

Benefits and Drawbacks of Online Education

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Abstract

Now the popularity of online education grows. Very important when planning a form of education to investigate all benefits and shortcomings of this form of training, and also to understand the content of such concepts as "electronic education" and "online education".

Keywords ¹

Online education, e-learning, computer technologies, education digitalization

1. Introduction

Modern educational technologies develop extremely promptly, especially in the conditions of events of the forced mode of the lockdown in 2020. The crisis connected with the distribution of the new viral infection of COVID-19 made enormous changes to all spheres of life of society. So, all education systems in the Russian Federation and around the world, in general, passed to online forms of education. In this case, it is undoubtedly important to realize the essence, the purposes, and the main objectives that the education system by force faced upon transition to online education. At the same time in literature, there is no uniform understanding of the content of e-learning and online education. At the same time the choice of the form of education - the complex challenge which demands the application of special knowledge, skills. The main problem in this couple consists of a lack of determinacy and complexity of modern electronic educational products, and also enough scientific researches in this area, including about the influence of online learning on the quality of education.

2. Purpose and objectives of the research

The purpose of the conducted research – studying the main characteristics of online education, and also the formulation of the theoretical provisions and recommendations important for the improvement of the education system regarding compliance to requirements of online education. For the achievement of the specified purpose the following problems are solved: define the concepts "online education" and "electronic education"; reveal benefits and shortcomings online education, and also to systematize data retrieved; formulate the theoretical outputs allowing to define the efficiency of an online form of education in the modern education system.

2.1. Literature review

The analysis of literature allows us to conclude on absence not only the uniform theory of online education [1,2,3] but also a uniform understanding of such terms as "online training", "online education", "e-learning", etc. At the same time, article 16 of the Federal law of the Russian Federation "About education in the Russian Federation" [4] separately formulates determinations of both electronic, and online education, however in the text of the act of the Russian Federation, and also in

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different orders of the Ministry of Education and Science of the Russian Federation, these two concepts are used continuously that indicates the characteristic of these forms of training as continuous interconnected elements of the single system of education. In scientific literature the specified terms are also used as synonyms and assume the use of any electronic carriers information for providing all types of teaching and training - both in the Network and out of it [5,6]. A. Panzh and D. Panzh formulate e-learning determination even more specifically: it is a process as a result of which knowledge forms and quality of training increases, at the same time educational material and instructions of the teacher are transmitted through the Internet [7].

2.1.1. The questionnaire for teachers and students

As the main methods of scientific research when writing material methods of the overview of the literature and the analysis of research works as they promote understanding of the main points of view on the problem, and also the criticism stated on this subject were used. The specified methods help to find spaces in researches, to integrate separate fragments of information, and to detail the research subject. Also, such a method of empirical research as questioning for clarification of primary benefits and shortcomings of the application of the online form of education of the education system was used. The questioning was carried out among 200 students of the Legal Institute of Krasnoyarsk state agar university and 70 teachers of higher educational institutions of Krasnoyarsk Krai. Questions of the questionnaire are presented in Table 1.

Table 1
Benefits and drawbacks of online education

Number	Benefits	Drawbacks
A	Flexibility	Technical malfunction
B	Opportunity at any time to study educational and methodical materials	Negative experience of self-education
C	Increases motivation and the involvement	Decrease of motivation and discipline
D	Strict control	Possibility to 'trick' the system
E	Presence of full-time feedback of teachers	Absence of full-time feedback of teachers
F	Teachers' activity	Teachers' passivity
G	Opportunity of combination of training with work, family duties, etc. to study educational and methodical materials	Complexity in technologies
H	Raises computer literacy	Additional financial stress for the support of high-quality connection
I	Disciplines all participants of the educational process	Lack of face-to-face communication
J	Your options about what benefits the online education possesses	Your options about what drawbacks the online education possesses

3. Results

One of the purposes of this research is the determination of the concepts of «e-learning» and "online learning" in the difference between online training and online learning whether there is it in general? There is a set of points of view on the determination of the concept "e-learning" and "online learning" which cause some confusion, and sometimes and contradictions. Quite often authors refer to any use of ICT which can undoubtedly be part of the concept of electronic or online learning to electronic and online learning but do not define them sufficiently. The existence of disputable definitions of the specified terms is caused by the use of different professional concepts, theories, and

approaches that emphasizes the need for the analysis of this knowledge domain even more. There are following main points of view on the determination of the concepts of «e-learning».

