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Research Article

Scientific Results Using Statistical Data on Economic Studies

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Abstract – This article deals with economic scientific research. In many practice studies, the scientists use practice ways to improve students' skills and students achievements. They are also trained in using scientific research and publishing statistical economic results. This paper gives some results using economic statistical data. Using the constructive method we focused on economic acquisition, as well as the research practices. Statistically, we show how the practical methods achieved their goals. This effective practice method requires students to understand what they know and need to learn practices, and research, with great effect in terms of scientific economics results.

This article shows the methods of evaluating the success of implementing the practice method, as well as shows that many research ways need to use several assessment parameters. In our research, we give tabular results to compare the achievement of economic studies in a theoretical and practical way. Instead of developing as a modern study of international research, it is allowing the gap between students of international economics and students of international politics to grow their research wider and deeper and more impassable than ever. The results and conclusions of our paper show that their studies and scientific practice are probably explained by the opportunities for math analysis.

Keywords – Scientific Results, Constructive Methods, Economics Prediction, Research Statistics, Assumptions

I. INTRODUCTION

We deal with concepts focused on professional studies and the ways in which students develop the knowledge, skills, and attitudes necessary to be accepted as competent practitioners in their English writing. We can address the relationship between knowledge in professional English training and those that might exist at the undergraduate or other pre-professional level.

These dual-purpose helping students develop disciplinary content English knowledge and generalist skills of critical thinking and communication has informed my approach to practice research writing at the university level. We know that most students will not become teachers foreign language professors or international researchers. This article in particular can provide students to use their interest in scientific research to help them build their skills. For this reason, we construct mathematically the practice way of the acquisition of the scientific English language [1].

In practice, the methods could be applied as surveys and data of economics applications based on constructive theory and encourage students to actively build their practice upon the scientific language from experience and previous economic knowledge [2]. It concerns the unequal practice of change in the pedagogical system and in the scientific language, and the effects of this unequal rate of change on international society, and on the relations of languages with one another. These changes have gone largely unnoticed.

We use language practice to improve students' skills, students are also trained in using scientific language during their studies, depending on their course. This effective practice method of English learning requires students to understand what they know and need to learn. This motivation, pedagogical ways, and practice methods will help students learn more [3, 4]. At the university level of studies, active learning strategies were incorporated into the scientific language practice to show that active learning strategies would motivate and engage students in the learning process. It's very important to understand that constructive learning applied to the normal distribution and numerical methods [5], plays a big part in improving research writing [6]. I believe that reading and practicing the literature on international economic relations will become even more evident as time passes. There are some questions that are vital to the coherence and relevance of our view of the scientific language in research writing. world to which the lecturers, students, and writers, that is, of international relations, politics, history, and law. When I try to put in precise terms my basic proposition, from which the rest follows, I do not find it all that easy. For this, I am only repeating the importance of research writing in improving the scientific language.

II. MATERIALS AND METHOD

What we have in mind is the increase in economic interdependence and research in those studies. The international economic system has accelerated, is still accelerating, and will probably continue to accelerate. So, the integration of theoretical skills and problem-solving skills through computers will also be very accessible. In the learning process, students' activities and research [7] will help them improve their thinking processes and take responsibility for their own learning outcomes. The students seeking to serve their own studies and own interests coincidentally constructive their practice in research competencies. Students can form their practice understanding by connecting existing ideas to a concept to solve a particular problem [8].

In conclusion, the central problem is how to keep the benefits of extensive international language intercourse for free without restrictions while at the same time preserving a maximum degree of freedom for research studying, and writing for each student. Our observation is that it is never so easy to get fixed methods to agree on which objectives stand to be completed. The point here is that the expanding and pervading international economy studies are now the major innovative influence in the field of international research.

III. RESEARCH AND METHODS

To evaluate the success of implementing the practice method, many research ways need to use several assessment parameters. Because there seemed no alternative way for them to continue scientific English research writing within the same economic studies without losing some of the old ways of study. The constructive response, however, has also been important. No contemporary analysis of studies on behavior in international relations would be complete that did not recognize this and try to account for it. Assignment practice in laboratories and student research is very important. They have had to devise new practice methods that a student sees as a research writing student in the craft of central studies, but which research also makes clear were motivated by the desire to attain domestic economic research goals. A statistical method [11] to estimate achievements is given by our tabular forms. Our next point is that the study of international research relations, in most universities at the present time not only in this country, is not keeping up very successfully with the changes I have tried very briefly to outline. Instead of developing as a modern study of international research, it is allowing the gulf between students of international economics and students of international politics to grow their research wider and deeper and more unbridgeable than ever. For this reason, we present some of our statistics in the achievements of research writing. From the international relations side of the void has come only a meager contribution, except in certain specialized fields. Two such fields that come to mind are studies of international economic research, where a useful beginning has been made. Another point of general agreement is that a grounding in basic knowledge is now needed for any international student and that it is better begun at an early stage. It is not only that the jargon of researcher, or natural science, becomes more and more alien to the ear of the other discipline-though, regrettably, this is quite an important consideration, but the habits and processes of thought are different.

