

THE EFFECT OF ONLINE LEARNING ON COMMUNICATION

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Communication is simply the transfer of information from one person to another, or group to another. Effective communication is a process of exchanging ideas, thoughts, knowledge and information in such a way as to fulfill the purpose or intent in the best possible way.

The aim of online communication is the same as that of face-to-face communications: bonding; Exchanging information; being heard and being understood. Fostering a sense of community in online classes will make the students' learning experience more meaningful and it can help them stay connected during the course life. When instructors communicate with students, whether in a face-to-face class or an online class, they communicate for the purpose of offering knowledge or having information to gain understanding and develop relationships. Communicating with students in an online environment requires a little more thought and planning than communicating with students in the traditional environment because the online environment lacks body language. Instructors have the advantage of using body language and facial expression in a face-to-face class to help them connect and get their message across to their students. When interacting in an online class, instructors do not have the advantage of using body language to help their students communicate. Knowledge of communication weaknesses within online environments can help them decide how to establish timely and appropriate communications, and how to interact effectively with their online students.

Communication skills required for online learning are called virtual communication skills. The function of virtual communication in learning is to express ideas, thoughts, opinions, knowledge and all information 'virtually' among students or between lecturers and students, and vice versa. Virtual communication skills in this learning consist of oral communication skills, receptive communication skills, understanding the purpose of communication, using a communication strategy, communicating clearly for a purpose, and presentation skills.

In online-based learning, it is necessary to build opportunities for interactions and communication between students and their instructors. Similarly, active students could make the most of online forums, which might offer opportunities to engage fellow students and professors with deeper dialogue and insightful questions as a technique. Asking questions is a way of getting deeper into the subject and making the topic more comprehensible. Additionally, students should take advantage of opportunities to collaborate with other online students to avoid burn-out or lack of interest while learning online, use motivation and support to remain motivated. Efficiency and efficiency of communication in online learning are an important aspect to overcoming the constraints of online communication [1, p.1084].

A research conducted by Kinash S. established that student attendance does not seem to decrease when online lectures are given, and whether they experience

lectures live or online does not seem to affect the student achievement. Many scholars have argued that face-to-face and online formats are only comparable when used for instructive information which can be offered as a lecture. Students need learning tools, and intellectually rich spaces for conversation, debate and deductive questioning. Moreover, the proposition that such educational activities are better conducted face to face was strongly endorsed. Meanwhile, educational researchers have also identified digital scholarship as a disruptive innovation, enabling creativity and renewal in learning and teaching experiences [3, p.130].

The effect of student engagement on the online learning environment has been described as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics. There are several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence. Jaggars S. and Xu D.[2, p.275] found that in online courses the level of interaction within the course parameters was positively Associate with the grades of the students. Through evaluating the level of student interest and taking into account these affective factors, instructors will organize lessons and events more effectively that will enable students to participate more actively in their learning and course work. When students are motivated to do well in their classes, engaged or invested in their desire to learn, and able to devote the effort their teachers expect, they are more likely to participate in their education. The course engagement extends beyond the traditional methods of measuring instructional effectiveness to include student mastery of course learning goals, retention and student satisfaction perceptions, whereas “Consideration of the impact of instructional activities on student engagement provides a more complete picture of the teaching-learning dynamic.” Measuring student engagement levels helps instructors to adapt their instructional practices in response to changes in the motivation, participation and attitude of students toward their course and educational pursuits [4, p.278].

In online-based learning, it is necessary to build opportunities for interactions and communication between students and their instructors. Likewise, effective students could make the most of message boards, which might offer opportunities to engage fellow students and instructors with deeper dialogue and insightful questions as a technique. Asking questions is a way of moving deeper into the subject and going deeper makes the subject more comprehensible. We recommend and encourage that instructors try their best to keep in touch with their students through online office hours, as well as reach out to each student in their class individually if there is a sudden decrease in performance. It is best if instructors communicate with their students and vice versa in a more informal way like through WhatsApp groups, Messenger calls, private video call meetings and so on. Instructors should encourage students to participate and study more by providing incentives, at the end of the day every student wants to gain good grades and without the motivation for it is hard to achieve, this can be fulfilled by giving extra marks through short quizzes.

As a conclusion, online learning has a room in today’s classroom. However, the lecturer or the instructor has to be flexible and provide strategies to students in

tackling this approach of learning. In addition, the lecturer needs to be more aware on the students' readiness in using online learning. With the correct application of technology, a lecturer is able to facilitate learning in a more engaging manner which allows students to be creative and take charge of their own learning. Providing online to students give them the opportunity to engage in learning a creative manner which is achieved by designing multiple forums for them to interact, discuss and being creative enable them to prosper and be innovative thinkers.

Though the majority still prefer classroom classes over online classes due to the many problems they face when taking online classes, some of which include: their lack of motivation and understanding of the material, the decrease in communication levels between the students and their instructors, and their increased feeling of isolation caused by online classes.

References

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ФІЛОСОФІЯ ЯК ТЕРАПІЯ СУЧАСНОГО СВІТУ

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Спочатку до термінології. Нам здалося доречним використати медичний термін терапія (синонім: лікування) — процес, бажаною (але не завжди досяжною) метою якого є полегшення, зняття чи усунення симптомів і проявів того чи іншого захворювання, патологічного стану чи іншого порушення життєдіяльності, нормалізація .

Цим зацентувати увагу на тому, що мова буде йти про місце і роль філософії у сучасному складному, непередбачуваному світі. Що сучасний філософський досвід включається в новий режим думки через виклики, кризи, жахи, у які провалюється довколишній світ. Р. Ранс'єр зазначав, що політика з'являється тоді, коли в політичне поле залучаються ті, які до певного часу були до неї байдужі. Аналогічно філософія стає частиною життєвого світу, коли перетворюється на практичну філософію, стає тим гедзем (за Сократом), шерпнем, який жалить, порушує спокій, залучаючи до пошуків істини, яка стає