THE PROBLEMS OF ADAPTATION TO ONLINE EDUCATION DURING THE COVID-19 PANDEMIC PROCESS; STARTING PRIMARY EDUCATION BEFORE GOING TO SCHOOL

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ABSTRACT

Since the outbreak of the Coronavirus (Covid-19) pandemic, it has not only affected public health, but also caused significant changes in the habits of life. In addition to many economic, sociological and vital changes, education is one of the systems most affected. Although the history of distance education dates back to the past, with the Covid-19 epidemic, our society met with home education using digital tools called online or online education. While the problems of such a rapid transition were experienced at all levels of education, children who were just going to start primary school had to start school without leaving home. Due to their structured environments, schools support the emotional, spiritual, personal, social and physical development of students as well as their academic development. As the distance education process progresses, it has been revealed that although online education closes the knowledge gap of children, it is insufficient in terms of social, physical and behavioral education. In this compilation research, especially the adaptation problems experienced by students at the beginning of primary education, the positive and negative aspects of online education, and potential solution suggestions are presented by literature review.

Keywords: Primary education, online education, behavioral education, distance education, Covid-19 pandemic

Introduction

The Covid-19 epidemic required people to change many life habits in their lives (Üstündağ, 2021). In the new living conditions, concepts such as home education and working from home quickly entered the social life and were applied. Individuals have had to cope with many negative, different and surprising situations while trying to adapt (Bulut et. al., 2020). With the transition to distance education, the school was out of order and home environments began to be the education and training environment. It has always been discussed whether distance education was applied correctly or not. Different problems arose for parents and different problems for students. The beginning of primary education, where the first separation from the home environment and parents was experienced and the first foundations of independence were laid, could not be experienced as usual. The school could not take on the role of being the safest environment for the child to meet after home, to comply with the rules of social life in addition to education and training, to gain self-knowledge, friendship, sharing, and respect. The focus was on online subjects and teaching required by the distance education curriculum. Breaks, social activities, games and physical activities, which are a separate educational environment for children, have disappeared.

It has been understood that the school is not just a building, a course, a teacher, a student, but represents the most important basis for adaptation to social life in our lives. As stated by Kıran (2020); "Schools play a critical role not only in supporting the academic success of students, but also in supporting the child physically, spiritually and socially as a whole". Learning and education take place efficiently, especially during primary school, when it is done in the school environment and by teachers. In order to get the same efficiency from online education, it has been suggested that student experiences should be similar to those in face-to-face education (Alper, 2020). Trying to create a classroom environment on computers and tablets that children used to sit in front of only to play forced both educators, students and parents.

Being away from the school environment also eliminated equality of opportunity, which is one of the most important goals of education (Clover, 2017). All the features that can or cannot be owned at home created the school environment for children. As Alper (2020) stated, it has become difficult to have uninterrupted internet, computers, tablets, mobile phones, and even for families with children who have more than one online education to offer equal opportunities to every child (as cited in Sintema, 2020). Domestic habits and rules have changed. The communication tools that technology has created addictive for children, which parents have tried to keep away and set limits, have become necessary for education. Parents had to sit their children full time in front of the technological tools they tried to reduce their use, and it was seen that the use of these tools increased (Erol & Erol, 2020).

Parents suddenly found themselves in education. The school, which they sent to school in the morning, greeted in the evening and talked about how it went with a few sentences, took place inside the house. It was the duty of the parents to follow the lessons, to prepare homework, to constantly warn the child on these issues, and sometimes even to listen to the lessons together and do homework.

The difficulties of distracting the children, who missed their friends and teachers, and their efforts to relieve their boredom forced the families. While the fear of contracting the disease could turn into anxiety (Golberstein et al., 2020), the longing for open spaces and old habits of life affected all family members.

Things to consider in dealing with such negativities
- It should not be forgotten that this process is challenging for all members of the family (Erol & Erol, 2020). Parents should give their children time to adapt to this process.
- Families should limit the use of educational tools provided to their children for play and similar purposes. In order to achieve this, it is recommended that parents consciously evaluate the necessity of using digital tools (Neumann, 2015).
- Stimulating methods can be developed for children who have difficulty in attending class on time.
- It may be helpful to prepare to continue with habits similar to how one would attend classes beforehand. If taking notes, such as preparing pen and paper, creating a quiet environment, creating a workspace in the home.
- Statements such as "The child's year wasted" may negatively affect the child's motivation. Instead, it would be helpful to redefine responsibilities with your child and to identify measures to be taken before potential problems arise.
- Maintaining teacher-parent cooperation is as important as face-to-face education. For this reason, it is recommended to maintain the interaction between family and school (Çelenk, 2003).
- It has been seen that learning to use these tools at the level where the course will be followed or controlled will be beneficial (Çelen et al., 2011).
- Online groups of children's peers can be formed to support social interaction. In these groups, it can be ensured that they share in areas such as games and chat.

Conclusion

Although the difficulties are mentioned, it is an important advantage for the society to offer education online, to reach information or informants quickly via the internet, and to be able to continue education (Sezgin, 2021). Studying from home and working from home required the effective use of digital tools. In this way, technological developments in education have been positively affected (Aslan, 2006). At the same time, it is considered as a good development that educators develop themselves rapidly in the technological field in order to offer online education, and find presentations, methods and techniques in their own fields (Aslan, 2006). Due to the fact that online education is recordable, students had the chance to listen to these lectures whenever they wanted (Clover, 2017). According to studies, they benefited from increasing academic achievement and reinforcing the learned subject (Özdoğan & Berkant, 2020).

Even if face-to-face education is introduced, continuing the use of the positive aspects of digital education will have a positive impact on the diversity of education methods (Aslan, 2006). According to the researches, in order for distance education to be carried out in a healthy way, it is necessary to use television-based applications more widely, especially to strengthen the internet infrastructure (Can, 2020). The reasons why students who could not benefit from online education due to technical problems or inadequacies should be investigated and methods and techniques for compensatory education should be developed and applied.

In addition, it is recommended that the distance education process be better planned and necessary studies should be carried out for students with special education needs and educators working in this field.

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