In fact, all forms of learning can be conditionally located on a continuum from fully face-to-face forms, when all interaction between the teacher and students takes place in a face-to-face format, to a completely autonomous online course, in which the transfer and assessment of knowledge are carried out by artificial intelligence, and the teacher is included only at the course development stage. and as it is upgraded.

At the same time, the forms of education are not mutually exclusive, for example, in full-time education, elements of online learning and fragments of online courses, or an entire online course can be used, which often leads to a confusion of concepts, for example, distance and online learning .

It is necessary to distinguish between online learning, which was originally planned in an online format, and emergency remote teaching (emergency remote teaching), which consists in a short-term transfer of learning online due to emergency circumstances.

However, online resources are widely used in organizing emergency remote teaching. Since the article highlights the effectiveness of online learning and online courses, it is necessary to dwell separately on the terminology that the authors rely on.

Online learning. There are a number of classifications and approaches to online learning, which are based on the characteristics of the trainees themselves, the openness and mass character of online learning [59]. However, such classifications are based on only one parameter and are more suitable for descriptive purposes.

Another type of classification considers online learning as one of the elements of e-learning, for example, Nagash and Wilcox propose a classification of six types of e-learning, which includes: face-to-face learning with electronic or online components, self-learning, synchronous or asynchronous online learning, and synchronous or asynchronous hybrid learning. Such a classification does not allow assessing the diversity of online learning formats.

Also, researchers come to the conclusion that in the course of classifying the variety of forms, it is necessary to rely on three parameters.

Purpose of online learning: online learning can act either as an independent form of learning process or as an addition to face-to-face learning.

The degree of student independence: how free the student is in choosing forms and materials for studying, how strong is the control over the process of mastering the program.

Synchronicity or asynchrony of the educational process: in the case of synchronous learning, the transfer of material occurs in real time, with asynchronous learning, the material is studied at any time convenient for the student. Online courses. At the moment, there is no single definition and description of online courses. In particular, Grechushkina N.V., conducting a systematic review of the theory and classification of online courses, notes the complexity of their categorization.

As mentioned earlier, in some forms what is today called an online course may be an element of blended and online learning, and complete programs taught online can often be called an online course. Since such a definition does not allow us to identify the main differences between an online course, online and blended learning, researchers are increasingly inclined to define an online course as a course located on an online platform and having a clear structure, necessary materials and evaluation tools.

It does not require the presence of a teacher and other students. In fact, students take this course on their own, study all the materials, solve problem situations, pass intermediate and final testing, perhaps without ever talking to the teacher or other experts who, as mentioned earlier, are actively involved in the course creation process at the planning stage. , selection of materials and development.

The effectiveness of online learning. At the moment, there is no single standard for assessing the effectiveness of online learning due to the complexity and ambiguity of such an assessment. Each educational institution selects and evaluates the parameters corresponding to the specific objectives of the educational program, the type of educational institution, the age of students and their other characteristics [10]. All currently proposed approaches to evaluating the effectiveness of online education can be divided into the following categories:

Grades and test results obtained as a result of online learning and reflecting the level of knowledge gained. This parameter is assessed by studying the results of the final and intermediate assessments of students. However, the use of this characteristic exclusively leaves a negative imprint on the process of online education in terms of reducing the motivation of students.

Evaluation of the effectiveness of online learning by studying certain parameters of the online teaching process, in particular, such characteristics as the degree of inclusion and involvement, the quality of expertise and facilitation. Evaluation of effectiveness in this case is based on the teacher's self-analysis data, feedback from students and conclusions from course curators. The limitations of this approach are related to the shift in the focus of assessment to the teacher.

The level of student satisfaction with the online learning experience (content, work with the teacher, platform, interaction with other students, the procedure for assessing knowledge and the degree of transparency of the criteria for this assessment). The main form for assessing this parameter is questionnaires and feedback forms from students. This approach to assessment also has certain limitations, since the focus of assessment is shifted to the student's opinion, which may turn out to be quite subjective and not meet the methodological requirements for building a course.

An integrated approach that has become widespread recently proposes to define the effectiveness of online learning as a set of two indicators: the level of acquired knowledge, skills and abilities (can be reflected, for example, in grades) and student satisfaction with the experience of online education (content, interaction and technologies) and the results of work within the framework of online course or program. The latter is often referred to as online learning self. This approach is more in line with the concept of online learning proposed by Anderson, as it concerns the processes and results of the interaction of the main components of online learning. It also involves a combination of performance measurement tools: examination of final scores, feedback forms, reports, and self-reflection data.

It was found that the rich methodological tools accumulated for classroom training lose their effectiveness as the face-to-face component decreases. As part of solving this problem, a number of researchers suggest developing the following areas to improve the effectiveness of online education.

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