DISTANCE TEACHING

ALEKSANDAR JANKOVIĆ
Faculty of Education in Sombor, University of Novi Sad, Sombor, Serbia

VLASTA LIPOVAC,
Educons University, Faculty of Teacher Education, Sremska Kamenica University of Applied Sciences for Education of Educators and Coaches in Subotica

LAURA KALMAR
Faculty of Teacher Education in Hungarian Novi Sad, Subotica, Serbia

ABSTRACT:

Distance learning is not an unknown concept of education, but it is still something that has not been sufficiently researched in all aspects, and that is why we have dealt with this topic, which has become extremely relevant in the corona virus pandemic. The aim of this paper was to bring some of the more important characteristics of this teaching closer to the participants in education. Somewhat in terms of the first beginnings, more important advantages and disadvantages, possibilities and ways of using it, and then what, considering their immediate experiences so far, primary school students and their parents think about teaching / learning at home. Mostly in terms of what they see as advantages and disadvantages, what they recommend to those who organize and perform this type of teaching, as well as when it comes to students, to what extent they will decide on this type of education in their upcoming schooling or education. The research sample is 464 respondents. Based on what our research, through a survey of a number of students and their parents, who already had some experience, could find out about it, we found: that online teaching or distance learning at home, in their opinion, could be only a supplement to regular school classes, and by no means the only solution. At least when it comes to insufficiently independent students or students of lower school age. This paper complements the existing literature on this topic, in the light of today's online teaching. we have determined: that online teaching or distance learning at home, in their opinion, could only be a supplement to regular school teaching, and by no means the only solution. At least when it comes to insufficiently independent students or students of lower school age. This paper complements the existing literature on this topic, in the light of today's online teaching. we have determined: that online teaching or distance learning at home, in their opinion, could only be a supplement to regular school teaching, and by no means the only solution. At least when it comes to insufficiently independent students or students of lower school age. This paper complements the existing literature on this topic, in the light of today's online teaching.

Key words: distance learning, student, parents, teacher, teaching improvement.

INTRODUCTION

Teaching as a process of learning or distance learning has long existed. However, over time, the ways in which knowledge is transferred or distributed, ie communication between teachers and students, have changed. In today's information age, distance learning is becoming more and more popular. Especially via the Internet, e-mail, the World Wilde Web, teleconferencing and videoconferencing [Đurović, Grujić • 2008], as well as many dedicated platforms and existing social networks. In some cases, it is also something that is necessary. This has proven to be valuable, for example, now that we have been hit by a pandemic caused by the

coronavirus. That is why many forms or possibilities of applying distance learning are expected not only to overcome the spatial and temporal distance between students and teachers, that the school performs its educational function as much as possible, but also that in this way the teaching is improved [Mandić • 2003; Mandic • 2006; Bjekić, Vučetić • 2013; Nikolic, Milojevic • 2020]. PREVIOUS EXPERIENCES AND CURRENT TRENDS Some forms of distance learning are much older than online learning. Distance learning in different periods of its development took place using different technologies: postal correspondence systems, radio, television and other technical and technological solutions. Most of the earlier ideas about distance learning arose from the need to include students from distant places in the educational system. That is why teaching as a special type of distance learning was primarily designed for the population that for various reasons was not able to directly join the regular school education system. Chronologically, at the beginning of teaching or distance learning (e-learning) is considered 1958. At the time, the University of London allowed its students to take exams without attending lectures on the basis that they were only involved in correspondence courses. [Đurović, Grujić • 2008; Janković • 2019a: 126–127]. Some solutions were practiced in terms of education by mail, because students were sent assignments and learning materials by mail. There have also been attempts to combine traditional (direct) and online (distance) teaching. In 1997, the first altkas for online learning appeared, and in 1998. the term e-learning is also emerging. In 2001, Moodle was developed. LINK, and the eLearning system has been in use since 2003. Since 2009, the Android platform has also been used for distance learning. Since 2012, distance learning is also done via live stream. The extent to which distance learning has developed and expanded could be seen by the fact that, for example, in our case in 2013, every second student in the eighth grade of primary school prepared a small graduation through a distance learning platform. How much this learning system will continue to expand could be predicted by the fact that some futurists predict that half of all categories of education will be sent to distance learning by the end of the current decade. Especially

when it comes to high school students, students and the elderly, as well as the efforts of private schools or universities, and even the governments of individual countries, to make schooling as accessible and economical as possible [Zenović, Bagarić • 2014: 379–384; Đurović, Grujić • 2008].

