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SCIENTIFIC-PRACTICAL AND STRATEGIC BASES OF IMPROVING PEDAGOGICAL-PSYCHOLOGICAL COOPERATION IN THE INTEGRATION OF SCHOOL AND PRE-SCHOOL EDUCATIONAL ORGANIZATIONS IN THE CONTEXT OF CONTINUOUS EDUCATION ON THE BASIS OF INNOVATIVE LOGISTICS

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Abstract
In this article, innovations in the field of education, educational technologies that develop in education, innovations in the field of education, educational conditions, the requirements of society and the state, traditional pedagogical technologies that implement the ideology of reproductive education, and innovative factors issues of coordination, coordination and development of school and MTT activities are analyzed scientifically and pedagogically.

Keywords: Innovative logistics, educational innovations, developmental learning technologies, formation of the educational environment, societal and governmental needs, harmonization of traditional pedagogical technologies with innovative approaches, integration of school and preschool institutions activities.

Introduction

MAKTAB VA MAKTABGACHA TA'LIM TASHKILOTLARI INTEGRATSIYASIDA PEDAGOGIK-PSIXOLOGIK HAMKORLIKNI UZLUKSIZ TA'LIM KONTEKSTIDA INNOVATSION LOGISTIKA ASOSIDA TAKOMILLASHTIRISHNING ILMIY-AMALIY VA STRATEGIK ASOSLARI

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Annotatsiya:
Mazkur maqolada, ta’lim sohasidagi innovatsiyalar, ta’limda rivojlantiruvchi ta’lim texnologiyalari, ta’lim sohasidagi innovatsiyalar, ta’lim sharoitiga, jamiyat va davlat talablariga, reproduktiv ta’lim mafkurasini amalga oshiruvchi an’anaviy pedagogik texnologiyalarni innovatsion omillarga muvofiqlashtirish, maktab va MTT faoliyatini muvofiqlashtirish va rivojlantirish masalalari ilmiy pedagogik jihatdan tahlil etilgan.

Kalit so‘zlar: Innovatsion logistika, ta’lim tizimidagi yangiliklar, rivojlantiruvchi ta’lim texnologiyalari, ta’lim muhitini shakllantirish, jamiyat va davlat ehtiyojlari, an’anaviy pedagogik texnologiyalarni innovatsion yondashuvlar bilan uyg‘unlashtirish, maktab va maktabgacha ta’lim muassasalari faoliyatini integratsiyalash.

Аннотация:
В данной статье рассматриваются инновации в сфере образования, образовательные технологии, развивающиеся в образовании, инновации в сфере образования, условия обучения, требования общества и государства, традиционные педагогические технологии, реализующие идеологию репродуктивного образования, и инновационные факторы, вопросы координации, координации и развития деятельности школы и МТТ анализируются научно и педагогически.

Ключевые слова: Инновационная логистика, новшества в образовательной сфере, развивающие образовательные технологии, формирование образовательной среды, потребности общества и государства, гармонизация традиционных педагогических технологий с инновационными подходами, интеграция деятельности школы и дошкольных учреждений.

Introduction

Despite the uniqueness and diversity of pedagogical innovations in education, as well as in the economy, the main criteria for the effectiveness of the total innovative educational product are its relevance and competitiveness.[7] The first characterizes the relevance of the proposed innovation, its ability to solve a pedagogical problem that is important for others with its help. If the proposal

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includes a new way to solve a problem that has existed for a long time or is a response to recently emerged, not yet proposed methods and tools of work, the demand increases. The second demonstrates such properties of this innovation, as a result of which its application can maximally satisfy real needs and, thus, be the most profitable in comparison with existing alternatives.

In the conditions of the development of a post-industrial society and the market of educational services, such a criterion as economic attractiveness is becoming increasingly important. In addition, an important point for the "consumer" of innovations is the cost of purchasing, introducing and maintaining the innovation in relation to the "price" (sometimes intangible) of the obtained educational results and effects. For the "producer" of an innovative product, it is important to "cheap" it, while maintaining the quality and characteristics that consumers need. Innovations in the field of education, although they are extremely popular and competitive, are not economically attractive, moreover, the last criterion in its content partially contradicts the essence of this type of innovation. Attempts to introduce entrepreneurship courses in schools may also be due to the fact that they are popular and competitive, but financially inconvenient. Innovations in the field of developmental educational technologies are highly competitive, are in demand from time to time and are not economically attractive.

High demand and low competitiveness are characteristic of the implementation of pre-training and specialized education for schoolchildren. It is more economical and self-sufficient in terms of cost, but it is irrelevant to the current educational conditions, the requirements of society and the state, and traditional pedagogical technologies that implement the ideology of reproductive education. Creating popular, competitive and economically attractive educational products requires systematic innovations, high-level use of existing knowledge, and the simultaneous combination of the forces and resources of several disciplines.[3] The combination of these conditions is a characteristic feature of the regional educational holding, which contributes to the emergence of competitive and cost-effective innovations that are in demand due to optimal integration and internal competition.

