



# PROBLEMS AND SOLUTIONS IN THE PROCESS OF ONLINE LESSONS IN SECONDARY EDUCATION DURING THE COVID-2019 PANDEMIC

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## ABSTRACT

*The coronavirus pandemic has changed the way people study around the world. Millions of children do not go to school and continue to study at home. An article on the impact of the coronavirus on the education system has been published on the website of the World Economic Forum. According to him, the changes caused by the pandemic and new solutions in education can bring the necessary innovations to the industry. But when the digital divide is taken into account, new approaches to education will increase inequality.*

**KEY WORDS:** *coronavirus pandemic, studying at home, education system, new solutions in education, new approaches to education.*

## DISCUSSION

An outbreak of coronavirus infection has affected billions of people across the planet. According to the latest data (on April 20), the total number of infected people is in the region of 2 million people, fatalities account for 6% of the number of infected (Worldometers). On March 11, 2020, the World Health Organization (WHO) officially declared the coronavirus a pandemic. In 188 countries around the world, decisions were made to temporarily close educational institutions in order to curb the spread of the virus. The scale of the measures taken is unprecedented and, according to UNESCO, affected 90% of the number of students in the world - more than 1.5 billion people. Experts believe that such measures will slow the spread of the virus, as children can potentially be hidden carriers of the virus.

The closure of educational institutions has consequences of a similar nature regardless of

country, time and culture. First of all, the question arises of looking after children whose parents carry out work activities. The simplest solution to using the services of people who look after children may no longer work in light of the risks associated with the spread of the virus.

As a result of the termination of universities, the hostels belonging to them are closed. Therefore, all over the world, we observe problems with housing for students who, for one reason or another, cannot return home. Students, along with training part-time practitioners, also have problems with work and food, since most of the enterprises in which they worked are also closed due to quarantine rules.

Another important issue is ensuring continuity of education. Most countries of the world are switching to distance learning in the form of broadcasting, online platforms and broadcasting lessons via television.



## **UZBEKISTAN'S OPERATIONAL RESPONSE**

A day later, after the detection of the first case of coronavirus infection in Uzbekistan, preschool, secondary and higher educational institutions were closed on March 16, 2020 by a decision of the Special Republican Commission for three-week quarantine. Such an immediate reaction, especially at the very initial stage of the spread of the virus, is very effective and highly recommended by international experts. At that moment, about 80 thousand students from other regions of the country studied in Tashkent. To return to their place of permanent residence, they were given 50% discounts on transport services.

The closure of educational institutions in the country means that about 8.4 million students, most of whom (about 6 million) are students from secondary schools, will be at home during quarantine. Under these conditions, the main task of the government in the field of education was the continuous provision of the educational process. In this regard, various types of distance learning were organized throughout the republic. In particular, the Ministry of Public Education has prepared broadcasting of lessons for all classes in accordance with the curriculum. There is an official telegram channel of the Ministry of UZEDU and a channel in the YouTube video hosting service, which publishes a schedule of TV lessons and directly records of these lessons for all classes.

At an equally rapid pace, the Ministry of Higher and Secondary Specialized Education has begun the formation of online resources according to higher education standards and launched the EDUUZ telegram channel, which also publishes information on recent changes in the field of education and publishes materials for self-education. At the same time, the process of forming more than 3,500 electronic textbooks in various disciplines, which are posted on the Kutubhona Innovation website, continues.

To mitigate the negative consequences of the spread of coronavirus, two packages of social and economic measures were approved by decree of the President of the Republic of Uzbekistan. A wide range of adopted directly relates to issues related to education. Parents of pupils of preschool educational organizations and primary school students of general education schools are granted annual leave, including for those who have worked for less than 6 months. It is forbidden to terminate, on the initiative of the employer, an employment contract with an employee who is the parent (person, substitute, guardian, trustee) of a child infected with coronavirus infection or placed in quarantine, as well as under 14 years of

age. For persons caring for children under the age of 14, temporary disability benefits are paid in the amount of 100 percent of the average wage.

In addition, according to the decree, timely payment of wages to workers of pre-school, general secondary, secondary special and higher educational institutions, sports and cultural institutions, financed from the State budget and suspended their activities, is guaranteed.

The measures taken in this direction have resolved two main issues related to the closure of educational institutions. The first is the supervision of students in preschool and educational institutions, the second is their financial support during quarantine.

## **ONLINE EDUCATION CATALYST**

Uzbekistan has already taken effective measures to prevent the consequences of COVID-19, such as the timely shutdown of educational institutions, the continuous broadcast of lessons on TV and the formation of more online resources.

Quality teaching requires interactivity - this is primarily a dialogue between the student and teacher, which is currently only possible with online lessons. Therefore, at the first stage, it is necessary to establish monitoring of 6 million students in secondary schools for the availability of affordable and high-quality Internet. According to the results of the study, methods should be developed to provide these students with equipment for accessing the Internet. Such a solution can be considered a long-term investment in human capital, because even after the pandemic, students will have the opportunity to improve their skills with the help of advanced technologies.

