ОБРАЗОВАТЕЛНИ ТРУДНОСТИ В САМОУСЪВЪРШЕНСТВАНЕТО НА УЧЕНИЦИТЕ КАТО РЕЗУЛТАТ ОТ КОРОНА ВИРУС ПАНДЕМИЯТА

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Резюме. *В статията е изследвано влиянието на корона вирус пандемията върху качеството на учебния процес. Посочени са предимствата и недостатъците на дистанционното обучение. Предложена е образователна програма, която ще повиши качеството на образованието в условията на корона вирус епидемията.*

Ключови думи. *Самоусъвършенстване, дистанционно обучение, ковид 19 пандемия, училищен стрес, образователни постижения.*

THE EDUCATIONAL GAP FOR STUDENTS' SELF-DEVELOPMENT RESULTING FROM THE CORONA PANDEMIC

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Abstract. *The article examines the impact of the coronavirus pandemic on the quality of the learning process. The advantages and disadvantages of distance learning are indicated. An educational program has been proposed that will increase the quality of education in the context of the coronavirus epidemic.*

Key words. *Self-improvement, distance learning, covid 19 pandemic, school stress, educational acievements.*

The IMPACT of the CO-19 pandemic 2019-2020 affected educational systems around the world, leading to the large-scale closure of schools and universities. On March 16, 2020, governments in 73 countries announced the closure of schools, including 56 countries that closed schools across the country and 17 countries that closed schools within a specified range. The nationwide closure of schools has affected more than 421 million learners worldwide, while the limited-scale closure of schools has put 577 million learners at risk. According to data released by UNESCO on March 10th, the closure of schools and universities due to the spread of the Covid-19 virus has left one in five students out of school worldwide.

So, what happened to these students while they were away from learning contexts **where teachers are largely absent?**

Distance learning in the light of the continuation of THE CORONA VIRUS and its living with us has become an available and viable thing, from the child's years of custody to the high school and university, and has already begun to be implemented during the previous months, hence it could have been judged in terms of its pros and cons, the obstacles to its implementation on students and teachers together, as well as the problems facing students and those responsible for guiding this new method of education and putting forward a range of solutions.

How do we restore the student's personality after corona ends?

Although learning online limits the social networking processes of many children, due to community interruptions and social experiences, all of this can be fixed after corona is over, but it depends on the child's personality and the awareness of parents to help them now and when they return to school.

"What THE CORONA virus has caused in children in schools can be overcome by giving them more opportunities to play and compensate for the above,

not by stuffing and intensifying the curriculum," she said, adding that some children may have difficulty returning to society and may need therapists. (Malak Khaled).

Earlier, Dr. in Education and Psychological Counselor Ahmed Oweini indicated in an interview with Al-Mayadeen Net, "Children are the most affected by the Corona pandemic, and the segment of children who have educational difficulties have also been greatly affected, because they need work, help, individual treatments and sensory skills that are no longer available in The closure remained. (Al-Awini, Children in the Shadow of Corona 2020).

From the social and emotional point of view, Al-Aweni confirmed that this aspect of the children was greatly affected by the closure and the children's stay for a large time at home, and added that "the child sits in front of a screen, and the screen cannot replace the human being, and friction with the students has become almost non-existent, the student speaks in front of name or photo most of the time. Follow Favorite.

Therefore, it will be noticeable a delay in the social skills of some children and students, emotional and social development, which includes personality development, emotional growth, ie feeling for others, forming emotional vocabulary, interacting with others and understanding their feelings, in addition to controlling behavior and decisions, building relationships with others, and self-confidence. and self-worth.

At the same time, despite these negative effects of the Corona pandemic and the closure, "the child has the ability to adapt and get used to faster, and living in these conditions will gradually forget the child upon returning to school and mixing with teachers and friends," according to Oweini.

Corona deprived the student of useful interaction to build his personality.

And because "the school is not only an educational institution, and it is not just a place in which the student learns, but it is also an educational and social

institution, and it affects the student through a series of life situations and social interactions that he is exposed to starting from the moment he enters it, and his compliance with the classroom rules, and his discussions and interactions with his colleagues and teachers Both in classroom and extracurricular activities," the Corona pandemic crisis has had an impact on students' social competence, according to what psychological therapist Hanan Nasr told Al-Mayadeen Net. (Hanan Nasr).

On the other hand, the more we limit the opportunities for the student's self-development in one aspect of these physical, social and linguistic aspects, the more the student's growth and development will be delayed, and thus all other aspects will be affected.

School:

The school is not only a place for learning, but a place to learn a set of social skills that are not replaced by another place, such as standing in line, aligning, and this is called following instructions, in addition to conversations between students, quarrels and reconciliations among them .. All of this is missing in learning. Remotely."

