

**LEARNERS' ATTITUDES TOWARD E-LEARNING WITHIN A COLLEGE OF
EDUCATION**

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Annotation: This article investigates the attitudes of learners toward e-learning in a College of Education. Over the past two decades, technological advancements have revolutionized education, providing flexible learning options and breaking barriers of time and location. The study focuses on how factors like ease of use, course quality, instructor attitudes, and interactivity affect student satisfaction and success. Psychological and demographic influences are also examined. Understanding these factors contributes to designing more effective e-learning environments that boost engagement and achievement.

Keywords: E-learning, learners' attitudes, online education, instructional design, student satisfaction, technology-based education, interactive learning, autonomous learning

Аннотация: В данной статье изучаются отношения студентов к электронному обучению в педагогическом колледже. За последние двадцать лет технологические достижения изменили образование, предложив гибкие методы обучения и устранив барьеры времени и местоположения. Исследование подчеркивает важность факторов, таких как простота использования, качество курса, отношение преподавателей и интерактивность, которые влияют на успех и удовлетворенность студентов. Рассматриваются также психологические и демографические аспекты. Понимание этих факторов помогает создавать более эффективные учебные среды для повышения вовлеченности и успеха студентов.

Ключевые слова: Электронное обучение, отношение студентов, онлайн-образование, дизайн обучения, удовлетворенность студентов, технологии в образовании, интерактивное обучение, автономное обучение

Learners' Attitudes Toward e-learning within a College of Education in the past two decades, there have been a wide variety of web-based tools that have given rise to electronic learning worldwide. E-learning opens new possibilities to learners and encourages educational innovations. E-learning also provides a wide range of opportunities for students who may not have previously had the chance to participate in a higher-learning program. Because e-learning is trumping the barriers of location and time, e-learning is opening new doors to students who may already be working, who may have disabilities, or who may not be classified as a traditional student in one way or another. The morphing demographics of the typical learner and the changing approaches to education on a large scale complement each other. According to Allen and Seaman, "81% of all institutions of higher education in the United States offer at least one fully online or blended course, and 67% recognized online education as a critical long-term strategy for their institution. In the United States, the enrollment of online learners grew to approximately 3.5 million, a 21% increase since 2002,". When learners use a web-based learning

environment, they can conquer the limitation of space and time to establish a convenient learning environment. Zaharias and Poylymenakoustate that educational institutions have been implementing information technologies to improve education and teaching significantly during the last two decades. They identified e-learning as an enabler for people in different organizations to keep up with the latest changes that are happening in the business world. Khan states that e-learning encompasses web-based instruction (WBI), online learning (OL), mobile learning (m-learning), and web-based learning (WBL). He states, "E-learning can be viewed as an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environments to anyone, anyplace, anytime, by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible, and distributed learning environments". Because of the many new options available to e-learners, students have the potential to be more selective about the quality of their e-learning experience. The decision of the student to continue with his or her distance learning program or for the instructor to continue teaching online depends on several factors. A strong indicator that the learner will continue with his or her e-learning program is his or her success. The student can experience success in several ways, one being success with an ease of managing the technology of the program, and another being success in understanding and applying the content information of the course. It is evident from previous research that, aside from the content that the student will study, the design of the e-learning platform is crucial to the students' success. The design of the program includes not only the technological components, but the interactive components as well. Concerns about 3 computers, the instructor's attitude toward e-learning, the flexibility of e-learning course, the quality of e-learning course, its apparent usefulness, the apparent easiness of use, and the variety in assessments are critical factors affecting learner satisfaction. Students want a program that is easily navigable, and one in which they can have access to feedback from the instructor and other students. E-learning is changing the way in which education is taught, requiring more interaction on the part of the student as well as the instructor. This interaction is an especially important component of e-learning, because it motivates students through additional support and opportunities for deeper understanding. If the format of an e-learning program is easy to use and makes the student feel successful, the student will most likely have a positive attitude toward continued e-learning. All of these components contribute to increased student satisfaction, which encourages the learner to continue with his or her e-learning program. Other factors influence a student's continuation of e-learning as well. Self-efficacy, gender, learning style, and job status all impact a student's attitude and decisions about e-learning. Furthermore, physical and psychological factors can either encourage or hinder students' attitude and success in an e-learning setting. Recent studies suggest that including a range of social factors in e-learning, such as what students and instructors believe about learning, should be considered rather than focusing mostly on technology-based tools. From Triandis' point of view, attitudes consist of three different components: affective, cognitive, and behavioral. The affective component includes statements of likes and dislikes about certain objects. The cognitive part refers to statements of a student or instructor that provides rational for the value of an object. The behavioral aspect explains what a student or instructor actually does or intends to do. All of these elements of e-learning help form a students' general attitude toward e-learning, which greatly affects his/her decision to either continue or terminate an e-learning program. That is why it is so important for designers to be strategic in constructing technology that is easy to use, as well as create an overall experience that is supportive and builds upon the student's successes. Knowing students' attitudes and assumptions toward e-learning, and researching

critical factors that affect students' behaviors toward e-learning can help in designing a more effective course that will encourage success (Chang, 2008). According to Liaw's research, «learner computer anxiety, instructor attitude toward e-learning, e-learning course flexibility, e-learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments are the critical factors affecting learners' perceived satisfaction» (2008, p. 864). Liaw, Huang, and Chen (2007) claim that only a small amount of e-learning literature assesses both instructor' and student' attitudes toward using e-learning as a teaching and learning tool. Because individual student attitudes play such an important role in determining whether or not they will chose to continue with their e-learning program, it is important to continue research on this topic. E-learning is defined by Liaw, Huang, and Chen (2007) as «the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance» (p. 1067). According to Rosenberg (2001), elearning is based on three essential criteria: it is networked, it is delivered to the end-user via a computer using Internet technology, and it focuses on the broadest view of learning. E-learning is learner-centered, uses multiple instructional techniques, and provides opportunities for collaboration. Liaw describes three considerations for designing effective e-learning environments: learner characteristics, instructional structure, and interaction. Instruction in e-learning must be tightly structured and highly managed. Some advanced instructional strategies such as cooperative learning and problem solving are widely implemented in e-learning environments. According to Spiro, Feltovich, Jacobson, and Coulson, multimedia instruction helps learners to develop complex cognitive skills. E-learning environments offer opportunities for group interaction among learners and between learners and instructors. Group interaction is essential in applying cooperative learning in e-learning. This environment helps learners to construct their knowledge through their interaction with their peers. In addition, learner analysis is essential in order to get a clear understanding of the target population and provide instruction that meets their needs. Learner characteristics that need to be identified include attitudes, motivation, beliefs, and confidence. E-learning emphasizes autonomous learning environments that provide opportunity for self-directed learning. Therefore, it is imperative that learners have time management skills and are self-starters. Knowing learners' attitudes regarding e-learning has taken the attention of information system research. Smith, Caputi and Rawstornestate that «computer attitude is defined as a person's general evaluation or feeling of favorableness or unfavorableness toward computer technologies and specific computer-related activities. A purpose for studying learners' attitudes toward e-learning is that they might reflect the learners' subsequent use of the technology.

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