Characteristics of distance learning / learning Man communicates multimedia and his world is essentially multimedia.

Therefore, it is not surprising that he strives to bring this type of communication into the teaching process. Every distance learning system should provide: a wide choice of learning models to adapt learning to each person. In terms of the scope and complexity of teaching content, methods and pace of learning, the ability and personality traits of individual students [Vilotijević • 1997; Mandic. • 2003]. Scientific research has established that the use of information and communication technologies (ICT) increases the efficiency of teaching, and in some cases achieves the only possible type of education. Due to that, the traditional concept of teaching in the classroom is gradually losing its former dominant role, leaving it to e-learning. As the term itself suggests, distance learning (eng. distance learning) means learning that does not require the physical presence of students and teachers in the same place. This means that they are spatially, and sometimes temporally, distant from each other. By using modern communication media and choosing the appropriate teaching methods, these two distances are overcome. Distance learning is a form of teaching that is primarily associated with learning through the application of various information and communication technologies (ICT). Especially through the Internet, in order to enable students to learn in their own home. At a time when it suits them and their pace of learning the most. It is realized according to a pre-determined plan, it implies the existence of rules on how it is realized and the determined way of monitoring and evaluating the expected achievements. With the correct use of ICT, students are encouraged to direct the learning process according to their interests and the requirements that are set before them. Teaching is more diverse, dynamic and, above all, more understandable for the younger generations, because it is

based on the use of free software and a multitude of electronic means. According to our experience, related to classroom teaching, in the process of distance learning, classes should be adapted to specific conditions. In this case, it is usually different ways of using the Internet and careful selection of web tools adapted to the age of the students. Also, practice has shown that teaching on the day is unthinkable without the use of direct communication between teachers and students via Skype. It is also necessary to respect the precisely determined schedule of classes, because a student of the age at the level of class teaching cannot perform his / her daily duties independently and without adult supervision. One of the important pedagogical aspects comes to the fore here. The student is not offered knowledge ready-made, he is not required to simply reproduce the acquired content. In this type of learning, students are given the elements necessary for independent acquisition of knowledge. In that sense, it is necessary: for students to be motivated, to show initiative and creativity, to be encouraged to make decisions independently as much as possible, to learn not only through trial and error but also in other ways. This brings the student to the forefront. Depending on age, abilities and interests, activities are selected that will contribute to the realization of full potential, and most attention is paid to video and audio materials, interactive exercises and problem tasks for individual or team work, as well as for students to be as interested and motivated as possible [Vilotijević et al. • 2018: 8–26]. The possibility of applying more diverse teaching aids and ways of communication mostly supports this [Janković • 2015: 159–174; Janković • 2019b: 143–194]. Classes can be individual or group, depending on the goal of the class and the planned activities. Within the lesson, the student has access to information about the purpose of the lesson, teaching materials, interactive exercises, challenges and tests of knowledge, motivational games, links to sites for additional knowledge and tasks for independent work. The tasks they face are designed to foster independence, a spirit of research, the ability to make decisions and, most importantly, to reach their full potential. Classes in which more students are involved in the conference connection at the same time provide peer learning, a natural need for generational connection. In many cases, students were of the opinion that this type of learning was more interesting and inspiring to them than traditional teaching [Janković • 2019b: 191–192]. Respondents of the student population reacted in a similar way [Djurica, Soleša • 2017]. The engagement of students in classes has increased, and working in groups has also encouraged a competitive spirit. The knowledge they acquired by learning in this way remained in their memory longer and are more related to previously learned lessons. When the contents were presented in the form of educational games, for example, through stage play, it greatly animated even less active students [Janković • 2019a; Janković, Solaković and Davidović • 2020]. Teachers are responsible for educating the younger generations to whom they will pass on their knowledge and experiences. The main means for the work of the teacher is his personality. Harmony or disharmony of the teacher's personality affects the students, and most of all the teaching process itself, and thus distance learning. Teacher competencies and their continuous improvement are extremely important. [Major, Horak, Pinter-Krekić, Namestovski, Kalmar • 2020]. The new situation with the corona virus and the global pandemic has pointed out all the advantages and disadvantages of distance learning [Major, Kovac, Pinter-Krekic, Horak, Kalmar • 2020]. Teachers in the distance learning process are expected to accept a new role. In this process, they are the ones who increase the efficiency of learning by adapting work strategies. Distance learning is a challenge for them because of the need for their permanent professional development. The main means for the work of the teacher is his personality. Harmony or disharmony of the teacher's personality affects the students, and most of all the teaching process itself, and thus distance learning. Teacher competencies and their continuous improvement are extremely important. [Major, Horak, Pinter-Krekić, Namestovski, Kalmar • 2020]. The new situation with the corona virus and the global pandemic has pointed out all the advantages and disadvantages of distance learning [Major, Kovac, Pinter-Krekic, Horak, Kalmar • 2020]. Teachers in the distance learning process are expected to accept a new role. In this process, they are the ones who increase

