THE INFLUENCE OF ONLINE EDUCATION ON THE PROCESS OF LEARNING ENGLISH

Norboeva Munira Abdunazar qizi
*Webster University in Tashkent, MA TESOL*
arinum1687@mail.ru
shantimunir@gmail.com

Annotation: *The rapid shift toward online education—accelerated by global disruptions such as the COVID-19 pandemic—has transformed how English is taught and learned. This thesis investigates how online education influences the English-language learning process, examining both benefits and challenges. Through a review of recent studies spanning high school to university levels, key factors such as learner autonomy, interaction, technology access, motivation, self-regulation, and speaking skill development are analysed. The findings show that while online education offers flexibility, increased learner control, and varied digital resources that positively impact certain aspects like reading comprehension, it also poses obstacles like reduced real-time interaction, technology barriers, and challenges in speaking practice. The paper concludes with recommendations for educators and policy makers to mitigate downsides and maximize the effectiveness of online English learning environments.*

Keywords: *Online education; English language learning; learner autonomy; interaction; self-regulated learning; speaking skills; technology access; motivation.*

Introduction. In today's age of globalization and information technology, distance learning plays an important role and is effective. Over the past decade, online education has become increasingly integral to language learning globally. External shocks — in particular the COVID-19 pandemic — forced many schools and universities to adopt remote and online teaching methods almost overnight. While this shift has opened new possibilities for reaching learners beyond traditional classroom walls, it has also raised questions about effectiveness, especially in language acquisition where interaction, feedback, and speaking opportunities are traditionally valued.

Distance education, sometimes referred to as distance learning, is the teaching of students who may not always be physically present at school, or in which the student and the teacher are separated in both time and distance. [1][2] Online education, also known as online learning, remote learning, or remote education [3], is typically used in distance education today through an online school. A distance learning program may include entirely of online training or it may combine traditional in-person (sometimes called offline) classroom instruction with online instruction.
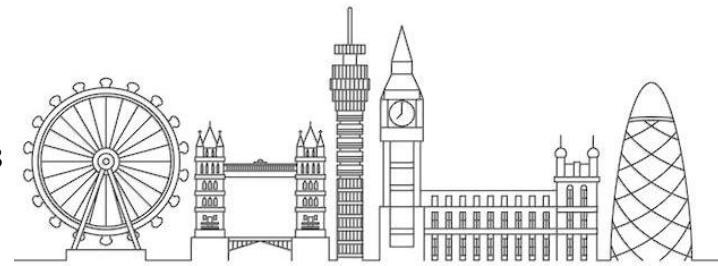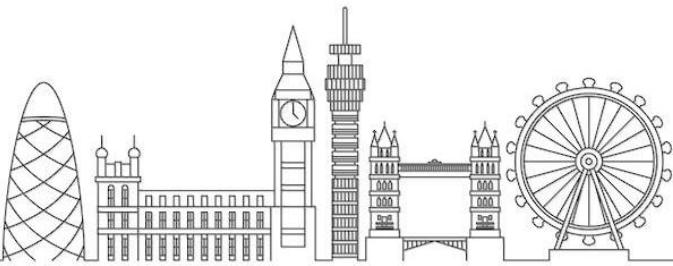
Main part. Concepts like open learning, distance learning, and others were nearly synonymous until recently. However, distant learning has so far demonstrated its value and usefulness. The debate of whether distance learning is a technology or a type of education is still pertinent, though. Because the answer to this issue depends on the remote learning method, implementation strategies, and instructor preparedness for working in distance learning. The following is how distance education is currently defined by scholars and practitioners:

-Distance education is the study of the widespread use of traditional and new information technologies and their technical means, used in the delivery of educational materials, independent learning, communication between teacher and student, is a synthetic, integral, social form.

Distance learning includes the following technologies:

1) Interactive technologies: audio conferences, video conferences, desktop video conferences, electronic conferences, voice communications, two-way satellite communications, virtual presence.

2) Non-interactive technologies: printed materials, audio cassettes, video cassettes, one-way satellite communications, television and radio broadcasts, diskettes and CD-ROMs.

