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N.G. Zufarova
Tashkent State University of Economics,, nozimamia@gmail.com

D,T. Shakirova
Tashkent State University of Economics,, sh_dilfuza@mail.ru

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REMOTE EDUCATION INCREASES COMPETITIVE ENVIRONMENT OF TERTIARY EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Zufarova Nozima Gulamuddinova
TSUE, dean of International Tourism Faculty
nozimamia@gmail.com
Shakirova Dilfuza Tulkunovna
TSUE, senior teacher of English Department
sh_dilfuza@mail.ru

Abstract: For many years remote education mostly was meant for correspondence courses, due to the pandemic situation caused by COVID-19, it has become the only types of education for some time. In the article ways of offering learning materials, online delivery of courses, as well as, merits and demerits of remote education was discussed. The role of remote education in the education system of the Republic of Uzbekistan, which increases the competitiveness of the service, was also stated in the article.

Keywords: remote education**,** Web- based training, competitive environment, distance learning, pandemic isolation, brand strategies.

Introduction

In the last 2 years, the number of branches of foreign universities in our country has increased dramatically, a healthy competitive environment has emerged among higher education institutions. In our opinion, in this competitive environment, every higher educational institution should increase its competitiveness on the basis of brand strategies.

When assessing the brand of a higher education institution, the conjuncture changes in the segment of the labor market and the market of educational services, as well as the sectoral and regional features of this economic education system should be studied together. Otherwise, the scope of the development of proposals and recommendations on a sufficiently scientific-practical conclusions on the expansion of the competitive environment and conditions of competition in educational services, the acceleration of the processes of the performance of the functional functions of the educational system will remain narrow. However, pandemic situation in the world increased attention to the remote education, as the only means of teaching for some time in the whole world, due to the fact that it allows educators and students study sitting at home using Information technology.

Remote education or remote learning is a type of educational activity with several methods and formats where learner and educator or information source are absent in a traditional class and activity can be run through technology as video conferencing (Zoom, Blackboard, Webex meetings), discussion boards or on – line assessments (https://tophat.com/glossary/r/remote-learning). In comparison with traditional education it is a quite new approach, however it is available and continuing to grow. Moreover, Internet makes it available without any effort and during pandemic isolation it has become the only way to get education. While studying on-line, pursued goal of an educator can differ: to gain another aptitude or develop existing one and the other aim is to earn

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certificate or diploma (https://www.geneva.edu/blog/higher-education/online-education-vs-remote-learning). Differ from on-line education remote learning has scheduled time and groups for classes which make students not to lag behind by checking every week and having classes on time. However, it cannot be flexible as on –line education and educators are not able to communicate as in the traditional classes.

Literature review

Ages of on – line learners fluctuates from young adults graduating from high schools to older adults with 20 years' work practice, whose aim is to earn a degree. The age may not be the only difference between them; they may differ according to their knowledge level, technical skills, ethical background and so on. K. Opwis states two ways of offering learning materials to on- line learners by teleltutoring: computer based training (CBT) or Web- based training (WBT) (Instructional Technology: Cognitive Science Perspectives, International Encyclopedia of the Social & Behavioral Sciences, 2001). According to the article teletutoring is a teacher or a tutor who is responsible for this activity as a moderator.

As in CommLabIndia blog it has been mentioned that CBT or computer aided instruction gives preparing, yet in addition screens the advancement of the students, gives fitting input, and evaluates the outcomes to check how successful preparing has been by installing on computers, while in WBT or web based instruction is also known as e-learning, where students can learn, evaluate, and remediate, without the use of computers, is delivered through Internet technology.

Another issue of the remote education is material resource, certainly, with the establishment of World Wide Web in 1990 many universities began to develop online library services, which influenced to the amount of digitized information positively, as access increased they started to move to online delivery of courses, which motivates students to use the online library to find information to support their studies outside of the study materials provided. (Information literate pedagogy: developing a levels framework for the Open University, Katharine Reedy, Kirsty Baker, in Information Literacy: Infiltrating the Agenda, Challenging Minds, 2011). While using these service students should be more self-directed and that they need to obtain support to develop necessary skills, otherwise they may fail (Figure 1).

