

**ADVANTAGES OF SUPERVISED TEACHING ALGORITHMS.**

Maratov Bobur Farrukhovich,

Karshi State Technical University,

Student of the Department of Telecommunication Technologies

Annotation. *The article analyzes the advantages of supervised learning algorithms. The article highlights the advantages of supervised learning algorithms in providing accurate and reliable results, assisting in data-based decision-making, reducing errors, and wide application areas.*

Key words: *Supervised learning algorithms, datasets, labeled, error reduction, industries, healthcare, finance, education, marketing, innovation processes.*

Аннотация. *В статье анализируются преимущества алгоритмов контролируемого обучения. В статье подчеркиваются преимущества алгоритмов контролируемого обучения в обеспечении точных и надежных результатов, содействии принятию решений на основе данных, сокращении ошибок и широких областях применения.*

Ключевые слова: *Алгоритмы контролируемого обучения, наборы данных, маркировка, снижение ошибок, отрасли, здравоохранение, финансы, образование, маркетинг, инновационные процессы.*

Supervised Learning algorithms are of great importance in the field of Machine Learning. These algorithms, first of all, carry out the training process with the answers or correct results specified in the data sets. The system analyzes the input data during this training process and learns to make decisions in accordance with the new data. Supervised learning algorithms are widely used in various areas of society due to their accuracy and efficiency. This article will discuss in detail the advantages of supervised learning algorithms, their working mechanism and their importance in practice.



The principle of operation of supervised learning algorithms. Supervised learning algorithms use the following two main components in the process of learning from a data set:

Data set. In supervised learning algorithms, the data set usually contains the input (features) and output (results or goals) data for learning.

Model. The model that the algorithm learns from the input data, trying to improve itself and respond correctly to new information.

For example, if we want to classify a car, the data set should include the characteristics of the car (color, speed, brand, etc.) and the corresponding class (e.g., sports car or economy car). Tutored algorithms learn these characteristics and predict the correct class for a new car.

Accuracy and Efficiency. One of the biggest advantages of tutored learning algorithms is that they allow for very high levels of accuracy and efficiency in decision making. This is because systems learn from previously defined correct outcomes (labels).

After the system learns new data, it can make accurate predictions or decisions based on them. This method provides users with a high level of reliability, for example, in areas such as cancer detection in medicine, fraud detection in the financial sector.

Data-driven decision-making. Tutored learning algorithms are very effective in making data-driven decisions. These algorithms analyze data based on correct answers and then make correct predictions based on new data.

For example, companies can provide personalized offers to their customers by analyzing their purchasing behavior. In this case, the algorithm can learn from the customers' past purchases and help predict future purchases.

Easy to learn and develop. Tutored learning algorithms are relatively easy to develop, because the systems learn themselves over time and compare results. This process can be updated frequently and validated with correct results.

Therefore, tutored algorithms are often developed quickly and efficiently. Systems can be retrained based on new data and can be adapted to the needs of users.



Wide range of applications. Supervised learning algorithms are used in many areas. Healthcare. Early detection of cancer, analysis of medical images, and development of individual treatment strategies.

Finance. Credit assessment, investment forecasting, fraud detection.

Education: Creating personalized learning programs for students.

Transportation. Traffic forecasting and development of self-driving transportation systems.

Error reduction. Supervised learning algorithms help reduce errors. Each error is learned by the system and errors that affect the results are identified. In this process, the system becomes more accurate and reliable. For example, diagnostic systems provide more accurate results in diagnosis, which reduces the likelihood of wrong decisions or misdiagnosis.

Practical benefits of machine learning. In healthcare. In the healthcare sector, machine learning algorithms can be very effective in analyzing medical images, early detection and treatment of diseases. For example, in cancer detection, systems allow for early diagnosis of the disease, which leads to successful treatment.

In financial services. In the financial sector, machine learning algorithms help analyze credit history and assess the solvency of customers.

Machine learning also plays a significant role in detecting fraud, making financial forecasts, and creating investment strategies.

In marketing and advertising. In marketing, machine learning algorithms are used to analyze customer purchasing behavior and provide them with personalized advertising. This increases the effectiveness of marketing campaigns and allows for more efficient use of advertising budgets.

