



“ZAMONAVIY TA’LIM VA TILSHUNOSLIK RIVOJI”
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STUDENT INSIGHTS INTO WEB-BASED VERSUS TRADITIONAL LEARNING

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Abstract: The widespread integration of digital technologies in higher education has established web-based platforms as permanent alternatives to conventional classrooms. As academic institutions increasingly rely on diverse delivery formats, evaluating students' experiences in these environments is essential for future curriculum development. Purpose: This study explores student insights into web-based versus traditional learning, aiming to evaluate and compare student engagement, academic comprehension, and overall educational satisfaction across both formats.

Keywords: digital technologies, web-based platforms, conventional classrooms, curriculum development, environments, evaluate, engagement, academic comprehension.

Аннотация: Широкое внедрение цифровых технологий в практику высшего образования закрепило за веб-платформами статус постоянной альтернативы традиционным учебным аудиториям. Поскольку академические институты все больше полагаются на различные форматы подачи материала, оценка опыта студентов в этих условиях становится необходимой для будущего развития учебных программ. Цель: Данное исследование изучает мнения студентов о веб-обучении в сравнении с традиционным, преследуя цель оценить и сопоставить вовлеченность студентов, академическое понимание и общую удовлетворенность образовательным процессом в обоих форматах.



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Ключевые слова: цифровые технологии, веб-платформы, традиционные учебные аудитории, развитие учебных программ, условия обучения, оценка, вовлеченность студентов, академическое понимание.

Annotatsiya: Oliy ta’limda raqamli texnologiyalarning keng joriy etilishi veb-platformalarni an’anaviy sinfxonalarga doimiy muqobil sifatida mustahkamladi. Akademik muassasalar materialni yetkazib berishning turli formatlariga tobora ko‘proq tayanayotgan bir paytda, kelgusi o‘quv dasturlarini rivojlantirish uchun ushbu muhitda talabalarning tajribasini baholash muhim ahamiyat kasb etadi. Maqsad: Ushbu tadqiqot veb-ta’lim va an’anaviy ta’lim bo‘yicha talabalarning fikr-mulohazalarini o‘rganadi hamda har ikkala formatda talabalarning jalb qilinishi, akademik o‘zlashtirishi (tushunishi) va umumiy ta’limiy qoniqishini baholash va taqqoslashni maqsad qiladi.

Kalit so‘zlar: raqamli texnologiyalar, veb-platformalar, an’anaviy sinfxonalar, o‘quv dasturlarini rivojlantirish, ta’lim muhiti, baholash, talabalarning jalb qilinishi, akademik o‘zlashtirish.

Introduction

In the twenty-first century, the development of information technology has significantly altered our educational system. Higher education has seen an increase in the use of the internet for instruction (Hogg & Lomicky, 2012; Halawi, Pires, & McCarthy, 2009; Bhagat, Wu, Chang, 2016; Meng-Jung, 2009; Steel & Fahy, 2011). In actuality, the new way students receive instruction is through online learning. Online learning, according to Khan (2005), is an inventive method of providing a well-thought-out, learner-centered, interactive, and facilitated learning environment to anyone, anywhere, at any time by utilizing the characteristics and resources of various digital technologies along with other types of learning materials appropriate for open, flexible, and distributed learning environments (p. 3). Owing to technological advancements, online course



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offerings make use of "Web course tools, such as WebCT, Blackboard, and eCollege" (Halawi, Pires & McCarthy, 2009, p. 374). Due to developments in technology, society, and the economy, the number of online courses offered by colleges and universities has increased exponentially over the past ten years (Ozerbas & Erdogen, 2016; Bhagat, Wu, & Chang, 2016; Xu & Jagers, 2013; Cole, Shelley & Swartz, 2014; Renes, 2015). This study examined students' viewpoints and experiences with online and face-to-face learning. In order to gain a better knowledge of present practices and offer leaders and educators further suggestions to improve students' online experiences, the experiences and perspectives of students who completed the same college course both in-person and virtually will be compared and contrasted.