The distance learning stage is devoid of skills or social relationships, especially since many schools do not adopt a method that simulates all educational or educational requirements." Many teachers, for example, ask to turn off the camera and microphone during the lesson, and thus the teacher prevents any kind of communication and interaction with the student."

Distance learning:

Distance learning is a newly emerging educational method that depends in its content on the difference in the place and the distance between the learner and the book, the teacher or the study group; Its importance lies in providing an educational program from the heart of the educational campus, and placing it in the

hands of the learner despite the different geographical area; This is in an effort to attract students and challenge the difficult conditions they face to join the traditional education program in universities. Appeared The idea of distance education in the late seventies of the current century by European and American universities; Where she sent the educational program to students by mail, and at that time it consisted of books, tapes, and videos; To provide a full explanation about the educational curricula, and the students were merging with this educational style, and committed themselves to the assignments and duties assigned to them, but the universities required their students to come to the university campus on the date of the final exams.

The disadvantages of distance education are the high cost of joining it. Societies do not accept this type of education. Misconception of this educational style in terms of its ability to provide job opportunities. The lack of accreditation of some ministries of higher education in the Arab countries for distance education. The absence of an interactive and attractive study environment that increases students' response in this type of education. The educational material is limited to the theoretical part of the curriculum in most cases Briefly summarize the live, experiences and the benefits they achieve for the student. Learner stress because of the time he spends on smartphones and others to follow his various study materials. In most cases, the role of the teacher is limited to the educational aspect, and his educational value role is shortened in the upbringing of students. The student's inability to evaluate his performance and achievement on an ongoing basis, which is the role that was assigned to the teacher in the real educational environment. (Al-Hiyari).(

Advantages of distance education Distance education plays an effective role in raising the cultural, scientific, and social levels among individuals. It fills the huge shortage of faculty and qualified trained personnel in various fields. It

alleviates the weakness of the capabilities that some universities suffer from. It reduces the individual differences between the trainees, by placing the various educational resources in the hands of the learner, in addition to providing full support to the training institutions with everything they need to produce an effective education from the media and teaching techniques. Opening horizons in career advancement for those who missed the regular education train from employees, as it enables him to study and work at the same time. Saves time and effort. It motivates the learner to acquire the greatest amount of skills and educational attainment, because the educational process focuses only on the scholastic content without looking to any other aspects. It helps the individual to rely on himself completely, by choosing the sources from which he draws his information by himself without influence from others.

Convenient distance learning features:

It is suitable for all individuals, whether a lecturer or a student. Flexibility: It is represented in providing space and options for the learner according to his desire to participate. Impact: It is more effective and more effective than the traditional education system for the learner; This is due to the techniques he uses. (Hendawi)

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Students tasted both during the "Covid-19" crisis.

There is no doubt that the world is striving to achieve the fourth goal of sustainable development, but the outbreak of the "Covid 19" virus has created twists

and turns towards the right to education. The loss of freedom of movement due to forced closure had negative effects, most notably anxiety, sadness, tension and emotion. And perhaps the most worrying of them is that the "Covid 19" crisis threatens education for specific groups of students more than others (Qunabi).

Economically disadvantaged students.

With the first day of school closures, children in many wealthy families used their smart electronic devices to continue their education, while education was essentially halted for the most economically disadvantaged children. Access to technology makes distance learning easy for the rich and inaccessible to the poor, which contributes to increasing the class gap between these segments of society. While many have adopted e-learning via the Internet, there are still geographies that are deprived of Internet access, millions of people lack access to necessary technology, and digital learning requirements are lacking. (Richard Armitage).

Low-achieving students

Students who suffer from weak academic achievement need different activities and specialized events that contribute to helping them overcome their learning difficulties. There is no doubt that the closure of special education programs, the limited interaction with teachers and specialists, and the new reliance on e-learning tools will widen the gap between them and their peers in achieving their learning goals..

Solutions to the problems that students face in distance learning:

First: motivation and self-development

Learners get used to external stimuli to advance themselves to achieve their goals, without being pushed by parents or the teacher, so many of them miss classes online or neglect school tasks to encourage the learner to continue doing his duties. to receive support.

Self-rewarding for small accomplishments

The student must be constantly reminded of the goal behind his learning and entice himself with the positive result that he expects

Making the classroom resemble the learner's personality in terms of design, colours, pictures and sayings that he likes. (Dave Marcotte, 2007).

Secondly, time management

The online learner is not bound to a specific time, so he tends to waste many hours of his day, during which he invests little in learning, so it is important to train him on how to manage his time, organize and prioritize.

