UDC 372.851

TEACHING SUCCESS IS ACHIEVED BY THE PROPER USE OF TECHNOLOGIES IN DISTANCE LEARNING

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The worldwide pandemic resulted in the quickly shift of traditional education to the online learning. Today the technologies in distance learning give many opportunities to provide suitable place for the education. The Internet helps to form an online classroom for the lessons. Online platforms can be accessed from any devices such as laptops, tablets, mobile phone and others. Distance learning was totally new for both students and teachers. Generally, school instructors were

providing lectures in which mostly the educator explains the lesson by showing demonstrations. However, the decrease of student engagement was observed. According to the review of Bradbury (2016), many researchers claim that student concentration decreases after 15 minutes of class. In the case of distance learning the attention span might be less due to the several challenges. For example, in the home conditions there could be many interruptions or the environment itself will not be suitable. Mostly, the students face a problem of self-organization, and a sense of isolation. Moreover, the students need control on the teacher's side. The students might not be satisfied with distance learning due to the less effective interaction (Bekkulova, 2020). Thus, in the distance learning the teachers will achieve successful teaching by considering mentioned problems. This article examines the online platforms in general and introduces possible ways of improving online teaching.

Nowadays, lots of different platforms are created that are useful to hold virtual conferences, lectures and meeting. For example, Zoom, Microsoft Teams, Google Meetings, and Skype. Currently, these platforms became an essential area that replaced the formal education. Talking about platform Zoom, it has following advantages. First of all, this program is easily accessed. Teacher can provide a link to every lesson or use the same link throughout the course. This means that the entering to the online lesson is facilitated. In addition, the instructor can switch on or off the microphones and video-calls of each student. Sometimes, there might be situations when the students forgot to switch of the microphones and thus disturbing the lesson. Then, instead of asking every student to control their microphones the instructor can do it by himself. Moreover, one of the best functions of the platforms is that the screen is automatically switches on to the one who is talking. Thus, as in ordinary class the students will see and listen the person who is speaking. Furthermore, such platforms allow the instructors and students to show the demonstration of their screen that also improves the quality of the lesson. In addition to this, the students can also write anything on the demonstration. For example, in some cases it is better to show something by writing rather than orally explaining. That is why we see that platforms considered all the possibilities. Additionally, in almost all the programs you can record the whole lesson. It will be useful for the teacher for the future analysis and to the students who missed the lesson. At the certain time, some students may have weak internet connection or other possible problems to attend the online class. Thus, such technologies easily solve the problems.

According to the research the teaching format does not affect on the attention of the students. However, the teaching abilities of the instructor does. For example, the boring learning material can be delivered in an appropriate way that it would be interesting for the students (Bradbury, 2016). Thus, the teaching skills play an important role. Firstly, the teacher tries to engage students by using several technologies. For example, showing the demonstrations that will make the learning material more understandable. However, during the distance learning the students might lose concentration on the lessons. Some students do not contribute for the class. In this case, the group works can help to engage all the students. As the platforms provide an opportunity to divide students into small groups we can give different tasks to the students. By working in pairs or in smaller groups every student will be engaged. For instance, many platforms such as Microsoft Teams allow the dividing students into several groups. Each group will have their own online room and do the task. The teacher can create groups by himself or the students will be distributed automatically. This will be useful to increase the sociability of students that is limited during the distance learning. In addition,

in order to catch the students' attention the instructor can use different kinds of interesting virtual backgrounds. All these things are helpful to create positive atmosphere for the learning.