Literature Review

Online programs and courses are increasingly a crucial component of post-secondary institutions' educational offerings. As long as they have access to the Internet and a suitable electronic device, students can enroll in online courses at any time and from any location. Certain populations have been reached by online learning, which has made it possible for students to pursue higher education. Parents with childcare responsibilities, students who live farther away from the school, students who work full-time, students with disabilities, and "urban students who find it easier to time-shift rather than space-shift" are some examples of these students (Renes, 2015, p. 348). Online learning's ease and adaptability promote options for ongoing education, which is crucial for people with conflicting family responsibilities. According to Dutton, Dutton & Perry (2002); Driscoll, Jicha, Hunt, Tichavsky, & Thompson (2012); Cole, Shelley, & Swartz (2014); and Renes (2015), students who have childcare obligations and those who commute farther appreciate the flexibility of online delivery. Online learning is more convenient for students who are juggling work, home, and school because it fits



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into their schedules. "Specifically, women who have families and jobs, students parenting young children, and students who are pregnant were found to benefit from E-Learning" (Renes, 2015, p. 350). Additionally, community colleges have been serving more senior students over the past ten years as a result of this learning modality, which allows students to complete a variety of certificate and degree programs. With an average age of 28, the number of adult learners enrolling in community colleges has increased (Castillo, 2013; Ferguson & DeFelice, 2010; Jackson, Jones, & Rodriguez, 2010; Ozerbas & Erdogan, 2016).

Their main reasons for using it are to advance their careers and get ready for changes in the economy. Additionally, these students are able to focus on their studies while juggling their personal and professional obligations. By allowing them to study from home, the online model gives younger students—who make up 40% of community college students—a balance to their face-to-face coursework. Due to their early exposure to technology, these millennial students are more adept at using and navigating it. (Ozerbas & Erdogan, 2016; Coleman, 2009; Castillo, 2013; Cole, Shelley & Swartz, 2014). There are still concerns about whether online learning meets the needs of all students, despite the fact that community colleges are offering more distance learning options and that the number of students enrolled in these courses has increased dramatically. There are conflicting findings about the efficacy of online learning for students who are at risk of failing. According to researchers like Xu and Jagers (2013), administrators may be reluctant to provide these students with online courses. These scientists discovered that a lack of adequate study skills necessary to succeed in online learning is the cause of this hesitation.

Flynn (2016), on the other hand, contends that "the essential learning supports, online tools, and psychosocial understanding of the unique characteristics and academic



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requirements of at-risk students, they can succeed in online courses" (p. 130). Another group that has concerns about whether online learning meets their needs is students with impairments. A concentrated effort has been made to identify and remove the obstacles that these students face due to the sharp rise in the number of students with disabilities pursuing postsecondary education (Lazar and Jaeger, 2011 report that 40% of students in US colleges are students with disabilities). Due to a variety of obstacles, research has shown that persons with varying abilities utilize the Internet and other technology far less frequently than the general population. Lazar and Jaeger (2011) state that "the main reason for this is not a lack of interest or education, but that the Internet is inherently unfriendly to many different kinds of disabilities" (p. 70). People with certain types of disability have benefited from the use of technology despite these difficulties and obstacles. Students with specific physical limitations now have access to online learning, communication, and interaction opportunities thanks to the Internet. Internet use is particularly beneficial for those with disabilities who are unable to travel, as it fosters social inclusion and access (Lazar and Jaeger, 2011). The advantages and difficulties of student interaction or engagement in online courses are another topic of interest that has been extensively discussed in the literature. Students' involvement strategies in online learning differ greatly from those in face-to-face classroom environments. Discussion boards, emails, and chat rooms are typically used for text-based interactions with students and teachers (Reisetter, Loralee, & Korsuka, 2007; Arslanyilmaz & Sullins, 2013; Sturges, 2013; Kirmizi, 2015).

