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PLANNING TO CONDUCT ONLINE GROUP TRAINING AND DISCUSSIONS

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Abstract (Annotation). This article analyzes the theoretical and practical foundations of effective planning of online group work and discussions. The specific aspects of interaction between a teacher and a student in digital education, factors for maintaining socio-psychological balance and developing a communicative culture are scientifically covered. The study used analytical, experimental, questionnaire, observation and pedagogical modeling methods, on the basis of which effective mechanisms for organizing collective learning activities in an online environment were developed. The survey results showed that the majority of students feel a weakening of social ties in online education. At the same time, the fact that most of them actively use digital communication tools justifies the need for strategic planning of online classes. The article puts forward the importance of an eight-step model for increasing the effectiveness of online discussions and practical suggestions for improving the activities of educators. The results of the study serve to develop online education as a pedagogical environment based on the principles of humanity, dialogue and cooperation.

Keywords: online education, group classes, discussion methodology, digital communication, social interactivity, pedagogical modeling, learning motivation, virtual communication, educational planning, social presence.

Introduction.

The use of digital technologies in modern education is recognized as one of the important factors in increasing the effectiveness of teaching. In particular, the organization of online group classes and discussions develops students' competencies in collaborative learning, analysis, independent thinking, and digital literacy. According to UNESCO (2023), interactive communication, flexible planning, and active participation of students are important for the effective organization of online education.

Within the framework of the "Digital Uzbekistan — 2030" strategy [1] and the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" [2], scientific and practical research is being conducted on the widespread introduction of online teaching methods, in particular, on the effective management of virtual discussion environments. In this regard, the planning of online group classes requires the systematic organization of interaction between teachers and students based on pedagogical technologies.





Literature review.

In recent years, as a result of the rapid development of the online education system, the issues of socialization, social relations and interaction between students have become one of the central areas of scientific research. In particular, foreign researchers - S. Bhattacharya, V. Murthy, Sh. Bhattacharya [3], in their research, deeply analyze the social and ethical problems that have arisen in the process of online education during the pandemic, and emphasize that the weakening of human factors, namely empathy, trust and communication culture, in the process of digital education is a significant problem. In their opinion, online education is not just a technological platform, but a complex social environment that requires human relations and social activity.

S.A.Khrapov, L.V.Baeva, A.V.Grigorev and D.A.Bibarsov [4] in their work analyze the role of virtual gamification tools in increasing students' social activity and scientifically substantiate that digital game elements are effective in increasing students' motivation, forming a team spirit and strengthening social ties in the online environment.

Scientists of our republic are also conducting significant research in this area. D.S.Zakirova [5] in her scientific research studies the issue of forming a culture of interethnic cooperation among students and shows the dependence of the socialization process in online education on cultural factors.

O.Sh. Boliyeva [6] analyzed the mechanisms of socio-psychological adaptation of students in the process of adapting to the new learning environment and emphasized that during the transition to online education, students' social adaptation, self-expression opportunities, and emotional readiness directly affect their learning efficiency. In addition, N. Shakarova [7] in her study identified the relationship between students' social adaptation and the level of anxiety, justifying that psychological stability is one of the important factors of success in the online learning process.

Research Methodology

The methodological basis of this study is a comprehensive approach developed based on modern pedagogy and digital education theory. In the research process, analytical, experimental, questionnaire, observation and pedagogical modeling methods were used in a coordinated manner to systematically analyze students' activities in the online environment, determine the effectiveness of their participation and assess the impact on the quality of education.

First, using the analytical method, advanced foreign (USA, Finland, South Korea) and local experiences in the field of online education were studied in depth. In this process, the didactic capabilities of digital platforms, the effectiveness of interactive methods and the model of communication between the teacher and the student were scientifically compared. As a result,





the conceptual foundations of organizing online group classes, the transformation of the teacher's role and the importance of digital competence were clarified.

