

2.4 Analysis of student and teacher satisfaction levels
on-line system
learning, directions of further development

Switching to online classes due to the introduction of a state of emergency was a challenge for many teachers, as they adhered to the classical teaching method for many years. Change has come easier for those who have been applying new technologies in their teaching for years. All the actors in the education system faced the challenges during the past period. Given that this is a complex level of education within which, in addition to teaching in the classroom, practical classes, one part of which is performed by employers, it was necessary to harmonize numerous activities.

Over 90% of schools have used the Microsoft Teams app as a tool for online teaching. The Zoom platform was also used, while other funds were most often used for direct communication and agreement on the organization of work.

About how students accepted online classes was examined in 60 students. It has shown that most of them are satisfied with this way of working. As the reasons why this type of teaching is good, they stated: a greater degree of independence, in mastering the material, they were more creative and were more engaged in research.

However, most of them wanted to return to regular classroom instruction. In a situation of physical isolation, working together and interacting with other students from the class has not only cognitive but also emotional value, and that is the hardest thing for students in this situation, they stated. Also, the results show that most parents believe that students should be in school, because they cannot take on the role of teachers, are not competent to use digital technologies, the house turns into a large classroom, especially if there are more students in the family. On the other hand, parents have largely agreed that online classes are organized well, that teachers are dedicated and that they strive to reach out to every student.

"We were interested in all the problems they encountered during distance learning. As stated, among others, the most common were: students' lack of interest in online classes and non-response to scheduled classes; alignment of online classes with regular classes in the event that one part of the department follows online and the other part follows regular classes; poor concentration of students; lack of socialization and difficulty in communication",

It was also examined which number of students objectively could not follow online classes. It turned out that about 50 percent of schools did not have a significant problem with this way of working. In other educational institutions, the percentage of students who objectively could not follow online classes ranged up to 10 percent, and only in two schools in a higher percentage.

To enable all students to master the material, schools managed in different ways. They mostly increased the number of consultations with them, and they shared the teaching material in print or via email and phone.

Improved computer literacy

The most commonly mentioned answers to the question of what positively tailored teaching brings are: teachers and students have improved computer literacy; in difficult conditions, everyone showed greater dedication and willingness to help among colleagues and students; in individual students this teaching has introduced activities of higher forms of learning such as research, making independent works, essays, creative tasks and the like; this way of teaching also increases the engagement and involvement of parents, which is the positive side of this way of learning; in a number of students, the tasks they received were more interesting than in regular classes; This type of teaching also allows for greater individual work and cooperation with students. On the basis of everything, he can conclude that distance teaching in a certain sense was, not only intellectually but also motivatingly more stimulating compared to regular classes.

A special challenge realization of practical teaching

Due to the observance of epidemiological measures, a special challenge was the realization of practical classes. During the preparation of the questionnaire, the hypothesis prevailed that during the adjusted classes, the exercises and practical classes would be more difficult to organize and that they would not be fully realized in accordance with the accredited program. We received the answer that in 60 percent of institutions teaching practical classes were fully realized, and in the remaining 40 percent partially. The most common reasons why practical classes were not realized are mainly related to the transition from regular to online classes due to the expansion of the pandemic and the closure of a large number of facilities where students

practiced. Employers in such conditions could not organize this teaching, so higher education institutions implemented it in cabinets and laboratories for all programs that did not have the opportunity to conduct practical classes with employers, and which were closed due to the pandemic. The percentage of practical teaching in higher education institutions is very high. A large number of schools have even fully implemented it in a higher educational institution.

When asked if students have acquired enough practical knowledge necessary for further education and work, they replied that the organization of practical classes differs from higher education institution to higher education institution, but what is common is that higher educational institutions assess that they have sufficiently prepared students for practice and in general for the attitude towards work, that practical teaching means a lot to students, It allows them to work independently, and they evaluate them positively. What can be emphasized is the dependence of the level of preparation of students on their motivation, which all respondents agree with. More motivated students, it turned out, make better use of the resources and opportunities provided by practical classes.

Higher education institutions have made a lot of recommendations for improving classes for the next school year, if adapted classes continue. Among others, they demand that the recommendations given to them by the institutions and the NAT be more clearly specified; the importance of aligning with existing resources; require that the norms of teachers' classes be shortened due to the duplication of classes; They believe that education and support should be done. The highest number of recommendations was related to improving the equipment of higher education institutions and students with IT technology.

ANALYSIS

Flexible learning:

- + Students have greater independence in learning compared to the traditional way of learning
- there is a greater possibility of independent selection of literature for processing material, independently coming to answers to certain questions, independent determination of learning dynamics.

– Self-direction in learning can be a problem for students who are not used to independence in learning, so the absence of a teacher who more closely monitors the work process and more regular learning dynamics can be a problem for these students and represent an aggravating circumstance and inefficient way of learning.

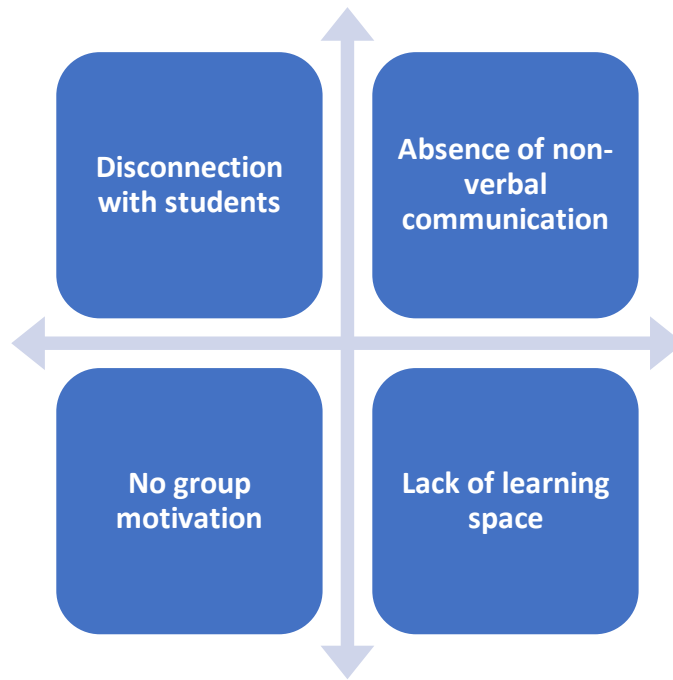
Student involvement:

+ Online classes can increase the activity of students who are shy and withdrawn in the traditional way of teaching, because there are no public and visual appearances in online classes that can be stressful for withdrawn and shy students.

– Online classes can awaken in a student a sense of isolation, isolation or even relaxation in following classes. The interaction is reduced, it is often very difficult to come to the queue for the question. Everyone has to wait their turn, because if everyone spoke out loud, nothing would be heard.

+ Teachers and students have the opportunity to use various online tools and applications for learning and processing of teaching units, with which they did not have the opportunity to get acquainted in the current course of classes. These tools and applications offer different possibilities - making quizzes and surveys, teamwork in separate rooms, using different links, videos and chats in classes, etc.

– The disadvantage is that the teaching staff generally do not have the opportunity to use the board, but everything is typed in a Word document or in the chat, as well as not putting homework in the foreground, but only briefly explain the errors. Also, some professors are not sufficiently skilled in using online tools and applications, so there is a problem of creating orders, accessing online classes or creating papers. This problem is also pronounced due to the fact that students use several different applications during one day because the teaching staff is given the opportunity to independently decide which application they want to use.



Picture 1. MAIN SOCIOLOGICAL PROBLEMS OF ONLINE LEARNING