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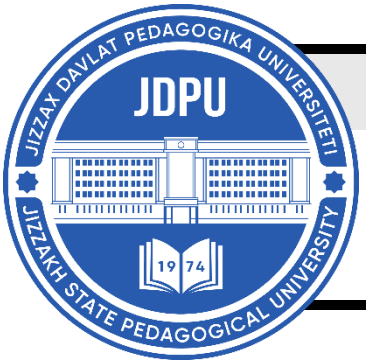

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INTEGRATION OF THE INTERNET IN EDUCATION

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ABOUT ARTICLE

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Abstract: Education is both a basic human right and a core element of sustainable development. It is the theme of the United Nations' fourth Sustainable Development Goal, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. " Education enables individuals to build more prosperous and successful lives and societies to achieve economic prosperity and social welfare.

INTRODUCTION

Access to the Internet is fundamental to achieving this vision for the future. It can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in and beyond the classroom. Teachers use online materials to prepare lessons, and students to extend their range of learning. Interactive teaching methods, supported by the Internet, enable teachers to give more attention to individual students' needs and support shared learning. This can help to rectify inequalities in education experienced by girls and women. Access to the Internet helps educational administrators to reduce the costs and improve the quality of schools and colleges.

Educationalists are enthusiastically exploring opportunities and discovering new ways in which they can use the Internet to improve education outcomes. As the Broad band Commission for Sustainable Development puts it, the challenge is "to help teachers and students use technology … in relevant and authentic ways that actually improve education and foster the knowledge and skills necessary for lifelong learning. "

A number of factors, however, inhibit full achievement of these gains.

Lack of access is first and foremost among these. Access to the Internet, with sufficient bandwidth, is essential for the development of an information society. Lack of broadband connectivity is preventing widespread use of Internet in education and other areas of life in many countries. A legal and regulatory environment that fosters investment and innovation is critical to enabling broadband access. This is not just a matter of connectivity. For access to be meaningful, it must also be affordable for schools and individuals, and teachers and students must acquire digital literacy and other skills required to make best use of it. Those teachers and students also need to find and use locally relevant content.

The Internet is not, of course, the answer to every challenge posed by education. National policies that draw together experience in both education and technology, within different countries' national contexts, are essential if the Internet's contribution to education is to be maximised.

MATERIALS AND METHODS

The success of Internet in education will be measured by educational outcomes: improvements in students' attainments, job opportunities and contribution to national development. Our goal at the Internet Society is to ensure that access policies are put in place that allow an Internet of opportunities to flourish and that the Internet thereby contributes fully to achieving these objectives.

This briefing sets out five priorities for policymakers concerned with achieving that: priorities concerned with infrastructure and access, vision and policy, inclusion, capacity, and content and devices. The Internet Society's Internet Enabling Environment Framework highlights the importance of infrastructure investment, skills and entrepreneurship, and supportive governance for the Internet ecosystem.

Experience shows that the best results are likely to be achieved through cooperation between stakeholders, including government, Internet business and technical experts, and sector specialists such as teachers and educational administrators. Internet access provides great opportunities for education policymakers to improve the quality of education for individual learners and contribute to national economic and social welfare. New ways of teaching and learning, better access to a much wider range of information and resources, new skills for the digital age: all these can transform lives, helping to achieve education for all and other Sustainable Development Goals.

None of these gains is guaranteed, however. Achieving them requires, first and foremost, affordable access to the Internet. A legal and regulatory framework that encourages investment in connectivity and services, lowers costs and fosters creativity is critical to enabling access and unlocking the Internet's value for education.

It also requires political commitment, a strong policy framework and realistic implementation strategies. Policymakers should consider the following first steps towards this goal:

They should develop a regulatory framework that stimulates investment, competition and lower access prices, perhaps including special access rates for schools and colleges.

They should review universal access and service programmes to allow more flexible and innovative funding approaches.

They should include schools and colleges, as well as National Research and Education Networks, in national broadband strategies and universal access programmes.

They should encourage and support community-based access initiatives, educational networks, and local research and development initiatives which enable diverse models for access and use.

They should explicitly address the potential for ICTs to overcome gender inequalities in education and improve opportunities and outcomes for girls.

They should review and update policies to foster greater equality in access to learning resources for disadvantaged groups within societies, such as those living in rural areas or in poverty, ethnic minorities, speakers of minority languages, and those with disabilities.

- They should ensure that teachers have the necessary skills to make effective use of Internet resources.

By working together, policymakers, the Internet community and education stakeholders can develop comprehensive policy approaches tailored to the circumstances of their countries and communities – establishing the required infrastructure and access to resources, ensuring inclusion, building capabilities, and facilitating access to content and devices. This will contribute not just to education but to the fulfilment of the Sustainable Development Agenda and of an Information Society that meets the needs of all. [1]

Information and communication technologies have altered business, education, research, medical, and governmental practices. Additionally, expanded information storage and retrieval abilities, as well as broadened communication channels, affect cultural practices in both transparent and invisible manners.

