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**MECHANISM OF ECONOMIES OF THE SCALE  
OF EDUCATIONAL ACTIVITIES**

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The most important feature of the implementation of a systematic approach to education management in the context of the formation of the educational services market is the development of new economic mechanisms in the field of education. Changes in technology, in pedagogical practice, in the organization of the educational process can only lead to an increase in the effectiveness of education when they are accompanied by corresponding changes in the economic subsystem of the educational system.

In the course of the development of modern education, new economic mechanisms, characteristic of the emerging educational system, arise and are approved, and one of these most important fundamentally new economic mechanisms, which is being formed in the field of education in the process of developing educational technologies based on computers and telecommunications, is the mechanism of economies of scale [10, p. 192].

The fact is that in traditional education, when learning takes place “face to face”, there is practically no economy of scale. However, educational services based on modern information technologies can bring significant

economies of scale. This effect, which occurs when using telematic systems, can become a significant source of increasing the efficiency of education.

The greater the number of users of new educational products and services, the lower the cost per student, the greater the effectiveness of education. This effect, which is well known in other areas of activity, is increasingly evident in the field of high-tech education.

For example, economies of scale were achieved during computer conferences on the DT200 course at the Open University in the UK. The main source of savings in this case lies in the pedagogical process itself: it is rooted in the scale of mutual assistance of students, their mutual learning. Computer conferences, in which hundreds, tens of hundreds of students take part, allow them to identify common interests and problems, exchange opinions, share experiences. Obviously, the possibilities of this mutual learning in the case of computer conferences are fundamentally richer than in the classroom. The mutual learning effect means that, as the experience of the DT200 course shows, conferences with 200 or more participants can be successfully managed by one or two teachers.

Economies of scale are clearly captured by S. Rule and others [3, p. 12–22] when they describe a three-year demonstration project funded by the US federal authorities, the purpose of which was to provide on-the-job training through video teleconferencing and using an additional e-mail system. During the first year, when training took place in only one location, the costs of tele-education and traditional face-to-face training were almost the same (\$29,246 vs. \$29,863, respectively). Over the next two years, as training took place in two additional locations, the costs of the system decreased, tele-learning resulted in major cost savings: costs were respectively \$30,718 for tele- and traditional training vs. \$62,077 in the second year and \$18,148 vs. \$55,404 dollars in the third year of study.

Experience in the development of high-tech education shows that this education can be highly effective only if it is carried out on a large enough scale to pay off the costs of computer and telecommunications technologies and the development of a new educational environment.

Education based on high technologies practically cannot be both high quality and sufficiently effective if it is not carried out on a really large scale. The economies of scale are greater with electronic recording media than with interactive real-time media.

Laidlaw B. and Layard R. [1, p. 439–468] showed that the threshold value for studying at the Open University of Great Britain to become more effective than at the average traditional university was 21,691 students.

Wagner L. [8, p. 368] found that when economies of scale were achieved, the costs of the unit of the Open University of Great Britain per student amounted to about one third of the corresponding costs of traditional universities. Similar conclusions about the effectiveness of distance education when it reaches a sufficiently large scale were made by researchers at least in three other educational institutions: Snowden B. and Daniel J. [7, p. 68–91] analyzed the effectiveness of distance education in Athabasca University in Canada; Rumble G. and Harry K. studied this issue at Universidad Estatal a Distancia in Costa Rica and at Universidad Nacional Abierta in Venezuela [4, p. 98–110].

Significant economies of scale in distance education have been achieved by the US Department of Defense. For example, cost savings as a result of conducting training courses and teleconferences by the US Navy based on the use of their video teletraining network (VTT – Video Teletraining) from 1989 to 1994 amounted to only 7154 thousand dollars due to reduced transportation costs [2, p. 74].

The development of a mechanism for economies of scale in educational activities based on modern computer and telecommunication technologies is fundamentally important for the development of this education and for Uzbekistan.

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