

## THE ROLE OF LOGISTICS TECHNOLOGIES IN THE SYSTEMATIC IMPROVEMENT OF PEDAGOGICAL-PSYCHOLOGICAL COOPERATION

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### Abstract

This article analyzes the role of logistics technologies in the systematic improvement of pedagogical-psychological cooperation. The importance of the logistics approach in the effective organization of cooperation in the education system, optimization of the pedagogical process and integration of psychological services is highlighted. The experiences of introducing logistics technologies in the education system of Uzbekistan and their results are analyzed.

### Keywords

pedagogical-psychological cooperation, logistics technologies, education system, systematic improvement, Uzbekistan.

### Introduction

In the modern education system, the integration of pedagogical and psychological services is of great importance. Effective organization of pedagogical-psychological cooperation is an important factor in ensuring the personal development of students and improving the quality of education. The introduction of logistics technologies in this process serves to increase the efficiency of pedagogical-psychological services.

Although logistics technologies were initially formed as a means of coordinating the movement of resources in the industrial and transport sectors, today they have become an important tool for managing information flows, optimizing human resources, and increasing the efficiency of processes. In recent years, the introduction of logistics technologies into the field of education has shown its high efficiency, especially in areas such as approaches tailored to the needs of students, online psychological monitoring, and resource exchange via the network.

In recent years, in Uzbekistan, within the framework of the implementation of the concept of "Digital Education" (Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated April 29, 2021), the need to create an infrastructure

of pedagogical and psychological services combined with logistical approaches is becoming increasingly urgent. In particular, the exchange of information between educational institutions, coordination of activities between teachers and psychologists through a network system, continuous monitoring of individual psychological and pedagogical data about students - all this confirms the importance of the logistical approach in modern education.

Pedagogical and psychological cooperation means mutual cooperation between a teacher, psychologist, student and parents. This cooperation allows you to organize the educational process taking into account the individual characteristics of students. Effective organization of cooperation ensures the socio-psychological adaptation of students and has a positive effect on their personal development.

Logistics technologies are an approach aimed at effective resource management, optimization of information flows and coordination of services. The effectiveness of pedagogical and psychological services can be increased by introducing logistics technologies into the education system. These technologies make it possible to identify the needs of students, develop individual educational programs and optimally allocate resources.

There are a number of experiences in the implementation of logistics technologies in the education system of Uzbekistan. For example, in projects implemented at Tashkent State Pedagogical University, there are experiences in organizing pedagogical and psychological services based on a logistics approach. These experiences have achieved significant results in monitoring the psychological state of students, developing individual development programs, and effectively managing resources.

Logistics technologies play an important role in the systematic improvement of pedagogical and psychological cooperation in the following areas:

1. Information flow management: Ensuring an individual approach by collecting, storing, and analyzing information about the psychological state, academic achievements, and needs of students.
2. Optimal allocation of resources: Effective allocation of resources (time, specialists, materials) necessary for pedagogical and psychological services.
3. Coordination of services: Providing comprehensive services to students by coordinating cooperation between teachers, psychologists, and other specialists.
4. Monitoring and Evaluation: Improving the effectiveness of pedagogical and psychological services through continuous monitoring and evaluation.

Conclusion

The issue of systematic improvement of pedagogical-psychological cooperation in today's global competitive environment is considered a strategic factor in improving the quality of education, determining the trajectory of individual development of students, and ensuring the institutional stability of the system of providing psychological services. Based on this context, by deeply analyzing the integrative role of logistics technologies, we have the opportunity to identify modern methods of increasing the effectiveness of pedagogical-psychological relations.

Logistics technologies are entering the education system as a means of systematic management of information flows, human resources, material means and services. In particular, opportunities have emerged for digitizing logistics processes in education through educational clusters, digital management platforms (LMS - Learning Management Systems), psychological monitoring modules (for example, Online Psychometric Systems) (Alimzhanovna D.Kh. et al., 2023; Murtozayeva M.M., 2024). This approach ensures real-time analysis of multifaceted information and resource exchange between teachers, psychologists, administrators and parents.

The introduction of logistics technologies also makes it possible to strengthen an individual approach to the pedagogical process, offer strategies for differential assessment and development of students. This makes it possible to implement the integration of complex services (providing services through single electronic portals), optimization of resource allocation (for example, targeting psychological services according to needs), situational management algorithms (automatically proposing solutions to problematic situations in education).

The “Digital Education” strategy (Resolution of the President of the Republic of Uzbekistan dated April 29, 2021 No. PQ-5117) implemented in the education system of the Republic of Uzbekistan has created the necessary regulatory, legal and technological foundation for the coordination of pedagogical and psychological services based on a logistical approach. At the same time, to increase the effectiveness of this process, it is necessary to take into account the following important factors:

- Development of analytical thinking skills of pedagogical and psychological staff based on logistic models;
- Creation of systems that ensure interoperability (mutual compatibility) of information between educational institutions;
- Development of adapted logistics approaches that take into account the local mentality and psychological climate.

In conclusion, logistics technologies are emerging as a decisive tool not only in the management of transport or material resources, but also in many complex pedagogical and psychological activities, such as human capital management, coordination of interpersonal cooperation, and integration of information systems. Taking this trend into account, the national education strategy of Uzbekistan should plan the transformation of pedagogical and psychological services based on deep logistic theories, and study and implement foreign (Finland, South Korea, Japan) best practices in this regard in an adapted form.

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