- "E-learning is the use of electronic media for the different purposes of training which vary from additional functions in normal classes before complete replacement of personal meetings with online meetings" [8].

- "E-learning is online learning with the use of online resources" [9].

- "E-learning is the use of new multimedia technologies and the Internet for improvement of quality of training due to simplification of access to resources and services, and also the online exchange and cooperation" [10,11].

So, e-learning represents the system of training based on the use of electronic resources that is its main component, both in the educational audience and out of it.

As for the determination of the concept "online learning", and there is no uniform conceptual approach. So, one of the points of view is that online education represents the education system in which teaching and training are executed employing communication technologies and mail services by the teachers and pupils who are in a different environment [12,13,14]. Alkan [15] defines online education as "the training method provided with the various environment and the training units, interaction and communication between developers and practitioners of educational activity and students were specially prepared in conditions when traditional methods of teaching and training limit possibilities of training and application of cool occupations".

Approach to the determination of the concepts of «e-learning» and "online learning" according to which development of technologies causes a change of determinations [16] deserves attention.

The most important benefit of online education is the simplification of training at the extent of all life. Benefits of online learning are stated in Kai's [17] works: different options of training; promotes mass education; provides information from the first source; allocates people with responsibility for training; provides individual and independent study; reduces training cost; provides the standard in the educational program; minimizes the inequality of opportunities in vocational training.

So, both strategies of training integrate trained which use computers or other devices for training, however, between them, there are some distinctions.

In general, there are three main distinctions between online training and online learning: "location interaction - the purpose".

1. Distinctions in location. Thanks to online training (sometimes called by e-learning) pupils can be together in the audience with the teacher during the passing of digital lessons and exposure of estimates. When using online learning trained work at home online while the teacher assigns work and is registered in the digital format.

2. Distinctions in interaction Training will include online personal contact regularly. Because online training is used as the method of mixed training along with other strategies of training. Online learning does not assume personal contact between the teacher and the trained. At the same time, all the same even in the online form of education such applications for the exchange of personal messages as video and audio calls, boards of discussions, and the learning management system (LMS) are actively used.

3. Distinctions in the purpose. Online training is intended for use in combination with the set of other methods of personal training. It is an additional method to give trained various opportunities for training. Online learning is the method of training only online, but not the variation of style of teaching.

For this research, it is reasonable to use the term "online education". So, the following what it is worth paying attention to is the primary benefits and shortcomings of online learning. Online learning is a very perspective and effective strategy of training. Nevertheless, it has benefits and shortcomings both to teachers and to train.

Online learning provides enough primary benefits. Let's begin with the fact that online learning considerably saves time during the planning and the assessment, and also journey to the place of training and teaching. Pointed 36% of respondents among students to this fact and 21% of respondents among teachers. It is connected with the fact that many digital training programs perform laborious technical work, providing plans of occupations, training materials, and estimates, ready to use. At the same time, as it appeared, not all teachers had a sufficient base of the training material on the taught disciplines in the electronic format. For this reason, the question of saving time was not for

all participants in the educational process. Secondly, the use of instruments of distance education simplifies training differentiation. When using such tools as the digital training program, the teacher and the pupil will have more convenience and control for differentiation of studies (18% among students and 14% among teachers). At last, 10% of students specified that online learning is a good method to raise the involvement and motivation of training. However, 21% of teachers noted together with it a decrease in attendance of studies during online learning.

