



# Result-Oriented Education In The Development Of Technical Students' Skills

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**ABSTRACT**

This article examines the acquisition of learning outcomes by technical school students and the necessity of a target educational process model.

**Keywords:**

professional education, learning outcomes, targeted education, professional competence, cognitive, non-cognitive.

The purpose of vocational education reflects the social order for the quality of knowledge, skills and competences. Today, it is important to implement result-oriented professional education in the preparation of qualified specialists for the profession.

Based on the scientific theoretical analyzes carried out to reveal the essence of result-oriented professional education, it is concluded that the educational results have integral characteristics as a new norm of the quality of education and are inextricably linked with the components that make up the education. it is required to clearly define and develop a target educational process model.

It can be noted that it is important to implement result-oriented professional education on the basis of the analysis of the experiences of foreign scientific centers and researches, as well as the comments of scientific studies.

In this case, the main pedagogical mechanism is based on the priority goal of the graduate being able to compete in the internal

and external labor market, to find a worthy place in the team and society, and to be ready for work functions and to have learning outcomes that will be the foundation for a comfortable life. logical, organic, continuous and associated process of professional education content aimed at students' socio-economic dividends based on learning outcomes development of a reflective model is envisaged. In this case, the development of a set of competencies and a matrix requires the creation of a technology for the formation of competencies.

Modernization of the result of new professional education is divided into cognitive and non-cognitive types of skills formed in students.

In this place, we will try to reveal the essence of the concepts of cognitive and non-cognitive skills.

Cognitive concept is a term that expresses the intellectual and creative thinking process of a person.

Cognitive education - education to expand the scope of theoretical knowledge about the world and the environment, to form differentiating thinking, to develop knowledge needs. It is one of the areas of psychological research and pedagogy. The main goal of cognitive education is the development of intellectual abilities of an individual.

Teaching based on a set of educational strategies aimed at increasing the student's ability to adapt to mastering new skills.

Cognitive style is a concept that represents the specific cognitive characteristics that a person uses in the process of development, a control method according to a set of specially selected tests, or a set of specific cognitive indicators.

With this in mind, cognitive skills refer to understanding, memorizing and recalling theoretical, academic concepts. Non-cognitive skills are understood as self-control, team work, ability to analyze problems and get out of any situation, and creative approach to the technological process.

To date, there is little evidence that non-cognitive skills such as assertiveness, self-control, social or emotional skills can influence employment prospects. not enough. The optimal level of development of these skills often depends on the nature of the work. It is very difficult to develop a methodology for cross-country comparison of the levels of acquisition of non-cognitive skills. Therefore, it is recommended to move away from large-scale assessments for global benchmarking in vocational education and calls for a focus on research on the assessment of achievement in the acquisition of these skills as well as on labor market impact assessment.

The main idea is that learning outcomes in professional education, i.e. obtaining an "economic-social dividend" (benefit) through an objective and honest assessment of the competence of technical school students, is considered a condition of competence, and it can be considered that modernized professional education will achieve its goal.

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