

“ONLINE EDUCATION: NEW OPPORTUNITIES OR LOST EXPERIENCE?”

Nasriddinova Maxbuba Sardorbekovna

Kokand University Andijan Branch Faculty of Social and Humanitarian Sciences.

Department of Philology and Foreign Languages (English Language)

Annotation: *This article analyzes the dual nature of online education — that is, whether it creates new opportunities or leads to the loss of traditional learning experience. In the study, the advantages and disadvantages of online education were examined based on students' views. According to the results of the analysis, online education provides convenience, saves time, and enables quick access to digital resources. At the same time, there are also problems such as a decrease in live communication and a decline in motivation. In the conclusion of the article, a hybrid (blended) model combining online and traditional education is proposed as the most effective solution.*

Keywords: *online education; innovation; digital learning; motivation; hybrid, result, rank, level, education, method, experience, system, opportunity*

Introduction

In recent years, as a result of the rapid development of digital technologies, fundamental changes have also taken place in the education system. Especially during the pandemic, online education became the main form of teaching all over the world, and through this, new experiences and innovative approaches were formed. On the one hand, online education provided learners with the opportunity to gain knowledge from their own place, but on the other hand, it limited live communication and mutual exchange of experience in the traditional classroom environment. Therefore, today this issue — in the form of the question “Is online education a new opportunity or a lost experience?” — is becoming the subject of many discussions. Among the advantages of online education, it is possible to mention convenience, freedom in terms of time and place, and the opportunity to use various electronic resources and platforms (Google Classroom, Zoom, Coursera, Moodle, and others). Such a system allows students to learn at their own pace of independent study and to check their knowledge through tests and interactive tasks. At the same time, online education also allows teachers to simplify the learning process, store materials in digital form, and receive prompt feedback. However, along with the positive aspects of online education, there are also some negative sides. In particular, the lack of direct communication between the learner and the teacher, quick fatigue of attention, decline of students' motivation, and decrease of social activity are observed. In addition, since not every learner has the same technical opportunities, the possibility of equal education is sometimes limited. Therefore, many researchers suggest that online education should not be viewed as a complete replacement for the traditional system, but rather as a supplementary or additional tool. The purpose of this article is to determine

the advantages and disadvantages of online education from the students' point of view and to evaluate its impact on their learning efficiency. Based on the results of surveys and observations, the article analyzes the influence of online teaching on students' motivation, activity during lessons, and skills of independent learning. On this basis, the advantages of the hybrid model (that is, the combination of online and traditional teaching) are discussed as a means of improving the education system in the future.

New Opportunities in Online Education

Online education, as one of the modern teaching forms, creates wide opportunities for the development of both teachers and learners. In the conditions of globalization, online education serves as a bridge that connects people from different countries and cultures. The main advantage of this system is that it is not limited to time and space. Every learner can study anytime and anywhere. For example, through platforms such as Coursera, EdX, or Udemy, students can participate in courses conducted by professors of leading universities of the world, obtain international certificates, and acquire additional skills. Another important advantage of online education is its flexibility. A learner can plan his or her own study schedule and study materials. In addition, the use of multimedia elements — videos, interactive tests, infographics — makes lessons more interesting and understandable. The presence of a large number of online resources allows students to deepen their knowledge in a particular subject and develop independent research skills. Online education also provides great convenience for teachers. They can easily upload teaching materials, organize online discussions, and evaluate students through digital tools. In this process, the digital literacy of teachers also improves, and their pedagogical creativity expands. In particular, the use of electronic platforms encourages teachers to use innovative methods and motivates students to actively participate in lessons. At the same time, online education contributes to increasing access to education. People living in remote areas, those who are busy at work, or individuals with limited physical mobility can also study through online platforms. This creates conditions for ensuring equality and inclusiveness in education. Thus, online education opens a new page in the field of education, bringing traditional teaching closer to modern technologies and creating opportunities for continuous learning. In addition, online learning encourages the development of 21st-century skills such as critical thinking, problem-solving, collaboration, and digital communication [5]. By working on digital platforms, students learn to manage time effectively, search for information critically, and use technology responsibly. Moreover, many universities and schools are now implementing blended or hybrid learning systems, combining online and offline instruction to achieve both flexibility and personal interaction [6]. Recent studies also show that online education has led to the growth of “microlearning” — short, focused learning modules that improve retention and make studying more engaging [7]. This form of learning helps students review materials in smaller, more manageable parts, which enhances understanding and motivation. Therefore, online education is not only a temporary alternative but a sustainable model that can transform the future of teaching and learning.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

