

**PEDAGOGICAL SIGNIFICANCE OF A DIFFERENTIATED APPROACH IN
TEACHING ECONOMETRICS.**

Ravshanova Mukhayyo Makhmanazarovna

University of Economics and Pedagogy

Annotation. *This article presents the researcher explains the concepts of individual and stratified approaches, which are one of the scientific approaches in pedagogy, and their application in the science of econometrics in accordance with the goals and objectives of the research.*

Keywords: *approach, scientific approach, teaching, individual, stratified, technology, economics, econometrics, system*

There are different approaches to scientific and methodological analysis in pedagogy, and the following individual and differentiated approaches are mainly based on the individual characteristics of students.

In the scientific and methodical literature, there are different points of view on the definition of individual and differentiated approaches to the educational process.

For a long time, individualization and segregation were seen as a means of preventing underachievement and class-to-class retention. I. E. Unt, individual education means the desire to the content, technologies and organization of the educational process, which is carried out in all its forms and methods, regardless of what characteristics and to what extent the individual characteristics of students are taken into account. gives He sees differentiation as taking into account the individual characteristics of students in a way that they are grouped together based on their characteristics for special education.

Single order and differentiation of education are the most commonly used concepts in communication, but they are interpreted differently by scholars. For example, while describing the individual approach to students, he writes that its essence is to clearly know the weak and strong aspects of the student and to create optimal conditions for the development of the weak aspects that hinder his excellent studies. The term "educational differentiation" and "differentiated approach" in education are different from each other. According to the author, in the second situation, first of all, it is necessary to reveal the individual ability of the student, and then to choose the optimal conditions for his development according to the proposed differentiated forms of education, and not vice versa. In

particular, he sees the differentiated approach in the educational process as a special approach of the teacher to separate groups of students or to individual students involved in the organization of educational activities that differ in terms of content, complexity, scope, methods and forms of work.

The conceptual rule about the two levels of mental development has become important and important for individual and differentiated education. The first of them is the level of actual development characterized by the stock of knowledge and skills, the extent and level of literacy, which has already turned into the internal competence of the student, the ability to independently perform educational tasks. The second - "zone (area) of proximal development" - is defined as a greater or lesser possibility of transition from what the student can do independently to what he can do collaboratively. "Area of proximal development" is focused on the student's perspective, it determines the future of the student, the dynamic state of his development. The territory should be determined by the student himself, taking into account his needs and capabilities.

The conceptual rule about the two levels of mental development has become important and important for individual and differentiated education. The first of them is the level of actual development characterized by the stock of knowledge and skills, the extent and level of literacy, which has already turned into the internal competence of the student, the ability to independently perform educational tasks. The second - "zone (area) of proximal development" - is defined as a greater or lesser possibility of transition from what the student can do independently to what he can do collaboratively. "Area of proximal development" is focused on the student's perspective, it determines the future of the student, the dynamic state of his development. The territory should be determined by the student himself, taking into account his needs and capabilities.

The student's professional skills are manifested in the system of interests in certain fields of knowledge, which are formed during the interaction of the internal resources of the individual, as well as the enthusiastic pedagogical influence and general social conditions. Professional skill is a system of motives, a sequence of actions, a ratio of goals and ideals, a component of a person's general aspiration. The positions of scientists on one issue - the concept of "professional skill" is considered in the aspect of description of activity. Any qualities of a person, his interests and abilities are formed precisely in educational activities. How well the educational process is organized, how interesting and effective it is, depends on the individual's aspirations, including how his professional skills are formed. It is necessary to

rely on these conclusions when teaching econometrics to students of pedagogical higher educational institutions in conditions of low motivation not only for learning the subject, but also for future pedagogical activities.

The following definitions of individualized and differentiated approaches to education are given:

Individualization of education is a didactic principle that is designed to fully reveal the individual abilities and abilities of an individual student in all aspects, and provides for the creation of optimal, sufficiently favorable conditions for the development of his personality and for the achievement of educational goals.

Differentiation of education is a didactic principle of influence on a separate group of students, which is designed to fully reveal the individual abilities and skills of each student of these groups, and provides for the creation of optimal and sufficiently favorable conditions for the personal development of each student of the groups and for the achievement of educational goals.

According to the authors, the technology for realizing the didactic principle of individualization is called the individual approach. This technology includes the following steps:

- 1) setting the problem, educational goals and ensuring transparency and mutual understanding between the teacher and the student;
- 2) studying the characteristics of the student taking into account the approach;
- 3) organizing and managing the educational process, that is, choosing the methods, forms and means of education, building the individual trajectory of the student taking into account the approach;
- 4) analysis and examination of the results, correction (when necessary);
- 5) conclusion (conclusions regarding the student's achievement of the goal and the goal of his activity as a pedagogue).

The authors call the technology of implementing the didactic principle of individualization a differentiated approach, which includes the following stages:

setting the problem, educational goals and ensuring transparency and mutual understanding between teachers and students;

study the characteristics of each student, taking into account the approach;

dividing the class into groups based on the characteristics that are considered a priority for these groups, which are optimal for achieving the goal in the best way;

organizing and managing the educational process, that is, choosing the methods, forms and means of education, building the individual trajectory of individual groups of students taking into account the approach;

analysis and examination of the results, correction (if necessary);

conclusion (conclusions on the issues of achieving the goal of each student and the goal of his activity as a pedagogue).

The psychological-pedagogical basis of the approach to activities in the conditions of differentiated education requires taking into account the age-related and individual characteristics of students, as well as the character of the teacher's communication with students belonging to different categories, typological characteristics that determine the method of their education. In this way, the use of individual and differentiated approaches to the process of teaching econometrics to students of pedagogical higher educational institutions allows to reduce the workload of students, helps to reveal individual abilities and form their professional skills.

To sum up, individualized and differentiated approach to teaching econometrics based on the characteristics of the student can be used to improve his literacy and professional skills.

LIST OF REFERENCES:

1. Лаврентьева, Н. Б. Педагогические основы разработки модульной технологии обучения [Текст] : монография / Н. Б. Лаврентьева. - Барнаул : Изд-во АГТУ и ААЭП, 1998. - 252 с.
2. Бабанский, Ю. К. Оптимизация процесса обучения [Текст]/Ю. К. Бабанский. - М.: Педагогика, 1997. - 184 с.
3. Лузик, Э. В. Подходы к диагностике качества обучения [Текст] /Э. В. Лузик, Д. В. Чернилевский. - М.: МГТА, 2000. - 27 с.
4. Maxmanazarovna R. M. ECONOMETRIC MODELS, THE ESSENCE OF THEIR USE AND THE NEED FOR ECONOMETRIC ANALYSIS //Intent Research Scientific Journal. – 2023. – Т. 2. – №. 6. – С. 5-9.
5. Ravshanova M. M. System and integrated approach to econometric training //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 4. – С. 1803-1806.
6. Журяев Ф. Д., Рахимов А. Н. ВВЕДЕНИЕ В МАТЕМАТИЧЕСКИЙ АНАЛИЗ И НЕКОТОРЫЕ ТОПОЛОГИЧЕСКИЕ ПОНЯТИЯ, РАСКРЫВАЕМЫЕ С

ПОМОЩЬЮ МЕТРИКИ //Вестник науки и творчества. – 2017. – №. 6 (18). – С. 21-27.

7. Набиев, О. А. (2023). ПЕРСПЕКТИВЫ УВЕЛИЧЕНИЯ ДОХОДОВ МЕСТНЫХ БЮДЖЕТОВ НА ОСНОВЕ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РЕГИОНА. Экономика и социум, (6-2 (109)), 882-887