According to my practice, I have noticed that providing a group works helped to increase the student engagement. In the beginning of the distance learning in mathematics, I used to give some tasks for the whole class. Students were typing their answers on the online chat of conference. However, some students did not try to solve problems. In order to solve this case I started to conduct group works in the platform that provides each group with the separate rooms. Thus, the students' engagemnet is increased. According to the feedbacks of the students, more than 85% of learners indicated the group tasks as an interesting part of the lesson. This shows that by increasing the engagement of students we can develop motivation of students and achieve good results. In addition to this, according to the research the student engagement is depended on the student-student and teacher-student communication (Graul, 2020). It demonstrates that student's relation to the peers is also important and the educator should provide with the variety of consequential interaction ways. Teachers should organize individual meetings with each student. Even 5 minutes of conversation will be useful to motivate student on learning. Another way of catching students' attention during the online learning is using "breaks" as we do it in traditional classroom. The Internet provides with many programs that allow to conduct game quizzes. For instance, Kahoot is one of the frequently used platform. Such activities help to increase the interest for learning. As many researches show, gamification is one of the best tools to improve the learning process.

The interactive teaching materials should be properly integrated by the teachers (Adam, 2020). There are many researches done on the pedagogical strategy to conduct effective learning. For example, interdisciplinary learning gives skills of innovative learning, project design, sharing educational and technological materials, and research (Adam, 2020). In such learning, the educator gives task for the individuals or to the groups that should be prepared before the class. For the purpose of improving online learning the research showed that student emotion plays an important role. Basically, student's motivation, self-control, academic achievement and managing learning activities depend on it. According to the research, the critical problem in distance teaching is that the learning environment should be emotionally safe (Torres, 2020). There are few steps to achieve safe learning place. First of all, teacher can create a positive atmosphere, motivate students to study, inspire them to contribute on learning process. Secondly, the students should be familiarized with the structure of online education. For example, which platforms we are going to use in this course, how to get access and other related stuff. Moreover, as mentioned before the relationship of student with teacher is important. Some students might have personal problems for understanding the materials. By conducting compulsory weekly short meeting session with students the teacher can help them to solve their problems and give a motivation for the further learning.

Practice shows that the students are bored by everyday classes in which teacher explains the material by presentations. That is why we need to diversify ordinary lessons by showing online videos. There are many websites where you can find different kinds of videos in which the learning materials are properly explained. For instance, BilimLand provides with short video explanations in Kazakh and Russian languages. Today this platform is widely used and there are many positive feedbacks from students and teachers. The quality of videos is high, colorful, and easy to follow. In addition, for the higher-grade students the website of Khan Academy will be suitable due to the vast amount of topics on different field. This method helps to understand the concepts and makes the

lesson more interesting. However, it does not work for the geometry class. The subject itself is difficult to understand. The online teaching of geometry should be synchronously. For example, during the lecture the instructor can use platform called ClassFlow that enables to construct figures. Thus, students will be able to follow the process. The platform GeoGebra will be also applicable. The teacher will show the demonstration of the screen so the students will learn how to use the program. In the former education we also used this platform. However, it became clearer during the online learning. This shows that it is better when students can follow the process when everything is demonstrated on their devices. For instance, students will learn how to correctly construct different graphs, analyze them, and it will be useful to understand the concepts. Talking about the mentioned platform "ClassFlaw" enables us to teach students how to use protractor, rulers, and other geometric tools. Thus, we see that learning technologies make easier the education process. The only thing is properly choose of right platforms.

To conclude, in today's world we have all the opportunities to conduct distance learning at the high level. The Internet, mobile devices, laptops, platforms and other technologies play a crucial rule during the learning. Many platforms facilitated the distance learning. In this article, we mostly focused on the online platforms that enable us to form a suitable area for the classes. We are provided with different platforms that have mostly similar functions in common. For example, each platform arrange normal area where both teacher and class can communicate by video-calls, show the demonstration and others. However, only in some platforms we can create groups during the lesson. The majority of teachers conducts online lessons on the standard base in which students are not much engaged. For most of them the distance learning was totally new and they did not know the functions of platforms. Thus, the teachers should learn first how to use technologies effectively to improve the distance learning. According to the practice, it has been noticed that online conferences make bored the students. In order to get the achievements the lessons should be more interactive. For instance, providing group works, showing videos, doing breaks in the form of games helps to increase student engagement. As in the former education teacher should be able to create emotionally safe environment in the online classroom. Thus, the proper use of distance learning technologies defines how successful will be online education.

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