



Impact Of The Pandemic On The Education System

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ABSTRACT

Education and upbringing is the key to the development of the country and its future. The educational process has not been stopped, although educational institutions are temporarily closed for quarantine to prevent the spread of the coronavirus pandemic. Classes are held remotely via television and social networks.

KEYWORDS

Education, upbringing, development of the country, educational process, educational institutions, quarantine, coronavirus pandemic, lesson, remotely, television, social networks.

INTRODUCTION

World experts acknowledge that the strict quarantine rules introduced in connection with the pandemic have created new opportunities for education, including higher education.

The coronavirus pandemic has the potential to radically change the way people live in many

areas. Even the conservative education system was forced to quickly adapt to new conditions and work in unusual conditions.

According to Uzanalytics.com, international organizations, including UNESCO, the Organization for Economic Cooperation and Development (OECD) and the World Bank,

assess the pandemic as a case of force majeure in secondary, vocational and higher education. This is due to the fact that all educational institutions around the world were forced to switch to a new format and massively adopt the experience of distance learning. In turn, this caused a number of problems. Firstly, teachers and students lack digital literacy in the use of Internet technologies, and secondly, the low speed of the Internet. Undoubtedly, this situation had a negative impact on the quality of education, technical failures and other factors led to interruptions in the educational process.

But at the same time, world experts recognize that the strict quarantine rules introduced due to the pandemic have created new opportunities for education, including higher education.

Transformation of the national higher education system in a pandemic

Overall, most universities and institutes in Uzbekistan were partially ready for distance learning. On the platforms of universities, the Moodle system was formed, which contained electronic resources in all subjects. However, despite the fact that this system was introduced several years ago, in practice it worked slowly, so it was natural to face problems and difficulties in the implementation of distance learning.

Created during the quarantine period, online education was divided into groups of teachers and students, that is, those who actively participated in the process, took advantage of the achievements of virtual education and improved their skills, and ended the school year with little or no participation. In any case,

emergency online learning allowed the student and teacher to learn certain lessons and skills, even if they did not improve their knowledge within the specialty compared to the conventional system.

As for the prospects for the development of distance education in the country, distance learning can take place in two directions: synchronously on the basis of real-time mode or asynchronously without real-time mode. However, in both directions, the Internet should work well in terms of speed. Without it, there can be no prospects for distance learning. In addition, distance learning in the current pandemic is different from conventional distance learning. Distance learning in a pandemic is distance learning in an emergency. Therefore, in the current situation, they are forced to use social networks, such as Telegram, which are not adapted for learning.

For the further development of distance learning in the future, it is important to improve the conventional distance learning management system such as learning platforms such as Moodle, enriching them with more convenient and understandable functions. This requires close collaboration between educators and information technology professionals.

The transition of the education system to emergency distance and online forms, as in the rest of the world, forced our higher education system to adapt to new conditions. With the digitalization of activities, higher education institutions encountered technical difficulties, mainly related to the IT infrastructure. However, in this situation, another problem arose - the problem of students cheating assignments from each other. At the same

time, the problem of plagiarism exists in almost all universities in the world and the use of special programs to prevent it is noted by foreign professors (WEBINAR ON: Academic Credit System: International Ceses, Conference Zoom TashGUV.

The quarantine has benefited the national education system.

First, online education contributed to the development of this system for at least 10 years in advance. For reference: In 2018, a report from the international publication THE (Time Higher Education) predicted that by 2030 only elite universities would switch to online education. Today we are witnessing that the COVID-19 pandemic has accelerated this process.

Secondly, during the quarantine period, teachers acquired skills in distance learning (Moodle), online, lecturing on various platforms (ZOOM, Telegram) and recording video lessons (Bandicam, OBS-studio). This served as a resource base for the creation of a huge media platform consisting of video tutorials from most higher education institutions.

Thirdly, innovative teaching methods have been created. In particular, during the online lesson, virtual interactivity was provided through links to the corresponding web resources on the Internet.

Fourth, quarantine has accelerated the development of the skills needed for the 21st century specialist in students. For example, students have learned to work independently on various web platforms, creating digital archives on historical topics (for example, about Ernest Hemingway) and sites.

Fifth, cooperation between the republic's universities and foreign universities has intensified. A number of universities have organized online conferences and webinars with the world's leading universities. For example, an online distance learning seminar between Tashkent State University of Law and Boston College Law School will be held on May 11-12, and on May 15 with Tashkent State University of Oriental Studies and Kyung Hye and Yungnam Universities in South Korea. An online seminar was organized on the introduction of a credit-modular system and an exchange of experience.

CONCLUSION

According to experts in the field of education, most universities no longer want to return to the usual form of education. It also becomes difficult to involve students in traditional (classical) lectures and seminars. Without interest, the motivation to learn also disappears. Currently, students have the opportunity to freely receive the necessary information from open sources on the Internet, so now the teacher's task is not only to transfer knowledge, but also to develop skills and share experience. This means that the theoretical part of the learning process, although incomplete, can be partially (taking into account the specifics of the direction of study) transferred to the online format. However, the possibilities for autonomous learning are endless thanks to constant communication between student and teacher so that students can demonstrate and develop their knowledge and skills in practice. Thus, a combination of online learning and offline learning is the most optimal way to provide high-quality and effective learning.

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