The Internet is the Dominant Mode of Education

Khusanov Kholmukhammad Yormakhammatovich	Andijan State Medical Institute Phone Number:998 99 852 19 08 e-mail Kholmuxusanov1990g@mail.com

ABSTRACT

This article presents overview of the Internet's societal significance; education is one in every of the institutions most deserving of disruption and with the best opportunities to come back of it. The article will describe about overview about internet-based education that the dominant mode of education around the world. Some general information about the internet and the role of internet technologies in science and education.

Today a student who makes the slightest correction to a Wikipedia article is contributing more to the state of knowledge, in a very matter of minutes, than used to be ready to do over the course of my entire primary school education, like it had been. These characteristics of wiki tools correspond with the broader Open Educational Resource movement which is worried with making professionally developed educational materials available online for no cost. During this manner, it's reckoned that content from almost 80 per cent of courses at the Massachusetts Institute of Technology are available on this free-to-use basis. Similar commitments may be found in institutions starting from world-class universities like Yale and Oxford to area people colleges. Altogether these cases, course materials like seminar notes, podcasts, and videos of lectures are shared online with a worldwide population of learners, most of whom could otherwise not attend. Crucially (as with Wikipedia), the stress of Open Educational Resources isn't merely permitting individuals to use provided materials, but encouraging the

alteration and amendment of those resources pro re Natta. For instance, the united kingdom Open University's extensive Open Learn project provides free online access to all or any of the institution's curriculum materials with an invite for individual users to adapt these resources as they want.

Other types of online content sharing involve the open distribution of educational content that has been created by individuals yet as institutions. for instance, the YouTube EDU service offers access to countless educational videos produced by individual educators and learners. Similarly, Apple Computers' collection of educational media the so called iTunes U - is meant to permit learners to avoid traditional educational lectures and classes in favour of on demand free mobile learning (Çelik, Toptaş, and Karaca 2012). Describing itself as "possibly the world's greatest collection of free educational media available to students, teachers, and lifelong learners," iTunes U offers free access to many thousands of educational audio and video podcast files. last, there has been considerable

praise for the Khan Academy's online provision of thousands of bespoke educational videos alongside interactive quizzes and assessments covering a variety of subject areas and topics. The aim of Khan Academy is to support individuals to be told at their own pace and to revisit learning content on a repeated basis. This so called flipped classroom model is meant to permit individuals to interact with instructional elements of learning before entering a proper classroom. Face-to-face classroom time will be then be dedicated to the sensible application of the knowledge through problem solving, discovery work, project based learning, and experiments (Khan 2012).

Another notable open example of Internet-based education has been the event of MOOCs (Massively Open Online Courses) over the past five years just about. Now, most notably through successful large-scale ventures like Coursera and Ed-X, MOOCs involve the net delivery of courses on a free-at-the-point-of-contact basis to mass audiences. At its heart, the MOOC model is predicated on the concept of people being encouraged to be told through their own choice of online tools what has been termed personal learning networks the collective results of which may be aggregated by the course coordinators and shared with other learners. This concentrate on individually directed discovery learning has proved especially appropriate to college-level education. Now it's possible for people of all ages to participate in mass online courses go past professors from the likes of Stanford, MIT, and Harvard universities in subjects starting from a Yale elective in classical architecture to a Harvard course within the fundamentals of neuroscience.

These programs, projects, and initiatives are indicative of the variety of ways in which education and the Web have coalesced over the past 20 years. Yet perhaps the most significant forms of Internet-based education are the completely *informal* instances of learning that occur in the course of daily Web use. In this sense the Internet's implicit support of various forms of *informal learning* could be seen as its most substantial educational impact (see Ünlüsoy et al. 2014). As the cultural anthropologist Mimi Ito has described, there are various different genres of daily Internet-based practice that may be said to involve elements of studying (see Ito et al. 2009). At a basic level is the popular practice of using the Internet to simply *hang out* with others. Often these forms of *hanging out* can spill over into more focused instances of what Ito terms *messing around* i.e., activities that are interest-driven and more centered on peer sociability, sometimes involving fortuitous searching, experimentation, and playing with resources. This messing round can then sometimes lead to the more intense commitment of what Ito has described as *geeking out*. These are bouts of concentrated and intense participation within defined communities of like-minded and similarly interested individuals driven by common and sometimes specialized interests. In supporting every these forms of *learning*, everyday use of the Web may be seen as an inherently educational activity.

Yet the history of educational technology over the past 100 years roughly warns us that change isn't as instantaneous or as totalizing as many of us would really like to believe. Indeed, the history of recent educational technologies (starting with Thomas Edison's championing of educational filmstrips within the 1910s) has usually been characterized by sets of complex mutually shaping relationships between education and technology (see Cuban 1986). In other words, new technologies rarely if ever have a right away one-way impact or predictable effect on education. Rather, established cultures and traditions of education even have a profound reciprocal influence on technologies. Because the historian Larry Cuban (1993, 185) observed succinctly of the remarkable resilience of faculties to the waves of successive technological developments throughout the 1980s and 1990s, "computer meets classroom—classroom wins." In asking how the web is shaping education within the 2010s, we therefore have to also ask the corresponding question of how education is shaping the web.

From this angle, it's not surprising to work out the foremost successful varieties of Internet-based education and e-learning being people who reflect and even replicate pre-Internet varieties of education like classrooms, lectures, and books. it's also not surprising to work out the long-established grammar of formal education and academic institutions having a powerful touching on emerging varieties of Internet-based education (Tyack and Cuban 1995). Take, as an example, the persistence of familiar practices like dividing knowledge into distinct subject areas, using graded individual assessments, or hoping on expert teachers. While understandable, these continuities certainly belie claims of radical transformation and disruption of the tutorial established order. Thus in contrast to the revolutionary zeal of some commentators, it can be observed that the web has most impact on education where it's not causing radically new patterns of participation or practice. as an example, instead of extending educational opportunities to people who previously were excluded, the recent rise of the MOOC in countries like the U.S. and UK appears primarily to be supporting well-resourced, highly motivated, and already well-educated individuals to have interaction in additional education (thereby replicating a trend cited by some social commentators because the Matthew Effect). This can be to not say that MOOCs are an insignificant style of education—however, it does suggest that their main impact is that of skyrocketing instead of widening educational participation. Indeed, this view does imply that a number of the more radical claims of social transformation and alter that surround MOOCs (and other varieties of Internet-based education) require careful consideration

References

1. Agapova T.V. The use of computer technologies in a distance education / T.V. Agapova // Мат-лы XIV междунар. науч.-практ. конф «Наука и образование: опыт, проблемы, перспективы развития». 2016. С. 155-157.

2. Aisner L.Yu. Effective ways of learning a foreign language / L.Yu. Aisner, T.V. Agapova // Мат-лы междунар. науч.-практ. конф. «Наука и образование: опыт, проблемы, перспективы развития». 2012. С. 151-152.

3. Allen, Ansgar. "Michael Young's *The Rise of the Meritocracy*: A Philosophical Critique." *British Journal of Educational Studies* 59, no. 4 (2001): 367–82.

4. Arditto, N. (2006). Educational conference: Using drama in the EFL classroom. London: British Council. www.britishcouncil.org/elt-conference-06-paper-using drama-nelsonarditto.doc.

5. Arora, Payal. "Hope-in-the-Wall? A Digital Promise for Free Learning." *British Journal of Educational Technology* 41 (2010): 689–702.