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EXAMINATION OF TEACHERS' EXPERIENCES IN THE EMERGENCY DISTANCE EDUCATION PERIOD

Abstract. The Covid 19 virus epidemic, which is the greatest danger of the 21st century, has significantly affected the way of life in the world. Scientists do their best to prevent the epidemic. They emphasize that the trio of mask, distance and cleaning will be sufficient. The epidemic, which emerged in China and negatively affected almost all countries in the world in almost every field, has also adversely affected the field of education. The education and training process in schools was suspended temporarily. Due to reasons such as the epidemic could not be stopped and prevented, starting from March 2020, some countries decided to continue their education in distance education environments in order to prevent children and young people from being harmed in their education and training processes. With the rapid transition to the distance education process, almost the entire education process has entered the digitalization process. The biggest share behind the management of the process called "emergency distance education" belongs to teachers. Teachers also use digital media in this process. They changed the way of communication with the students, their teaching methods, and the materials they used. Teachers are in the global epidemic process, they took part in the forefront of education to continue. Although they were caught unprepared for the situation, they carried out various studies to make the process effective. During this period, various concerns and expectations arose among the teachers, who always made an effort, in terms of using technology. With this research, the attitudes of teachers towards distance education, the problems teachers experience during this period, and accordingly the development of their technology use skills and the current situation in evaluating the process in educational environments have been revealed. This study, which was conducted by taking the opinions of the teachers who work in Ankara and selected by random sampling method, is in the case study design, one of the qualitative research methods. The data obtained from the teachers were analyzed by content analysis method. In general, the teachers who participated in the study shared the situations they experienced during this process.

Keywords: emergency distance education; teacher and Covid 19; student and Covid19; EBA system.

1. INTRODUCTION

The problem statement. Covid 19 has profoundly affected and changed the way people live today and in many aspects of the global society. Covid 19, which shook the world, has negatively affected the field of education as in almost every field. In order to ensure social distance for preventing the epidemic, the education and training process has been suspended in many countries where the epidemic is experienced in the world. As of March 2020, 165 countries have suspended education in all their schools due to the COVID-19 virus and affected approximately 1.5 billion students and 63 million primary and secondary school teachers [1]. As a result of the decisions taken in some countries in the world in order not to damage the education and training processes, it was quickly decided to continue the learning process in environments called "urgent distance education". Emergency distance education

environments have been the first target that countries see as a solution to educational environments during the pandemic process where social distance gains importance. Therefore, emergency distance education learning environments have been seen as saviors all over the world. The role of emergency distance education environments in learning has quickly gained importance. According to the report of the Organisation for Economic Co-operation and Development (OECD), governments have made some attempts to ensure the continuity of education [1]. Online teaching materials and resources are provided in Argentina. In Australia, online learning has been promoted and using existing and easy-to-use platforms for each school, staff and students to learn and access (eg. Google Drive / Microsoft Teams). The importance of continuing to "homeschooling" was emphasized by broadcasting educational programs on national television in Belgium. In China, which is the starting point of the epidemic, provincial and municipal education units have received help from experts to provide teaching resources and teaching plans to the school on various subjects for online education. Quickly put to work online reading and other study resources, television and web in Costa Rica. It made announcements on social media platforms on how to access these resources. In France, a pedagogical support has been provided to ensure uninterrupted communication between students and teachers. To this end, teachers have enabled students to access course materials and do the necessary assignments or exercises to learn, especially using existing course networks (especially digital workspaces, e-mail or similar tools specific to private schools). This pedagogical continuity service is Cned's free education platform "My Class at Home". This service offers the possibility to create virtual classrooms; thus keeping the online connection between student, classmates and teachers alive. In Italy, where the epidemic has made its impact very heavily, e-learning platforms are created by the ministry of education by creating special online pages, video trainings and virtual meeting places; its supporting power has been utilized. Coordinating many actions to develop new learning environments; it has facilitated the use of digital content. Free distance education update tools and technical assistance to schools were also provided to teachers through regional working groups. Economic support forms have been developed for socio-economically disadvantaged students to access education. The Czech Republic has used the website platform for online education [1].

During the pandemic process, emergency distance education environments have begun to be actively implemented in many countries around the world. In Turkey, after the first case seen on March 11, 2020, the epidemic was predicted to increase rapidly, and it was decided to take a three-week break from primary, secondary and higher education one week after the first case was seen. According to the statistics specified in the Turkish National Education system, the education of 16,612,161 students at primary and secondary education level was suspended [2]. Taking advantage of this gap in education, distance education technical infrastructures were quickly made functional. The learning process continued by organizing lessons on television in order to gain the necessary time to organize the emergency distance education infrastructure and contents. Later, the deficiencies were completed and the live lesson systems were switched quickly. This rapid transition to the emergency distance education learning environments made the Turkish education system breathe, but it was observed that teachers, students and parents who were not ready for the distance education process had a lot of difficulty in this process.

