

COMPARATIVE ANALYSIS OF DIFFERENT AGE SCHOOL PUPILS' VIEW ON ONLINE AND TRADITIONAL EDUCATION

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Abstract

This article studies the attitudes of schoolchildren of different ages towards traditional and online education based on a comparative analysis. With the development of the latest technologies, online education has become popular. This process has accelerated during the COVID-19 pandemic, forcing many schools and universities to move to online mode. The study found that younger students (7-12 years old) consider online education to be interactive and interesting, while older students (13-18 years old) prefer traditional education.

100 students (50 younger and 50 older) participated in the study. The results of the survey showed that younger students adapt faster to digital technologies and perceive online education positively, while older students prefer face-to-face communication with a teacher. Technical issues, motivational factors, and learning outcomes were also analyzed.

The study results showed that the learning format needs to be adapted to different age groups. While interactive and digital methods are effective for younger students, a traditional approach is important for older students. The results of this study provide useful recommendations for teachers and researchers.

Keywords: Comparative analysis, online education, traditional education, student perception, learning effectiveness.



Introduction

While some people prefer traditional learning, others prefer online learning. It is common to compare online and traditional learning, but it is wrong to contrast online and offline learning. Both formats have their own characteristics. Undoubtedly, both have their advantages, and each of them is effective in specific situations. Typically, the result depends on the context, topic, learning objectives, the individual characteristics of the learner, the quality of the implementation of the educational product, and a number of other factors. However, the emerging online education system is introducing a new way of teaching. Previously existing online education has become popular during global events, especially during the COVID-19 pandemic. Due to the global crisis caused by the COVID-19 pandemic, the education system, along with all sectors, has experienced serious challenges in most countries of the world. Traditional educational processes have been suspended for an indefinite period, and there has been a long-term break in educational programs. Schools have been closed in 150 countries of the world, limiting the educational opportunities of more than 1 billion students. In that period, students could not go to school due to the widespread infectious disease. In this regard, many schools have been forced to online learning, which has created kind of opportunities and kind of challenges for students of all ages.

While students of different ages find online learning difficult due to technical difficulties, lack of motivation, and lack of direct support from teachers, others find online learning flexible and convenient. These experiences often depend on the age of the students, with younger students (ages 7-12) finding online learning boring. Children in this age group have grown up surrounded by technology. Older students (ages 13-18) prefer the classroom.

We have different opinions about online and traditional education systems. We know that many researchers have conducted research on this topic. However, the views of students of different ages in school on online and traditional education have not been studied. Therefore, this study aims to fill this gap by analyzing the views of junior and senior students on the education system.

The study will be conducted using a mixed method (quantitative and qualitative analysis) approach and will survey 100 students of different ages. Of these students, 50 are junior pupils and 50 are senior pupils, and the attitudes of both groups towards online and traditional learning are compared.

In addition, this study examines how factors such as students' reading habits, digital literacy and social interaction influence their views on online and traditional learning. The results of this comparison will help to provide important recommendations for teachers, education policymakers and researchers to improve the learning process for students of different ages.

LITERATURE REVIEW

Many studies have examined online education, but most focus on university students rather than school pupils. Bao (2020) and Dhawan (2020) found that higher education students benefit from the flexibility of online learning, but they also struggle with self-discipline and motivation. Means et al. (2013) argue that while online learning can be effective, student success depends on factors like engagement, technological access, and learning style.

Research also suggests that younger students may adapt better to online education because they are more familiar with technology. Garrison & Cleveland-Innes (2010) highlight that digital tools and interactive activities can make online learning enjoyable for younger learners. However, some studies, such as Arkorful & Abaidoo (2015), suggest that online education lacks the structured teacher guidance that many students—especially older ones—need. Song et al. (2004) found that older students struggle more with time management, technical issues, and self-motivation in online learning environments.

METHODOLOGY

This study used a quantitative approach to analyze school students' perceptions of online and traditional education. The main objective of the study was to determine the attitudes of students of different ages towards education and to conduct a comparative analysis of their opinions.

The study was based on a survey method, and 100 students participated:

- 50 junior (7-12 years old) students
- 50 senior (13-18 years old) students

A statistical analysis method was used to compare the perceptions of online and traditional education between these two groups. This method was the procedure for selecting participants and conducting the survey. Participants were selected from

different classes of school 5, Konimeh district, Navoi city. A random sampling method was used to ensure that the results of the study were objective and fair.

