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IMPACT OF THE COVID-19 PANDEMIC ON EDUCATION SYSTEM AND THE IMPORTANCE OF ONLINE TEACHING

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ABSTRACT: This article deals with the problem of COVID-19 and its effects on education system and the importance of online teaching. The role of distance learning, facts, situations of the world are described.

KEYWORDS: COVID-19 pandemic, distance learning, online teaching, Zoom, coronavirus infection, low-income backgrounds, online platforms, economic point.

COVID-19 pandemic has affected education systems around the world, leading to the almost complete closure of schools, universities and colleges. Most governments around the world have decided to temporarily close educational institutions in an effort to reduce the spread of COVID-19. As of September 30, 2020, approximately 1.077 billion students are currently affected by school closures due to the pandemic. School closures are not only affecting students, teachers and families, but have far-reaching economic and social implications. School closures in response to the pandemic have shed light on a variety of social and economic concerns, including student debt, digital learning, food insecurity and homelessness, as well as access to child care, health care, housing, internet and services for people with disabilities. The impact was more severe for disadvantaged children and their families, causing learning disruptions, poor nutrition, childcare problems and, as a result, economic costs for families unable to work. In response to the school closures, UNESCO recommended the use of distance learning programs and open education applications and platforms that schools and teachers can use to remotely access students and limit learning disruptions.

Online learning has become vital to education as educational institutions seek to minimize the possibility of transmission in the community. Technology can enable teachers and students to access specialized material far beyond textbooks in a variety of formats and ways that can bring time and space together. Due to the COVID-19 pandemic, many schools have started teaching classes using video telephony software such as Zoom. The Organization for Economic Co-operation and Development has established a framework for guiding education's response to the COVID-19 Pandemic for distance learning. Lack of access to technology or fast and reliable internet access can hinder students in rural areas and from disadvantaged families. Lack of access to technology or a good internet connection is a barrier to continuing education, especially for students from

disadvantaged backgrounds. In response to the school closures caused by COVID-19, UNESCO recommends using distance learning programs and open educational apps and platforms that schools and teachers can use to remotely access students and limit learning disruptions. School closures have a negative impact on student achievement. School education provides the necessary education, and when schools close, children and young people are deprived of opportunities for growth and development. These disadvantages are disproportionate for students from low-income backgrounds, who tend to have fewer opportunities to pursue an after-school education. When schools close, parents are often asked to help teach their children at home, and they may struggle to meet the challenge. This is especially true for parents with limited education and resources. During school closures, students learn to read and write more slowly than during the normal school year. It has been estimated that the rate of improvement in reading skills for kindergarten children in the United States declines 66% during school closings compared to active schooling. Dropout rates tend to increase as a result of school closures due to the challenge of ensuring that all students return to school after school closings are over. This is especially true for long closings. Children from disadvantaged, at-risk or homeless families are more likely to not return to school after the closure is closed, and are often at a lifelong disadvantage as a result of missed opportunities. Schools are also centers of social engagement and human interaction. When schools close, many children and young people lose the social contacts they need for learning and development.

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

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

Due to the current situation, the demand for online education is growing all over the world, so far in the short term. Numerous online platforms provide free educational courses for those interested around the world. For example, companies such as Scholastic and Coursera provide young people with distance learning online and have a simple interface. Such initiatives are supported by international organizations, in particular UNESCO (UNESCO). Education for all is the watchword of the non-profit organization Khan Academy, which also offers free courses. First of all, the main trump card of online education is its flexibility, that is, students can combine their studies with other activities. This turn of events is likely to be a turning point in the development of the education system. With the increasing frequency of virtual education experiments under the threat of a pandemic, consumers can get a new hybrid education product. Consequently, the gaining momentum of online learning technologies can put competitive pressure on the education sector in the form of a "bending of the education cost curve", i.e. lower prices, and in terms of increased productivity.

1We all know that today the coronavirus pandemic is radically changing the economic and social situation around the world and achieving completely new approaches in all areas. In countries where pandemics are rampant, many programs are being implemented to protect against infection and to provide social protection and economic support.

Since the detection of coronavirus infection in our country, the state has quickly and effectively set the first priorities for this situation, and introduced a quarantine regime in our country. As a result of these tasks, the higher education system has undergone a number of changes, including distance (online) education for all students. This process was a new stage in the education system and the introduction of quarantine procedures accelerated the transition of educational institutions to distance learning.

Based on the above, this non-traditional form of education allows many of our students to work harder and enter the new educational process with new perspectives. 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. 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 losing because of the cost of digital devices and tariff plans. If the cost of using technology does not decrease in all countries and the quality does not improve, 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 defined by the availability of new technologies.

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