Besides it, we can notice some kind of opportunities from online education, firstly, if you are woman or girl, you have to spend your time to look at style of your clothes, make up with cosmetics to your face and it takes approximately 1 hour. So we can analyze that we are losing our 1 hour for preparing and roughly 2 hour for way, actually if you want to go education center, it takes so long time if your home is far. So our 3 hour is going to waste. Secondly, by online education, we can save data and informations on our gadgets. It is true that, online courses included recorded videos that recorded from real online lessons. But, you can't get this kind of bases from offline lessons. I can tell you examples from my real life: i had an enthusiasm to learning english language from upper intermediate level due to i did not have any opportunity to study at this level. At this time education center's competition was so strange like they didn't focus on giving knowledge and making marvelous result instead they addicted to teach their students between really less time. Have you ever listened about some advertisements like turbo 6 months or intensive ielts and so on. They commit that they will be able to help their student getting an ielts or cefr certificate. It is true that the promise is justified by teachers. The thing is they will have issues with enhancing or rising their score because of they had a foundation but they had not enough information or knowledges in short their general Language skill is so weak they study general english 2 months but ielts 4 months. How can it be who can answer me? As all young generation I was cheated because I skipped IELTS without taking the upper and advanced courses. No matter how many courses I wanted, I couldn't find one. Due to demand, such courses have become scarce and the IELTS Foundation has been opened to replace them. So i gave up and studied in the same course that everyone else studied and the result was b2 from CEFR and until today i never marked with 7 band score no matter how i practiced and learned. Finally, i realize that i have to take upper intermediate and advanced courses and i began to find the best teaching technique and atmosphere that i fall peacefully and courage to get 8 or 8.5 band score. Consequently, I chose one after looking at all the options. It was really wellknown one among my society. What a pity that the time of the lessons were very disharmonious. The reason is since i born there is one family rule that after evening nobody can get out or get in to our house. We had to arrive until five p.m. That's why i don't have a chance to study in lately lesson. So i have been searching the course of my level for 2 months but i could not find it and then i suppose that the best way learning languages - to learn it by online then you can't make excuses by improper time.

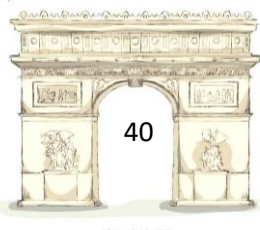
Lost Experience in Online Education

Alongside the advantages of online education such as convenience and flexibility, it has also led to the loss of several important experiences typical of traditional learning. First of all, the decrease in live communication and social interaction has negatively affected the quality of education. The natural connection between teacher and student in a traditional classroom — emotional support and a collaborative learning environment — cannot be fully provided by online platforms [4]. Research shows that students' active participation often decreases when the camera is turned off, which limits the teacher's

ability to conduct lessons based on feedback [5]. In addition, the decline in motivation is considered one of the most serious problems in online education. Students often feel lonely during individual learning processes, which reduces learning effectiveness. According to Deci and Ryan's (2000) **Self-Determination Theory**, the formation of intrinsic motivation in a person requires social connection, a sense of self-worth, and freedom of choice [6]. Online teaching often fails to provide these psychological factors adequately. Moreover, the weakening of practical lessons and experience-based learning is also noticeable. Especially in practical fields such as natural sciences, technology, or phonetics, students face difficulties in fully performing laboratory work, pronunciation exercises, or group activities. This slows down the process of turning theoretical knowledge into practical skills. As a result, online education has lost a part of the human connection between teacher and student, the collaborative learning environment, and real practical experience. Therefore, many scholars emphasize that online education should not be seen as a complete alternative, but rather as a complementary form to traditional classes.

Methodology

In this study, a descriptive method was applied to identify the advantages and disadvantages of online education. During the research, a survey was conducted among 100 university students. In addition, semi-structured interviews were held with 10 teachers. Through these methods, the impact of online learning processes on students, their motivation levels, interactivity, and the influence of technical conditions on learning were analyzed. The collected data were qualitatively analyzed, and students' opinions were studied by grouping them according to topics. Moreover, the outcomes of online and traditional education were compared through comparative analysis. Differences based on the respondents' age, gender, and fields of study were also considered. Through this methodological approach, not only the technological but also the psychological and social aspects of online education were examined. This allowed the issue to be approached not only from a theoretical but also from a practical perspective. The findings of this study highlight a critical tension between the logistics of education and the psychology of learning. While the 65% satisfaction rate regarding "convenience" proves that digital platforms have solved the problem of access, the 35% who reported decreased motivation confirm that access does not equal engagement. The feedback from philology and natural science students suggests that online education currently lacks "tactile" and "auditory" nuance. In a traditional classroom, a teacher's non-verbal cues—a nod of encouragement or a change in tone—act as scaffolding for student confidence. Without this, as the results indicate, the "emotional connection" weakens, leading to the "loneliness" described in the literature review. Furthermore, the preference for a "blended learning model" suggests that the future of higher education is not a binary choice between physical and digital, but a hybrid system where theory is delivered via flexible online modules, while practical skills and social validation remain rooted in the physical campus.



