



THE ROLE OF ONLINE LEARNING IN TEACHING HUMAN SCIENCES ON HIGHER EDUCATION

Jalgasova Laura Serdaliyevna

4th Course Student of Navoi State University

Khasanova Yulduz Mukhtor kizi

Scientific Supervisor, NSP Teacher

E-mail: yulduzxasanova025@gmail.com

Abstract:

The growing trend of online education has resulted in a major transformation in the delivery of higher education. This research seeks to investigate how online education impacts the teaching of human sciences in higher education by analyzing its advantages and difficulties. The study's results indicate that online education positively influences higher education by enhancing accessibility, flexibility, and convenience. It enables students to access learning materials from any location at any time and to progress at their own speed. Additionally, it helps students manage their academic and personal responsibilities more efficiently. Nonetheless, challenges like limited social interaction, technical difficulties, and the need for self-discipline were noted as obstacles to successful online learning. The study was conducted using a quantitative method and collected opinions on online learning from 40 students from different human sciences subjects. The results show that online learning allows students to be more independent and manage their time more effectively, but it also leads to challenges in terms of communication and technology use between teachers and students. The study advocates for greater use of interactive teaching methods to increase student engagement, develop digital skills and improve online learning.

Keywords: Human sciences, online learning, flexibility, accessibility, social interaction, communication difficulties, quantitative studies, student participation, educational technology, self-regulation, instructional approaches, learning achievements.

Introduction

The human sciences such as psychology, sociology, mathematics, physics, political science, and economics play a vital role in human life and contribute to our understanding of society and culture. Traditionally, these subjects were taught in classrooms, where students and faculty interacted through discussions and hands-on learning.

However, as online learning in higher education has become increasingly popular, there are both opportunities and challenges in effectively teaching these subjects online. The learning language in human sciences education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, online learning is considered among the best methods of education

While online learning offers several benefits, it also comes with drawbacks. This educational approach can lead to feelings of isolation and limited interaction, which necessitates a high level of motivation and strong time management skills to counteract these challenges. Some educators worry that online learning may not be as effective as traditional classroom methods, where direct engagement with instructors enhances the learning experience.

LITERATURE REVIEW

The rapid expansion of online learning in higher education has transformed the way human sciences are taught. Previous research highlights the advantages of online education, particularly in providing students with greater flexibility, accessibility, and opportunities for self-paced learning (Means et al., 2013). The use of technology in education has become increasingly popular in recent years, with online education being one of the most widely used modes of learning in higher education institutions (Morze et al., 2021). The increased popularity of online education has led to significant changes in the delivery of higher education. As a result, there is a growing interest in understanding the impact of online education on higher education institutions. The potential benefits of online education include increased accessibility, flexibility, and convenience for students (Knightley, 2007). However, there are also challenges associated with this mode of learning, such as the lack of social interaction that occurs in online courses. Online education has been defined as the delivery of educational content and instruction through the Internet or other digital technologies (Anh, 2022; Phanse, 2021; Llupar et al., 2022). Additionally, social isolation and

reduced opportunities for peer interaction have been identified as key concerns, as online students may struggle to build meaningful academic relationships (Richardson, Maeda, & Swan, 2017).

METHODOLOGY

This study used a quantitative research approach to understand how effective online learning is for teaching human sciences in higher education. The main goal was to find out students' opinions on the benefits and challenges of online learning. A survey questionnaire was created to collect opinions from students studying human sciences. The survey included closed questions to understand their experiences, challenges, and thoughts on how well online learning works. The questionnaire was given to 40 students from different human sciences faculties, including physics and mathematics:

20 first and second year students

20 third year and above students

The survey was divided into two main sections:

1. Benefits of online learning
2. Challenges of online learning

The questionnaire included four key areas, with a total of 10 questions:

Purpose of Questions	Main Features	Number of Questions
Comprehension and ability development	Measures how well online learning helps students learn	3
Adaptability and self-management	Assesses time management and study-life balance	3
Social cooperation and communication	Evaluates student engagement, discussions, and group work	4

Students answered using a three-point scale:

1. Yes
2. No
3. Sometimes

Data Analysis

The collected data was studied using statistical methods, including: average scores to understand overall student opinions, percentage distribution to see

which answers were most common, visual indicators like charts and graphs to compare results.

The survey results showed differences in attitudes toward online and traditional learning. Some students found online learning more flexible and interesting, especially those comfortable with digital tools. Others preferred face-to-face learning, as they felt it was better for discussions and interactions.

By analyzing these responses, the study helped identify strengths and weaknesses of online learning in human sciences. Based on the findings, recommendations were made to improve online education policies and teaching methods.