Third, self-application

Educators should draw the attention of their students to the fact that a lot of the information that is presented during the lesson needs to be applied to take root in the mind. It is useful for teachers to present them with ideas that can be applied outside the classroom walls and return to them with the results, so that the learner can link between the stacks he teaches and his daily life, and with time, he will be able to Than to create the links himself, and to test the knowledge and information gained.

Fourth, good online communication

 Learners who lose contact with their comrades lose many of their friendships, as well as experiences and information that are useful to them; So it is important to practice how to do it electronically; In order to maintain good relations with them or to share ideas with them, as good communication between the teacher and his students is a basic need for their academic and professional success in life, it is important for the learner to know how to write his message or question in a clear manner that ensures that he communicates what he wants. (Alison Andrew, Alison Platform 9/6/2021).

Fifth: Possession of technical and research skills

Introduce students to professional communication with administrators via the Internet, such as: writing an understandable email and in a professional manner that makes communication with management effective and appropriate (Khairiyah, 2020).

The educational attainment gap as a result of students dropping out of school:

The effects of today's school dropouts may be inferred from previous studies of short-term school closures during the 2007 snow. Dave Marcotte, a professor of public affairs at American University in Washington DC, examined the results of third, fifth, and eighth grade tests. In Maryland schools, he noted, younger students were hardest hit by school closures. (Dave Marcott).

Marcott believes that distance education may not compensate children for the opportunities they missed in this period of school dropout. He says that building relationships with others, spending time with colleagues and concentrating on lessons is a lot easier when the students are in the same room.

Marcotte says that what we fear most is that students' performance will fall far below the usual school vacation periods, because they will not have the opportunity to engage in educational activities such as music lessons, trips to museums, libraries or summer camps. Children will be deprived of the opportunity to consolidate the information they have learned in school and expand their scientific understanding and understanding of the world around them..

Widening gaps in academic achievement

Experts fear that dropping out of school will widen the gap between the rich and the poor in educational attainment.

As the richer students improve their reading performance in the summer vacation, while the poorer children the vacation affects them negatively because of the lack of educational opportunities that are available to them during the vacation.

It is true that governments encourage homeschooling, but a student will only be able to access the educational resources that the school offers if he has a good computer, reliable internet, and a quiet room that helps him focus. Distance education assumes that parents are educated and have enough time to help their children with their lessons. (Armitage).

These assumptions do not apply to many families, Armitage says, so many students will not make progress while schools are closed, especially if they come from poor families.

Van Lanker says we are facing a period of months in which less fortunate children are deprived of educational opportunities, and then the gap between students will widen when schools reopen in the next semester (Lanker).

Alison Andrew, who co-authored the study, says that the results of previous studies indicate that poorer families were more susceptible to infection with the Corona virus, and that is why anxiety rates increase among members of the poorest families. (Alison Andrew).

The economic consequences of the pandemic are expected to exacerbate poverty levels in general, and its effects may last for years unless steps are taken to narrow class inequality.

Psychological health

Beyond academic achievement, children have also been denied opportunities for psychological support due to the quarantine. Teachers are often the first to notice signs of deteriorating mental health for students and urge them to seek psychological support, and many schools provide counseling and psychotherapy services.

Remote psychological support services have many drawbacks. Ezra Gulberstein, of the University of Minnesota School of Public Health, says mental health services have a degree of privacy, and not many homes have enough space to allow for that privacy.

The proportion of unreported cases of domestic abuse and violence may rise, due to the lack of communication between students, teachers and psychologists. Armitage says that school is often the refuge to which students flee from an alienated, unwanted and unsafe home.

"When the movement of disadvantaged people is restricted to overcrowded homes, the chances of domestic violence increase," says Van Lanker. Adolescence is one of the critical age stages in the treatment of psychological problems, and if these problems are neglected, their treatment will become difficult in later life stages.

Restricted student growth in the Corona period:

A study conducted by Louise Dalton and Elizabeth Rappa, from the Department of Psychiatry at the University of Oxford, indicated that children have an excellent ability to quickly perceive the manifestations of anxiety and fear in the features of their parents or caregivers, and may worry about their parents' anxiety, whether for fear of illness, job loss, or because The pressures of home isolation. (Louise Dalton and Elizabeth).The two researchers pointed to other research on children whose parents suffer from HIV or cancer. These young children may think that the disease is a result of their behavior or thoughts, and they may blame themselves.

Children and adolescents may not be able to comprehend the restriction of their freedom and this may lead to the development of long-term behavioral problems.