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Organization of distance learning / learning

There are different ways available to those who participate in this way of acquiring knowledge. Thus, the following are in use: teaching materials - printed material (textbooks, manuals, exercise books, etc.); audio and video multimedia recordings; means of communication - telephone, audio and video conferences; communication channels - post office, fixed telephony, radio, TV, various digital specialized connections (for example, cable). The most common forms of distance learning are: using e-mail, World Wide Web, teleconferencing and video conferencing. E-

mail or e-mail as a way of exchanging information has the characteristics of fast distribution, the ability to send documents and graphics to one or more addresses, frequent communication between students and teachers. Too, it can be read when and how many times we want it and can be stored. WWW (World Wide Web) as one of the most efficient communication networks, for which the method of presenting teaching content could be said for the purpose of teaching, since in addition to text it also contains other multimedia elements (such as animations, music, video graphics), with the reason can be considered exciting and interactive for students. Websites or content can be regularly updated, they can be visited by several users at the same time, just as their access can be completely or partially restricted [Janković • 2019a: 112–131]. Teleconferencing involves live communication between an individual and a group or teachers and students at the same time. Place and time are limited, but it is possible to record everything and use it later. However, a small number of institutions have the equipment and technology needed to do so. Videoconferencing, as the most famous and most common form of teleconferencing, enables faster and easier presentation of the content of a guest teacher's teaching than it would be with a real guest appearance. As a result, it saves more time and money, students master communication and management skills, and the virtual connection of participants affects greater motivation. There are two modalities of distance learning: synchronous - teaching takes place in real time (video conferencing, chat, e-mail) and asynchronous - does not require simultaneous and simultaneous participation of students and teachers, which means that students can choose when and where to adopt individual contents [Ćajić • 2014]. Distance learning is undoubtedly a powerful way to improve teaching and education. In the process of distance learning, modern computer technology is used. Here the computer is a multimedia tool, enables interactivity and learning at one's own pace, increases the possibility of access of individuals to educational institutions. It can be used as a technical device for presenting individual lessons or for organizing classes and monitoring the progress of each

