

Technology for Analyzing Results During The Process of Experiments

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Abstract. *In the process of systematic analysis, thought moves from complexity to simplicity, from coincidence to necessity, from diversity to specificity and unity. Therefore, systematic perception occupies a special place. The purpose of system analysis is to study the parts as elements of a complex whole and determine the degree of connection between them and the laws. This article describes the technology for analyzing results in the process of systematic analysis.*

Keywords: *modeling, data processing, system analysis, analyzing results technology, pedagogical research.*

Introduction

The success of systems analysis depends, firstly, on how correctly the goal of the analysis is set, on how well the researcher understands the problem that needs to be solved, and, secondly, on how correctly the chosen methods are used. study the problem. Only then will the development of practical recommendations defining its components, which are considered as important aspects of system analysis in pedagogical activity, be ensured, and a set of necessary measures to eliminate a specific pedagogical problem will be developed. In this case, a special place is occupied by the interpretation of the collected data [1, 2].

Main Part

A commentary is a brief and consistent description of what is most important on a specific pedagogical problem (in any medium), that is, a resource studied as a result of generalization and evaluation of all or the main part of the data collected using metric methods during certain stages.

The source can be in different forms, such as the result of a survey or test, a complaint or letter of recommendation, numbers, etc. All of these can be listed in text form. Thus, the text is a brief description of an issue or series of issues, synthesized information that has been prepared over a period of time. This, in turn, requires the analyst to use the following types of knowledge [3].

Empirical knowledge (experimental) knowledge obtained from the study of the laws of nature and human evolution in other sciences, such as chemistry, physics, archeology, botany, zoology, paleontology [4].

Logical knowledge (analytical) mathematics, astronomy, molecular physics, etc. It is the vast knowledge that emerges from the process of deep human learning. This is where anticipation and intuition come into play [5].

Artistic knowledge concerns the activities of writers, musicians, artists and reflects objective existence with the help of artistic methods.

Everyday knowledge is a set of information related to traditions, norms and rules of behavior, and national characteristics.

Quick knowledge is information necessary for the everyday purposes of the human community about political, military, socio-economic problems, issues of scientific and technological development, and natural disasters.

“Protoscience” is archival knowledge [6].

This division of knowledge is necessary when conducting system analysis within the framework of teaching activities. Human cognition is the only process of cognition of the surrounding world, in which one type of information passes into another, old knowledge, is replaced by new ones. That is, simply put, the practical purpose is served by knowing who we are, why we came into this bright world, what we are obliged to do in it and with it [7].

Information is necessary to know all the intricacies of anticipating a problem situation. They are closed, cautionary and forward-looking, and it is necessary to choose the right metric methods as a means of generalizing them. The rest is the work of the analyst, who fills in the missing information with his intellectual analytical abilities. It is important to note that a document prepared by a specialist (depending on its objectivity) can be accepted or rejected by the consumer/customer. This, from his point of view (explained by the presence of special professional information, which is difficult for an analyst to get acquainted with for one reason or another), is to look at the existing problem from the point of view of professional interests. As a result of these conflicts between the analyst and the consumer/customer, the reality of demand arises. A person's thinking is a product of the activity of his brain, which reacts (reflects) to the environment. In this respect, it belongs to the subject (individual), that is, subjective in relation to the surrounding world.

With the help of thinking, a person performs two integral tasks:

1. perceives the objective world, its inner essence and re-perceives it through awareness;
2. seeks to understand the internal mechanisms of thinking, i.e. understands how he perceives the world and for what purpose he does this.

Important features of analytical intelligence are:

- the ability to deeply penetrate into the essence of facts and events, to know their causes and patterns, relevance and development prospects;
- critical view - an objective assessment of events and evidence, an approach with doubt in existing views, judgments, decisions;
- flexibility
- be able to move from one idea to another, including against ideas that contradict your own;
- breadth of knowledge - the ability to see the connection between events, to see the problem on a wide scale;
- speed - speed of problem solving;
- originality - the ability to find unique solutions, propose new ideas that differ from generally accepted views;
- meticulousness - the desire to get to the bottom of events;
- intuition – the ability to foresee the development of events after the active use of all signs of intelligence.

As part of teaching activities, it is advisable for a specialist conducting system analysis to have a clear understanding of the following issues:

- about the functionality of the pedagogical system;
- about the psychology of education and training;
- on the management of teaching teams;
- about various destructive groups;
- about Internet search engines;
- about relations with education in domestic and foreign media;
- on special subject literature, etc.

It is clear that when analyzing it is necessary, first of all, to ensure the quality and content of the available information. Therefore, in this process, the intersection point of scientific (production of new knowledge) and managerial (decisions, development of scenario options) functional nature is considered.

Conclusion

The nature of the functional intersection (interconnection) in the system of systems analysis can be described as follows: on the one hand, scientific information analysis is an informative method of scientific analysis of knowledge and reality. But there are also differences between them. Therefore, a discussion about facts and events requires that the prospect of their development be determined not only by generalized typical parameters, but also by a number of additional factors. In fact, the process of semantic data processing can be represented as a sequence of independent steps.

If we take into account that pedagogical activity is not static, that is, dynamic, every change in the life of society is expressed in one way or another in the pedagogical process. Therefore, it is necessary to anticipate and evaluate personal, professional, methodological, collective, technical, environmental and other similar problems expressed in the course of teaching activities.

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