Initially, distance learning was intended for schools, vocational colleges and academic education located geographically distant from each other. However, the development of modern information and telecommunication technologies has opened the way for the implementation of the natural educational process at a distance. Analysis of the International Council on Distance Learning shows that currently more than 10 million students in the world are studying this method.

Development and change are happening extremely quickly these days.

Although the objectives of distance learning are the same as those of full-time schooling (if the curriculum is adequate), the way that the content is delivered, how teachers and students engage, and how the birds interact will all be different. Although the organisational principles of distance education are unique to distance education due to its features, Internet media capabilities, and its services (chats, forums, email, and videoconferencing), the fundamental didactic principles of distance education are the same as those of other forms of higher education. Modularity, mastery of the teacher's function, distance separation of the learning process's subjects, virtual cooperation in education, and self-management over the teacher's control are some of the distinctive characteristics of distance learning.

Indirect (at a distance) interactions between students and faculty are facilitated by educational technologies that are mostly deployed through information and telecommunication networks [4]. Stated differently, DE includes the use of both online and offline technologies, as well as the teaching and monitoring of content assimilation over the Internet computer network.
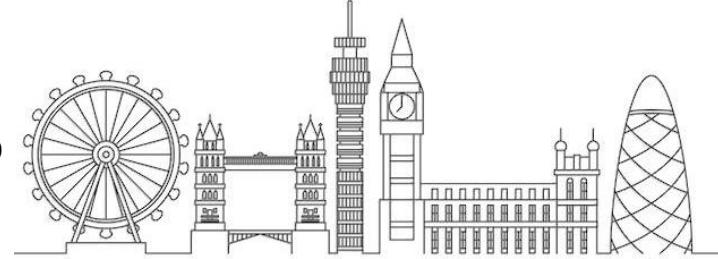
The remoteness of the educational process's subjects and information sources, a collection of contemporary technologies that facilitate student-teacher interaction, a mix of online and offline technologies, and the prevalence of students' independent learning activities are some of the distinctive characteristics of online education. Given the particulars of this subject, learning English through the DE is a very serious challenge. The UP must therefore be structured in a way that considers every aspect of this discipline while it is being developed. The primary characteristic of learning foreign languages in general is that students must become proficient communicators, that is, language proficiency as a means of intercultural communication and communication, a tool for learning the world and independently acquiring new knowledge about it, etc. [5].

A variety of online teaching techniques, including blended learning, virtual classrooms, and videoconferencing, have generally been incorporated into advancements in e-learning [6]. Nonetheless, virtual classrooms are furnished with a variety of tools intended to give students pertinent information, assistance, engagement, and ongoing feedback via web conferencing. Comparing their value to traditional classroom settings is frequently challenging, particularly when it comes to language learning. where the latter option necessitates face-to-face interaction, information exchange, and constructive input to improve the learning system.