The effectiveness of this process depends on the management mechanisms of the educational holding, which determine the directions and results of processes within the cluster.

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For schools and MTT, it is important to ensure the decentralization of management of their innovative activities, along with the development of coordination between cluster members. Decentralization is considered as the distribution of authority and responsibilities between cluster entities for activities and their results. Each of them carries out innovative work in its own specific conditions, which requires sufficient flexibility, autonomy and independence from it. At the same time, in order to fully contribute to the creation of a common innovative educational product, it must have stable communication channels with the entire school and MTT, and be included in the interaction within the cluster.

The mechanism that solves the problems of decentralization and coordination in schools and MTT is the joint management of the cluster, in which representatives of all its subjects participate. The culture of joint management shows that the cluster leadership sees its role not in controlling its subjects, but in expanding their rights and opportunities, and developing integration. The practice of participation in management allows for the formation of common values, the exchange of different ideas and skills, thereby contributing to more informed decision-making and the creation of innovations.[1]

Collaborative governance can be implemented at different levels and in different forms. An example of the regional level is the organizers of school cluster work at the local level, in particular, school cluster committees, which are widespread in countries of North and South America, Asia and the Pacific. Such committees are decision-making bodies established at different levels of education, related to the allocation of resources, planning and implementation of cluster-wide activities. Organizers are often non-profit organizations or groups of stakeholders. As A. Pellini and K. Bredenberg noted, the most effective are local committees, which include principals of all schools participating in the cluster, experienced teachers, representatives of the administration and settlements, etc. Development and implementation of cluster plans, communication with local authorities, community involvement in school activities and coordination with the district education department. Thus, the local cluster school committee acts as an organizer of network interaction between cluster members and the district education department.[9]

Common forms of collaborative management at the teacher level, O.A. Ajani & S. Govender, are: "content-oriented collaboration of teachers", which is associated with active participation in joint problem solving for the cluster,

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consensus knowledge, ideas, and the search for ways to solve common or specific problems; mentoring, which involves exchanging ideas, joint learning and observation of the lessons of colleagues in the cluster; professional meetings that stimulate professional activity and development, etc.[2]

The successful development of school and MTT activities implies the expansion and improvement of the cluster infrastructure. Its quantitative growth and qualitative transformation also help to solve the issues of decentralization and coordination of interaction between the holding participants.

The mechanics of this direction can manifest themselves in various ways. We focus on two aspects, one of which is quantitative. We are talking about expanding the material, technical and economic resources of schools and MTT, which is associated with the creation of new campuses, specialized units (laboratories, departments, centers, institutes), bases for practices, projects, startups, attracting new companies, and cluster entities, creating and renewing new partnerships, accelerating innovation. The second aspect involves qualitative infrastructural changes, in particular, the introduction of intellectual (smart) educational systems. The basis of such systems, according to L. Batagan, C. Boja and I. Cristian, consists of three components, which can be described as follows: "Interconnection" (sharing educational resources), "Tool" (collecting the necessary information) and "Intelligence" (making decisions that improve the educational process). Systems are a database that has a service value for the cluster. For example, it allows various entities of an education cluster to monitor its status, exchange information, make informed decisions, and process and use data to manage activities and innovations.

With their help, flexibility and convenience of education, orientation towards cooperation, new interesting experience, motivation through the acquisition of educational tools, mobility and reduction of training time, students' training and participation in real business projects are successfully organized. It will be possible to effectively use the distributed learning system, which is used both for educational purposes and for the management of innovative projects. It is possible to use open data located in industry and cluster resources in the format of "educational data sets", personal educational profiles, "open character infrastructure" (a method of storing information about the competencies possessed by the learner). Information about the best educational resources, incentives for the creation of new practical tools and services.[4]

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Undoubtedly, the joint management of the School and MTT as mechanisms for managing the activities of the network interaction and infrastructure development is carried out in order to create favorable conditions for the emergence of educational innovations aimed at significantly improving the training of learners. Their action is not directly related to innovations, but indirectly, they are considered as a factor in maintaining competitiveness in the conditions of economic globalization, a condition that improves the ability of the organization to adapt to changing conditions. Such innovations are based on mechanisms that ensure the effectiveness of educational projects, the organization and conduct of relevant research, the development and implementation of new curricula. The content of innovations is designed to solve pedagogical problems of the cluster or make their educational services more attractive to consumers. To date, the most complete understanding of such a mechanism has been developed in economics, which is characterized by the concept of "logistics". The appeal to this area of economic activity, related to the coordination and movement of resources in the organization, and the management of the life cycle of an innovative product, is becoming increasingly widespread. This is because the educational innovation development team itself, as a rule, does not have the appropriate powers to create and implement an innovation with minimal costs and maximum efficiency.

The results of appeal to the logistics sector of school and MTT activities take various forms.