Figure 1

Logical structure of a distance learning module illustrating the main components comprising the module
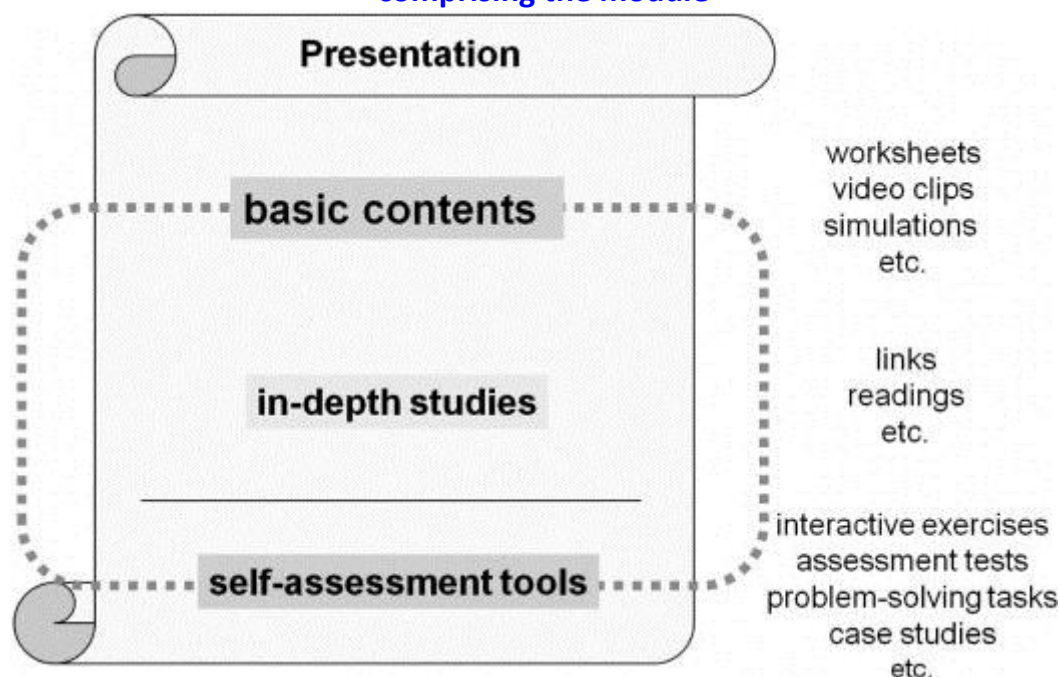
■ a presentation that introduces the module, outlines the contents, describes the activities for reaching learning goals, the material proposed, etc.

■ the contents, namely the part that conveys one of the content items covered in the course – this should be done not via mere electronic page-turning but rather by creating situations in which the students can play an active role, e.g. doing exercises, completing worksheets, exploring simulation environments and interactive videos, etc.

■ optional study material (publications, web links, etc.) designed to instil a degree of course flexibility for meeting different learning needs and styles (as mentioned earlier)

■ self-assessment tools (formative assessment) allowing learners to gauge their grasp of the knowledge addressed in the module: sometimes these tools can correspond to the exercises designed for studying the module contents, as indicated by the dotted line in Figure 4.7; in other cases, they are actual tests or assignments (The instructional design dimension, Guglielmo Trentin, in Networked Collaborative Learning, 2010)

Implementation of distance learning in tertiary education has expanded enormously over the most recent 10 years in the world. Survey shows, that the extent of learners that took at any rate one online course developed from 9% to 32% in a 10-year time span from 2002 to 2012. In 2002, not exactly 50% of the establishments in tertiary education accepted that remote learning was basic to their drawn out key arranging; by and by, almost 70% of the foundations accept so (Allen and Seaman, 2013) and as more well-respected institutions of higher learning now offer online classes, employers are now more accepting of online earned degrees. So, it is the future of education - global, seamless, cost-effective, and flexible.

While acknowledging that significant changes have been made in the image of a higher education institution in our country, significant structural changes have taken place

within the system, it should be noted that the experience of managing the brand of higher education is not enough.

It is necessary to form a competitive environment among higher education institutions, to express close attitude to the conditions of competition, as well as to the conditions in the market of consumer goods. Because, in the field of economic education services, when the internal competitive environment is divided into two, the external competitive environment, and in turn the competitive environment itself is divided into two, the corresponding quality effect can not be achieved.

Today, special attention is paid to the creation of conditions for employment and placement of graduates in higher educational institutions of the Republic. In particular, in accordance with the "national program of Personnel Training", the system and content of Personnel Training in higher educational institutions are being reconstructed based on the prospects of social and economic development of the country, the needs of society, modern achievements of science, culture, technology; the formation of state requirements, as well as orders of non-governmental structures, enterprises and organizations in relation to the quantity and quality of the personnel being trained, is being improved; after the graduates have received the appropriate qualification level, they are engaged in activities in the fields of education, material production, science, culture and service.