student. Communication in general through computers is easier today. There is a lot of literature that contains instructions for using computer programs. In addition, computer technology is constantly being improved, in technical and software terms [Janković • 2015: 128–132]. Distance learning is usually organized for older students, but it can also be organized for younger ones. An indispensable participant in this is the teacher, who can be assisted in the implementation by the administrator and technical staff. The reasons why students study at a distance are different. Some students and teachers live in remote places, some are prevented due to illness or other reasons, while some, while their parents are employed abroad, are determined to be educated in their home country. Inevitable, but not the only, condition for distance learning is the possession of computers and basic computer literacy, as well as possible access to the Internet. Of course, there is a great influence and motivation, perseverance, discipline, organization, consistency and persistence .. Students before the start of distance learning should be acquainted with the program, method of processing materials, time and pace of work. It is also recommended that students get to know their teacher directly before classes begin. Interaction between students is also encouraged by placing bulletin boards. On them, students and teachers can ask each other questions, give answers, explain or comment on something. In this type of teaching, teachers face special challenges. Appropriate didactic-methodological competence is required from them, because this type of teaching implies adapting manuals and textbooks to computer technology. It is also the responsibility of the teacher to create and select teaching materials, control tasks and tests. They are expected to encourage students to use technology and to respond in a timely manner to their needs and problems by boosting their motivation, monitoring progress and valuing achievement. It is also recommended that one teacher works with a maximum of 15 students. Administrators, if they exist in a better organization, represent decision makers and reviewers, open and maintain computers, associate students and teachers with groups, and make sure the program works. The technical staff has the function of a student support service, when it

comes to registering, reproducing and distributing materials, ordering textbooks, or processing assessment reports. They are available to them on a daily basis to facilitate the learning process. If the classes are conducted entirely at home, younger students are most helped by their parents, older siblings or some other person, including school peers with whom they can communicate by phone, email, Skype or correspondence.

Advantages and disadvantages of distance learning / learning

The advantage of distance learning or distance learning is that students can study at home, or live in one place and study in another. Furthermore, no time is wasted on the way from home to school and vice versa, which reduces transportation and accommodation costs. In addition to gaining information about what they are learning, students work with different technologies, thus acquiring additional knowledge and skills about their use. Students master the material according to their own pace of learning, because they are enabled to dedicate themselves to learning at any time of the day or week. In addition, they adjust the pace of learning and the degree of interaction with their teacher and other students. The weakest point is the lack of social contact among the participants. In addition, shortcomings are linked to technology, because not everyone is able to get a suitable computer, a good mobile phone or some other device. In addition, they may not be familiar with how to use these devices. Delays and breakdowns can adversely affect students and their progress. Especially since the internet environment is still not well regulated, and so-called intrusions are not uncommon. hackers, computer viruses and other disruptive factors. In addition, in relation to traditional classroom teaching, great motivation or interest is needed, as well as much greater effort and work engagement of teachers. Including the inevitable involvement of student parents. Especially if they are younger students [Đurović, Grujić • 2008: 391–396]. There has been a lot of empirical research so far about the advantages or disadvantages of e-learning and distance learning. Many advantages and disadvantages have been identified [Mandić • 1998: 200; Mandic • 2006; Janković • 2019:

129; Đurović, Grujić • 2008: 391), but the most immediate in relation to students of lower primary school age is what we found in recent empirical research in one part of our population due to the coronavirus pandemic, in the second half of 2019/20. school year, was involved in online teaching at home.

METHODOLOGICAL FRAMEWORK OF RESEARCH
Subject of research
One of the goals of modern society is development that will take place unhindered, but which will enable the preservation of the environment. Starting from that goal, there was the development of the concept of sustainable development, which is highly positioned when it comes to the perspective of survival and progress of humanity. Since the importance of sustainable development and environmental protection is huge, there is a need for information and education on sustainable development that will enable the acquisition of valuable skills and knowledge and which will guide the behavior of individuals (Kalmar, Pinter Krekić, Major, 2021). One of the ways to achieve that goal is distance learning, which proved to be the best solution and the only possibility during the corona virus pandemic. That is why it has become one of the most current topics today. Research problem

The problem of this research is the answer to the question: What do parents and students think about distance learning? Aim and character of the research The aim of the research was to determine what students and their parents think about distance learning, and then to find out what, given their experience so far, could be done to further improve the organization and ways of doing this.