Acknowledging the wide-ranging transformation that new technologies have on contemporary life, researchers are using numerous analytical approaches to examine the scope and magnitude of such effects. Indeed, developing an understanding of how information technology (IT) affects culture and communication practices is crucial if such technologies are going to fulfilll their broad-based promise of transforming transactions from small to large. However, current modes of analysis have yet to account for specific patterns of IT use, including a persistent digital divide, populations that resist going online, users who go online initially but then drop out, and users whose online experience

[1] Internet Access an Education Public policy 20 November.2017

of the technology is at variance with expectations and planned applications. Additionally, present modes of analysis do not account for culturally variant patterns of technology adoption and usage.

This latter point is particularly important when conceptualizing how IT can assist development efforts in diverse societies. As a response to current modes of analysis, and in an attempt to prioritize how culture affects technology diffusion and usage, this project examined IT in cross-cultural contexts, with a particular focus on IT development in Central Asia, specifically in Uzbekistan. This article describes the exploratory research stages of the project in Uzbekistan that include surveys and interviews.

The focus of this stage of the research was on developing a view of technology infrastructure and usage in Uzbekistan today in an attempt to generate an understanding of how culture operates as a variable in IT adoption and usage. One goal of this project was to develop a methodology that is situated within local cultures and that draws on qualitative and quantitative research approaches to demonstrate how to study effectively the potential and future impact of IT in a region that is currently technologically less developed. The work began in 2000 with 5 months of initial exploratory work in the region and continued throughout 2002 to 2003 with extensive fieldwork. In November 2002, members of the research team traveled to Uzbekistan to obtain accurate and up-to date information that could subsequently be used to develop an appropriate sampling method and a large-scale survey for administration in the region in spring 2003. This article discusses the preliminary research that drove the November trip and two surveys that were administered in autumn 2002.

As mentioned, our overall research question focuses on an ongoing effort to understand how culture and policy affect patterns of IT adoption and adaptation. What makes Uzbekistan a particularly productive research site for such inquiry is the combination of early stages of Internet adoption coupled with the cultural isolation of the region. The disjuncture between cultural isolation and rapid growth of cultural artifacts of technology results in specifically situated resistances to the Western metaphors that drive technology production, design, and implementation, and thus make it easier to identify what components of IT are most culturally situated and need to be most dramatically altered to be cross culturally meaningful.

In addition, the region still holds the promise of significant numbers of novice users whose attitudes and usage patterns in the early stages can be examined to understand better how new users approach information and communication technologies. Studies that acknowledge the different factors influencing gaps in IT use make it clear that understanding local conditions, including the specifics of how people gain access, is crucial for the success of a program. Recent research shows that integrating IT in diverse settings requires flexibility and an understanding of local needs; however, these studies focus more often on analyses that strive to make sense of usage patterns rather than using information about cultural differences and other factors to guide implementation plans for

IT projects. For example, dealing with impoverished populations can require different models of access, such as the community access model proposed by the M. S. Swaminathan Research Foundation.

Distance education initiatives in poor areas have had to grapple with specific challenges that have necessitated changing designs to meet local needs [1]. Particularly with respect to health initiatives in both national and global contexts, this becomes an essential component of Internet access. What becomes increasingly interesting, as well, are the studies that investigate various conceptual levels of infrastructure such as the effect of locally generated or locally meaningful content on patterns of Internet use.

RESULTS AND DISCUSSIONS

As researchers have begun to consider diverse factors within debates about how IT can be effectively integrated into diverse communities, various methodologies have been developed. Indeed, there are numerous quantitative and qualitative approaches to measuring IT development that have been field-tested around the world. Research such as e-readiness reports measure factors like IT infrastructure and economics to determine the extent to which a country or region is wired. Most assessments seem to rely on quantitative methods and preexisting statistics such as government-reported gross domestic product, number of telephone lines, and literacy rates. Of the many tools that fall into this category, it is worth considering the Networked Readiness Index, an e-readiness assessment from the Harvard Center for International Development, that incorporates an exhaustive list of criteria to produce metrics measuring a county's likelihood to succeed in the IT development realm. Such criteria include information on telephony infrastructure, policy, busi2 Information Technologies and International Development ness models, and literacy rates: all preexisting data. In fact, 77 countries (including the Central Asian region) were excluded from the Center for International Development's 2001– 2002 study because of the difficulties in finding data for them.

Thus, although the Harvard method has been used in numerous countries, and the results have provided important blueprints for policy makers, such an approach is of limited value in a region such as Central Asia. Other approaches include the UN Development Programme's Technology Achievement Index, which uses preexisting statistics such as number of patents, telephone lines, and mean years of schooling. This methodology allows for a broad overview of international diffusion of technology, but incomplete data for dozens of countries make it difficult to see even this broad picture [2] The Mosaic Global Diffusion of the Internet Project studies Internet diffusion in several countries, developing an evaluation framework for studying Internet adoption that considers six dimensions:

[1] needs (Rubens and Southard 2000; Damatin 2000

[2] (UNDP Human Development 2001

pervasiveness, geographic dispersion, sectoral absorption, connectivity infrastructure, organizational infrastructure, and sophistication of use.