Analysis of recent studies and publications. During the global epidemic, teachers play a leading role in ensuring the continuity of learning. In this rapid transformation process, we develop fast solutions and innovate; they pioneered the realization of learning in emergency distance education environments [1]. They have worked hard to motivate their students to learn online. By communicating with the teacher-student during the pandemic process, they enabled the students to overcome this process without difficulty, and at the same time, it can

be said that the measures to prevent the spread of the virus were effective in disseminating and teaching the society. In this period, teachers who make a constant effort; factors such as unfamiliarity with distance education practices that were put into practice suddenly, the feeling of lack of technology use, concerns about the epidemic and anxiety to support students, the possibility of unemployment for teachers working in private education institutions and financial concerns made the process quite stressful [3]. Many suggestions have been made in order to reduce the anxiety levels of teachers caught unprepared for this process and to support them pedagogically. In order to support and motivate teachers:

‒ Continuous guidance and training / information sessions on relevant competencies should be provided to teachers throughout the crisis, for example, as well as distance learning solutions.
‒ Teaching materials such as disease prevention and health education on crisis-related issues should be provided.
‒ Teachers should be encouraged to participate in the decision-making process.
‒ Collaborative communities should be created between teachers at local, national and even international level [4].

The technological competence of the countries is also important in the use of emergency distance education platforms used during the pandemic process. At this stage, the necessary technological competence must be provided for teachers and students to use the emergency distance education system. In Turkey as in other countries in the world there are also students who have internet access. Students in this situation should be supported and necessary solutions should be developed. In addition, technology use competence gains importance at this stage in order for teachers and students to experience the process effectively. Teachers' technology use competence is important in terms of the efficiency of the lesson process. In addition, even if the teachers have sufficient skills in this process, it is very difficult to keep the younger age group students in the system and adapt them to this process. This causes anxiety and anxiety for teachers. In this process where the workload of teachers increases, it is very important to support them and to make them feel that they are not alone. In its call to action for teachers, Unesco stated that adequate professional support and training should be provided to teachers to ensure that quality teaching and learning can continue remotely and recovery is rapid during the Covid 19 crisis [5]. Some countries are doing some work to support teachers. For example, around 42,000 teachers in the United Arab Emirates have attended the "Become a teacher online in 24 hours" course provided by the Ministry of Education. In addition, Google announced a new resource for teachers called 'Teach from home', an information, tips and education center, and a $ 10 million Distance Education Fund [6]. In Latvia "Information and Communication Technology Recommendations for teachers" was prepared and published online to help teachers in their work. Digital classroom environments and webinars to support teachers in Israel, rich media content covering 80 percent of the national curriculum is available through digital learning tasks portals. [1]. In Turkey still does not have a clear framework for this [3]. Teachers are faced with the use of compulsory technology in this process. Therefore, it is expected that the technological competence of teachers will increase in this process.

The research goal. As a result of the Covid 19 epidemic in the world, many schools had to interrupt education and distance education has gained importance in this process. Indicators and the course of events will not lose its importance after the pandemic. According to some educators, it is predicted that education will become the main ground of education [7]. According to the "International Commission on the Future of Education" formed by the Director-General of UNESCO, even longer interruptions await the education and training processes in the coming days. After the pandemic, countries will develop new regulations, plans and curricula for their education and training processes. For this reason, in order for the

distance education process to be successful in the future, it is very important to take into account the experience, skills and needs of teachers and to close the gaps of the distance education system. The willingness of teachers during this emergency is key to the success of online learning [8]. Therefore, it can be said that this study, which is carried out in order to reveal the existing situation and to reveal the difficulties experienced by teachers, will contribute to the existing situation.

2. RESEARCH METHODS

2.1. Research Model

This study, which was conducted to determine teachers' perceptions, attitudes, and concerns about live lessons and LMS usage experiences during the COVID 19 epidemic days, and also to determine the technological competencies of teachers after the process, is a qualitative study and designed as a case study. Case studies are one of the qualitative study methods performed in order to see the details about an existing event, to examine and evaluate it. According to Subaşı and Okumuş [9], case study is defined as a method in which an event or situation is investigated in depth, data is collected systematically and what happens in the real environment.