Studies show that online education can positively influence certain English skills, especially receptive ones (reading, writing comprehension) and vocabulary. For example, Lin & Zhang [7] found that digital learning helped eighth graders improve their reading comprehension and self-regulated learning skills. Meanwhile, a meta-analysis by Yunita found [8] that online learning during the COVID-19 period had overall positive impacts on English language instruction globally.
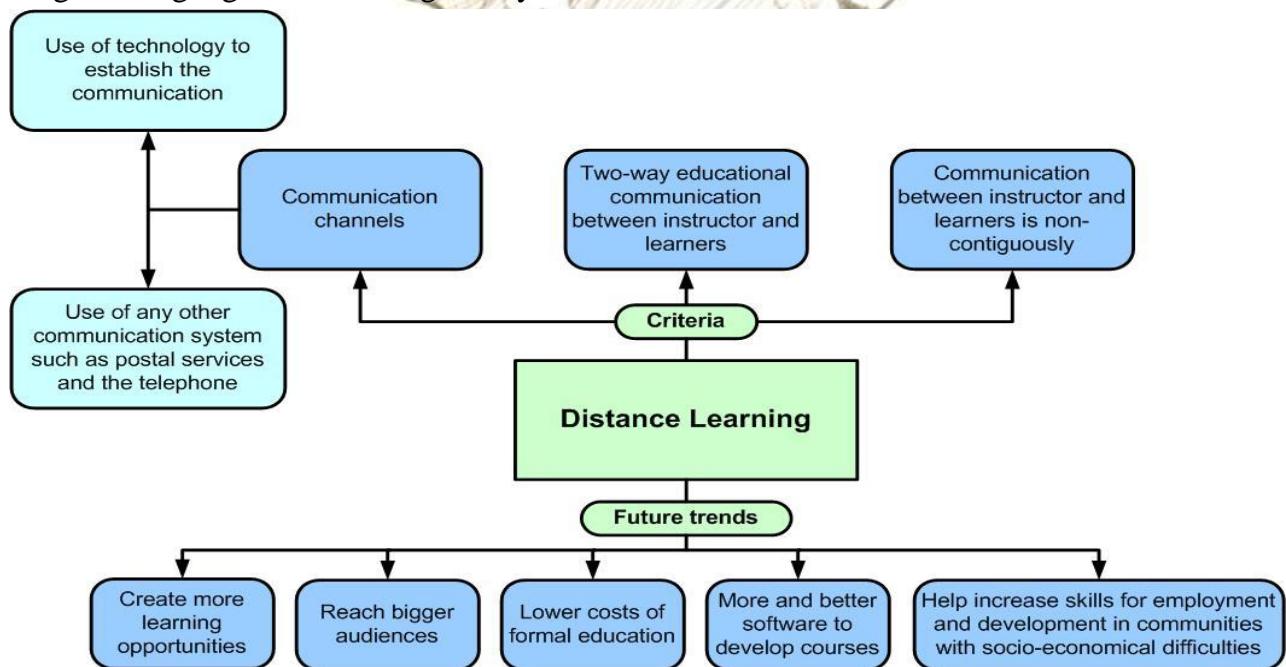

**Figure 1. Criteria and future trends of Distance learning**

Recently, the potential benefits of computers and cutting-edge technologies for education have been studied in relation to the rapid expansion of innovation (increasingly applied in educational contexts), These days, a lot of people use computers and innovations for presentations, data transfers, classroom resources, and extra things outside of the classroom. Other computer technologies, including as video conferencing, broadcasting, satellite communications, and audio recording, are also frequently employed to enhance learning in addition to advancements in the Internet [9]. "Home-based electronie classrooms that can be extended in time, space, and content" is what virtual classrooms are. They are synchronous, meaning that students participate at the same time and they happen "live." Prior studies have noted that while virtual classrooms have many characteristics with traditional classrooms, they also differ in many ways [9].

They facilitate communication between students and teachers through audio, video, PowerPoint, messaging, and verbal exchanges. Depending on the virtual classroom at home, students and instructors can also share material via whiteboards, virtual rooms, reviews, collaborative online browsing, and—surprisingly—sharing different internet devices. You can access the virtual classroom at different times and from different places. Since students are increasingly seen as capable speakers who can participate and communicate online, virtual classrooms may be an especially useful tool for including them in the learning process [10].

Computer-assisted language learning, or CALL, is seen by many as a promising means of increasing the efficacy of EFL classes. However, the effectiveness of virtual classrooms in teaching English is a matter of debate [11]. The success of virtual classrooms in EFL instruction has been shown in a number of research, which is intriguing and probably not surprising. In order to learn a language, students and teachers must interact.

Although tools like breakout rooms can help, synchronous online techniques (live video classes) have limits when it comes to fostering interaction and generating a positive learning environment. In asynchronous circumstances, feedback is more delayed, which may prevent utterance or pronunciation mistakes from being corrected right away.