As part of its evaluations, the Mosaic Group sends in region-specific research teams to conduct contextual research in the countries; however, its core statistics are from other sources such as local governments, government-controlled agencies, or private consulting groups. These and other approaches have been used by academics, policy makers, and businesses that are striving to understand the vastly complex web of interrelated factors that affect how a specific setting interacts with information technology. Although the methods developed in this area contribute significantly to the understanding of IT development, many issues remain unexplained by the research. [1]Internet users in Uzbekistan

There were 18. 60 million internet users in Uzbekistan in January 2021.

The number of internet users in Uzbekistan increased by 263 thousand (+1. 4%) between 2020 and 2021.

Internet penetration in Uzbekistan stood at 55. 2% in January 2021.

Note: we no longer include data sourced from social media platforms in our internet user numbers, so the numbers shown above and in our complete Digital 2021 reports are not comparable with numbers published in our reports from previous years.

Social media statistics for Uzbekistan

There were 4. 60 million social media users in Uzbekistan in January 2021.

The number of social media users in Uzbekistan increased by 1. 4 million (+44%) between 2020 and 2021.

The number of social media users in Uzbekistan was equivalent to 13. 6% of the total population in January 2021.

Note: Figures for social media users shown here and in our complete Digital 2021 reports may not equate to unique individuals.

We have also included new sources in this year’s social media figures, so numbers shown here and in our Digital 2021 reports will not be comparable with numbers published in our previous reports.

Mobile connections in Uzbekistan

There were 23. 34 million mobile connections in Uzbekistan in January 2021.

The number of mobile connections in Uzbekistan decreased by 782 thousand (-3. 2%) between January 2020 and January 2021.

[1] https://www.diva-portal.org

The number of mobile connections in Uzbekistan in January 2021 was equivalent to 69. 2% of the total population.

Note: many people have more than one mobile connection, so figures for mobile connections may exceed 100% of the total population. [1]

Some years ago, internet use in schools were controlled and tried to be under safe policy because of some warningson the internet,but last years situation changed completely, and using the internet is completely demanding because fast changes and quarantine period. In 2018, only 7% of secondary schools met the Ministry of Public Education's standard of a high speed, uninterrupted internet connection. The Government aims to connect all schools with reliable internet service by 2021.

still "In order to achieve progress, we must master digital knowledge and modern information technologies… the transition to a digital economy will be one of the highest priority tasks for us in the forthcoming five years. "

The Uzbekistan 2035 policy lays an ambitious target for enhancing the country's position in science, technology, and innovation, and includes significant targets on digital ecosystem development, including internet skill development. The Ministry of Innovation Development was established in 2017 to execute the innovation plan.

Rapidly Investing in School Connectivity

The President has shifted the timeline for connecting remaining schools closer to 2021 to respond to the COVID crisis. UzTelecom, the state-owned operator is implementing school connectivity supported in part by the State Fund for Reconstruction and Development.

Scaling up Access to Digital Learning

In March 2020, the Ministry of Public Education reacted rapidly to promote e-learning content, in Uzbek, Russian, and sign language. This content is being delivered through the Ministry of Education's in-house platforms (Talim. uz, Edu Market, others) with free data via mobile and fiber channels(15)[2]

CONCLUSION

In conclusion, we can say that the use of computer technologies in teaching and learning foreign languages gives better results of the learning and teaching as Computers and software programs can help English language learners develop vocabulary skills and broaden knowledge. Computers can also help ELL students develop their writing skills as well.

This chapter has outlined the context in which my research is located. In section one I focused in particular on issues relevant to the status and teaching of English in Uzbekistan. I begun by addressing the status of the English as global language and its status as the first and most important

[1] academia .edu./37942388/ICT efficiency

[2] .academia .edu./37942388/ICT efficiency

foreign language in Uzbekistan. I outlined government policy reforms that have been implemented to improve the overall quality of education in Uzbekistan as well as to improve the quality of language teaching in schools and in universities.

In addressing ELT practices and problems in Uzbekistan, I have argued that issues of the dominance of teacher directed pedagogy in Uzbekistan, the traditional nature of the powerful examinations. In section two, I examined the current situation in regard to use of the internet in Uzbek education and, more specifically, the extent to which the Internet is incorporated in Uzbek ELT. In my account of ICT in education in section 2, I addressed the tension that exists between projected and actual practices in regard to Internet use in Uzbekistan.

My review of recent policy and research has shown that while the government has set up a number of policies and plans to provide infrastructure and training, few students, teachers or educational personnel have the skills to use the internet, the barrier of English language, limited software, lack of personnel training especially of teachers, and lack of computer and internet trainers together form a significance form a significant barrier to the implementation of the government policy regarding ICT and education.

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