2.2. Purpose of the Research

With this study, it is aimed to reveal the problems experienced by the teachers who started to use distance education systems with the interruption of education due to the Covid 19 epidemic, the development of their technological use competence and their expectations about distance education. Within the scope of this purpose, the study sought answers to the following questions:

- What are the perceptions of teachers about distance education in general?
- What are the perceptions of teachers towards the distance education environments they use during the pandemic process?
- What are the concerns of teachers about distance education they use during the pandemic process?
- What are the problems of distance education that teachers use during the pandemic process?
- To what extent have teachers' technology use competencies advanced before and after the pandemic process?
- What are the technological tools teachers use during the pandemic process?
- What were the positive and negative experiences of teachers during the pandemic process?
- What have teachers experienced after the pandemic process?
- What are the aspirations of teachers towards distance education, which will be used in the future?

2.3. The Importance of Research

This study tried to reveal the current situation for during the Covid 19 global epidemic, in order to determine the problems and concerns experienced by teachers using emergency distance education systems in Turkey and the development of technology use competencies experienced by teachers throughout the process, to evaluate the process in educational

environments and teachers' positive and negative experiences with the process. Therefore, it is thought to contribute to the literature. In addition, teachers' expectations and wishes were tried to be determined in the later stages of entering the distance education process. Thus, this study is important as the existing problems will be tried to be improved by considering the requests and the next applications.

2.4. Working group

The working group of the research consists of 57 teachers (36 women, 21 men) who are in Ankara in the 2019-2020 and 2020-2021 academic year and who use the Distance Education System during the epidemic process. Participants were selected by random sampling method, and participation in the study is on a voluntary basis. The teachers participating in the research of Ministry of National Education of Turkey are operatively connected. Demographic information of the participants is presented in Table 1.

Table 1

Demographic information of the participants

Question		N
Seniority Year	0-5 years	1
	5-10 years	5
	10-15 years	7
	15 years or more	44
Do you have a computer, smartphone or tablet?	Yes	57
	No	0
Do you have a social media account?	Yes	41
	No	16
Your daily technology usage time (Mobile phone, tablet, computer):	0-2 hours	6
	2-4 hours	8
	4-6 hours	26
	6 and more hours	17
Your daily internet usage time (mobile phone, tablet, computer):	0-2 hours	14
	2-4 hours	23
	4-6 hours	11
	6 and more hours	9

According to demographic data, it is seen that the participants have teaching experiences, all of them have computers, smartphones or tablets and most of them have social media accounts, and their technology usage and internet usage levels are high. Therefore, we can say that the participants are not strangers to technology.

2.5. Data Collection and Analysis

In this study, an online questionnaire prepared by the researcher was used in order to determine teachers' perceptions, attitudes, anxieties, competencies towards the use of technology and their positive and negative opinions towards the distance education systems used during the epidemic process, as well as to observe their experiences in the process. In addition to open-ended questions, questions gathering demographic information of teachers were also included in the questionnaire created using Google Forms. The open-ended questions prepared by the researcher were made necessary corrections by taking the opinions of three experts and two primary school teachers and assessment and evaluation experts in the Computer and Instructional Technologies Department.

The data obtained as a result of the research were carried out with the content analysis method included in the qualitative data analysis methods. Content analysis is a method frequently used in analyzing written and visual data [10]. With this analysis, the data are examined in depth, the points that the data are similar and related to are determined and interpreted by the researcher with the determined concepts and themes [11]. In the context of this analysis, the researcher first formed common concepts and themes in line with the answers given by the participants, and then interpreted the answers according to the determined concepts and themes.

3. RESULTS

The analyzes of this study, which was conducted in order to determine teachers' perceptions, attitudes and anxieties towards the emergency distance education system used to continue education in the global epidemic process, their competence towards the use of technology and their positive and negative opinions about the process, and also to reveal their experiences in the process were collected under this heading.

3.1. Teachers' Perceptions of Distance Education

In the study, first of all, the perceptions of the teachers towards distance education and their prejudices, if any, were tried to be determined. When the data obtained for this purpose were examined, a certain grouping was made after the content analysis made based on the answers given by the teachers regarding their perceptions towards distance education. According to this grouping, some of the teachers consider distance education as an alternative to face-to-face education and state that it is not as effective as face-to-face education, has deficiencies and is insufficient. The other part thinks that it is a system that should definitely be used and used in our age, it is important and useful.

The other part thinks that it is a system that should definitely be used and used in our age, it is important and useful. Teachers' perceptions of distance education, whom we regard as the guide of distance education during the pandemic process, are very important. Because it is thought that teachers' perceptions of distance education are generally positive, will cause the learning process to progress with a positive acceleration. Considering the advantages of distance education systems to education (especially during the pandemic process), it is an expected result for teachers to think positively towards distance education.