That's why it is important to develop remote education in the national education system not only during pandemic situation, which allows students to continue the study and also makes them to learn Information Technology well, but also after it. As many brand universities in the developed countries have already use it simultaneously with traditional education.

Research Methodology

In order to have up to date results and information, secondary data has been very urgent and useful. That's why in the article methods as observation, abstract-logical thinking, and systematic approach of secondary data have also been used as one of the main methods.

In our opinion while making survey on a certain market in order to save time and avoid stressful situations the best solution is to use a service of data collection companies. According to Global fox poplin there are several types of collecting data: a) conducting face-to-face interview; в) focusing group discussion; c) conducting computer aided telephonic interview (CATI); d) conducting computer aided web interview (CAWI); e) conducting web surveys and f) conducting mobile surveys. Mobile surveys are becoming very popular nowadays, as almost everybody despite of age and life style use smart phones which affords this type of data collection spread all over the world.

Analysis and Results
Pros and cons of remote education

According to the circumstances with COVID- 19 remote education become not optional, but the only way to continue education, as schools around the world respond, the need for remote learning tools has never been more urgent.

Pros of distance learning are the following (https://owlcation.com/academia/ distance-education-colleges online -undergraduate-degree pros-and-cons):

- As there are no commuting, less physical books, no living expenses, and no cost of expensive school-related supplies it saves money and times of learners and reduces costs;
- Without limitations, restrictions, and location of study learners can study from any part of the world if internet connection is available;
- It gives an opportunity for learners to gain a valuable experience to work on computer and learn Internet skills;
- Learners can spend time on education according to his ability- they may be fast or slow learners;
- Physically challenged learners benefit remote education by staying at home and studying without much effort;
- Personalized tutors' instructions via electronic media influences on the success of a learner positively.

Cons of distance learning are the following:

- Learners should wait for a tutor's feedback while their works are being reviewed;
- Some educational programs, as medical courses cannot be offered by remote education;
- Some educational materials required for study which you need to work on or with needs extra costs and time;
- Internet connection is not available everywhere;
- No or little face to face interaction with tutors and other learners;
- Learners should be self-disciplined and self-directed to earn a diploma, otherwise the rate of failure is high.

Obstacles of remote education in the Republic of Uzbekistan

At the same time several problems appeared while transforming to remote education all types of education in the Republic of Uzbekistan due to the closure of them to prevent the spread of virus. As it is shown in Figure 2 (World Bank 2018) almost 50 percent of population of the country lives in rural areas, where mobile Internet connection speed is in 113rd in the world and 95th for fixed broadband, as of March 2020. Therefore, the Ministry of Public Education (Ministry) acknowledges that online learning might not be equitable for all students in the country. But with 100 percent having digital television coverage, deploying broadcast TV is the only viable option for mass delivery of remote learning. (Uzbekistan: A timely response on learning during school closures N.Meliboeva,H. A. Patrinos, J. Teixeira, Eurasian Perspectives, April, 2020). Many higher education establishments adjusted based on remote technologies to ensure uninterrupted learning. However, mobile Internet connection is staying the urgent problem in the sphere.

Table 1

Rural population of the Republic of Uzbekistan(% of total population)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019

Uzbekist an	49.0	48.9	49.0	49.1	49.2	49.3	49.4	49.5	49.5	49.6	

However, in the foreign countries situation was a bit easier than in our case, as they tried on line courses before pandemic situation. In a survey, which was conducted in March, 2020 by Barnes & Noble College Insights, in which more than 400 college students whose schools recently has been moved to online education take part. 60% of students said they felt at least somewhat prepared for the change due to the fact that some students had already taken online courses. Still, 64% of survey respondents hesitated about how to concentrate and maintaining the self-discipline needed to study remotely. More recent polling from College Reaction/Axios in April showed that 77% of more than 800 college students surveyed said they felt distance learning is worse or much worse than in-person classes. (Tackle Challenges of Online Classes Due to COVID-19, Jordan Friedman, Contributor May, 2020)

The situation was worse with students of the country, however, stuff of the educational establishments are searching ways to tackle the problems, as well as, creating online seminars, video lessons and etc. via different platforms and even social nets. While conducting lessons on line the following points were emphasized as the most important on:

1. Provide fast Internet connection;
2. Drive a quick progress;
3. Build confidence on any gadget;
4. Keep students engaged

Due to the instructions of the President of the Republic of Uzbekistan Sh.Mirziyoyev in a short time, it was possible to transform the entire system of education, switch it to a distance learning form in schools and, finally, complete the academic year.

