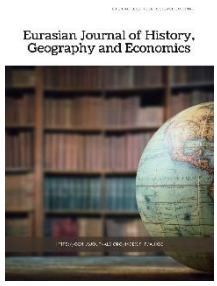

The Role of Intermediate Experiments and Forming Experiments in Pedagogical Work in Teaching the Science of Econometrics

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ABSTRACT

In this article, the researcher considers the process of exploratory experimentation and formative experimentation in pedagogical work in teaching econometrics. The author also provides information about the types of pedagogical experiment.

Keywords: experiment, pedagogical-experiment, econometrics, Feshir criterion, pedagogical management, search experiment, formative experiment, technology, methodical system, education.

Introduction. In teaching the science of econometrics, the conduct of experiments in pedagogical work was carried out in three stages. These are experiments that confirm, search and formulate.

The search experiment is carried out for several years. At this stage, work began on the development and testing of tools for improving the effectiveness of teaching students, the author's methodological system of teaching economics, the collection and processing of experimental data.

Literature view. The objectives of the search experiment were as follows: to investigate and clarify the system of methods, means, forms of educational work (method correction); to select and test the necessary materials (questionnaires, tests, control work) for the final experiment.

In the process of conducting the search experiment, the following methods were used: observation, conversation, analysis of scientific and methodological literature, personal experience of reading and teaching in a higher educational institution. At this stage, we can produce test assignments for each module.

Research Methodology. According to the results of this stage, the following main conclusions were drawn:

- identified key conditions that ensure the optimization of forms and methods of teaching;
- the methodical work system of the teacher is formed;
- the educational-methodical structure of the University (UCC) has been improved, Corrections and additions have been made;
- developed a system of practical exercises and texts of tasks;
- systematization of theoretical justification of the concept was carried out, a general static model of educational technology was developed;

- to conduct the final stage of the experiment, a scheme was drawn up and materials were selected;
- the procedural part of educational technology has been developed.

Analysis and results. The experiment of forming is also carried out in certain periods . At this stage, work was carried out to test the author's methodological system of teaching economics, collect experimental data, process them and analyze the results of experimental-experimental works.

The purpose of the formative experiment was to determine the effectiveness of teaching economics to students of the Faculty of mathematics of the Pedagogical Institute and to use the methodological system recommended by the author.

During the formative experiment, the following methods were used: to conduct a survey of students, to talk with teachers, to analyze the pedagogical experiment on the basis of observation, control work and the use of examination results.

In the experiment, students of the specialty" Mathematics"," Applied Mathematics in economics " were enrolled. We conduct an independent didactic experiment without separating the control group. In a relatively small group, it is considered convenient to give experimental training and process the results; to change the experiment itself; to choose a set of criteria for assessing the effectiveness of the use of technology; to determine the results and to specify the parameters for comparison.

Each of the proposed tasks corresponds to one of the modules of education and is a specific indicator of the level of acquisition of knowledge at this stage of Education. Verification of the functions of the control work was carried out in two stages:

1) according to the assignment at the end of a separate module;

2) all work is at the end of the training course.

Tasks have a hidden level of differentiation, which means that: (A) and (b) small tasks are suitable for a reduced variant of Education, (c), (d) and (e) small tasks are suitable for full mastering of the standard level and in-depth learning options.

Based on the information obtained, the following conclusion can be drawn: the reduced level of education is achieved very easily, the percentage of assimilation of the full volume of information is significantly lower, especially in late examinations. Students take a deepened level after the end of their education period, and this is probably due to the complexity of the subject under study. The assimilation of a more complex material occurs only by its direct use in the study of many repetitions and queuing modules.

In general, when switching from module to module, a positive dynamics is felt, which is reflected in the indicators of the percentage of performance of tasks when checked immediately after studying the material of the module. This can be explained by the case of double regression and correlation review and its generalization— a material that is more difficult to understand when moving to multiple regression and correlation. The author took into account this fact and made corrections to the developed methodological system.

Conclusion / Recommendations. In order for the results to have the opportunity to compare objects to different modules, we enter a different coefficient of difficulty depending on the conditions of the work. In assessing the results of the control work directly after the study of the module, we used the following coefficients.

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