Table 2

Teachers' Perceptions of Distance Education

Grouping Teachers' Perceptions of Distance Education	N
"An alternative for education in conditions where face-to-face education cannot be done"	3
"A system with deficiencies"	8
"Inadequate"	5
"Not as effective as face-to-face training"	3
"I think it is useful"	16
"A system that should be in our age"	6

3.2. Teachers' Perceptions of Emergency Distance Education Used in the Pandemic Process

Due to the Covid 19 epidemic, it was decided by the Ministry of Education to suspend the education period on March 16, 2020 and then switch to distance education quickly. This system, which provides a great advantage in terms of continuing education and training, has been organized and used. However, teachers' readiness for distance education is important in terms of experiencing this system. While many of the teachers stated that they are not ready to use this system and that they are worried, some of them state that they are ready to use the distance education system. Some of the teachers who used distance education during the pandemic process had positive and some negative experiences. Questions were asked to determine teachers' perceptions of these experiences they gained during the pandemic process. Teachers stated that, positively, it was a comfortable system for the distance education system passed during the pandemic process, it increased the motivation of students and teachers in this process, education did not stop and continues, it was an advantage, and they found it useful in terms of gaining a new experience. On the downside, they think that there are technical problems that they have to use it, it is inefficient, not suitable for younger age groups, and they have difficulties, and cause anxiety for children and themselves. In addition, they stated that it would be more beneficial if the deficiencies were corrected and arrangements were made. The emergency distance education system, which has been passed quickly during the pandemic process, is very important in terms of continuing education despite some setbacks. In this period, it is possible that there will be deficiencies in the distance education system, which has been started hastily in order to prevent the crisis. In order to eliminate the deficiencies, distance education applications by the Ministry of Education; various supplementary applications such as live lesson systems and television training have been developed.

Table 3

Teachers' Perceptions of Emergency Distance Education During the Pandemic Process

Grouping Teachers' Perceptions of Distance Education in the Pandemic Process	N
"Comfortable system"	7
"Increasing motivation"	1
"Education did not stop, it continued"	8
"A new experience"	2
"Anxiety in children"	1
"There are technical problems"	3
"Inefficient"	12
"Not suitable for younger age group"	7

3.3. Teachers' Concerns about Emergency Distance Education Used in the Pandemic Process

In the extraordinary days of the pandemic, it is stated that, as in every field, everybody, including teachers, students and parents, has anxiety in terms of education. Questions such as "How will education be?", "How will we overcome this process?", "Will we be able to use the Distance Education system?", "Will schools be opened?" are frequently heard. In this process, teachers generally gave anxious answers. Teachers are worried about not being able to reach students effectively, not being able to provide students with the necessary support, not being able to keep students on the screen and how long the process will take, in addition, they are worried about the possibility of experiencing technological malfunctions every time. It is

normal for people to approach situations in which they are psychologically unfamiliar with anxiety. Therefore, it is inevitable that teachers, as a mass that has not used the distance education system before, will worry about the emergency distance education they use during the pandemic process. The important thing is to ensure that they manage their anxiety in this process and try to prevent the negative progress of the process.

Table 4

Teachers' Concerns about Distance Education During the Pandemic Process

Grouping Teachers' Concerns About Distance Education During Pandemic Process	N
"Failure to provide students with the necessary support"	11
"Not reaching every student effectively"	7
"Unwillingness of the students"	4
"How long will the process take?"	3
"Possibility of experiencing technological malfunctions"	4
"Communication break"	4
"Difficulty keeping students on the screen"	5
"I have no worries"	3

3.4. Teachers' Technology Usage Competencies Before and After Pandemic Process

Teachers are known to help and guide students' active participation in learning throughout education and training. Especially in the pandemic, thanks to the guidance of teachers, it was tried to prevent students from having problems in their education and training processes. The technological and pedagogical competence of teachers throughout the global epidemic contributes positively to the learning processes. Technological competence of teachers is effective on students' academic success and positive attitudes towards the lesson [12]. In the education process, which is urgently tried to be continued in distance education environments, the technological competencies of teachers lead the learning process to be efficient and effective. Previous research has shown that teachers' technological inadequacy can be an obstacle to effective online teaching [13]. The International Labor Organization (2020) stated that although teachers have ready-made course content, they are not successful in using distance education applications due to not feeling ready for technology [14]. In the study conducted in Indonesia, teachers stated that they do not use online learning and their technological knowledge is not sufficient, but they have to improve themselves in this process [15]. Similarly, the study conducted with teachers in the United States and Norway showed that although teachers did not have experience with online teaching, the results of the study showed that teachers were both willing and successful in using online environments [16].

