The Importance of a Confirming Experiment in Pedagogical Work in Teaching the Science of Econometrics

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ABSTRACT

In this article, the researcher touched upon the process of conducting an experiment confirming pedagogical work in teaching the science of econometrics. In the article, the author also provided information about the types of pedagogical exposures.

Keywords: experiment, pedagogical-exponential, econometrics, Feshir criterion, pedagogical management, confirmatory experiment, technology, methodical system, education

Introduction. In the field of pedagogy,students should make a special contribution to the development of experimental and pedagogical work, pedagogical science. Therefore, researchers need to clearly express the functions of pedagogical science, as well as to know what the methodology of pedagogical science is. The theoretical function is carried out in the study and explanation of pedagogical activity, the level of diagnostics, experimental studies of pedagogical reality and transformational models-in the field of diagnostics, diagnostics and diagnostics in the construction of pedagogical theories and systems (prognostic level), in the field of advanced pedagogical experience (descriptive level).

Literature view. Experimental and pedagogical work in students is carried out step by step. At its initial stage, active work begins on the study of the state of teaching economics to the students of the Faculty of mathematics of the Pedagogical Institute: understanding and systematization of their observations; study and analysis of methodological, psychological-pedagogical and other scientific literature (including curriculum and programs) on the topic of research.

Research Methodology. Based on the goals and objectives of the experimental-pedagogical work, experimental-pedagogical work was carried out, which included a confirmatory, investigative and formative experiment. Let's dwell on the experiment, which initially confirmed.

Confirmatory experiment is carried out in certain periods into Oz. At this stage, active work is carried out on the study of the situation of teaching economics to students of the Faculty of mathematics of the Pedagogical Institute: understanding and systematization of their observations; studying and analyzing methodological, psychological-pedagogical and other scientific literature (including curriculum and programs) on the subject of the study.

Analysis and results. The purpose of the experiment is to determine the motivation of teaching economics to the students of the Faculty of economics of the higher educational

institution of pedagogy, to base the legality and importance of the study, to identify obstacles to the organization of the effective teaching process of economics to the students, to determine in advance the necessary conditions for the development,

During the confirmatory experiment, methods such as observation, Interview, Survey of the study were used. In this experiment, the experiment is carried out with the participation of students.

In order to encourage students to study the economy, as well as to find out that they have a goal for future (perhaps in the field-oriented classes) pedagogical activity, students studying in the direction of economics are carried out with the participation of students of the specialty "Economics", "Finance", "Accounting", "Mathematics", "Applied Mathematics in Economics". Polls, that is, the experiment will be conducted for several years. Students were offered to answer the question of whether they had the intention to work in the school after graduating from a higher educational institution and, if there was a rejection, were asked to indicate the field of activity they wanted. Thus, more than half of the students of the specialty" Mathematics"," Applied Mathematics in economics " plan to associate their further professional activities with the field of Economics and business, which, of course, implies a reasonable and conscious desire to learn how to apply statistical methods in the processing of economic and social information. At the same time, it seems that a large percentage of students of this specialty want to continue their professional activities, perhaps, as a teacher of classes in the economic direction. It should be noted that some students of the specialty "mathematical methods in Economics", which are mostly non-pedagogical, point to the desired professional prospect of the teacher in terms of quality.

Students of the specialty" mathematics " were asked whether econometrics are necessary for their further professional activity. Student responses are entered as exponential results.

Examination of the hypothesis of small differences in the two samples (r* — was carried out using the angular axis of the Fisher. As a result, statistically insignificant differences in the indicators of the two samples are revealed, which allows us to summarize the results obtained.

Thus, students of the Faculty of Economics and mathematics have unsatisfactory training in probability theory and Mathematical Statistics, which will inevitably lead to difficulties in studying the economy. This situation was also taken into account in the development of the methodological system.

In addition, at this stage, we are guided by the course of econometrics (S. A. Ayvezyan, S. A. Borodich, I. I. Eliseeva, N. Sh. Kremer, Ya. R. Magnus, V. I. Suslov and others) we analyzed teaching aids and educational programs of other higher educational institutions in econometrics, as well as in the specialty "Economics".

As a result of this analysis, we determined the mandatory minimum amount of "Econometrics" science.

Conclusion / Recommendations. According to the results of this stage, the following main conclusions were drawn:

- it is necessary to develop a methodological system of teaching economics, which, on the one hand, takes into account the individual capabilities of the students of the pedagogical higher education institution and the amount of limited hours allocated for the study of science, on the other hand, the volume of educational materials and the requirements for social order;
- in order to successfully manage the activities of students, it is necessary to know the reasons for admission to a higher educational institution, the attitude of the teacher to the profession and the interest in acquiring the knowledge of econometrics;
- it is necessary to monitor the dynamics of changes, for this it is necessary to create a number of training and control materials;
- to ensure the learning process, it is necessary to have the appropriate training tools.

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