Another key problem remains the training of teachers in new digital products, new infrastructure. More recently, the Kundalik.uz online platform was formed with the aim of tracking and evaluating the knowledge of students in secondary schools, i.e. students could send completed assignments for verification to teachers and receive appropriate grades and comments in an electronic journal. Due to the innovation of this platform, the parties are still experiencing some difficulties in its use.

In a pandemic, accelerated digitalization can be a test of the strength of teachers, educational institutions, and the national education system.

There is a paradigm shift in the entire education system, and we can say with confidence that it will no longer be the same. Society is getting used to online learning, and the crisis acts as a catalyst that has accelerated the development of online education.

At a time when the coronavirus is spreading rapidly across Asia, Europe, the Middle East and the



United States, countries have taken drastic operational measures to reduce the spread of the pandemic. There have been several reports of school and university dropouts in the last two weeks.

As of March 13, the Organization for Economic Co-operation and Development estimates that more than 421 million children in 39 countries are temporarily out of school due to quarantine.

These changes have undoubtedly caused some inconvenience. But the pandemic has led to new innovations in education. While it is too early to talk about how COVID-19 will affect the education system around the world, it is important for innovation and digitalization in the long run.

Here are three trends that point to future changes.

### **1. The spread of the coronavirus has led to the development of the education system. This can lead to surprisingly positive news**

China, Anhu Province. A student attends an online class at home (March 2, 2020) Photo: Reuters / China Daily CDIC

COVID-19 has quickly become a catalyst for innovative solutions for many educational institutions around the world.

To slow the spread of the virus, students in Hong Kong began teaching at home through interactive apps in February. In China, 120 million students have access to educational materials through live television broadcasts.

Simple but creative solutions have been implemented in other countries as well. In one Nigerian school, asynchronous online learning tools have been supplemented with synchronous video tutorials.

Schoolchildren in Lebanon have even started using online education in subjects such as physical education. Students videotaped the exercise as homework and sent it to their teachers. The father of one such student commented:

“Physical education usually lasts a few tens of minutes. It took my son three hours to film and edit the video to send it to his teacher in the right format.”

5G technologies are becoming increasingly popular in countries such as China, the United States and Japan. The concept of digital education encompasses students and those who come up with new solutions. As a result, traditional education in the classroom is enriched in various ways. They can range from live streaming to virtual reality. Education can become a habit integrated into a routine agenda.

### **2. Public-private partnerships in education may be more important**

Over the past few weeks, educational consortia and coalitions have been formed as a temporary solution to the crisis, with the participation of the government, publishers, education professionals, technology suppliers and telecommunications network operators.

In developing countries, where education is mainly provided by the government, this may be the result of this trend in the future.

In China, the Ministry of Education has set up a multi-stakeholder team to launch cloud-based online education.

The Hong Kong-based readtogether.hk forum also includes a consortium of more than 60 educational institutions, publishers, media and entertainment companies. They provide a total of more than 900 educational resources, including video, book chapters, assessment tools, and free consultation services.

The consortium plans to use the platform even after the elimination of COVID-19.

Examples like these show that educational innovation goes beyond social or non-profit social projects, usually state-funded.

Over the last 10 years, we have seen a growing interest in the private sector in education solutions and innovations. Microsoft and Google in the U.S., Samsung in Korea, Tencent, Ping An and Alibaba in China have realized that public literacy is a strategic issue. Although most of the initiatives they put forward today are limited in scope, the pandemic can lay the groundwork for inter-sectoral coalitions based on a common approach.

### **3. The digital gap may increase**

In many areas where coronavirus is prevalent, non-standard solutions are being developed to continue education. However, the quality of education depends largely on the level and quality of digital technology used.

And only 60 percent of the world is online.

While virtual lessons on personal tablets are the norm in Hong Kong, students in less developed countries rely on lessons and tasks sent via WhatsApp or email.

In addition, the less well-off a particular family is in terms of digital technology, the more students are left behind in terms of education. When classes go online, these kids start to lose out because of the cost of digital devices and tariff plans.

If the cost of using technology does not decrease and the quality does not improve in all countries, the gap in education and the problem of socio-economic inequality will deepen. The digital



divide can become even more extreme if access to education is determined by the availability of new technologies.

The rapid spread of COVID-19 has highlighted the importance of building sustainable systems against threats ranging from pandemics to extremist violence and climate security.

A pandemic is an opportunity for students to learn the skills they need in a world where it is difficult to predict.

In such a situation, sound solutions, creative solutions, and possibly flexibility are important. In order for these skills to be a priority for all students, there must be flexibility in the education system.

In particular, during the COVID-2019 pandemic in our country, the following solutions have been implemented to solve problems in the process of online lessons in secondary education.