In some cases, a specialized unit (subcluster) is created in the school and MTT infrastructure, which is focused on performing logistics functions in the interests of the entire structure. For example, a logistics cluster is a structure formed within the framework of a global humanitarian cluster. The logistics cluster coordinates the actions of its participants (global clusters of education, nutrition, health, food security, etc.), and also manages the information necessary to support rapid decision-making and increases the predictability, timeliness and efficiency of responses to them. If necessary, this cluster also facilitates the use of general logistics services.

With all the advantages of this form of work, logistics in the cluster is carried out centrally, which contradicts the idea of decentralization. All divisions of the holding, except for specialized ones, are actually excluded from legitimate influence on innovative activities, since they cannot actively participate in it as subjects. In addition, there is a possibility of alienating logistics (as the main

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activity of a separate substructure of the cluster) from the activities of its other participants.

The experience of using various methods of cooperative learning in logistics education is given by A. Munkácsi and A. Kazai-Onodi. Organizing the educational process on this basis, they reveal the possibilities of these methods, successfully developing important competencies in terms of logistics and "soft" skills in students: the ability to overcome difficult social situations, systematic and critical thinking, communication, skills, flexibility, etc.[8]

With all the obvious advantages of supply chain management in education and the study of the features of the life cycle of an innovative educational product, education is not limited to the development of solutions that ensure the "flexibility" of logistics management, the creation and implementation of educational programs, as well as reducing the costs associated with this activity.

In our opinion, its solution is more conducive to understanding logistics as a science, and at the same time as a process and practical tool for managing the entire complex of flows (material, information, financial, service, etc.).

The expression "educational logistics" became widespread after the publication of the work of V.A. Denisenko. Theoretically, this logistics is "a set of principles for optimizing processes in educational systems and structures." [5] Empirically - the science and "art of synthesizing scientific techniques and methods of learning ... mass educational flows ... personal culture among the flow-forming subjects of educational activity in order to achieve effective growth of the vector of social space and time through their organization and management". [6]

A narrower view of educational logistics Yu.V. Krupnov - "the science and technology of organizing and co-organizing educational functions (positions) and processes from the point of view of increasing the efficiency of educational activity in general." In school, it provides continuity, finding "a harmonious combination of subjects in the same parallel framework or programs and textbooks on the same subject in different classes." Regardless of the level of education, N.Yu. Sklyarova defines educational logistics as a science "about the functioning of numerous material and information flows that ensure the conditions of education and the educational process itself." [84] O.A. Trofimova complements this definition as follows: "educational logistics is the science of effective management of flow processes in an educational organization based on a set of principles of logistics of the education system in order to make effective

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management decisions "in a timely manner", which manifests itself "in the right place, in the right quantity, with high quality, at the lowest cost."

Summarizing the above points, all of them are united by the consideration of logistics as a completely "not duplicated" external tool of the educational (pedagogical) process itself. "The pedagogical process ... is understood as a specially organized interaction of teachers and students on the content of education using educational and training means (pedagogical means) aimed at solving educational problems. needs of both society and the individual in its development and development" remain on the sidelines. An additional illustration of this is the names of the flows that it is intended to harmonize: human, information, material, financial, etc. Undoubtedly, today educational logistics is an economic tool adapted to the general issues of educational marketing, financial management and ensuring the management of the educational organization and its infrastructure, mediating, but not determining the effectiveness and quality of pedagogical activity.

Therefore, a number of authors emphasize that "when working with educational processes, it is impossible to naturalize them and turn them into naturally occurring and flowing "business processes" (which is carried out within the framework of the analysis of typical business processes). production logistics). For this, it is necessary to work with the theory of educational activity and clearly understand the types of educational tasks, situations, generalizations and all the changes that must occur in the process of educational processes". [6]

In conclusion, the goals and objectives of educational logistics are related to ensuring the efficiency of the infrastructure of an educational institution by coordinating the flows on which the stable and successful functioning of an educational institution depends. With this, the necessary conditions are created for solving current educational problems: information, material, financial, personnel, etc.

Obviously, this is not enough to achieve pedagogical results, consisting of cognitive, personal and behavioral neoplasms that arise in students and pupils as a result of pedagogical efforts. At best, educational logistics allows you to create a favorable environment for solving these problems.

Pedagogical logistics directly contributes to the formation of children's competencies and the development of their abilities, which, in our opinion, is an activity aimed at ensuring efficiency, that is, the stable and successful functioning

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of the pedagogical system. For this purpose, flows are coordinated that provide sufficient conditions for achieving current pedagogical goals related to the education and upbringing of the younger generation.

However, the development of a system in which flows are coordinated is not one of the priority areas of pedagogical logistics. This situation is typical for both logistics in education, despite the fact that the connection between logistics and system development has been noted by scientists. In the context of educational and pedagogical logistics, it can be noted that the development of an educational institution and the pedagogical system existing in it is more the nature of random and intended effects than the result of purposeful and conscious logistics.

This situation can be changed by integrating educational and pedagogical logistics using the methodological foundations of the cluster approach. This allows expanding the scope of logistics to the entire complex of educational clusters and taking as a mission to ensure the flow of pedagogical innovations. The latter is both a product of cluster activities and a factor ensuring its development.

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