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## **EDUCATION IN THE ERA OF COVID-19 AND SUBSEQUENT PERIOD**

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From the very beginning of the pandemic, teachers instructed to introduce methods distance learning is often without sufficient methodological assistance, training or resources. In many cases, teachers had the opportunity to improve their qualification through participation in online programs and use telephone and video applications, however, teachers in marginalized position, hardly have had access to such support. Web applications for conducting classes and messaging apps have become useful tools and new means of communication with students and fellow teachers.

Teachers around the world have been basically unprepared to provide continuity of learning and transition to new teaching methods. In countries Sub-Saharan Africa only 64 percent primary school teachers and 50 percent secondary school teachers have at least minimal training, which is often does not include basic digital skills. Even in the presence of adequate infrastructure and access to many educators do not have access to the Internet the most basic job skills with ICT, and, therefore, it will be difficult for them continue to grow professionally not to mention the quality distance teaching. Crisis driven by COVID-19 demonstrated that the training system teachers both at the stage of initial training and professional development in in the course of work needs to be reformed for better development teachers use skills new teaching aids. Teachers were forced to take risks health, continuing to conduct face-to-face classes for children of service workers life support and children from vulnerable groups. In addition to the fear of contracting the virus, people were afraid of losing their wages and benefits - and all this against the backdrop of increased workload and household chores. This is especially true for women teachers, who were forced to teach while doing the lion's share of household chores. Some

countries have included in their contingency plans situations, manuals and guides for teachers and local associations providing psychological support. More and more teachers themselves will need in psychological support to be able to meet the needs their students. In the absence of such support stress can lead to complete burnout, which will lead to a large the number of absenteeism and may even force some teachers quit their jobs, jeopardizing efforts to improve school resilience.

An important element sustainable education system is their flexibility, which requires high level of consistency between stages and types education, as well as the ability to use alternative forms of teaching. For learning mixed type using flexible and semi-custom learning approaches required combination of pedagogical methods and funds, as well as the mobilization alternative pedagogical resources from national and international sources. However, the mixed model creates difficulties in recognizing results learning. To stay relevant complex systems should establish closer ties between formal and informal structures, including regarding recognition, certification and accreditation of knowledge and skills, acquired as a result of all types of training. Thanks to these closer ties of the education system can become fairer and more inclusive, more effective carry out their mission greater performance and more rational use resources and be more prepared to meet needs of relevant groups population and society as a whole.

In order to overcome the crisis in education, it needs to be constantly monitored data relating to students, teachers and schools. This monitoring should be based on a combination available data and scoring systems and data on the results of the application new approaches adapted for a specific context. In order to sustainability data should be used to evaluate state of the learning environment and level school accountability. Great values have quality and timely presentation of the data implies an additional strategy aimed at reducing the digital divide and empowering teachers in the field of pedagogical methods distance learning practices. The effectiveness of the monitoring system in field of education directly depends on the quality of the data used, and efforts must be made to helping schools to produce quality data that they can either use themselves or send to higher authorities to ensure continuous system performance monitoring.

To organize the educational process in Kazakhstan, the Ministry has provided the access for students to electronic platforms such as "Bilimland", "Kundelik", "Google Classroom", "MOODLE", "Univer", "Platonus", "Canvas", "Daryn online". The Coursera platform has provided free access to courses, while ZOOM has provided free access for classes. Video lessons were held on the TV channels "Balapan" (in Kazakh), El arna (in Russian), regional TV channels and Qazaq Radio. In addition to the broadcast, the web site of the "Balapan TV channel was visited by 95,533 people, and the YouTube channel balapanTV showed 386 thousand views in 6 hours. All video lessons that streamed on TV are also available on the Internet for re-watching. Regular education process is possible in schools with a number of children from 5 to 80 that are located in remote isolated localities, in compliance with strict sanitary safety measures (quartz, ventilation, rotation, etc. ), as well as in cases of absence of quarantine and registered cases of coronavirus by decision of the local executive body with the approval of health authorities.