The research has an empirical character. Tasks of the research: The tasks of this research were: 1) to determine whether there are technical possibilities for the implementation of distance learning; 2) determine which resources and ways of organizing such classes were most used; 3) determine the extent to which students and parents were actively involved in relation to regular classes; Research hypotheses In accordance with the research problem and research tasks, we have defined one general research hypothesis and eight specific hypotheses. The general hypothesis of our

research is: We assume that long-term success or desirable achievement can be expected only if students and their parents have a positive experience and attitudes towards this way of working. That is why we conducted in one part of the Novi Sad population of primary school students and their parents, in the first half of 2020/21. school years, empirical research to test our assumption. At the same time, that was the goal of our research. Special hypotheses: 1) It is assumed that there are technical possibilities for the implementation of distance learning; 2) It is assumed that various resources and ways of organizing such classes were used; 3) It is assumed that students and parents were actively involved in relation to regular classes; Research methods, techniques and instruments Of the scientific research methods, we have mostly used the method of description, content analysis and comparison. As a procedure for collecting empirical data, we used online surveys and online questionnaires specially created for this purpose - surveys. One for students and the other for parents. At the same time, open and closed questions were combined (with offered answers). 14 questions for students and 15 questions for parents. Sample and procedure
The research included 484 students, from I to IV grade, and the same number of their parents / guardians. Three primary schools from Novi Sad (Primary School "Sonja Marinković", Primary School "PetefiŠandor" and Primary School "Ivo Lola Ribar") were taken into account, ie teachers, students and parents who accepted the cooperation and who had previous experience with the so-called online teaching or distance learning. They had the opportunity to do so because they were in the second half of 2020/21. school year, due to coronavirus, included in online classes at home. From the subsample parents, the survey, again via the Google platform, was completed by 326 or 70.3% of mothers and 138 or 29.7% of fathers. A total of 464 respondents. This, among other things, indicates the fact that mothers were incomparably more engaged in online learning than their fathers. After arranging and systematizing the empirical

data, in order to present them in tabular form, given their nature and given what they indicated, we noticed that they can be interpreted on the basis of elementary statistical procedures, which we did . involved in online teaching at home. From the subsample parents, the survey, again via the Google platform, was completed by 326 or 70.3% of mothers and 138 or 29.7% of fathers. A total of 464 respondents. This, among other things, indicates the fact that mothers were incomparably more engaged in online learning than their fathers. After arranging and systematizing the empirical data, in order to present them in tabular form, given their nature and given what they indicated, we noticed that they can be interpreted on the basis of elementary statistical procedures, which we did . involved in online teaching at home. From the subsample parents, the survey, again via the Google platform, was completed by 326 or 70.3% of mothers and 138 or 29.7% of fathers. A total of 464 respondents. This, among other things, indicates the fact that mothers were incomparably more engaged in online learning than their fathers. After arranging and systematizing the empirical data, in order to present them in tabular form, given their nature and given what they indicated, we noticed that they can be interpreted on the basis of elementary statistical procedures, which we did . points to the fact that mothers are incomparably more engaged in online learning than fathers. After arranging and systematizing the empirical data, in order to present them in tabular form, given their nature and given what they indicated, we noticed that they can be interpreted on the basis of elementary statistical procedures, which we did . points to the fact that mothers are incomparably more engaged in online learning than fathers. After arranging and systematizing the empirical data, in order to present them in tabular form, given their nature and given what they indicated, we noticed that they can be interpreted on the basis of elementary statistical procedures, which we did .