Online learning also has unique advantages in comparison to online training. First, online learning can continue without failures even in such events as the COVID-19 pandemic (4% among students and 12% among teachers). Besides, online learning provides big flexibility for trained that they could work at their speed and analyze work as required. It is also connected with the fact that students can get access to course materials to the most convenient for them the time that is important for students. The traditional benefit of online learning is also the possibility of a combination of training and the working day (9% of students). The increased interest in this form of education has a rather long history which main output is aimed at the further development of online learning by the information communication technologies (ICT) which are turning on electronic devices of communication, such as radio, television, cell phones, computers, and satellite system. It is quite probable that shortly education digitalization will be included densely into our life and training will include digital literacy, digital cooperation, difficult communication, and skills of systems thinking. For compliance to requirements of a modern new reality to educational institutions it is necessary to re-structure the courses and platforms supporting the use of capabilities and skills, and also use of mass media and technologies as auxiliary systems in education already now.

New technologies of online education will allow expanding geography trained as eliminates individual costs for training, for example, in case of residence of pupils in the online areas (5% among students). Besides, courses of such form of education are available round the clock, irrespective of location, and provide effective and efficient training aids for training where they were (14% among students and 12% among teachers).

However, despite all obvious benefits and advantages, online education is not deprived of shortcomings.

Let's begin with the fact that online learning is based on such axiom that trained have regular access to technologies that became already real problems both for trained and for teachers - connection to the Internet and use of ICT. Concern and degree of strength at all participants of the educational process when there are technical difficulties with connection and work on the digital educational platform grows. 15% of students and 21% of teachers noted difficulties in connecting to the Internet and the work of educational services. Technical support of all educational services shall be, obviously, round-the-clock, and very operational. If trained and teachers have no such regular access to computers or other devices during training, difficult will implement training online and distance education.

Lack of technical support of teachers and other participants of the educational process and the corresponding infrastructure allowing to use of ICT for online learning also is one of the important problems (12% of students and 15% of teachers). The following shortcoming online and online learning is a large number of fair claims about time supervision, carried out behind the screen which influences health and the teacher and trained (27% of students and 35% of teachers). Every third teacher notes that the work duration at the computer increased. First of all, it is connected with the need for filling and updating of educational resources of the course, and also carrying out studies in online the mode.

Also trained can use digital technologies for the deception of the teacher controlling training that also causes concern from teachers and administration of educational institutions (3% of students and 10% of teachers).

The following problem of online education is the low internal educational motivation trained and their indiscipline (9% of students and 11% of teachers). Quite often trained to combine online education and work or family duties, etc. The high cost of information and communication infrastructure and the lack of technical knowledge at all participants of the educational process - one more problem in online learning (2% of students and 18% of teachers). As a result of received empirical this, it is necessary to conclude insufficient mastering of technical capabilities of online

learning by teaching structure. Some participants of the educational process have no personal computers and connection to the Internet's network.

There are also serious problems which educational institutions face during online learning [18], namely: lack of the corresponding business models and educational models complicating the development of training materials or open content, and, as a result, decrease in enthusiasm trained in their corresponding researches; lack of any accurate mechanism of ensuring quality that can lead to indistinct standards and, as a result, to poor quality of online education; and lack of support from the appropriate governing bodies which can show weak participation, is caused by lack of the corresponding personnel and infrastructure potential.

Modern computer educational technologies can be used only as of the tool, for example, only for the removal of obstacles and problems which are present at conditions of online learning. Can provide ICT convenient and flexible addition for training and continuous education. At the same time, it is necessary to realize accurately that new technologies shall not be imposed, without allowing teachers and trained to understand and accept these fundamental shifts [19]. Undoubtedly, computer technologies will become ideal for the solution of problems of online learning, however, lack of personal contact reduces the involvement of pupils into training activity and consequently reduces their motivation and learning efficiency in general. At the same time, it is impossible to ignore also the fact that now concern that online learning threatens the quality of education partly because one of the key problems is lack of the corresponding methods of interaction [20] grows.

The rapid growth of the digitalization of the education system demands also safety for the confidentiality of the personal data of all participants of the educational process. Therefore to prevent access to the network and personal information from external attacks, it is necessary to use the effective anti-virus software and to use the protected storage of all data.