In this study, it is seen that teachers are not unfamiliar with the use of technology; almost all of them have and use a technological tool. However, the technological competence of these teachers did not provide an advantage when using emergency distance education systems. All teachers who had difficulties in distance education, which was quickly passed at the beginning of the epidemic process, expressed in the "Better", "I started to help my friends", "I can do many things in Zoom right now", "My computer work and activity increased", "In the beginning, my screen sharing, my board usage was very poor, now I use it more effectively", "I think my proficiency has increased", "I was insufficient at the beginning of the process". Now I think I am largely enough" sentences that their technological dominance increased at the end of the process. Thus, we can say that the usability of the compulsory distance education systems has increased with the rapid prototyping method.

3.5. Opinions on Live Lesson Application of the System Used in the Pandemic Process and Alternatively Used Platforms and Technological Tools Used

In line with the decision taken by the Ministry of National Education, it was decided to use the distance education system during the pandemic process and to carry out education with live lessons. Live lessons were conducted over the already existing Informatics in Education Network (EBA). Since this system was created under the FATİH project, it accelerated the transition to distance education. With this transition, it was tried to determine the opinions of teachers on the use of EBA and the alternative platforms they use, if any. As a result of the analyzes made regarding the answers given, the number of teachers who use EBA without any problems is quite low. Most of the teachers use the EBA system who experienced problems such as not being able to enter the EBA, not being able to spend the time allocated to the course. In addition, teachers who had technical problems such as frequent disconnection from the internet, inability to access the EBA system and lack of hardware tended to abandon the use of the EBA platform. Teachers who want to continue their education are in search of new ones. Therefore, they continued their education and training process by using alternative platforms. They cited applications such as Whatsapp, Zoom, Hangouts and Timelink as examples of these platforms.

Following the detection of the first cases in Turkey, these negative situations caused by the rapid transition to the EBA system negatively affected the motivation of teachers and students. However, by keeping control, teachers have pioneered the continuation of education despite all the negativities. During the days of the pandemic, the teachers tried to motivate the students with their own efforts and managed to keep the students' interest on the lessons with various activities. In addition, they prevented students from breaking away from the process with the homework and activities they gave outside of the lesson. Teachers conducted the process by requesting homework checks, photos and videos of the assignments on EBA, Zoom and Whatsapp platforms. Some teachers, on the other hand, preferred to release the students and did not check their homework. Apart from homework, teachers used various tools in order to be effective in the live lesson process. According to the answers received within the scope of this study, teachers; They used puppets, rhythm instruments, music recitals, presenting videos on YouTube, sudoku-like coding activities, Kahoot, Learning Apps, Cram and Web 2 tools.

3.6. Teachers' Positive and Negative Experiences of the Pandemic Process

Teachers have had to use distance education systems and various technological tools during the pandemic. In the process, they developed positive and negative attitudes towards technology and distance education systems. In this study, the positive and negative experiences of teachers were investigated based on their experiences during the pandemic process. The teachers who participated in the study stated that "They can diversify their lessons with different lecture videos, they can use different evaluation questions, they enjoy using different platforms, they can motivate and entertain students more with limited games, they can use technology more actively and effectively in a live lesson environment, they can easily access all kinds of resources (video, slide, animation) and diversify the course in terms of material, students gain more information about the family environment, discover the power of the online system, be more effective in terms of classroom management, save time, increase communication with students, reach students at any time". It shows that they approach positively towards distance education environments during the process. According to this, it is concluded that teachers spend their lessons efficiently through emergency distance education systems in the process.

In addition to the positive opinions of the teachers, they also stated negative opinions about the distance education system during the pandemic process. The teachers who participated in this study negatively stated that "they had difficulty using distance education tools, they could not reach students without internet access, that parents were comfortable with their attitudes, that it became difficult to establish emotional bonds with students, that inactivity was psychologically tired, that they experienced technical problems and technological deficiencies, that they had physical ailments, using technological tools, and writing using technological tools. They stated that writing is difficult, therefore they have difficulties in lecturing, students have difficulty keeping their attention for a long time, and they have difficulties due to the fact that some programs are in English".

