SYNCHRONOUS VS. ASYNCHRONOUS TOOLS IN VIRTUAL EFL TEACHING

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Annotation. Due to the COVID-19 pandemic, education shifted to online formats, with governments promoting synchronous and asynchronous teaching methods. Students were required to learn from home, making their feedback on e-learning crucial. Research involving student participants provided insights into their experiences, while teachers chose teaching methods based on their judgment. This article reviews 20 relevant studies (from an initial 50) comparing both e-learning methods using tools like questionnaires and tests. Findings suggest that combining synchronous and asynchronous approaches can lead to more effective learning outcomes.

Key words: synchronous, asynchronous, covid-19, learning models, platforms, e-learning.

Anotatsiya. COVID-19 pandemiyasi tufayli ta'lim jarayoni onlayn shaklga o'tdi, hukumat esa sinxron va asinxron o'qitish usullarini joriy etdi. Talabalar uyda ta'lim olishga majbur bo'ldi, shu sababli ularning masofaviy ta'lim bo'yicha fikrlari muhim bo'ldi. Talabalar ishtirokida o'tkazilgan tadqiqotlar ularning tajribasidan muhim ma'lumotlar berdi, o'qituvchilar esa o'z qarashlariga asoslanib ta'lim va baholash usullarini tanladilar. Ushbu maqolada sinxron va asinxron ta'lim usullarini solishtiruvchi 50 ta maqola ko'rib chiqilib, mavzuga mos 20 tasi tahlil qilindi. Natijalar shuni ko'rsatadiki, agar to'g'ri uyg'unlashtirilsa, har ikkala usulni birgalikda qo'llash samarali ta'lim natijalariga olib kelishi mumkin.

Kalit so'zlar: sinxron, asinxron, COVID-19, ta'lim modellari, platformalar, masofaviy ta'lim.

Introduction. The terms synchronous and asynchronous have come to have special currency in the educational literature and serves as a way of analysing the degree of interaction between teachers and students. Synchronous learning reflects teaching when all participants are present at the same time. Traditional classroom teaching is synchronous, as is web conferencing, videoconferencing, direct broad cast satellite, internet radio, telephone, and web-based VoIP. The alternative asynchronous mode of delivery is where participants access course materials on their own schedule and students are not required to be together at the same time. Mail correspondence, pioneered by the Pitman shorthand course, is the oldest form of asynchronous delivery and others include message board forums, e-mail, video and audio recordings, print materials, voicemail, and fax [1]. The term ''blended teaching'' originally applied to mixing

electronic and real time methods, but it now includes the additional meaning of combinations of synchronous and asynchronous. This is particularly applicable to optimizing courses that run as distance education with sessions of residential tea.

The distinction between synchronous and asynchronous learning is essential for understanding interaction patterns in online education. Synchronous tools provide immediate feedback and foster real-time communication, which helps replicate the traditional classroom environment. In contrast, asynchronous tools promote flexibility and self-paced learning, making education accessible for.

With the development of the technological equipments, distance education technologies are developing rapidly. This development has made distance education a powerful alternative to the traditional education. While Asynchronous Model provides students with complete freedom of time and place, Synchronous Model is offering online learning platform where instructors and participants come together in the same or different places in a virtual environment. In this study, the efficiency of Asynchronous and Synchronous Learning Models in Geography Course were explored. The sample of the study consists of 56 students taking the course asynchronously and 52 students synchronously. Qualitative Research Model was used in the study. Four open-ended questions were asked to the participants as in two groups which include Asynchronous group and Synchronous group. It was concluded that the most of the students were not in favor of Asynchronous and Synchronous Learning Models as they are not efficient for geography courses. Particularly, in geography courses, several educational models and techniques such as cooperative learning, brain-based iearning, laboratory studies, drama method, material usage, concept analysis, gestalt theory, programmed teaching, creative writing, geographical inquiry skill, concept map and concept network were found to be more effective then others.

The findings of this study emphasize that while asynchronous and synchronous learning models offer flexibility and accessibility, they may not fully support the pedagogical needs of content-heavy and interactive subjects such as geography. Students' limited preference for these models in the geography context suggests that alternative instructional strategies—like cooperative learning, brain-based learning, and hands-on methods—might be more engaging and effective. Therefore, educators should consider integrating varied and subject-appropriate techniques within virtual environments to enhance student learning outcomes.

This research collected data from the students undergoing synchronous and asynchronous learning amidst the COVID-19 Pandemic. The data were collected ($N = 655$) from various students taking online classes during the pandemic. A questionnaire survey was distributed to the students through online platforms to collect the data. In this research, the authors have collected data

using simple random sampling, and the same has been used for data analysis using SPSS version 26. The collected data were exposed to a factor analysis using a principal component analysis technique to reduce the vast dimensions.

Higher education has undergone multiple transformations in a short period (from March 2020, 2021 and beyond). Educational institutions underwent a rapid transition in remote teaching and learning in the initial stages. As time progressed, educational institutions did course navigation where they relooked into their course plans, syllabus and brought a structural change to match the pandemic requirements. Meanwhile, educational institutions slowly equipped themselves with infrastructure facilities to bring academic integrity. At present, educational institutions are ready to face the new normality without disrupting services to society.

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