The teacher's relation to e-learning can also be a certain barrier concerning the implementation of online learning (14% of teachers). For example, if the teacher adheres to traditional education instead of the use of e-learning because of culture or absence of knowledge of e-learning, it can minimize the use of technologies in online education. Visual contact is also a very important factor in education, but this factor can be limited in the environment of online learning because pupils are deprived of personal contact with the teacher, and teachers can be incapable to observe emotions of pupils and cannot foretell their satisfaction that encumbers them and forces pupils to react differently to e-learning (11% among students and 23% among teachers). E-learning shall be used only for the improvement of teaching and training.

Other problems of online learning can be connected with the psychological state of pupils. Among other things, it can include the problems connected with a feeling of alienation and isolation from the community of pupils (4% of students) and the problems connected with concern and concern about training activity and results of training (6% of students).

4. Discussion

According to the conducted research by primary benefits of online learning, respondents see in saving of time when planning training (pointed 36% of students and 21% of teachers to it); flexibility, and convenience (18% of students and 14% of teachers) and the round-the-clock availability to course materials, irrespective of location (14% of students and 12% of teachers). Among the revealed shortcomings in the first place concern of respondents causes lack of time supervision which is carried out behind the screen which influences health and the teacher and trained (27% and 35% of teachers). In the second place - lack of regular access to information communication technologies, connection to the Internet (15% of students and 21% of teachers). Also, 21% of teachers indicated a decrease in the activity and attendance of studies. In the third place - lack of technical support of participants of the educational process and the corresponding infrastructure allowing to use of ICT for online learning (12% of students and 15% of teachers).

Based on the research of the obtained empirical data it is necessary to formulate the main recommendations for more effective use of online learning. The first what it is necessary to pay attention, ensuring proper control of time spent behind the screen all participants of the educational process. It is represented that it is necessary to develop and accept standards in this area for ensuring

the safe use of means of ICT for health. Also, it is worth paying attention to providing teaching structure with the ICT tools, notebooks, personal computers, connected to the Internet, and the accompanying elements. As the educational institution provides educational audiences, school desks, the board, and chalk, and in the conditions of online education it is necessary to provide with all means of ICT for the effective educational process. And, at last, to provide with technical support of all participants of the educational process including through training of teaching structure of the educational institution of use of modern technologies of online learning.

So, the main theoretical outputs by determination of the efficiency of online learning are the following provisions. Effective use of information communication technologies is the key factor in online education. Also, such a form of education enters the flexibility element to the educational process due to the use of the specified technologies to teaching and training. It also provides permanent updating of actual content because online video it is possible to write and share previously with other participants online.

Online learning demands both from trained, and from teachers of computer literacy. It is important to note that the modern education system demands need to rethink the pedagogics from teachers and to be beyond the primitive use of computer technologies. Of course, not for all teachers, it will be an easily feasible condition. Also, unambiguously online education is aimed at the purposeful and very disciplined participants of the educational process. Also, this format of training will allow us to create such competences at trained as the ability to study independently, to plan and organize time, to take responsibility.

5. Conclusion

To minimize problems that online learning faces, it is necessary to support e-learning undoubtedly. The infrastructure of educational institutions shall be updated constantly by the implementation of modern technologies, fast connection to the Internet, continuous power supply, safety, regular technical maintenance, and effective administration of online learning. All participants of the educational process also shall have skills and confidence in the use of the electronic equipment and to have the necessary knowledge of the transmission method of information. The technology can be also used for the improvement of the quality of traditional education, but not for change of methods of training. At last, online can help pupils to get access to education irrespective of distance. Online learning becomes more and more important in recent years as it can give training opportunities that were not available to pupils earlier. Besides, the use of systems of online learning can bring huge benefit to people around the world, especially in that, as for training and preparation in different subjects - from target educational programs to the general hobbies.

Despite all the above-stated benefits, online learning at the moment is not perceived by either experts or direct participants of the educational process as qualitative, on the contrary, even more often speak about the auxiliary, providing the function of online education concerning the internal format. At the same time, you should not underestimate the perspectives of the implementation of digital education in our life.

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