3.7. Views on the Differences Between Face-to-Face Education and Distance Education in Terms of the Connection Established with Students

Due to the epidemic caused by the Covid 19 virus, distance education is used instead of face-to-face education, allowing education to continue regardless of time and place. There are differences between distance education platforms and face-to-face education. Teachers who used the distance education system during the epidemic were able to see this difference more clearly. Data were collected within the scope of the study in order to determine the perceived differences between distance education and face-to-face education and their views on which one they tend to prefer. According to the analysis of the data obtained, it was observed that teachers had difficulties in communicating with students who had a problem of focusing in front of the screen in distance education. Teachers generally tend to prefer face-to-face training. Teachers state that face-to-face education and physical coexistence are more effective, they prefer communication in the classroom environment rather than virtual communication that emotional communication is stronger in the face-to-face environment, they have more control over the students with eye contact, and they can provide immediate feedback. Some teachers stated that they might prefer distance education. According to these teachers, they stated that students can express themselves easily in the virtual environment, it is a more intimate environment than the classroom, and they can communicate with their students on extracurricular matters.

3.8. Teachers' Expectations and Requests for the Distance Education System

Based on the experiences of teachers with the distance education systems they use during the pandemic process, it was tried to determine their expectations and wishes for these systems. When the answers given to the questions asked for this purpose are examined, common expectations and demands have emerged. Teachers see distance education as a system that should be included in formal education in the future. Drawing attention to the fact that EBA should be more useful, teachers believe that the lively education given with a better technical infrastructure and distance education infrastructure will be more efficient. It is requested that parents should be informed about the distance education systems and use of students, and teachers should be informed about this issue through in-service trainings and teachers should be technology literate. They suggest that the lesson activities used in distance education should be more interactive and the duration of the lessons should be increased even more. Teachers' expectations for distance education are promising in terms of using technology in education.

4. CONCLUSIONS, DISCUSSION AND PROSPECTS FOR FURTHER RESEARCH

With the Covid 19 outbreak, education and training have been suspended all over the world, and in this process, distance education systems have gained importance and made their presence felt quite clearly. Countries around the world, together with experts, are rapidly taking action and innovating on the use of digital technologies to facilitate quality distance learning for students and teachers staying at home. In Turkey, 19 outbreaks of Covidien decision taken by the Ministry with the interruption of education face to face in the process, has made very important the use of distance education. Web-based classroom meetings and messaging apps have become useful tools and new ways to communicate with students and the educational community [17]. In this process, teachers were forced to use direct distance education without in-service training and additional materials.

As a user of distance education systems, which are seen as a savior during the pandemic process and are passed quickly, it is important to determine teachers' perceptions, concerns and expectations in order to improve the process. In the report published by UNESCO, it is stated that teachers' ideas should be included in the process in order to improve the education process in the Covid 19 epidemic, they will have a very important role in the improvement of education when schools are reopened after the epidemic, and even they should be included in all stages of education policy creation and planning in countries [5]. Therefore, teachers' perceptions of the system they used during the Covid 19 epidemic are effective in providing returns to the successful use of the system. Teachers' prejudices and attitudes are among the factors that affect the distance education experience [7]. It has been observed that teachers with positive perceptions use the system more motivated. However, the quality of the system and contents used in emergency distance education also affected the perceptions towards distance education. The positive perceptions of the teachers who never used the system turned into negative due to the deficiencies of the system. This is thought to negatively affect the willingness to use the system. With this study, it has been revealed that the distance education systems experienced by the teachers have deficiencies and they need to be regulated. The distance education system experienced in the pandemic process in Turkey needs to be developed and strengthened in terms of infrastructure, system access, content, usability, security, legislation and pedagogy [18].

In the Yolcu's study, the author thinks that teachers' negative perceptions towards distance education stem was from their lack of experience and knowledge [19]. When the answers given by the teachers in this study are examined, it is seen that the technical and technological negativities experienced by the teachers who do not accept the distance education system and their prejudices towards distance education are effective. In order to change existing prejudices, it is necessary to strengthen the systems used by teachers as infrastructure, to eliminate the problems caused by the lack of equipment, and the guidance and psychological support for both students and teachers in this process should not be neglected. Some of the teachers want to use distance education in addition to face-to-face training at the end of the epidemic. The results obtained by Livari et al. (2020) in their study are also consistent with this study [20]. Teachers think that they will definitely use digital resources in their future teaching as well, and since they find online teaching successful for most of their students, they express that in the future, they will use distance education for students who clearly benefit from online environments and are motivated in these environments [20]. Having these views of the teachers shows that they have a positive perspective towards the system. In the study of Marpa, it was found that teachers showed a positive attitude towards the systems used during the Covid 19 epidemic [21]. In the studies of Canpolat and Yıldırım, it is mentioned that teachers have positive experiences regarding