For younger students, the test questions were explained with the help of teachers, as children of this age may have difficulty expressing their thoughts in writing. Teachers explained to the children how to complete the test tasks, but did not influence the process of answering. This method helped to more clearly reflect the thoughts of younger students. It was also taken into account that all selected students had electronic devices (phones, computers, etc.).

Older students completed the tests independently, as they had the ability to express their thoughts clearly and independently.

Data collection method. A questionnaire consisting of 20 close-ended test questions was developed to collect data. The questionnaire was based on a Likert scale (rating system from 1 to 3), in which students expressed their opinions with the following ratings:

1. Yes
2. No
3. Sometimes

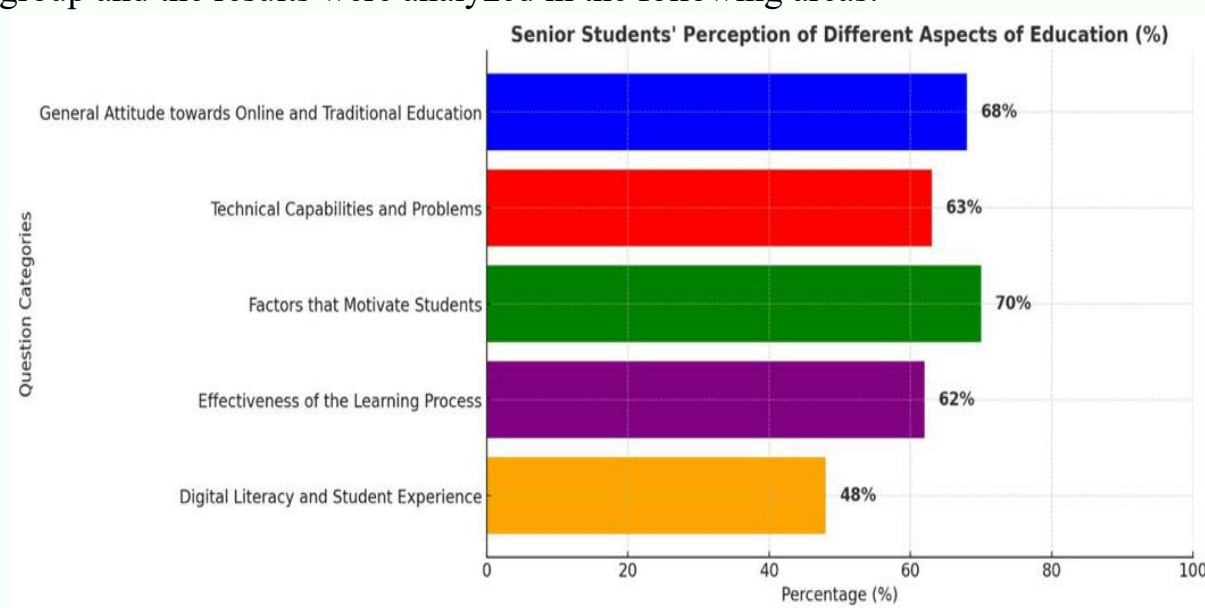
The questions were divided into 5 main areas:

Types of questions	The main features	Number of questions
1. General attitude towards online and traditional education	• Preference (online and traditional) • Engagement level (interest in lessons) • Comfort (learning environment suitability)	4
2. Technical capabilities and problems	• Internet stability (connection issues) • Device availability (access to phone/computer) • Technical disruptions (impact on learning)	4
3. Factors that motivate students	• Interaction (teacher-student, peer communication) • Engagement (classroom vs. online participation) • Guidance need (importance of teacher presence)	4
4. Effectiveness of the learning process	• Understanding (difficulty with complex topics) • Independence (self-learning ability) • Support (homework and study assistance)	4
5. Digital Literacy and Student Experience	• Tech skills (ease of using devices) • Platform usability (navigation and accessibility) • Self-learning ability (online study effectiveness)	4

The collected data was studied using statistical analysis methods. The responses of junior and senior students were compared and analyzed using average scores (for each question), percentage distribution (to determine which type of answer is dominant), and visualization indicators based on diagrams and graphs. The survey results helped to identify differences in attitudes towards online and traditional education across age groups. For example, junior students may find online education more interesting because they are more interested in digital technologies. Such as mobile phones, computers and laptops. They enjoy playing animated and colorful games on their phones and computers. Senior students may prefer face-to-face communication in the classroom because they are more adapted to the traditional learning process. Through this methodology, the attitudes of schoolchildren towards online and traditional education were analyzed in depth from the perspective of the age factor. It is possible to identify differences in opinions between junior and senior students and develop recommendations for improving education. These results serve as a useful source of information for educational institutions and educators.

