

FORMING A NEW ECOSYSTEM OF EDUCATION: FROM STOCK TO KNOWLEDGE FLOW

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Annotation

The article considers the main trends in the formation of a new approach to education as a continuous process, where the stocks of fixed knowledge are much less important, in while diverse and interdisciplinary knowledge, in in particular participation in various information flows, everyone is getting more important and lead to the creation of new knowledge.

Keywords: education ecosystem, technology, globalization, social networks, heterodox learning providers, knowledge paradigms, fixed knowledge stocks, knowledge flows, social learning.

INTRODUCTION

The value of education can be viewed in several ways. There is economic value for the individual, economic value for society, but there is also civic value for society, which wants to have citizens with a good education and adequate employment.

Discussions revolving around skills at based training, funding reform, and expanding access to education, largely ignore more wide shift, taking place in a global business environment. Fast progress in the field technologies and public policy trends, that allow labor, resources and capital to move more easily across borders, shape the future economic landscape, in which relatively few large, concentrated players will create infrastructure, platforms and services, which are supported by many small, fragmented, niche players.

The emerging landscape and its underlying drivers may have direct implications for education, training and other areas of society. First, the accelerated progress of digital technologies, that pervade all industries, leading to cumulative innovation, blurring boundaries between once separate areas and industries, changing businesses and the workforce in ways that which is difficult to imagine or predict [1]. Under such conditions, closer cooperation between industry and academia cannot provide a well-trained, oriented workforce. Secondly, in this global networked environment, stocks of fixed knowledge matter much less than while diverse and interdisciplinary knowledge, in in particular

participation in various information flows, everyone is getting more important and lead to the creation of new knowledge. Thus, education as the transmission of a unidirectional paradigm of knowledge is insufficient, and the characteristics of education given in the 20th century as the relationship of a fixed curriculum and a specific time and place cannot go into keep up with rapid changes and new requirements for knowledge and learning [2]. Institutions that are already making this transition are interacting with a growing array of heterodox learning providers who are experimenting not only with delivering educational content faster, cheaper, in line with demand, but are also building a whole new learning experience.

The needs of every learner in the 21st century

faces, all are more likely to face the prospect of more than just a few jobs, but also several careers in throughout life with ever-changing technologies and working conditions. The rapidly changing business landscape requires constant learning of new skills and areas, retraining, and applying existing capabilities to new environments. It also requires greater fluency in digital tools and comfort in virtual environments. It requires a greater ability to seek and receive Access to resources and build social capital for account of personal networks and participation in communities. While globalization opens up opportunities for new jobs and careers in international level, it also narrows opportunities in some cases as certain types of employment migrate to countries with lower labor costs. labor force.

Ability to predict which skills and jobs are subject to obsolescence becomes clearly difficult. Beyond globalization, the 21st century work environment is one that called the "new machine age" where breakthroughs in automation, robotics and artificial intelligence have begun to replace human resources [3]. Fujitsu, Canon and Amazon are just a few examples of organizations which automated a significant part of the assembly and execution processes [4].

Many people are beginning to reconsider the traditional ways of development career, seeking independence and opportunities for autonomous self-development. They leave big companies in favor of small firms or self-employment in exchange for traditional promises of income stability and advancement service, medical care, and training and development opportunities in large companies. In addition, retired workers who do not go out pensions are also shifting from large companies with pension plans to small businesses or self-employment. The US freelance workforce currently has 64.6 million members – up from 59 million in 2021. This is 26% more than in 2021 and 69% more than in 2020 [5]. The expiration date and relevance of skills is reduced, in while new professions, roles and functions are being created at a rapidly accelerating pace. By 2020, it is estimated that the knowledge acquired by college students will have an expected shelf life of less than five years. According to the career networking platform LinkedIn, the top 10 job titles, used by employees today (in including IOS developer, social media analyst, big database architect, cloud services specialist and digital software specialist marketing) did not even exist five years ago [5].

The cost of higher education has risen in absolute terms, and this is part of a long-term trend of public authorities in most developed countries to shift the burden of costs onto students and their families. While the costs of tuition has grown, 40 percent of college graduates in the US remain unemployed in their first year. This changes the mind of potential learners who consider alternative learning options to be all more attractive. Finding new ways to empower students and support their unmet needs for lifelong learning is an attractive opportunity for new entrants in the education market. Traditional educational institutions, if they are to remain relevant and viable, must also find new ways to better address the unmet diverse needs of learners. A rich ecosystem of heterodox learning providers is experimenting with technologies and approaches to try and put the traditional education component in new ways that lower costs, increase efficiency and accessibility, and in some cases to offer something completely new.

The main innovations in education can be presented in the following context.

Work force: As employees realize the importance of continuous learning, they are more actively looking for opportunities to learning. Many workers leave their jobs citing a lack of opportunities for professional development and training. Companies are beginning to understand the need to provide a variety of learning opportunities, allowing employees to acquire unique professional skills.

Initiative: Enterprising, creative workers are willing to learn and connect with others, to find solutions and make a significant impact on your area of interest. As a result, the need to share and communicate with other creatives manifests itself in social communities and the creation of spaces, where learning and interaction are heatedly discussed around meaningful issues.

New countries: Access to education is a necessary element of economic prosperity, especially in developing countries. Global demand for education the expense of cheaper, more flexible models leads to experimentation with new platforms, to make learning accessible to a rapidly changing world. Innovative educational technologies cannot replace traditional education in itself, however Together, they represent a rich and growing ecosystem of providers and learning opportunities that have the potential to completely change education. The main trends of the new education ecosystem are as follows.

Availability: The Internet has democratized learning by expanding access to content for a growing student population. It has accessible content, structure, both in the form of formal education and informal information content (which is constantly growing and includes platforms such as YouTube, etc.), which is the basis of virtual knowledge flows. For example, the Open Education Resources movement, spearheaded by MIT's OpenCourseWare initiative in 2001, encourages the provision of access to learning, the provision of research and evaluation materials under open licenses that allow free use and modification for various educational purposes. It is part of a global movement towards greater access to content, allowing knowledge flows to be non-commercialised. The movement spawned other platforms.

Social learning: One of the most profound implications of online learning is the importance of social learning. Social learning is based on that understanding the content of the material is socially constructed, through direct dialogue and discussion of the content itself. From directly physical collaboration locations (such as libraries and classrooms) to virtual collaboration settings (forums, blogs, online communities), the ability to interact with others across multiple channels is expanding. Increasingly, we are seeing a movement towards social learning communities that are focused on interaction outside the walls of the traditional educational institution.

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