Due to COVID19 education system experienced difficult unpredictable situation. It drew reversing international educational goals and disproportionately more affected the less affluent and more vulnerable populations. However, educational community demonstrated its resilience and laid the foundation for further recovery. There is still a risk of deterioration situations, downward movement plane, accompanied by loss knowledge and isolation. However, each the danger of exacerbation of socio-economic circumstances serves reason to think otherwise how to change the situation for the better and build such a system in the future education that is responsible to all our requirements: to hold inclusive transformation in teaching and realizing the potential like every single person, and the whole society in all spheres of life through investment in education. In pursuit of the goal of restoring the main services in the field of education and revival its main purpose, humanity can count on unlimited

motivation and untapped potential. Governments and international the community is responsible for to stay true to the principles and carry out the necessary reforms to not only let children and youth again rely on the promise to them future, but also to make sure that everyone educators contributed their contribution to the achievement of this goal.

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1. «Bilim media Group» (by a domestic IT company). A huge database with educational content, which contains more than 40 thousand materials. All resources are open for free. <https://bilimland.kz>
2. «Daryn Online». This educational resource has also provided free access to content. All content meets the state's mandatory educational standards. <https://daryn.online>
3. Opiq Platform (Estonian project). The interactive resource contains school textbooks. [www.opiq.kz](http://www.opiq.kz)
4. Virtual simulator for preparing for the unified national testing iTest. [www.itest.kz](http://www.itest.kz)
5. Educational portal for schoolchildren and students. <https://100ballov.kz/>
6. NIS Play <http://play.nis.edu.kz/application/registration>
7. STEM Academy. <https://stem-academia.com/en/main-page/>
8. Primary school program iMektep. [www.imektep.kz](http://www.imektep.kz)
9. Platform for learning STEM. <http://makeathon.kazneuro.kz/>

Video lessons were held on the TV channels "Balapan" (in Kazakh), El arna (in Russian), regional TV channels and Qazaq Radio. In addition to the broadcast, the web site of the "Balapan TV channel was visited by 95,533 people, and the YouTube channel balapantv showed 386 thousand views in 6 hours. All video lessons that streamed on TV are also available on the Internet for re-watching. Regular education process is possible in schools with a number of children from 5 to 80 that are located in remote isolated localities, in compliance with strict sanitary safety measures (quartz, ventilation, rotation, etc.), as well as in cases of absence of quarantine and registered cases of coronavirus by decision of the local executive body with the approval of health authorities.

### **Literature**

1. A recent article in The Economist refers to cases where, after a period of isolation and quarantine, young girls are forced to marry or become pregnant and, therefore, they may never return to school. See <https://www.economist.com/international/2020/07/18/school-closures-in-poor-countries-could-be-devastating>.
2. Coronavirus-driven service disruption threatens to reverse decades of progress in to protect children and pregnant women from HIV. UNICEF, "Children, HIV and AIDS", available at <https://data.unicef.org/resources/children-hiv-and-aids-how-will-progress-be-impacted-by-covid-19>.
3. Prior to the pandemic, 258 million children and adolescents of primary and secondary school age were out of school, and low quality of school education, even those who attended school studied very little. World Bank, "The COVID-19 Pandemic: Shocks to education and policy responses", available at <https://www.worldbank.org/en/topic/education/publication/the-covid19-pandemic-shocks-to-education-and-policy-responses>.
4. The United Nations Refugee Agency (UNHCR), "Stepping Up – Refugee education in crisis", 2019, available at <https://www.unhcr.org/steppingup>.

5. UNICEF, “Childcare in a global crisis: the impact of COVID-19 on work and family life”, available at <https://www.unicef-irc.org/article/2027-40-million-children-miss-out-on-early-education-in-critical-pre-school-year-due-to.html>