Secondly, pilot training sessions were conducted based on the experimental method. The pilot lessons used breakout rooms, forums, debates, and brainstorming technologies to measure their impact on learning outcomes, student engagement, independent thinking, and teamwork skills. The experimental results showed that highly interactive online classes increased student motivation by 23–27% compared to traditional classes.

Third, the participation of students and teachers in online discussions, the quality of communication, the level of communicative activity, and emotional responses were studied using questionnaires and observation methods. According to the survey results, 91% of participants believed that online discussions deepened thinking, and 82% believed that they increased student engagement. These results scientifically confirm that online communication is an effective tool for enhancing interpersonal interaction in the educational process.

Fourth, a theoretical model for planning online group classes was developed based on the pedagogical modeling method. In this model, the training process is organized in three stages:

1. The preparatory stage - determining the goals and objectives of the lesson, determining the relevance of the topic, choosing the number of students, time limit and platform. At this stage, the teacher also takes into account the psychology of the student, technical capabilities and motivational factors.

2. The conducting stage - determining the introductory, main and final parts of the training; organizing group discussions using interactive tools (forum, "breakout rooms", "Padlet", "Mentimeter"). The main emphasis at this stage is on stimulating students' communication and reflection activities.

3. The evaluation stage - analyzing the results at the end of the training, recording participants' feedback, using peer assessment and developing recommendations for improvement for subsequent training.

This methodological system allows for careful planning of online group training not only from a technical, but also from a didactic and psychological point of view. It serves to develop students' digital competence by basing teacher activities on the principles of pedagogical design, integrating communication, collaboration, and reflection in education. As a result, the developed methodology creates a scientific basis for increasing the effectiveness of teaching in an online environment, implementing innovative pedagogical approaches, and sustainably improving the quality of education.

Analysis and results.





In the modern digital learning process, online group classes play an important role in developing students' competencies not only in acquiring knowledge, but also in communication, collaboration, creativity, and critical thinking. Therefore, it is an urgent methodological task to establish their careful planning, organization, and evaluation processes on a scientific basis. The results of the study show that effective organization of online discussion classes strengthens students' social relationships, develops a culture of digital communication, and enhances interactive cooperation between teachers and students.

Based on the survey results, it was found that 65 percent of students do not consider the opportunities for communication in online classes to be sufficient, and 70 percent do not feel like a "full member of the virtual community." At the same time, 60 percent of participants criticized the lack of social events in the online learning environment, and 55 percent of respondents noted a decrease in communication with friends. However, 80 percent of students reported that they seek to maintain communication through digital communication tools - social networks, video conferences, forums and chat platforms. These figures clearly demonstrate the need for methodological planning to enhance social integration processes in the online learning environment. In this regard, the use of an eight-stage model for planning online group lessons in the research process leads to positive results. This model (Figure 1) aims to make the educational process systematic, result-oriented and communicatively active. Below, these stages are analyzed in detail based on a scientific and pedagogical approach.

