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**SYSTEM AND INTEGRATED APPROACH TO ECONOMETRIC  
 TRAINING**

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**ABSTRACT**

*In this article, the researcher explains the basic concepts of a systemic approach and comprehensive communication, which are one of the scientific approaches in pedagogy, and their use in the science of econometrics in accordance with the objectives and objectives of the study.*

**KEYWORDS:** *Pedagogy, Systemic Approach, Technology, Integrated Approach, Model, Econometric, System.*

**INTRODUCTION**

Today, with the development of science, the concept of a systematic approach and an integrated approach is also used in the pedagogical sphere. In science, the study of objects or events as the system led to the formation of a new approach to science, a systematic approach. As a methodological principle, a systematic approach is used in science and various fields.

The systematic approach is a general scientific method for solving theoretical and practical problems. The development of the theory of functional systems undertaken by PK Zanochein, made it possible to use a systemic approach in pedagogy, and then in psychology.

The essence of the system approach seems to be: a form of integration in scientific and practical activities; type of formalization of real phenomena; The active conversion position of the researcher, involving the design of the result, and the generalized specific scientific expression of the methodological principles, concepts and methods of systemic studies.

**Purpose.** As is well known, the central problem of all scientific knowledge is the objective difficulty in resolving the contradiction, which arises between the complexity and variety of cognizable phenomena, on the one hand, and the limited forms and methods of thinking-on the

other.

"The system (from Greek. Zuzeta is a whole) - the association of some different-forming into a single and clearly disjointed integer, the elements of which in relation to the whole and other parts occupy the corresponding places" it necessarily implies the interaction of the elements.

Any object of pedagogical research can be represented as a system. In this case, the system properties of the pedagogical object are not due to the properties of the components of its elements, since they are a certain result of integrative processes occurring inside it. The definition as an object of scientific cognition of a holistic system is one of the initial stages and at the same time an effective path of resolution of the contradiction, which was mentioned above.

According to T.A. Ilina, the system is an ordered set of interrelated elements, combined with a common goal of functioning and unity of management, and acting in cooperation with the medium as a complete unity.

At the moments of relationships and interaction emphasizes PK Zankhin. The system, he emphasizes, can be called "only such a complex of selectively involved components in which the interaction and relationship acquire the nature of the interaction of components for obtaining a focused useful result."

In pedagogy, there are numerous options for applying the general theory of systems to the analysis of the pedagogical action by the system, it is customary to understand the complex of interacting elements, connections and relationships between objects. "

The narrower definition of the pedagogical system, but N.V. Kuzmina gives a more important for the analysis of holistic pedagogical objects: "Pedagogical system we define as a functioning structure of interrelated components subordinate to the goals of education, education and learning the younger generations and adults."

**Scientific novelty of the article.** The practice of applying a systemic approach in pedagogy is often suggested about a fairly common error, the essence of which concludes in the non-divergence of a systemic (complex organized) pedagogical object and systemic study of such an object. At various levels of analysis and when solving various tasks, the same object can be explored as systemic and non-system.

**Results and practical applications.** In other words, with the methodological analysis of the pedagogical object, from the very beginning there are two different worldview scientific positions of the author: the declaration of their intention to accept this object for something whole and allocate elements or recognition of the systemity as the qualitative characteristics of this Pedagogy object in it. Depending on the choice of one or another position, the teacher will implement various strategies for knowledge of the object and converting an object:

- Describe the pedagogical system, i.e. consistently consider the elements of the object in several typical embodiments of their interaction (to investigate the states or situations of the pedagogical object) and determine how and to what extent elements (or situations it depends on the choice of structure) are subject to the objectives of the system;
- Describe the qualitative characteristics of the pedagogical system: its integrity, structuralism, interdependence of the system and medium, hierarchy, the plurality of the description of each

system, etc. The choice of the position of the teacher-researcher is the initial step of the implementation of the system approach. In our work, we adhere to the first position, understanding the deep differences between the subject system and the process system.

The systematic approach has a significant number relative to independent directions, each of which solves its own problems: system-genetic, system-historical, system-structural, systemically - meaningful, system-functional, system-methodical, system-information, etc..To comprehensively To know the system, you need to study its essence (quality of integrity), the inner structure (composition, structure, functions, system factors), communications with an external environment, its history. When analyzing the inner structure, system-component, system-structural, system-functional and system-integrative aspects differ.

From the standpoint of the general scientific theory of the systematic approach in the study of the social system of any level, as V. G. Afanasyev notes, it is necessary to consider the main features of the element: an objectively existing system; theoretical scientific system as a reflection in thinking objectively existing system; the movement of this theoretical system in the direction of increasingly adequate reflection of objective reality; Practice as the initial moment of knowledge, the basis and criterion of truth, as the sphere of use of knowledge of the system.

Thus, the use of a systemic approach in pedagogical examination we consider not only necessary, but also inevitable.

A comprehensive approach is expressed in unity, interdisciplinary interaction, the logical synthesis of philosophical, historical, social-economic, technical, technological knowledge about the object and subject matter, as well as general scientific and specific scientific methodological provisions.

Given the sufficient development of an integrated approach in the scientific literature, we define here only the dialectics of systemic and integrated approaches in the knowledge and transformation of the object and its methodological consequences.

The integrated approach "makes" functioning the educational system as a whole as the organic unity of interconnected components. Otherwise, as F. K. Kazaryan notes, the system is the most good in its plan to act "in parts", without ensuring the most educational tasks in the end, for which it was created.

If the systematic approach in pedagogy allows you to determine the set of elements allocated according to the general (system-forming) base for them (that is, complementary by each other), then the integrated approach ensures the relationship of the heterogeneous elements (interconnecting each other) of a particular pedagogical object.

Consequently, the integrated approach in pedagogy provides coordinating targeted, interrelated, but sometimes even multidirectional and contradictory effects on a pedagogical object for its conversion in case it is investigated as a system. If it is not investigated as a system, then the complication of the effects on it is very difficult due to the fuzziness of the allocation and knowledge of its connections, functions, elements, relations, properties, etc. For a holistic study of the pedagogical object, a dialectical application of systemic and complex methodological general scientific approaches.

## CONCLUSIONS AND SUGGESTIONS

In conclusion, we note that the methodological consequences of the use of the integrated approach is wide and diverse in the pedagogy. Research programs in pedagogy are also integrated, and practical pedagogical activities require accounting for all connections and mutual influences of society, the interaction of the social environment and humans. In pedagogical practice, those models that were originally designed as complex were the most effective. When building a model of a methodological system of training econometric students of pedavuses, an integrated approach allows us to take into account various external influences on the study object.

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