RESULTS

This section presents the results of the study based on statistical analysis. The responses of 100 students who participated in the survey were compared by age group and the results were analyzed in the following areas:



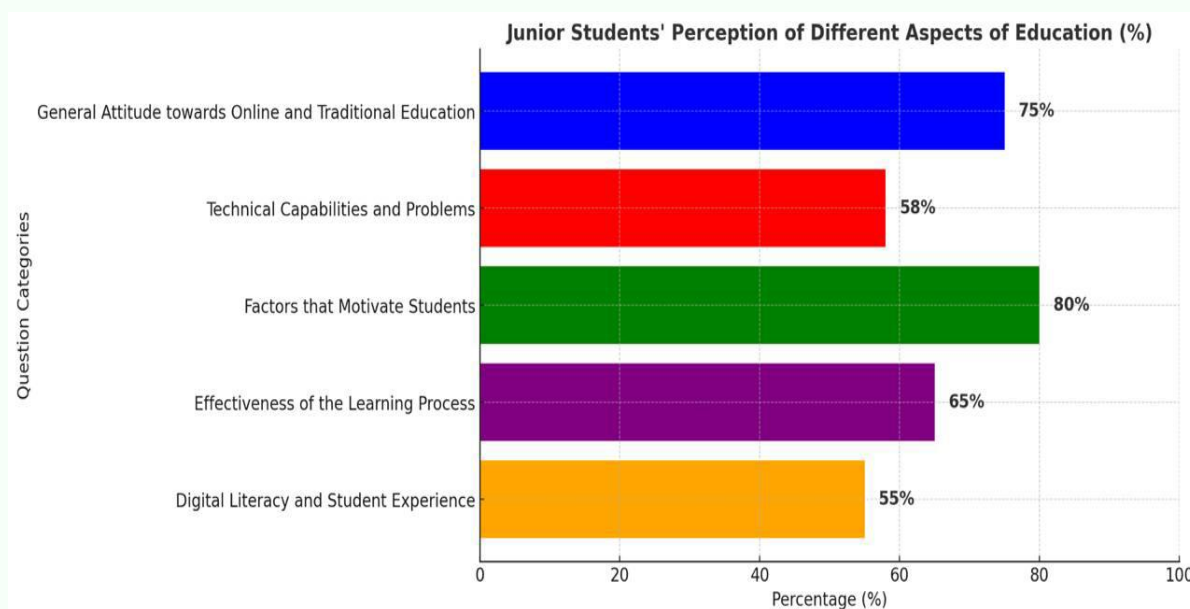
Senior Students' Perception of Different Aspects of Education (%)

This chart shows the percentages of senior students (ages 13-18) who reported online and traditional learning.

The highest score (70%) indicates that students are more motivated to learn in traditional learning. The main reason for this is that direct communication between the teacher and the student is well developed. During traditional classes, students can immediately ask questions and receive quick answers, which increases interest in the learning process.

The lowest score (48%) indicates that senior students have difficulty using digital technologies effectively in online learning.

Overall, senior students preferred traditional learning and were affected by technical issues.



Junior Students' Perception of Different Aspects of Education (%)

This chart shows the attitude of junior students (ages 7-12) towards online and traditional education in percentages.

The highest indicator (80%) – junior students noted the presence of motivating elements in online education (games, interactive lessons).

The lowest indicator (55%) – junior students, although highly adapted to the digital learning environment, still face some difficulties.

Overall, junior students perceived online education positively and adapted better than older students in working with technology.

Below is a detailed analysis of the results:

1. General attitudes towards online and traditional education

Among senior students, 68% of respondents indicated that they prefer traditional education, and online education is not very suitable for them.

Among junior students, 75% of respondents expressed a positive attitude towards online education. This is probably due to their greater adaptability to technology.

2. Technical capabilities and challenges

63% of senior students noted that technical problems (internet quality, lack of devices) negatively affect the learning process.

