

EDITORIAL EXPERIENCE - OPPORTUNITIES TO INCREASE THE EFFECTIVENESS OF THE ANALYSIS OF TEST RESULTS AND DYNAMICS

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Abstract:

The editorial experience is a critical component of any testing process, serving as the final checkpoint before publication. This thesis explores the dynamics and results of editorial experiences in various contexts, analyzing their impact on the quality and effectiveness of the final product. Through case studies and quantitative analysis, it examines the role of editorial feedback, revision cycles, and team dynamics in shaping the outcome of the testing process. The findings highlight the importance of effective communication, collaboration, and iterative refinement in achieving successful editorial outcomes.

Keywords: Private Funding, Tuition Fees, Cost Management, Revenue Generation, Fundraising, Fee Structuring, Partnerships, Data Analysis, Financial Data, Trends Analysis, Forecasting, Financial Sustainability

Introduction:

The editorial experience represents the culmination of the testing process, encompassing feedback, revisions, and final quality checks before publication. This thesis investigates the dynamics and results of editorial experiences, seeking to understand their impact on the overall quality and effectiveness of the final product. By analyzing case studies and empirical data, it aims to uncover the factors that contribute to successful editorial outcomes.

This thesis employs a mixed-methods approach, combining qualitative case studies with quantitative analysis of editorial dynamics and outcomes. Case studies will be conducted to examine real-world editorial experiences in various contexts, while quantitative analysis will be used to identify patterns and trends in editorial workflows and results.



The results section presents findings from the case studies and quantitative analysis, highlighting key trends and insights into editorial dynamics and outcomes. It explores the role of feedback, revision cycles, and team collaboration in shaping the final product, as well as the impact of editorial processes on product quality and user satisfaction.

The editorial experiment-test work conducted on the development of economics and competence of directors of school educational organizations was analyzed in terms of student criteria. 242 listeners participated in the control group and 235 listeners in the experimental group during the editorial test.

The following points were taken into account in the assessment of the economic competence of directors of school educational organizations :

- planning and organizing one's work;
- perform professional tasks in accordance with the specified economic and other measures;
- evaluating the results of one's work;
- to look for ways to increase the efficiency of one's work;
- improvement of production in the field of one's professional activity.

Maktabgasha envisages the following economic activities related to participation in the management of the educational organization:

- planning and improvement of economic mechanism;
- planning and implementation of the social development of the labor team;
- organization of collective and self-management.

It refers to those who are economically active in the personal sphere of life:

- personal budget planning and organization;
- economic evaluation of goods purchased for personal use and rational use of them;
- being smart about your health, routine and lifestyle.

The mastery rates and the number of listeners in the experimental group, respectively x_i , n_i s and a similar control group y_j , m_j by s, and high performance with 3 points (above 72%), medium performance with 2 points (56% to 72%) and true performance with 1 points (less than 56%).

In the control group: $\begin{cases} y_j & 1 & 2 & 3 \\ m_j & 42 & 183 & 17 \end{cases}$

In the experimental group: $\begin{cases} x_i & 1 & 2 & 3 \\ n_j & 14 & 144 & 91 \end{cases}$

Let's calculate the statistical analysis for both groups:

$$\bar{Y} = \frac{\sum_{j=1}^3 m_j y_j}{3 \cdot \sum_{j=1}^3 m_j} \cdot 100\% = 63,4\%$$

$$\bar{X} = \frac{\sum_{i=1}^3 n_i x_i}{3 \cdot \sum_{i=1}^3 n_i} \cdot 100\% = 76,4\%$$

Let's define the mean squared error:

$$S_y^2 = \frac{\sum_{j=1}^3 m_j y_j^2}{\sum_{j=1}^3 m_j} - \bar{Y}^2 = 0,05 \rightarrow S_y = 0,223; \quad S_x^2 = \frac{\sum_{i=1}^3 n_i x_i^2}{\sum_{i=1}^3 n_i} - \bar{X}^2 = 0,096 \rightarrow S_x \rightarrow 0,31$$