A recurrent challenge is variation in Internet access, device availability, and technical infrastructure. Students in areas with low bandwidth or poor connectivity struggle with stable sessions, audiovisual interruption, or inability to participate fully. These barriers reduce the benefits of online formats, especially for speaking and listening.
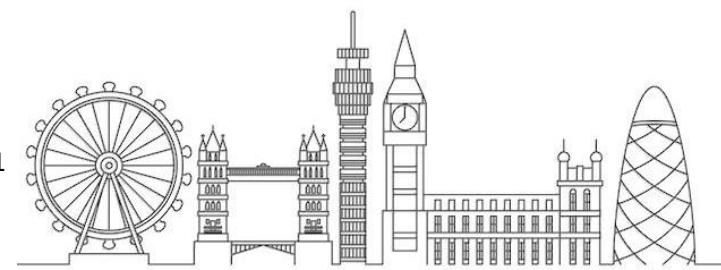
№	Benefits	Challenges / Limitations
1	Flexibility in time & place; access from remote areas	Reduced speaking practice; less spontaneous interaction
2	Rich digital resources and varied materials	Technical issues; unequal access; digital divide
3	Increased learner autonomy and opportunity to self-pace	Requires self-regulation; risk of lower motivation without proper support
4	Potential to personalize learning, use blended strategies	Delayed feedback; teacher workload and adaptation needed
5	Cost savings (travel, physical infrastructure)	Possible isolation; limited social presence; assessment challenges

Table 1. Benefits and challenges of online education (distance learning)

Some studies compare blended (face-to-face + online) learning vs purely online or purely offline. One such study in Aceh, Indonesia, found no statistically significant difference in English Department students' achievements between blended and offline learning. This suggests that well-designed blended learning can be as effective as traditional instruction, possibly combining the strengths of both.

Learner Readiness: digital literacy, confidence with technologies.

Motivation & Attitude: positive attitude, self-efficacy influences persistence.

Interaction Opportunities: speaking, conversational practice, feedback.

Instructional Design: synchronous vs asynchronous components, use of multimedia, cooperative tasks, scaffolding.

Teacher Training and Support: teachers need skills to teach online effectively, to manage interaction, to give feedback.

Resource Availability: reliable internet, suitable devices, support for students in under-resourced settings.

Conclusion: Online education has a profound influence on how English is learned today. It brings many advantages — flexibility, varied resources, potential for learner autonomy, and in many cases, comparable outcomes in receptive skills and reading comprehension. However, it is not a panacea. Challenges related to speaking and oral interaction, feedback, technology access, and motivation cannot be ignored.

To optimize English learning through online modalities, educational stakeholders should adopt blended approaches, ensure robust technological infrastructure, support both students and teachers in developing digital literacy, embed interactive and communicative activities, and design assessments that reflect the virtual environment. With thoughtful implementation, many of the limitations can be mitigated.

In Uzbekistan, online and blended education are increasingly shaping how English is learned. When well implemented, these modalities offer notable advantages: flexibility,

improved access to resources, greater student motivation, and stronger gains in receptive skills. Yet serious issues persist: infrastructure gaps, unequal access, limited teacher training, insufficient speaking practice, and motivational challenges in less supported environments. To fully harness the potential of online education for English in Uzbekistan, systemic efforts are needed—investments in infrastructure, teacher capacity building, pedagogical redesign, and policies that ensure equity. Only then can online education help close gaps and raise overall English proficiency across regions and learner groups in Uzbekistan.

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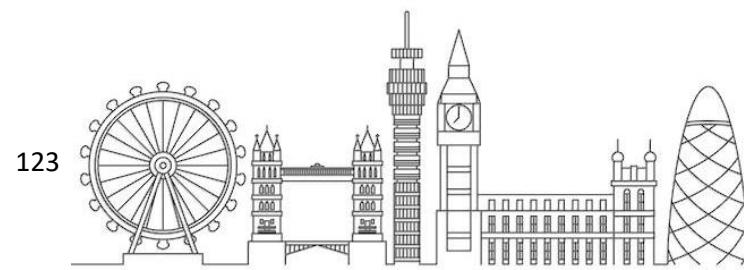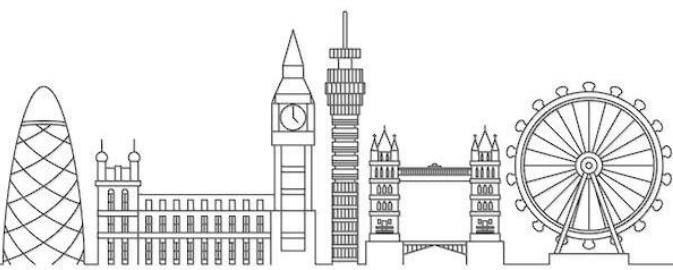
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