



THE USE OF MALL IN EDUCATIONAL SYSTEM DURING COVID-19 : UZBEKISTAN'S EXPERIENCE

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Introduction and actuality. In 2019, our planet met with coronavirus pandemic which was difficult period for everyone. "Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus." [4]. It has created unexpected confusions in several spheres. The most significant challenges are appeared in educational sphere. It disrupted education all over the world. The pandemic is cardinally changed the way we live, teach and learn. The doors of educational institutions were closed because of virus

Like other countries the Republic of Uzbekistan had to suspend traditional classroom learning to distance online learning. On pursuance of the order [1] of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated March 27, 2020 No. 233 "On the introduction of distance education in higher educational institutions" online courses are conducted for teaching staff, system administrators and employees of the educational and methodological department of educational institutions using the distance education platform.

Main part. Mobile applications and platforms were experienced widely for the first time after suspension of traditional teaching and learning process in primary, secondary and higher educational institutions. Before the pandemic there was only «Kundalik».com in some schools of Uzbekistan. The other schools are being phased into this platform step by step. «Kundalik» is translated as diary in English. «Kundalik» is a digital learning platform for school teachers, pupils and

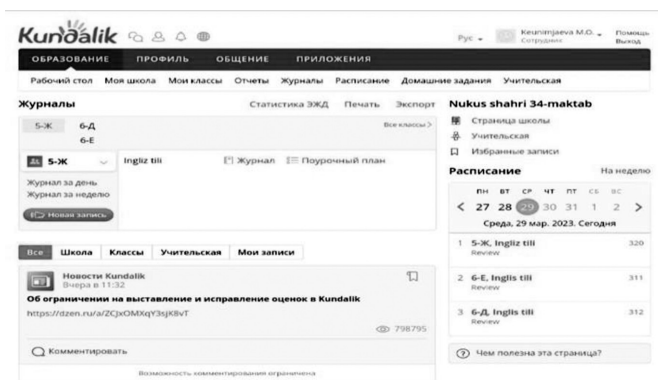


parents. This system is designed in a convenient way in a situation where every teacher thinks it is convenient, so that the system can be used online in such a way that teachers can perform such tasks as planning their lessons, drawing up lesson schedules, recording the level and duration of their students mastering in an electronic journal, evaluating and checking their homework, establishing online.

Mobile applications and platforms such as Zoom, Moodle, Telegram, «Kundalik» were beneficial in the period of pandemic. Moodle is a learning platform used for distance education. It was widely used in learning process of higher educational Institutions of Uzbekistan. Lecture classes were placed on the Moodle platform or organized in the form of an online video conference at zoom.” The impressive ascent of Zoom may be the most emblematic digital success associated with the pandemic. No one could have predicted at the beginning of 2020 that Zoom Technologies would grow three hundred times by mid-year. But with the COVID-19 pandemic forcing so many people into their homes, the startup launched in 2013 has emerged as a giant in modern telecommunications and videoconferencing.”[2; 82] Taking into account the sanitary epidemiological situation, the graduation works were also defended online via video conference. There is also one thing to mention that our Institute had problem with shortage of professor staff to teach undergraduate students for this reason our Institute had to cooperate with foreign teachers to read lectures. In turn, lectures were also in online form via zoom conference which was also highlight one of the pros of mobile apps.

In schools, however, online classes were carried out through «Kundalik» platform and telegram messenger. The great achievement in the field of further digitalization of secondary education in Uzbekistan was the development and implementation in 2019 of the “«Kundalik»” (“A diary” educational web platform.