Now we determine the Student's selection criterion, taking into account the similarity of the unknown mean values of two principal networks:

$$T_{x,y} = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_x^2}{n_1 + n_2 + n_3} + \frac{S_y^2}{m_1 + m_2 + m_3}}} = 8,625$$

Based on the Student's criterion, we take the level of significance of a statistical sign $\alpha = 0.05$ (from the mathematical-statistical table), then $p = 1 - \alpha = 0.95$ ga and degrees of freedom $k = 86$ is equal to The critical point of the binomial criterion from the distribution table of the Student function:

$$t_{1-\alpha}(k) = t_{0,95}(86) = 1.84$$

It can be seen that the selection value of statistics is greater than the critical point :

$$T_{x,y} = 8,625 > 1.84$$

the given level of significance N_1 : - to check the gyrothesis that the main network is normally distributed, first we calculate the theoretical parameters, and then we calculate the following formula on the basis of Rearson's consistency criterion - Chi-square:

$$\chi^2_{n,m} = \frac{1}{n \cdot m} \sum_{i=1}^3 \frac{(nm_i - mn_i)^2}{m_i + n_i} = \sum_{i=1}^3 \frac{(m_i - n_i)^2}{m_i + n_i} \quad (1)$$

$$\chi^2_{n,m} = \frac{(42 - 14)^2}{42 + 14} + \frac{(183 - 144)^2}{183 + 144} + \frac{(17 - 91)^2}{17 + 91} = 14 + 4,7 + 50 = 68,7$$

is equal to

According to this criterion, the degrees of freedom $\nu = 3 - 1 = 2$, the critical point of the Chi-square distribution table are drawn. $p = 0.95$ the confidence probability is:

$$T_{0.95}(B) = T_{0.95}(2) = 6 \quad (2)$$

Since the one-sided criterion rejects zero gyrothesis more "strongly" than the two-sided criterion, we construct a right-sided critical field. The right-hand critical area is equal to:

$$\chi^2_{n,m} = 68.7 > 6 \quad (3)$$

Hence, the chi-square distribution is greater than the critical point, so the null gyrothesis is rejected.

So, the null hypothesis H_0 about the equality of principal average values is rejected, and the hypothesis H_1 is accepted. 90 percent confidence that the mean achievement scores of the experimental groups were always greater than the mean achievement scores of the control groups. From this, it can be concluded that the current education is effective.

Based on the presented data, we note a slight change in the results obtained in the control group and a significant change in the results of the experimental group after the experiment. A large difference between the diagnosis and the control and experimental groups shows the effectiveness of the educational conditions approved in the process of developing the economy and competence of the leaders of preschool educational organizations in the process of professional development.

In order to determine the coincidence and differences of the results of the survey in the control and experimental groups, a quantitative analysis of the obtained data was carried out using the K. Ryerson (χ^2) (chi-square) statistical criterion.

The condition of the control group, when comparing the condition of the group before and after the experiment, the critical value of χ^2 did not exceed that of the experimental group, so it is impossible to say about the existence of fundamental changes before and after the experiment. In contrast to the case of the experimental group, the critical criterion χ^2 exceeded the experimental group, so we can say that



significant changes occurred in this group.

When analyzing the results of the research in the experimental group, it was found that the critical criterion X^2 , calculated before the experiment and keuin, was out of bounds. The control group, according to K. Ryerson's criterion, is, on the contrary, human. This indicates that the organization of trainings on the formation of economy and competence of students of higher educational institutions within the framework of the editorial conditions that we implemented has yielded good results. No significant changes were observed in the control group when comparing the results before and after the experiment.

Conclusion

In conclusion, this thesis highlights the importance of effective editorial experiences in ensuring the quality and effectiveness of the final product. By understanding the dynamics and results of editorial processes, organizations can optimize their workflows, improve team collaboration, and ultimately deliver better outcomes for their users and stakeholders.

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