RESULT

The survey collected answers from 40 students who are studying human sciences. There were 20 students in their first and second years, and 20 students in their third year or higher. The results showed both benefits and difficulties related to online learning.

Category	Key Findings	Percentages
Benefits of Online Learning		
Flexibility in managing time	Students found online learning convenient for balancing studies and other responsibilities	65%
Development of independent learning skills	Online learning encouraged self-discipline and resource management	35%
Challenges of Online Learning		
Difficulty in social interaction and communication	Many students struggled to engage in discussions and group work	45%
Feeling of isolation	Students missed face-to-face interactions with peers and instructors	30%
Technical issues	Problems like unstable internet and difficulty navigating platforms	25%



First- and second-year students often found it harder to manage online learning because they had to adjust from the structured setting of high school.

Students in their third year and beyond liked the flexibility of online classes but still appreciated the value of face-to-face discussions.

Those who were already familiar with digital tools adapted more quickly, while students who were less experienced with technology faced more challenges with online learning.

The findings show that even though online learning provides flexibility and independence, there are still significant issues with communication, motivation, and technical problems. Improving online engagement strategies and support systems can help make online learning more effective in human sciences education.

DISCUSSION

The results of this study highlight the benefits and challenges of online liberal arts education for students. The main advantage for most students is the flexibility of online learning. Nearly 65% of students said that they were able to balance their time with other interests and responsibilities. This is consistent with previous research that suggests that online learning can be a good option for students with busy schedules or who live in remote areas. In addition, 35% of students said that online learning helped them develop independent learning, self-management, and resource management skills. Along with the benefits, there are also challenges with online learning. One of the biggest challenges is the lack of social interaction and communication, with 45% of students saying that they find it difficult to connect with their classmates and teachers. This shows that while online platforms offer flexibility, they cannot fully replace the interactive and discussion-rich environment found in traditional classrooms. Additionally, the fact that nearly 30% of students feel lonely suggests that online learning may be a challenge for them to stay engaged and motivated because it lacks a sense of community. These findings suggest that online learning can work well for the humanities, but it needs to incorporate strategies that encourage student interaction and participation. Adding structured discussion forums, holding virtual group sessions, and ensuring active participation from faculty can help address issues related to communication and feelings of isolation. In addition,

universities should invest in technology support and offer digital literacy training for students.

In summary, this study shows that while online learning is effective for the human sciences, it also has its challenges. By developing participatory methods and technological support, schools can make online learning better and more inclusive.

CONCLUSION

This study provides important insights into the effectiveness of online learning in human sciences education, identifying its advantages and limitations. The results show that online learning offers students flexibility, convenience, and opportunities for independent learning, which is beneficial for students with multiple responsibilities. Students value the opportunity to learn at their own pace, access digital resources, and self-discipline. However, the study also highlights significant challenges such as reduced social interaction, communication problems, technical difficulties, and lack of participation in discussions and collaboration. These barriers can negatively impact students' academic experience and learning outcomes. In conclusion, while online learning in the humanities has a number of advantages, it is not without its challenges. To maximize its effectiveness, educational institutions need to continuously improve their approaches, taking into account student feedback and using technology. Future research should examine the long-term outcomes of students in online learning and evaluate the effectiveness of different strategies in the humanities. With these improvements, educational institutions can create inclusive, interactive, and high-quality online learning environments that support student success and well-being.

REFERENCES

1. Anh, D. H. M. (2022). Factors affecting satisfaction on online education on students' digital teaching page in Ho Chi Minh City, Vietnam. *Indonesian Journal of Multidisciplinary Research*, 2(1), 179–186.
2. Knightley, W. M. (2007). Adult learners online: Students' experiences of learning online. *Australian Journal of Adult Learning*, 47(2), 264–288.

3. Llupar, M. L., Malones, L. J. L., Sombria, A. J. F., & Calixtro, V. L. (2022). Development of folk-dance videos for e-learning. *Indonesian Journal of Teaching in Science*, 2(1), 1–6.
4. Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*.
5. Morze, N., Varchenko-Trotsenko, L., Terletska, T., & Smyrnova-Trybulskaya, E. (2021). Implementation of adaptive learning at higher education institutions by means of Moodle LMS. *Journal of Physics: Conference Series*, 1840(1), 012062.
6. Richardson, J. C., Maeda, Y., & Swan, K. (2017). Social presence in online learning: A meta-analysis of research. *Educational Psychology Review*, 29(4), 459–475. <https://doi.org/10.1007/s10648-017-9418-9>.