The «Kundalik» digital education platform has all the necessary functions for the organization of distance education in the schools of Uzbekistan. This allows students not to interrupt the learning process while sitting at home, independently study the subjects and communicate remotely with the educator. Educators can give homework and teaching materials through the «Kundalik», and students can send them to check the work done. At the end, the teachers put a rating in the electronic journal or leave comments on further work on the answers. It is also possible to use the functions of exchanging personal messages between themselves, printing announcements, creating groups. In order to facilitate the work of educators and help parents to quickly master the peculiarities of teaching in quarantine, special video-instruction was prepared. As stated by Khusanov [3; 8] “The system strengthens the connection between the teacher and the pupil’s parents, which is



Picture 1. «Kundalik» educational platform

of particular importance in the organization of educational work in the lower grades of the school. Thus, parents are actively involved in the educational process of their child. In turn, the system helps the pupils to organize themselves, better plan their time and opportunities.”

K. Khusanov et.al [3; 6] considered the features of «Kundalik» in detail: The main web-page of the system after authorization contains 3 blocks: Education, Profile, and Communication. As can be seen from the structure diagram Education block is the key one among others. Here, all personal information is accumulated regarding the student, who is determined by the system during authorization. These are Name of the pupil, number of school and class where the pupil is studying, actual schedule for the current week, home tasks related to the studied disciplines with their deadlines. Statistics about the academic performance of the learner during those period can be gotten per week, quartile or year of the study as well. Additionally, such kind of statistics can be obtained according to any learned subject. User can observe summary statistics about academic performance and attendance. As parents have also access to the platform they can monitor study progress of the child. Communication block helps the learner to social integration, developing skills on interpersonal communication and group behavior. Currently platform “Kundalik” has been implemented in all schools and acted more or less successfully at whole secondary education system of Uzbekistan.

On Telegram, separate groups were created for each class, and the lesson materials were regularly sent to the group by the tutors, and the pupils, in turn, recorded the assignments in their notebooks and photographed them. lessons in this style were more problematic for the pupils in the primary classes, and in the process, both parents were channeled For the youngest children who had never felt themselves as pupils it was difficult learning online. Taking into consideration the basic importance of primary education distance learning imposed great responsibility for parents.

As it is new method for major people of our country there were some difficulties in the use of mobile apps such as from inability of using mobile apps to technical and also financial problems. Exactly, in remote villages there were



difficulties to attending classes due to the fact that communication was not good. In addition, regular internet access had required many traffic megabytes which lead to financial problems. To take into account the fact that covid-19 impacted on the financial situation due to the breakdown of business, in families with many children; there was also a problem in providing them with a smartphone to attend the lessons.

Conclusion. On the whole, the last situations with covid-19 pandemic had proved the fact that with the benefit of mobile apps we can still continue learning, teaching and interacting no matter the location and situation. Despite the fact that we live in the age of technologies, we still have not yet been able to apply the exhaustive application of the advanced technologies of Science in the field of education.

In addition it highlighted our technological illiteracy, our weaknesses that obstacles providing use of mobile learning. Because, we had not expected such fundamental changes in the world. However we hope these difficulties will cause significant developments in the field of educational technologies and we will create our national educational app in the future. As, it was lesson for us. Next, we will know about anticipated problems which may occur. Taking into account all advantages and disadvantages, mobile learning can be convenient and effective but I think only for those learners who have a tremendous passion for learning. For those who do not want to learn, online education is simply an excuse and convenient opportunity. There is also one thing to mention from above experience that not only chiefly specialized apps but also messengers may help continue learning process.

Literature:

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РЕЗИОМЕ

Ushbu maqolada, ayniqsa, COVID-19 pandemiyasi davrida mobil ilovalarning ta'limdagi ahamiyati haqida so'z boradi. Pandemiya davrida O'zbekistonning ta'lim sohasidagi faoliyati haqida qisqacha ma'lumot berildi.

РЕЗИОМЕ

В этой статье рассказывается о важности мобильных приложений в сфере образования, особенно во время пандемии covid-19. Приводится краткая информация о деятельности Узбекистана в области образования во время пандемии.

SUMMARY

This article outlines the importance of mobile apps in educational sphere especially during covid-19 pandemic. There are given brief information about Uzbekistan's activities in the field of education during the pandemic.