distance education [22]. In this context, using distance education as a support to face-to-face education is seen as important in increasing the motivation of teachers. The eagerness of teachers in this way makes the use of technology in educational environments stronger. Today, it is clearly seen that lifelong learning is important and this will be achieved with technology support. Accordingly, it is important for teachers to be technology literate in terms of the integration of technology in educational environments. Teachers have been obliged to use distance education systems during the pandemic process. For this reason, they had to accept technology in their education process. Therefore, teachers who are insufficient in terms of technology express that they have difficulties in distance education. However, in the re-evaluation at the end of the process, the teachers state that their technology dominance has increased, they can now use the systems more comfortably, and that they have enriched their lessons with different materials. It can be said that this difference is due to the fact that the use of technology is obligatory and that the teachers have improved themselves. It has been observed that teachers who take enough information technology courses in education faculties can adapt to the process more easily and are more technology literate.

The role of the teacher is very important in all areas of education. During the education and training process, the professional competence of teachers is very important in determining the quality of education [23]. Teachers are guides and leaders who direct the process in face-to-face education or distance education. While teachers who are worried about the virus during the epidemic process have responsibilities such as directing education and being an example to students, they experience the stress of providing quality education with digital tools that they have little or no knowledge of during the pandemic process [24]. The motivation of teachers who carry more responsibility on them by using distance education systems should be kept high. Teachers need to be informed in order not to experience systemic problems and to increase their digital literacy levels, and according to the results of this study, teachers request in-service training for themselves. Teachers need to be in solidarity with other teachers, to develop digital literacy and their ability to use digital tools, and to spread the strategies developed by other teachers to communicate with students who lack internet and hardware tools [25]. In addition, in this process, teachers should be provided with psychological support in order to avoid anxiety about how they should address and communicate with students, how they should manage the process, and how they should be.

It was determined by this study that one of the biggest concerns of teachers who use the distance education system during the pandemic process is not being able to "communicate with students". Kan ve Fidan (2016) touches on the communication problems experienced during the distance education process in their study, and the results they found are consistent with this study [26]. With their study, they argue that face-to-face communication in the classroom environment of teachers is more sincere and effective, and students experience disconnection from the lesson with distance education. Communication problems in distance education keep students from the lesson, cause them to have problems focusing on the lesson, and therefore lessons become boring. It is the teacher's task to motivate the students who are disconnected from the lessons and to focus the lesson again. The number of students in online learning environments can be reduced in order to communicate more effectively. Thus, more efficient learning can be achieved. In the distance education systems made in today's conditions, the crowded classroom population, the fact that the students are in front of the screen without sharing their images can be counted among the factors that indirectly affect the success that prevent effective communication.

The teachers who stated that they had a lack of content had to develop course content suitable for online environment by using different applications during the epidemic process. In addition, teachers who had not experienced distance education before had difficulties in this process. This process can be achieved more efficiently by enriching the educational

course contents and by providing the teachers with the information on how to prepare the content through in-service trainings. To this end, the most important initiative of the Global Education Coalition is the "Global Teacher Campus" [27], which implements capacity building and training programs to provide the teaching community with much-needed digital skills and distance education pedagogies and tools. The aim here is to increase the digital competence of teachers and ensure that they can overcome the process comfortably. In our country, the roles of teachers who graduated from the Computer and Instructional Technologies (CEIT) department are becoming very important. Teachers who graduate from the CEIT department can support teachers who use distance education in order to develop educational content during the pandemic process and to help the use of technology in education. Such practices increase the teacher to the reduction of anxiety, the process will help to establish an efficient and effective.

It is not known how long the Covid 19 outbreak will extend. Today, the education and training process continues with both distance education and formal education. Therefore, the components of existing distance education systems should be regulated. Establishing the infrastructure of distance education systems, arranging lesson plans, updating course contents should be handled and maintained as a whole [18].

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ВИВЧЕННЯ ДОСВІДУ ВЧИТЕЛІВ З ВИКОРИСТАННЯ ДИСТАНЦІЙНОГО НАВЧАННЯ В ПЕРІОД НАДЗВИЧАЙНОЇ СИТУАЦІЇ

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Анотація. Епідемія вірусу Covid-19, яка являє собою найбільшу небезпеку XXI століття, істотно вплинула на спосіб життя у світі. Учені роблять все можливе, щоб запобігти її