58% of junior students noted that there are technical problems, but this is not a major obstacle for them to use online education.

3. Motivating factors for students

70% of older students said that their level of motivation depends on the teacher's participation in the lesson.

Among younger students, this figure is 80%, who said that they value game elements and interactive teaching methods more.

4. Effectiveness of the educational process

62% of older students noted that traditional education is more effective in understanding complex topics.

Among younger students, this figure is 65%, who also noted that face-to-face education has a positive impact on the level of understanding.

5. Digital literacy and learning experience

48% of older students reported that they faced difficulties in using digital learning platforms effectively. They said they mostly connect to classes using malfunctioning smartphones, old laptops, or low-powered tablets. These devices often freeze, have poor internet reception, or do not support all the features of the platforms, making the learning process difficult.

55% of younger students reported that they were more comfortable with online learning and found it easier to work with technology.

These results suggest that while younger students are more comfortable with online learning, older students continue to benefit from traditional learning. Based on the results, recommendations can be made to further adapt the education system for both groups.

DISCUSSION

Several difficulties were encountered during the implementation of this study. In particular, younger students (7-12 years old) had problems fully understanding the questionnaire. Since they did not understand the meaning of some questions correctly, a teacher was involved in the process. The teacher explained the questions to them, but limited himself to providing explanations so as not to influence the answering process. This was important in maintaining the impartiality of the results.

Older students (13-18 years old) completed the questionnaire independently. Since their ability to express their thoughts clearly and fluently was higher, additional explanations were not needed. At the same time, although some older students expressed negative opinions about online education, they could not explain the specific reasons. This may indicate that their understanding of online education is not sufficiently formed.

My findings are consistent with the literature review, but there are some differences. For example, studies by Bao (2020) and Dhawan (2020) emphasize that university students benefit from online learning in terms of flexibility and convenience. However, these studies have not been sufficiently analyzed from the perspective of younger students (school students). My study shows age-related differences in school students.

Means et al. (2013) emphasize that the effectiveness of online learning largely depends on students' engagement and ability to use technology. My study also confirms this idea. For example, younger students rated online learning as interesting because they quickly adapt to technology, while older students preferred traditional learning.

On the other hand, Arkorful & Abaidoo (2015) noted that the lack of direct contact with the teacher is a problem in online learning. My research also showed that the motivation of older students depends on the teacher's presence in the lesson. This

means that more coaching and interactive elements should be introduced to improve the effectiveness of online learning for older students.

Song et al. (2004) also noted that students face difficulties in time management, technical problems, and self-motivation in online learning. My research also confirms that these problems are more common among older students.

Overall, this study provided important results in determining the attitudes of school students towards online and traditional education. Such studies may be useful for the development of the education system in the future.

CONCLUSION

The results of the study showed that students' preferences varied. This suggests that it is necessary to take their preferences into account when designing curricula. Teenagers are more amenable to technology, such as interactive lessons, and find online learning more effective. On the other hand, high school students prefer traditional teaching methods, such as classroom lessons and face-to-face interaction with a teacher.

Although technical problems are important for both groups, junior students reported that they are able to quickly overcome such difficulties. Among senior students, technical problems are more likely to negatively affect the learning process. Therefore, additional technical support and guidance should be provided when developing online learning systems, especially for senior students.

Motivational factors also differ depending on age groups. While juniors value interactive methods and game elements, seniors rely more on traditional teaching methods. This suggests the need to use different approaches in the learning process. For example, gamification and video lessons can be effective for juniors, while methods based on live communication with a teacher are important for seniors.

In terms of educational effectiveness, juniors value the flexibility of online learning and the opportunity to work independently, while seniors consider traditional education to be more effective. This suggests that in the future, hybrid learning models - that is, combining online and traditional learning - can increase efficiency. The results on digital literacy show that juniors are more willing to work with technology. Since senior students may have less experience using technological tools, it may be useful to organize special training materials or additional training for them.

Overall, this study suggests that the learning process should be adapted to the age of students and their ability to work with technology. While digital and interactive learning platforms are effective for juniors, it is recommended to use technological opportunities carefully, while maintaining traditional teaching methods for seniors. Also, introducing an approach that is adapted to the needs of both groups in the learning process will help increase educational effectiveness and ensure student satisfaction.

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