



"INNOVATIVE ACHIEVEMENTS IN SCIENCE 2024"

INNOVATIONS IN EDUCATION SYSTEM POST-COVID IN UZBEKISTAN

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Abstract: *Coronavirus has affected the education system in the world. Schools, colleges, and universities are closed to control the spread of the coronavirus. School closure brings difficulties for students, teachers, and parents. School closings and quarantines during the COVID-19 pandemic forced schools to increase their efforts in one particular area: technology. School systems had to invest in new hardware, software, and devices to allow students to continue learning remotely. Teachers had to quickly become familiar with new technology tools to facilitate virtual classrooms and assignments. All of this was done to ensure students could continue their education despite the pandemic. This article analyses the impact of COVID to education system, its positive and negative sides, especially in Uzbekistan.*

Key words: *innovations, higher education, COVID, education system, WHO, online platforms.*

The coronavirus (COVID-19) is a pandemic disease that affects the education system of different income level countries (Wajdi et al., 2020). The United Nations Education, Scientific, and Cultural Organization (UNESCO) has been recognized that the coronavirus pandemic outbreak has impacted the education system in the world (UNESCO, 2020b). A lot of pandemics have occurred in human history, and affected human life, education system, and economic development in the world (Editors, 2020). The World Health Organization (WHO) (WHO, 2020a) on March 11, 2020, has officially announced that coronavirus (COVID-19) is a pandemic after it covers 114 countries in 3 months and infects more than 118,000 people in the world. The first COVID-19 case has reported by Wuhan Municipal Health Commission on December 31, 2019, in the Hubei Province, China (WHO, 2020b). In the world about 30,086,319 of total cases, 21,833,645 of total recovered and 945,962 of total deaths were recorded until September 17, 2020 (Worldometer, 2020). Education has been the pillar of development of every country, so education is principal to the development and growth of all countries. The education system has been affected by several challenges ranging from changes in the education curriculum to closing down the



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education system due to widespread pandemic diseases (Owusu-Fordjour et al., 2015).

Access to computers and access to the internet is basic to successful distance teaching and learning. Besides, the governments advised students to learn from radio and television lessons that can be available at home. For example, in Uzbekistan it was launched special TV channel "Foreign Languages" with useful educational programs where online lessons for school children were demonstrated and it is still actually working since the pandemic had begun. The schools taught their students from a distance by uploading assignments, books, and reading materials through Google Classroom, e-mail, social media like Telegram and other applications and tools like Zoom. Nevertheless, students who had lack of internet connection it was difficult for them to study online during the pandemic situation. Moreover, some courses are difficult or impossible to teach and learn through online learning methods such as sport, nursing, laboratories, music, and art courses.

Besides, the shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the course nature and the assessment type applying assessments and evaluation online is a challenging task. So that teachers have enforced to change their assessment types to fit the online mode. Also, it is difficult to monitor the student how they are taking courses online and difficult to ensure that students are not cheating during online exams (Basilaia & Kvavadze, 2020). Moreover, students who do not have internet access suffered to take assessments and evaluations (Sahu, 2020). In (Osman, 2020) the assessment and evaluation of students' performance in online learning is difficult for both instructors and students particularly teaching practicum, technical competencies, and the assessment of practical skills is difficult. According to (UNESCO, 2020b) report, even for students, teachers, and parents in countries with reliable ICT infrastructure and internet access, the rapid transition to online learning was challenging. So, as a tool of online assessment schools in Uzbekistan implemented Kundalik.com website where all students and their parents can obviously see studying progress and academic achievements. Currently, there are many innovations created for online education. For instance, pupils at schools use very convenient app E-maktab, where all necessary information related to school system included like online register, information about learners and teachers and etc. Moreover, one of the most noticeable changes in education is the establishment of the first online school in Uzbekistan which is called "Leader Online". Several innovations and implementations occurred in higher education system too. As a proof of the fact, many online platforms started to be used in universities and institutes, for example;



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nowadays, the platform Zoom is the most popular and convenient tool for providing online lessons. In addition, students have begun to use website Hemis for educational purposes, they can monitor their academic achievements and progress during each semester.

To conclude, pandemic situation has influenced tremendously to all spheres of life through the whole world. In Uzbekistan many changes and innovations implemented at schools and universities in post COVID period. The Information and Communication Technology (ICT) infrastructures started to develop rapidly in education system.

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