поширенню. Підкреслюється, що маски, дистанція і чистота є одними з основних запобіжних заходів. Епідемія, що виникла в Китаї і негативно позначилась майже на всіх країнах світу в усіх сферах діяльності, також негативно вплинула на сферу освіти. Навчально-виховний процес у школах тимчасово призупинено. З огляду на те, що, починаючи з березня 2020 року, епідемію не вдається зупинити або запобігти їй, деякими країнами було прийнято рішення продовжити освітній процес у формі дистанційного навчання, для того, щоб захистити учнів та студентів від можливих небажаних наслідків під час навчального процесу та професійної підготовки. Завдяки швидкому переходу до дистанційного навчання практично весь освітній процес перейшов на цифровізацію. Найбільша частина в управлінні навчальним процесом, званим «дистанційне навчання в умовах надзвичайної ситуації», належить викладачам, які використовують в навчанні цифрові медіа. Вони змінили спосіб спілкування зі студентами, методи навчання, а також навчальні матеріали, які використовують. Перебуваючи в глобальному епідемічному процесі, викладачі беруть участь в інноваційних освітніх програмах. Ними були проведені дослідження ефективності навчального процесу з огляду на непідготовленість до даної ситуації з метою його поліпшення. У даний період у вчителів, які і раніше намагались використовувати(використовували) технології в навчанні, виникли деякі побоювання стосовно запланованих ними результатів. За допомогою дослідження було виявлено ставлення вчителів до дистанційного навчання, проблеми, з якими вони стикаються в цей період, розвиток їх навичок з використання технологій, а також справжню ситуацію з оцінювання навчального процесу в освітньому середовищі. Дослідження ґрунтується на думці викладачів, які працюють в Анкарі та відібраних методом випадкової вибірки; як тематичне воно є одним з якісних дослідницьких методів. Дані, отримані від учителів, були проаналізовані методом контент-аналізу. Протягом дослідження вчителі, які брали в ньому участь, поділилися своїм досвідом, ситуаціями, з якими вони зіткнулись під час проведення дистанційного навчання.

Ключові слова: дистанційна освіта в умовах надзвичайної ситуації; учитель і Covid-19; студент і Covid-19; система ЕВА.

ИЗУЧЕНИЕ ОПЫТА УЧИТЕЛЕЙ ПО ИСПОЛЬЗОВАНИЮ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ПЕРИОД ЧРЕЗВЫЧАЙНОЙ СИТУАЦИИ

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Аннотация. Эпидемия вируса Covid-19, которая представляет собой величайшую опасность XXI века, существенно повлияла на образ жизни в мире. Ученые делают все возможное, чтобы предотвратить ее распространение. Подчеркивается, что маски, дистанция и чистота являются одними из основных мер предосторожности. Эпидемия, возникшая в Китае и отрицательно сказавшаяся почти на всех странах мира во всех сферах деятельности, также отрицательно повлияла на сферу образования. Учебно-воспитательный процесс в школах временно приостановлен. Исходя из того, что, начиная с марта 2020 года, эпидемию не удается остановить или предотвратить, некоторыми странами было принято решение продолжить образовательный процесс в форме дистанционного обучения для того, чтобы защитить учеников и студентов от возможных нежелательных последствий во время учебного процесса и профессиональной подготовки. Благодаря быстрому переходу к дистанционному обучению практически весь образовательный процесс перешел на цифровизацию. Наибольшая часть в управлении учебным процессом, называемым

«дистанционное обучение в условиях чрезвычайной ситуации», принадлежит учителям, которые используют в обучении цифровые медиа. Преподаватели изменили способ общения со студентами, методы обучения, а также используемые ими учебные материалы. Находясь в глобальном эпидемическом процессе, они участвуют в инновационных образовательных программах. Столкнувшись с неподготовленностью к данной ситуации, ими были проведены исследования с целью сделать учебный процесс более эффективным. В данный период у преподавателей, которые и ранее старались использовать технологии в обучении, возникли некоторые опасения по отношению к планируемым результатам. С помощью этого исследования было выявлено отношение учителей к дистанционному обучению, проблемы, с которыми они сталкиваются в этот период, и, соответственно, развитие их навыков использования технологий, а также настоящую ситуацию по оцениванию учебного процесса в образовательной среде. Данное исследование основывалось на мнении учителей, работающих в Анкаре и отобранных методом случайной выборки; как тематическое - оно является одним из качественных исследовательских методов. Данные, полученные от учителей, были проанализированы методом контент-анализа. В течение исследования учителя, принимавшие в нем участие, поделились своим опытом, ситуациями, с которыми они столкнулись во время проведения дистанционного обучения.

Ключевые слова: дистанционное образование в условиях чрезвычайной ситуации; учитель и Covid-19; студент и Covid-19; система EBA.