Results

The results of the study showed that 65 percent of respondents considered online education convenient because it provides flexibility in terms of time and place. Students noted that they had the opportunity to rewatch lessons at a convenient time, study independently, and store learning materials in electronic form. However, 35 percent of participants identified key problems in online education such as poor internet connection, lack of live communication, and decreased motivation as major drawbacks. In particular, students majoring in philology and natural sciences reported difficulties in mastering practical exercises online. Teachers, on the other hand, stated that while their skills in using innovative platforms and digital resources improved through online classes, emotional connection with students weakened. At the same time, some teachers suggested that applying a blended learning model (combining online and traditional methods) could be effective in improving the quality of education. The results indicate that online education combines both new opportunities and lost experiences — that is, it requires balance between modernity and human factors.

Student Opinions on Autonomous Learning vs. Isolation: Beyond the statistical split, qualitative feedback from the survey revealed a "paradox of autonomy." While the 65% who favored online learning praised the ability to "own" their schedule, many of these same students expressed that this independence felt like a double-edged sword. One recurring opinion among the respondents was that the lack of a physical "learning space" made it difficult to separate their academic life from their personal life, leading to mental fatigue. This suggests that "flexibility" is often traded for "boundary-less" work, which contributes to the 35% who reported a decline in motivation.

Teacher Perspectives on Pedagogical Shift: The 10 interviewed teachers provided a nuanced view of the "lost experience." A significant consensus among them was that while digital literacy improved, the "pedagogical intuition"—the ability to sense a student's confusion without them speaking—was almost entirely lost. Teachers noted that the "camera-off" culture created a psychological wall, making them feel like they were "speaking into a void." Their opinion was that online education, in its current form, over-prioritizes the delivery of content while under-prioritizing the reception and emotional processing of that content.

The Practical Gap in Specialized Fields: The difficulties reported by philology and natural science students were not just technical, but functional. In the interviews, students argued that a recorded lecture cannot replace the real-time phonetic correction of a professor or the tactile experience of a laboratory experiment. The prevailing opinion among these specialized groups was that online education creates a "theoretical bubble," where they gain knowledge but lack the "muscle memory" or "practical confidence" required for their future careers.

Synthesis of the Blended Learning Proposal: The most striking result of the study was the collective call for a "middle ground." Both students and teachers shared the opinion that the traditional model is too rigid, but the purely online model is too clinical. The results strongly suggest that the ideal educational experience in the post-pandemic

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

era is one where the "convenience" of digital resources (identified by the 65%) is used to support, rather than replace, the "human connection" found in traditional classrooms.

Discussion

Online education is increasingly becoming an integral part of modern society. The study revealed that while this system provides broad access to education, it also brings the risk of losing essential aspects of traditional teaching. For example, although students can study in comfortable conditions, they are deprived of live interaction with teachers and classmates. This leads to a decline in social activity and a weakening of the collaborative learning environment. On the other hand, the effective use of technologies during online education strengthens digital skills, which is especially important for young people, as digital literacy is becoming a labor market requirement. However, complete reliance on technical tools increases distractions and tests students' self-discipline. It should also be noted that the effectiveness of online education largely depends on the teacher's competence and the student's motivation. If a teacher can organize interactive lessons on digital platforms, the advantages of this system become stronger. Otherwise, online learning remains limited to theoretical knowledge and fails to develop practical skills. In general, it would be more appropriate not to reject online education completely, but to integrate it with the traditional system. A hybrid (blended) learning model allows students to benefit both from modern technologies and live communication. In this way, the education system can become more flexible, equitable, and of higher quality.

Conclusion

In conclusion, online education has fundamentally transformed the teaching process in modern society, expanding access to learning. By providing convenience in terms of geography, economy, and time, it has made learning more flexible and independent for many students. However, this system cannot fully replace the human communication, emotional connection, and direct teacher–student relationship inherent in traditional education. Therefore, the future education system should be based on a blended learning model — combining the possibilities of online technologies with the social and emotional experience of traditional classes. Only in this way can the educational process become not only effective but also enriched with human values.

Recommendations:

Develop blended learning models: Higher and secondary education institutions should implement systems that integrate online and traditional teaching methods. This will not only increase students' independence but also preserve social interaction.

Train teachers in digital competencies: Every teacher should know how to use modern technologies effectively and have the skills to organize online lessons in an interactive and motivational way.

Improve technical infrastructure: It is necessary to increase internet speed and provide access to computers and tablets to create equal opportunities in all regions.



Support students' psychological well-being: Since social isolation exists in online learning, it is important to strengthen virtual collaboration, group work, and mentoring programs in schools and universities.

Continue research: Broader scientific studies should be conducted on the long-term effects of online education on students' social skills and motivation.

LITERATURE

[1] Anderson, T. (2008). The Theory and Practice of Online Learning. — Edmonton: AU Press. — p. 34–39.

[2] Hrastinski, S. (2019). What Do We Mean by Blended Learning? — TechTrends, 63(5), 564–569.

[3] Bates, A. W. (2015). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. — Vancouver: BCcampus. — p. 87–91.

[4] Salmon, G. (2013). E-tivities: The Key to Active Online Learning. — New York: Routledge. — p. 51–57.

[5] Martin, F., & Bolliger, D. U. (2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. — Online Learning Journal, 22(1), 205–222.

[6] Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. — Psychological Inquiry, 11(4), 227–268.