Because they give students more time to think over concepts and respond intelligently to questions or issues, this kind of interaction may be advantageous for students. Because there aren't many opportunities for face-to-face interaction, students may have an impersonal experience, even if this learning framework could help them focus more



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intently on their studies. Because of this, incorporating this "interactive dimension" is crucial to the success of online learning (Reisetter, Loralee & Korsuka, 2007, p. 57). According to Wang (2007), Arslanyilmaz and Sullins (2013), and Kirmizi (2015), students engage in online learning when they connect with peers, instructors, and course material.

In addition to increasing student engagement with the course material, well-designed interactive learning assignments typically encourage student interaction with classmates and instructors. Students should give explanations rather than receive them. Students are encouraged to ask questions about a problem in order to discover an explanation for their curiosity during this type of engagement. "Such proactive learning engages students in a higher level of thinking than the reactive type of learning" (Wang, 2007:18). Wang adds that there is a favorable correlation between students' learning and evaluation, which includes grading cooperative learning assignments. Additionally, Jackson, Jones, and Rodrigues (2010) discovered that instructors' timely replies, clear expectations, and information accessibility are important elements that improve student learning and satisfaction. All things considered, Carr (2000), Frederickson, Picket, & Shea (2006), and Jung, Choi, Lim, and Leem (2002) concur that student connection with peers and teachers is crucial to learning achievement. The writers stress the significance of student involvement as well as the degree and caliber of peer and instructor engagement. It has been suggested that an interactive online lecture is a good method to get students interested in the material. Even if they might be helpful in a typical classroom, lecture slides that are merely provided online do not promote participation and interactive communication (Grosso, Teresa & Grosso, 2012). In order to interest students in an online lecture, the teacher needs to be both a facilitator of the learning process and a content specialist who can help students acquire new information.



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Online participants value "the expert voice" (p. 65), according to Reisetter, Lorelee, and Korsuka (2007). A knowledgeable instructor was particularly effective, according to some online learners, "because it led to clearly focused content that could be lacking in a traditional setting" (p. 65). Incorporating questions into online lectures is a successful facilitation strategy that has been shown to enhance student engagement with course material and make lectures more interactive. "It must be extended to online classes as well, since the value of questioning in the classroom is well documented" (Grosso, Teresa, & Grosso, 2012, p. 57). In addition to online forums, interactive lectures, and a range of evaluation techniques. Group work has been acknowledged as one of the most important instructional tools in the online environment for ensuring the quality of a learning process (O'Neill, Scott & Conboy, 2011; Roberts & McInnerney, 2007). In their discussion of the advantages and difficulties of group projects in online courses, Morgan, Bruce, and Williams (2009) stress the significance of teachers helping students by "developing ground rules, providing information on group work skills and roles, supporting effective communication, and facilitating social task development" (p. 293). The authors' suggestions could be a useful remedy for the difficulties associated with group work in the online learning environment if they are thoroughly thought out and put into practice. In order for online group work to be effective, it is also critical to acknowledge the significance of professional development for faculty members who use this kind of teaching method. Training programs that emphasize not only the technical aspects of online instruction (Glowa, 2009) but also the creation of effective content and the development of skills necessary to handle "the unique social context of the online classroom environment" (Kanuka, Heller & Jugdev, 2008, p. 40) may be beneficial to faculty.

Conclusions



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Flexibility, accessibility, the ease of juggling personal, professional, and academic obligations, and the desire to try a new method of learning are the main reasons why students choose to enroll in online courses. According to the study's findings, the biggest obstacle facing online students is utilizing technology and getting timely feedback and communication from instructors. Higher education institutions must continue to give faculty members professional development opportunities to increase their expertise in online learning, as community colleges continue to grow their online offerings. Increasing faculty members' ability to effectively oversee a virtual classroom in order to provide a comprehensive learning experience for students should be one of these chances.

Furthermore, the continuous funding allocation is essential to guarantee that the pedagogies and instructional tools used in online and face-to-face instruction stay up to date and pertinent for the success and satisfaction of students.

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