The two researchers pointed out that parents do not have enough information about children's mental health and how to deal with it. For now, Rapa says, the psychological needs of children are completely neglected. Despite the abundance of guidance materials on the physical effects of the disease and ways to avoid infection, the government health campaigns provided little guidance on how to deal with psychological stress. Although there is no evidence yet about the effect of isolation and social distancing on children's social skills, such as controlling emotions, being equanimous, and settling disagreements with peers, it is known that the time children spend in school plays a critical role in helping them to mature.

A study indicated that children who have brothers and sisters acquire social skills faster than their single peers." Children in general are aware of and interact with their environments, and the psychological stresses they are exposed to in the early stages of their lives will affect their development, mental health, and the development of their personal and social skills," says Gulberstein.

There are no easy solutions:

Teachers may contribute to narrowing the achievement gap by providing alternatives to tasks that require the use of a computer or the Internet. Governments may implement systems, such as mobile libraries, to ensure that children have the books they need. Schools should follow up on children who have been most affected by the crisis, and study the possibility of putting in place special measures to help them make up for what they have missed.

Rapa and Dalton argue that parents should talk openly with their children about the feelings of family members due to the pandemic. They say ignoring pressures and fears is counterproductive. (Dalton Rapa).The ability of children to adapt to the world after the Corona pandemic and overcome its consequences will require the concerted efforts of parents, teachers, social workers, psychiatrists and politician(David Robson)(s

Five effects that will be present after students return to school after the impact of Corona:

We know that the impact of the pandemic will last longer, but when schools and departments reopen next school year, the academic and pedagogical world will know that it will face the challenge of adapting education to emergencies and creating mechanisms so that distance education has the same quality of education in the classroom, as The writer confirms. Here are five important effects of not going to school during the pandemic on children.

1) Isolation in adolescents

Not going to school during the pandemic particularly affects pre-adolescent and child-bearing children. At this age, it is very common for children to isolate themselves relatively easily, preferring to stay in the room and spend hours online without completing their academic assignments, and this presents another danger.

Parents as teachers) 2

Stone is forcing parents to take on the role of teacher, now more than ever. In some cases, this won't leave a problem, but not everyone is ready to do it. Not everyone has the patience, or at least the ability, to put fears aside to be that skillful tool for encouraging children to continue to reach methodological competencies.

3)No internet or computer in every house

There is no doubt that the digital divide exists. Distance education is an option if lessons cannot be delivered in schools, and the other alternative is virtual education. However, we must remember that not all families have the same resources, there are millions of children around the world who do not have the Internet, nor a computer at home to do schoolwork.

4) Proper feeding place

Another effect of not going to school during this period is mainly on the nutritional level. We cannot forget that many children depend on the meals they

receive in school canteens, if available. Now, if social organizations do not provide families with assistance, many children will begin to suffer from serious nutritional deficiencies.

Academic delay and lack of socialization 5)

Not completing the last semester will have effects on children. There is content that will not be learned, topics that will remain, competencies that will not settle, and unique experiences that children only have in the classroom. For many students, not going to class is like a vacation.

One aspect most students crave is socialization, as well as the routine of the classroom, friends, and other emotions that can enhance social and emotional development.

However, the impact of COVID-19 has been far from equal across societies, particularly in the education sector. The transition from face-to-face to distance learning was not an option but an urgent necessity when the world found itself stuck in this crisis. Many countries, according to their capabilities, have been preparing emergency plans for the digital transformation of distance education in a noble attempt to save the school year, maintain contact with students, and maintain the continuity of education. However, there is a disparity in the availability of a safe digital educational environment, and the effect of electronic illiteracy is added to this.

Now, after more than a year of home quarantine, school suspensions, and testing the distance learning experience with its different methods and justifications for continuing education, and filling the gaps of the lack of the minimum elements of readiness for that transformation, we can say that: Some societies have succeeded in reducing the negative effects of the "Covid 19" crisis. Through intensive community education and media, cultural transformation based on values and positivity, following instructions for prevention and social distancing, building

bridges of trust between countries and their citizens, and finally making investment in students' health and education a top priority. Despite all of the above, there are still shortcomings in advancing the education of groups of students whose suffering has almost doubled due to the "Covid 19" crisis.

Teachers are the leaders of the educational field, as many of them took the initiative to pay attention to the educational process by inventing solutions to overcome the crisis, committed to their moral duty towards the teaching profession first and their students second. They worked individually or collectively to adopt creative educational practices, produce games and stimulating tools, and engage students in experiences based on self-learning of knowledge, critical thinking, problem solving and creativity. Others have also launched platforms for training on digital learning techniques and professional development in order to keep the flame of learning burning in the hearts of their students and using every possible means to advance and overcome difficulties.

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