Table 1. Research sample

Class			
III	III	IV	Total

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20	120	118	126	484
perents108118	112	126	464	

The survey included 484 students from 1st to 4th grade, as well as almost all of their parents or guardians. This indicates that in this way we obtained a lot of relevant data related to the problem we were researching, ie online classroom teaching / learning. However, regardless of that, it should be borne in mind that the sample of our respondents, regardless of the number of respondents, was not fully representative, which methodologically indicates how and in what way to understand and interpret the findings, and even the final conclusions. .

RESULTS OF THE EMPIRICAL RESEARCH

In this report, we tried to first sort, classify and, for better clarity, present the findings or results of our research. After that, we tried to analyze them, point out some of the most significant phenomena or trends, comment on them from the aspect of the above and other Tory understandings, and then report appropriate conclusions of practical and theoretical importance for similar or more comprehensive research in this area. More frequently used forms of distance learning / learning Given the epidemic in which we as a society and individuals in early 2020/2021. During the school year, schools, teachers and parents were recommended by our educational authorities and appropriate professional and pedagogical services for various possibilities of organizing and applying distance learning / learning.

*Table2.*Distantelearning_____

	I	II	III	IV	Total	%
уч. / род.	уч. / род.	уч. / род.	уч. / род.	уч. / род.	уч. /род.	
TV	62	32	7	0	101	20,9
	60	29	6	0	95	20,5
VIDEO	31	22	23	15	91	18,8
	28	21	24	14	87	18,7
Zoom,meet	14	16	31	41	102	21,1
	11	19	29	45	104	22,4
Midiaclassroom	2	9	22	21	54	11,2
	3	15	25	15	58	12,5
School platforme	11	29	31	26	97	20,0
	14	24	26	35	99	21,3
Individuale internet	0	16	4	19	39	8,0
	0	10	2	9	21	4,6

Regardless of the fact that almost all forms of teaching / distance learning

Offered by the survey were more or less represented, we notice that, in the opinion of students as a whole, teaching / learning was most represented using the Zoom platform, watching TV classes and teaching organized through platforms. created individual schools covered by this research. Expressed in percentages, about 20% of the surveyed students were included in this type of teaching in all three preferred models. More specifically, the students of III and IV grade were mostly included in the teaching through the Zoom software or platform, the school platform and the application of the so-called virtual classrooms. That was probably the most acceptable solution for them. As for the younger students in the first and second grade, they were mostly involved in TV teaching, watching video lessons and teaching through the appropriate platform of your school. In any case, in those organizational solutions in which they could have had more help than other people. Either directly or indirectly. Incidentally, it should be noted that younger students were the least involved in teaching or learning through a virtual classroom or independent research. This is also natural considering the level of their age

and the degree of their independence. After all, these two types of learning were barely represented by about 8% to 10% of III and IV grade students. In both cases, when it comes to older or younger students in the class, the parents spoke similarly to the statements given by their children. It could not have been expected otherwise, because they were the main and perhaps the most important actors in these types of teaching, after their children. in those organizational solutions in which they could have more help than other people. Either directly or indirectly. Incidentally, it should be noted that younger students were the least involved in teaching or learning through a virtual classroom or independent research. This is also natural considering the level of their age and the degree of their independence. After all, these two types of learning were barely represented by about 8% to 10% of III and IV grade students. In both cases, when it comes to older or younger students in the class, the parents spoke similarly to the statements given by their children. It could not have been expected otherwise, because they were the main and perhaps the most important actors in these types of teaching, after their children. in those organizational solutions in which they could have more help than other people. Either directly or indirectly. Incidentally, it should be noted that younger students were the least involved in teaching or learning through a virtual classroom or independent research. This is also natural considering the level of their age and the degree of their independence. After all, these two types of learning were barely represented by about 8% to 10% of III and IV grade students. In both cases, when it comes to older or younger students in the class, the parents spoke similarly to the statements given by their children. It could not have been expected otherwise, because they were the main and perhaps the most important actors in these types of teaching, after their children. it should also be noted that younger students were the least involved in teaching or learning through a virtual classroom or independent research. This is also natural considering the level of their age and the degree of their independence. After all, these two types of learning were barely represented by about 8% to 10% of III and IV grade students. In both cases, when it comes to older or younger