Machine learning algorithms are one of the most important and effective methods of technology.

Their advantages are reflected in the areas of accuracy, efficiency, ease of learning, and wide applicability. These algorithms allow society to further develop in various fields, increase efficiency, and reduce errors. Tutored learning systems will continue to create new innovations in many areas in the future.

**REFERENCES:**

1. Daminova B. E. et al. ADVANTAGES OF USING MULTIMEDIA RESOURCES IN ENGLISH LANGUAGE LESSONS //Экономика и социум. – 2024. – №. 5-1 (120). – С. 207-210.
2. Daminova B. E. et al. SCIENTIFIC AND METHODOLOGICAL SUPPORT OF EDUCATIONAL INFORMATION INTERACTION IN THE EDUCATIONAL PROCESS BASED ON INTERACTIVE ELECTRONIC EDUCATIONAL RESOURCES: USING THE EXAMPLE OF TEACHING ENGLISH //Экономика и социум. – 2024. – №. 5-1 (120). – С. 233-236.
3. Daminova B. E. et al. THE ROLE AND FEATURES OF THE USE OF INFORMATION TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE //Экономика и социум. – 2024. – №. 5-1 (120). – С. 184-188.
4. Daminova B. E. et al. USING THE GOOGLE CLASSROOM WEB SERVICE AND PREPARING INTERACTIVE PRESENTATIONS //Экономика и социум. – 2024. – №. 5-1 (120). – С. 216-225.
5. Daminova B. E., Bozorova I. J., Jumayeva N. X. CREATION OF ELECTRONIC LEARNING MATERIALS USING MICROSOFT WORD PROGRAM //Экономика и социум. – 2024. – №. 4-2 (119). – С. 104-109.
6. Daminova B. E. et al. APPLICATION OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH //Экономика и социум. – 2024. – №. 5-1 (120). – С. 197-201.
7. Daminova B. E. et al. SOFTWARE TOOLS FOR CREATING MULTIMEDIA RESOURCES IN TEACHING ENGLISH //Экономика и социум. – 2024. – №. 5-1 (120). – С. 202-206.
8. Daminova B. E. et al. THE MAIN ADVANTAGES, PROBLEMS AND DISADVANTAGES OF USING MULTIMEDIA IN TEACHING FOREIGN LANGUAGES //Экономика и социум. – 2024. – №. 5-1 (120). – С. 189-192.
9. Даминова Б. Э. и др. ОБРАБОТКА ВИДЕОМАТЕРИАЛОВ ПРИ РАЗРАБОТКЕ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ //Экономика и социум. – 2024. – №. 2-2 (117). – С. 435-443.



10. Daminova B. E. GAUSS AND ITERATION METHODS FOR SOLVING A SYSTEM OF LINEAR ALGEBRAIC EQUATIONS //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 235-239.
11. Daminova B. E., Oripova M. O. METHODS OF USING MODERN METHODS BY TEACHERS OF MATHEMATICS AND INFORMATION TECHNOLOGIES IN THE CLASSROOM //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 256-261.
12. Daminova B. E. et al. USE OF ELECTRONIC EDUCATIONAL RESOURCES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE //Экономика и социум. – 2024. – №. 5-1 (120). – С. 230-232.
13. Daminova B. E. et al. USING COMPUTER PRESENTATIONS IN TEACHING FOREIGN LANGUAGES //Экономика и социум. – 2024. – №. 5-1 (120). – С. 211-215.
14. Daminova B. E. et al. USING DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS //Экономика и социум. – 2024. – №. 5-1 (120). – С. 226-229.
15. Daminova B. E., Bozorova I. J., Jumayeva N. X. FORMATION OF TEXT DATA PROCESSING SKILLS //Экономика и социум. – 2024. – №. 4-2 (119). – С. 110-119.
16. Daminova B. E. et al. USE OF ONLINE ELECTRONIC DICTIONARIES IN ENGLISH LANGUAGE LESSONS //Экономика и социум. – 2024. – №. 5-1 (120). – С. 193-196.