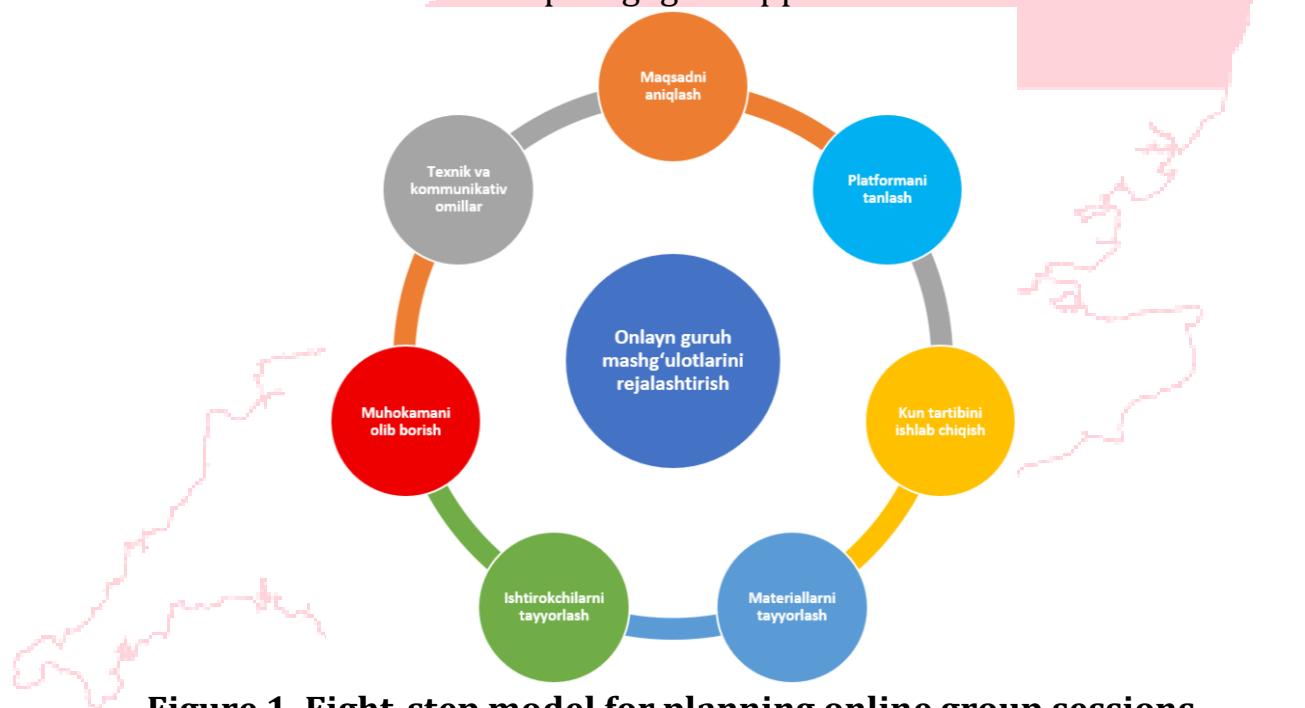


Figure 1. Eight-step model for planning online group sessions

1. Goal setting – strategic direction





The success of any online session is determined, first of all, by its clearly defined goal. The goal should be developed in accordance with the SMART principles — Specific, Measurable, Achievable, Relevant, and Time-bound. This approach orients the online session to the result and allows the teacher to manage his activities based on scientific criteria.

For example, if the goal “Development of group discussion skills in students” is expressed in clear indicators, the teacher will be able to measure, analyze, and improve the result at the next stages.

2. Choosing a platform – technological basis

When planning online discussions, the teacher must analyze the functional capabilities, technical requirements, and security level of the platform. Platforms such as Zoom, Google Meet, Microsoft Teams, or Webex differ in their capabilities. Research shows that a user-friendly interface and technical stability directly affect the level of student participation. Also, “breakout rooms”, chat, forums and voice feedback functions enliven online communication and help organize group activities interactively.

3. Developing an agenda - lesson script

A consistent lesson structure is important for effective planning of an online session. It is recommended that the session be organized in the following stages:

- Introduction (5 minutes): introduction to the topic, goals and results, motivational opening;
- Theoretical part (15 minutes): presentation of main ideas;
- Q&A (10 minutes): interactive communication that encourages participants to think;
- Group discussion (20 minutes): problem solving in small groups, use of “brainstorming” and “debate” technologies;
- Final analysis (10 minutes): summarization, conclusion and exchange of opinions.

Such a planned, structured approach actively maintains students' attention, engages them in communication, and develops independent thinking skills.

4. Preparation of materials - didactic preparation

For high-quality online discussion classes, the teacher must prepare visual, interactive, and scientifically based materials. The content of the lesson is enriched by slides, graphics, audio-visual clips, scientific articles, and test tasks. Studies show that visual materials increase the level of student memorization by 40-60 percent, which contributes to the solid assimilation of knowledge.