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Continuous activity of participants in distance learning / learning

Given that in home learning conditions, when students are not gathered around their teacher at school, who motivates, directs and controls them in the process of performing tasks, it is most important in distance learning that parents provide not only the necessary conditions, technical and other means, but also to constantly monitor and control their children, ie to ensure that they are sufficiently active participants in this type of teaching and learning. The extent to which students and parents were actually actively

involved can be seen from the data in the   following table

*Табела 3.*Perents in distance learning

	I	II	III	IV	Total	%
Yes	112	121	118	122	473	97,7
	115	116	112	118	461	99,3
No	0	0	0	0	0	0
	0	0	0	0	0	0
Samotaimes	8	3	0	0	11	2,3
	1	2	0	0	3	0,7

The results of the student survey indicate that as many as 97.7% of students were included in the concept of distance learning / learning from the very beginning, while the involvement of their parents was even higher, which was confirmed by 99.3%. This means that both students and parents have taken the concept of distance learning seriously from the very beginning. At the same time, the high response rate with YES indicates that parents were not only permanently involved and well informed about distance learning, but also that they are perhaps the most expected when it comes to this concept of teaching and learning.

Observations and recommendations of students

Out of 484 students who took part in the survey, 198 of them answered this open question. These are mostly students of III and IV grade. The answers indicated their view of the organization of teaching or distance learning. How they experienced or saw distance learning / learning in most cases (having in mind each task of our research) can be best seen from the following statements or observations: • it is better to get fewer homework assignments or, instead of extensive assignments, get creative tasks that strive to extract knowledge and creativity from us students; • to have live classes with our teachers; • to have more interesting tasks; • to have more quizzes, games, drawings ...; • to surrender more slowly; • to do something interesting after every hour; • use video calls more often; • I want to hang out with my friends; • to explain more and move more slowly to the next material; • to use only one platform; • I am bored of watching classes on TV; • group classes via skype are not bad, I like to see my friends; • to make teaching slower because I can't reach everything; • less

homework; • I like it; • insert exercise days; • I want to study with my teacher and friends; • I miss the physical and the game. In all this, it should be borne in mind that the students here assessed the values and weaknesses of only compulsory teaching or learning at home, and not all other types of possible occasional, supplementary, additional, corrective or otherwise types of online education. • to use only one platform; • I am bored of watching classes on TV; • group classes via skype are not bad, I like to see my friends; • to make teaching slower because I can't reach everything; • less homework; • I like it; • insert exercise days; • I want to study with my teacher and friends; • I miss the physical and the game. In all this, it should be borne in mind that the students here assessed the values and weaknesses of only compulsory teaching or learning at home, and not all other types of possible occasional, supplementary, additional, corrective or otherwise types of online education. • to use only one platform; • I am bored of watching classes on TV; • group classes via skype are not bad, I like to see my friends; • to make teaching slower because I can't reach everything; • less homework; • I like it; • insert exercise days; • I want to study with my teacher and friends; • I miss the physical and the game. In all this, it should be borne in mind that the students here assessed the values and weaknesses of only compulsory teaching or learning at home, and not all other types of possible occasional, supplementary, additional, corrective or otherwise types of online education. • insert exercise days; • I want to study with my teacher and friends; • I miss the physical and the game. In all this, it should be borne in mind that the students here assessed the values and weaknesses of only compulsory teaching or learning at home, and not all other types of possible occasional,

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DISCUSSION OF FINDINGS WITH REGARD TO THE ASSUMPTION, GOAL AND TASKS OF THE RESEARCH