If students are not introduced quite early on to the intellectual exercises of both, they are apt to get too mentally stiff and unbending to take easily to them later. Beyond the elementary stages, however, many international relations teachers would be as unhappy as we are to see the developing study of international research relations left to the research-writing students [12]. It follows that, at some stage, our departments of different studies will have to take their courage in both hands and attempt to build their own bridges across the gulf.

The parallel course leaves it to the students to do this for themselves. But students. especially undergraduates, are absorbed in absorbing, and this sort of innovative bridge-building is a strenuous creative activity to ask of them. Not much help is to be expected from the scientists. But we do in practice attempt to teach students some part of research writing. The aim seems to start off a new generation of bridge-builders of scientific studies and scientific writing better able than the older and middle-aged teachers. There is also surely some broader political responsibility.

IV. RESULTS AND DISCUSSION

The general questions have so far been very much left to the scientists. It seems to me that when looked at from a critical international relations point of view it has shortcomings that perhaps are unavoidable. The literature contributed to the void the students suffer, first from a certain partiality for some aspects and questions over others, and second, from a certain scientific point of view in its conclusions. The partiality is shown particularly to the questions concerning international studies and international relations to the students. Their studies and scientific practice are probably explained by the opportunities for math analysis, how it works, what happens in the university studies mechanism, and the availability of quantifiable data that can be subjected to practice research model calculations. Our experience created the opportunity to see achievements in several directions, as well as the learning of research writing as a great process of success. From the system data, we concluded statistically our predicted results. The purpose of the present study was to investigate whether or not the students have visible improvements in research

writing related to their growth in knowledge and comprehension.

Research theory continues to assume it about method choices, even when descriptive research has shown how often rationality is qualified and decisions influenced by non-practice considerations. Everything must be presented and should be analyzed to achieve the predicted expectation [13].

These expectations represent a variety of structures in scientific knowledge. The data is then analyzed for successes, errors, and improvements. The bias of economics toward an over-optimistic view of international relations is not, perhaps, so surprising. In the first place, it tends as a discipline to exaggerate the rationality in student behavior.

Indeed, the only thing we have ever found dismal about the scientific practice is its habit of reducing individuals to units of a statistic, and then jumping to the assumption in its always research writing that these units are fully interchangeable with one another. It is hardly necessary to warn any economic scientist, let alone an engineering or mathematics researcher of the dangers of allowing these intellectual habits to influence judgment about the behavior of students in international studies.

If our initial assumptions and predicted results are valid the expected results, exerted on a more rigid international scientific study system, seem to have a theory of international scientific relations [9], a political theory that is consistent with whatever other sort of theory of international relations we individually find most satisfactory. If we do not somehow develop one, it seems to me that any work we do on the other frontiers of the subject, in theory, in the foreign study analysis, in strategic studies, and in international virtual classes even, indeed, in area studies-risks a loss of practice studies and consistency with the real scientific policy-research writing. At the very least, perhaps, we can agree that there are several key questions in this middle ground between theoretical studies, research studying, and research writing to which we badly need the answers. See the tables following.

Table 1. The results of scientific research in the first stage

Nr	**The M and S**	**Theoretical studies**	**Research studies**	**Research writing**
1	Arithmetic mean	78.2%	80.12%	81.16%
2	Standard deviation	16.2%	18.0%	22.0%

The student work scores looked really good. Both types of tasks are solving theoretical problems and problems that have to be solved by practice research writing.

Table 2. The results of scientific research in the second stage

Nr	**The M and S**	**Theoretical studies**	**Research studies**	**Research writing**
1	Arithmetic mean	80.2%	84.12%	86.16%
2	Standard deviation	18.2%	20.0%	24.0%

Similar questions arise with a few international students, whose real achievements we are in no position to assess or to fit into our other theories until we have tried to do more practical work on the basic predicted results and nature of international study relations in that issue area [10]. Out of several possible let me pick three specific questions to which we badly need the answers. In each case, the chief weakness of the parallel course solution is that it inevitably tends to develop practices rather than confluence of the component scientific parts.

Table 3. The results of scientific research in the third stage

Nr	**The M and S**	**Theoretical studies**	**Research studies**	**Research writing**
1	Arithmetic mean	84.0%	86.10%	92.2%
2	Standard deviation	18.88%	22.0%	28.0%

The studies taught by the students and the results of international relations in research writings have less and less relevance to one another, rather than more and more.

V. CONCLUSION

Our study will first and foremost elaborate on the scientific achievement issues, which are connected with such aspects as the university assessment system of students' academic achievements and the determination of learning outcomes.

To improve student skills, some data were analyzed. Students are directed to get their solutions from real practice examples in research studies and writings.

From the results displayed, students have a satisfactory score related to research writing. This means that students have theoretical and practical knowledge. Combining scientific learning with practical scientific studies, as well as with scientific research, can be a powerful combination to support student research writing. We show the importance of practical interactions in international studies and research. Based on the students' expectations, we have proposed some questions to guide our research. After the obtained results, we have written a scientific report based on tabular results.

It is important to explore research methods and classify the main forms and strategies of research writing, applied in professional training of international relations students. The results of our research have proven that practice research and research writing have a long and successful tradition of professional training in international studies of the students according to the well-developed system of education, respective standards, and requirements.

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