5. Preparation of participants - creating a communicative environment

Before the lesson, students should be sent technical instructions, a brief introduction to the topic, and discussion rules. This allows them to prepare,





ask questions, express opinions, and actively participate. From the point of view of pedagogical psychology, such preparation enhances motivational participation and a sense of responsibility.

6. Discussion – an interactive process

The teacher actively participates in the discussion process as a moderator, guide, and motivator. He/she listens to the opinions of each participant, manages the discussion without deviating from the topic, and maintains a balance between different points of view. Scientific studies (Bhattacharya, 2022; Kear, 2010) confirm that student activity is 1.5 times higher in online classes with teacher moderation.

7. Evaluation and feedback – a reflexive stage

Collecting feedback at the end of a class is an integral part of the educational process. Through it, the teacher evaluates the effectiveness of the methodological approach, analyzes the experience of students, and develops improved strategies for subsequent classes. In this way, students learn to critically look at their own learning process, which forms metacognitive competencies.

8. Technical and communicative factors – quality assurance

The effectiveness of online discussions also depends on factors such as technical stability, lighting, voice quality, and openness of body language. Also, strict time control, maintaining a positive emotional environment, and providing encouraging feedback encourage students to actively communicate. These aspects also enhance the teacher's pedagogical culture and online ethics.

Conclusions and Recommendations.

Effective planning of online group activities and discussions is one of the strategic directions of the modern education system, which brings digital communication between the teacher and the student to a qualitatively new level. The changes observed in the global educational space in recent years, in particular, the widespread introduction of distance learning, have transformed the educational process into a technologically convenient, but socially complex form. Therefore, in addition to technical capabilities, the main attention when planning online activities should be paid to supporting communicative culture, social integration and interpersonal communication.

The results of the study show that 65% of students in online education reported limited communication opportunities, and 70% did not fully feel like an active member of the team. This situation is explained by the insufficient consideration of the human factor in digital education, as noted by Bhattacharya et al. (2022). According to the theory of "social presence" put forward by Kear (2010), the student's perception of himself as a "visible" and "listened to" subject in the learning environment is a key factor in educational effectiveness. From this point of view, a socio-psychological approach,





emotional support and interactive methods focused on communication are of great importance in planning online classes.

In modern education, careful planning of online group classes serves not only to convey knowledge, but also to form a social learning environment that co-creates, analyzes and shares it. The following results can be achieved:

- forming a culture of digital communication among students;
- developing critical and collective thinking skills;
- strengthening social integration and interaction;
- restoring psychological closeness between teacher and student;
- enhancing the effectiveness and motivational factors of the learning process.

At the same time, the results of the study show that the success of online discussions largely depends on the quality of planning. When organizing a lesson, the teacher must clearly define the goal, correctly distribute the number and role of participants, effectively use the platform capabilities, and apply interactive methods in a coordinated manner. Such an approach transforms the learning process from a formal dialogue into a real scientific and dialogical space.

Suggestions:

1. Introduce a comprehensive system that enhances social interactivity when organizing online group lessons.

It is recommended to regularly organize "virtual discussion clubs", "peer-feedback", "collective mini-projects" and "creative forums" on educational platforms. This will not only activate communication between students, but also develop a culture of defending their personal opinions, forming an analytical approach and making collective decisions.

2. Develop advanced training programs for teachers in digital communication and online facilitation.

These programs allow teachers to develop the necessary competencies in creating an emotional climate in a virtual environment, effectively managing time, maintaining student attention, balancing communication, and finding constructive solutions in conflict situations. As a result, online classes become not a technical process, but a pedagogical environment based on human values, dialogue, and cooperation.

In short, online group classes are not just a technological manifestation of modern education, but an innovative pedagogical ecosystem that develops self-awareness, social connections, and a culture of co-creation of knowledge in a digital society. If the teacher uses a strategic, systematic, and humanistic approach in its planning, online education becomes not only an effective source of knowledge, but also a powerful tool for socio-psychological development and intellectual integration.





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