In reviewing the final outcomes of our research, we should first point out that we were surprised by how much attention parents paid to the problem of teaching or learning at home. Maybe it is a consequence of the pedagogical novelty for them, and maybe the influence of the seriousness of the situation in which, under the influence of the epidemic, they are currently with their children. In a further review of the specific tasks of our empirical research, the following could be stated. 1) It was determined that there are all the necessary technical possibilities for conducting online classes at home. At least as far as the availability of the Internet, TV channels through which you can watch classes and dispose of computers, telephones and other necessary devices. None of the surveyed students stated that he missed any of that. 2) Regarding the organization of this type of teaching (Table 2), only about 3% more students' participation in teaching was used by watching TV lessons than watching video lessons, mediated by one of the platforms for which some schools were committed. So, these were the two most used resources for home learning. 3) The active involvement of students and parents in this type of teaching or learning was at almost the maximum possible level (Table 3). Even slightly more parents (about one percent) than students. This most eloquently shows how much the final outcomes or educational achievements depend on the parents. Regardless of everything presented in the approach to the problem of our research, in terms of what is stated about the phenomenon, characteristics, advantages and various organizational and other possibilities of practical application of distance learning and learning, as well as considering what in the opinion of students and parents

could be attributed to the positive aspects of distance learning, our research or hypothetical assumption was confirmed: our students and parents did not gain enough positive experiences to decide on home teaching in the years of upcoming schooling conditions as the only solution. In the years of the upcoming schooling, the majority of students (68%) and almost all parents (97%) would opt for regular classes in school conditions.

Concluding remarks

The society in which we live can be characterized as information-oriented and as a society in which the need for lifelong learning is constantly growing. This is mostly made possible by information and communication technologies (ICT), applicable in almost every type of teaching or learning. Both in direct contact or interaction between teachers and students, and in online learning or distance learning. The implementation of modern ICT in education reduces social disparities among students, achieves better personalization and opens the possibility of progress towards personal affinities and abilities. Such opportunities should encourage primary school teachers to present their teaching materials to students in a different, more creative, interesting and modern way. One of the most significant advantages of distance learning is that students can "listen" to classes over the Internet or by using other distance learning opportunities in a certain period of time. According to their capabilities, needs and specific environmental and other circumstances. With the traditional learning system, students lose interest in the subject over time and understand the material as an obligation, while with this approach students follow the lessons with interest, experience e-learning as something new and enjoyable, create a competitive spirit, and learning outcomes. outcome, in terms of conclusions and significance of the results of our research, it is necessary to keep in mind not only the need for further research on distance learning in the population of older students, in different populations and on a more representative sample, Given the collected from some empirical data, more reliable procedures could be applied to assess the statistical significance of these data, but also what we have come to here, that, at least for now, distance learning

and learning, at least at the lower school age , can be considered only as a supplementary organizational form of teaching, and by no means the only one. It was necessary to accept that only in the conditions of the recent general health epidemic. We believe that this topic is extremely current and important, that the existing literature covers important topics in the field of distance learning, but does not deal with the views of parents and students, and that this paper tries to fill this gap. We also believe that this topic needs to be investigated more comprehensively and deeply in the future. at least at the lower school age of students, it can be considered only as a supplementary organizational form of teaching, and by no means the only one. It was necessary to accept that only in the conditions of the recent general health epidemic. We believe that this topic is extremely current and important, that the existing literature covers important topics in the field of distance learning, but does not deal with the views of parents and students, and that this paper tries to fill this gap. We also believe that this topic needs to be investigated more comprehensively and deeply in the future. at least at the lower school age of students, it can be considered only as a supplementary organizational form of teaching, and by no means the only one. It was necessary to accept that only in the conditions of the recent general health epidemic. We believe that this topic is extremely current and important, that the existing literature covers important topics in the field of distance learning, but does not deal with the views of parents and students, and that this paper tries to fill this gap. We also believe that this topic needs to be investigated more comprehensively and deeply in the future. and that this work tries to fill that gap. We also believe that this topic needs to be investigated more comprehensively and deeply in the future. and that this work tries to fill that gap. We also believe that this topic needs to be investigated more comprehensively and deeply in the future.

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