The next point is while transforming to the remote education should be paid attention is the scientific potential of higher educational institutions in the country.

Table 2

Information on the scientific potential of the higher educational institutions of the Republic in the case of January 1, 2020 (in the section of Regions)

Indicators	Total number of professors and teachers	Scientific potential (%), including:		
		Scientific potential (%)	Doctor of Science and DSc	Candidate of Science and PhD
Andijan region	1818	31,8	105	474
Bukhara region	1586	34,4	99	447
Jizzakh region	925	28,2	47	214
Kashkadarya region	1145	31,8	59	305

Republic of Karakalpakstan	1602	30,5	74	414
Navoiy region	622	28,5	29	148
Namangan region	1119	35,7	57	342
	2905	36,8	247	823
Sirdarya region	475	30,7	35	111
Surkhandarya region	792	26,6	40	171
Toshkent region	1102	37,8	103	314
Fergana region	1629	28	62	394
Khorezm region	1004	25,8	35	224
Total by regions	16724	32,1	992	4381
Tashkent city	10115	45,4	1210	3387
Overall	**26837**	**37,1**	**2201**	**7769**

The analysis of the scientific potential of higher educational institutions in the regions shows that 10115 professors and teachers operate in Tashkent City, while the scientific potential is the highest (45.4 percent)in the Republic (Education in Uzbekistan 2015-2018, Statistics Committee of the Republic of Uzbekistan). The next places are Tashkent, Samarkand, Namangan and Bukhara regions. This means that the competition between professors and teachers in higher education institutions in this region shows that it is strong enough (Figure 3).

It is demonstrated in the experience of developed countries that through the increase in the practical importance of new information technology, the pace of distance learning of Economic Education is reduced. Through this factor, opportunities to reduce the gap between the quality of economic education services in the regions of the Republic, sharply reduce the cost of educational services, facilitate the use of the masses from economic education, as a result, expand the scope of competitiveness are increased.

Conclusion and Recommendation

The material and technical basis for the development of a competitive environment in the higher education system of Uzbekistan has been sufficiently developed in the last 5-8 years. For example, on the use of the internet, Uzbekistan ranks third in the CIS after Russia and Ukraine, while on the use of mobile phone devices it took the second place. This shows that there are also opportunities for remote Organization of training. It is possible to promote the use of educational programs such as "Euro-MBA", "European master Management", which is especially widely used in the practice of developed countries.

According to the findings of the study, there are the following problems in the area of increasing attractiveness in higher education, ensuring competitiveness internationally:

higher education institutions of the Republic are not included in the list of higher education institutions in the first 1000 places of the rating of internationally recognized

organizations, their official websites are not included in the list of 1000 marks of the international rating of Webometrics;

educational programs and student knowledge assessment system are not adapted to international standards;

existing student accommodation and social infrastructure facilities are not adapted to the needs of foreign students;

there is not enough Organization of propaganda work on attracting foreign citizens to education in our country, including PR-projects (Organization of days of higher education institutions of Uzbekistan, holding presentations, etc.), there is no interactive virtual platform in this regard.

In the concept of development of the higher education system of the Republic of Uzbekistan up to 2030, the following are defined as strategic objectives of the development of the higher education system:

to modernize the country, to improve the quality of training of highly qualified personnel for socio-economic sustainable development, to develop human capital on the basis of the requirements of the labor market;

In the concept of development of the higher education system of the Republic of Uzbekistan up to 2030, the following are defined as strategic objectives of the development of the higher education system:

to modernize the country, to improve the quality of training of highly qualified personnel for socio-economic sustainable development, to develop human capital on the basis of the requirements of the labor market;

Due to the long-term objectives, the development of the higher education system is carried out on the basis of the following priority areas:

expand coverage with higher education, improve the quality of training specialists with higher education;

introduction of digital technologies and modern methods in the educational process;

increasing the results of research work in higher educational institutions, involving young people in scientific activities, formation of innovative infrastructure of science;

increase the effectiveness of spiritual and educational work;

active involvement of Personnel customers in the process of training highly qualified specialists;

ensuring financial independence and stability of higher education institutions, strengthening material and Technical Supply;

systematic development and improvement of management activities of higher education institutions;

the fight against corruption, the introduction of effective measures to ensure transparency;

increase the investment attractiveness of the higher education system, ensure its international recognition and competitiveness, etc.

In this regard, it should be noted that the developing competitive environment dictates the use of brand strategies in increasing the competitiveness of higher education institutions.

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