PSYCHOLOGICAL MECHANISMS OF FORMATION OF PROFESSIONAL SKILLS AND SKILLS IN ADOLESCENTS

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Abstract
The article analyzes the psychological aspects that must be taken into account when orienting adolescents to the profession and work.

Key words: skill, qualification, dynamic stereotype, nervous system, exercise.

Introduction
Within the process of proficient preparing, long-term pro obtains the information vital to illuminate proficient issues. It creates the fundamental aptitudes and competencies and compensates for a few of the lost capacities. A few characteristics create amid preparing. Amid professional preparing, individual connections, thought processes for work and proficient movement, labor relations, self-esteem and level of interface are shaped. Within the system of a cognizant and deliberate human movement, vital proficient errands, their components and information picked up within the learning prepare are complicated by the impact of work involvement. These are abilities and competencies. S.L. Rubinstein emphasizes that the significance of skills is that they free cognizant action from straightforward activities and supplant it with the arrangement of complex issues. Abilities are utilized to execute a behavioral program. Ability is broader than aptitude and employments numerous alternatives for performing an activity. None of these choices are robotized and don't qualify as a result of reiteration since of their tall ampleness (reasonableness, comfort) to behavior. For illustration, a individual might compose their final title with a write, pencil, chalk, paintbrush and center on the slate whereas burning out the daylight. When this person tries to put his signature on a document, his abilities are manifested in speed, stereotypes, automation, economy of movement. Skills include several automated options in an action program. For example, when an artist puts his signature on a photograph, it may not differ from his signature on a document. Dispatcher skills include a range of service communication skills (motor skills, tunnel management, or control of communication buttons). Sensor (for example, perception of verbal information or noise). Vocal motor skills - adaptation of the vocal cords to microphone sensitivity and so on.

E.A. Mileran divides the classification of skills into the following groups. Knowledge, general labor and polytechnic skills, constructive and technical skills, organizational technical and operational control skills. This classification helps to compare different occupations with skills. Yu.Z. Gil categorizes skills according to the stages of information retrieval in a machine system. He divides all of his skills into 3 main groups:

1. Skills of information retrieval.
2. Skills required to store and retrieve information.

Sensory and perceptual skills are involved in the perception of information.

Participates in memorizing and searching for information in anticipation, thinking, imagination.
Main part.

There are 4 main stages of skill development:

1. First.
2. Analytical.

The goal of any work education is to develop the skills on which productivity and quality of work depends. K. "Skills are a highly human trait, a mental trait that indicates that the main goal of the pedagogical process is completion," Platonov said. The keys to skills are mindfulness, commitment, and willingness. During training, some skill components are automated. The result is new skills and abilities, generalized knowledge. At the primary, introductory organize of the arrangement of a aptitude, there are introduction developments, the division of individual actions into components. There's a parcel of data available at this arrange. As a result, you'll utilize introduction activities. The moment arrange is examination. The term, size and quality of each development are analyzed candidly. Extraordinary communication abilities are shaped. For illustration, a particular development is set up between the hardware and the control. This completes the arrangement of activities. This step will increment the volume.

3. Synthetically, the elements combine to form a single sensor field. The regulator (psychic controller) of the movement is a generalized image that combines the sequence of actions, from simple to complex.

4. Excessive movement and unnecessary muscle tension are eliminated at this stage. At this stage, the focus is not on the process, but on the outcome. This movement is associated with a shift from sensory control to synesthesia. At this stage, I have the opportunity to control the pace of actions in a voluntary manner.

Methodology.

One of the most important stages of vocational education is training, which strengthens the accuracy, precision and speed of movement. The process of solving professional tasks begins with the acquisition of knowledge. Then he goes to practice, because knowledge alone cannot determine the success of action. Psychology and pedagogy are understood to be repetitions of activities organized in a certain way to develop skills in practice. There are two types of exercises: training exercises. Exercises expand connections, help to determine the principle of solutions. The training exercises are aimed at developing and automating mental movements, strengthening their accuracy, precision and speed. In contrast to the training exercises, the actions learned in the training exercises are repeated in the system and are performed in a constantly evolving environment; accuracy, precision, speed requirements increase, mental and physical loads are increased, more complex situations are created. Requirements for the organization of training V.V. Chebysheva and American psychologist D. Based on Wolflomt. The first is the clarity of the exercises, the understanding of the purpose and ways to achieve it.

A necessary condition for the effectiveness of the exercise is a timely and objective assessment of the results. Self-monitoring and self-assessment are the basis for the management and improvement of the learning movement. Terms of training effectiveness:

- The student's activity in overcoming difficulties;
- Variety of training process;
- Distribution of exercises over time.

In long-term exercise in challenging tasks, the student develops a tradition of defining answers, targeted exercises, and flexibility skills, Wolff said.
**Intellectual skills.** When we understand intellectual skills (and their ancillary skills), we mean the mental, intellectual, and imaginative skills associated with storing and retrieving information. A feature of the skill is generalization, which is clearly reflected in intellectual skills. Due to their generalizing nature, skills are distinguished by variability, the ability to apply the correct methods and approaches in new or completely changed conditions of activity. In order to develop this feature of skills, it is necessary to create problems that can be difficult to solve, to train learners as researchers, experimenters, creators who can apply their knowledge in practice.

Sensory and voltage skills developed for the formation of intellectual skills are needed without a database.

**Criteria of study.** It is necessary to create a system of criteria and indicators for planning the educational process and developing exercises. Professional training is assessed on the basis of boomerangs, intellectual skills and abilities are determined. It is an indicator of professional development and the quality of work can be improved. As a result of ability advancement, the full identity changes. "Aptitude arrangement," composes Mileryan, "continuously influences the tactile, mental, motivational, volitional and passionate circles of a individual, uncovers the qualities required of a individual in a given work action." He says that in expansion to arranging, he has the capacity to expect occasions, to be cleverly and dynamic, and as a result, he will be able to create and move forward himself, and be able to work harder.

**Conclusion.**

Mental investigate appears that ability to rebuild skills is easier for people with general skills in the given activity. The level of generalization of skills (variability of action) depends on the experience. Therefore, retraining of long-term practitioners is much slower, despite the fact that they are accustomed to the old methods. It is a pain to select young people for retraining. American researchers L. Kochva Dij. It is said that a Frenchman engages in a particular business and that a change in his character increases his hatred for himself because he sees that he is losing his previous profession. In their research, the following method was used: several experienced workers were selected, evidence of the benefits of new technologies was presented to them, and then methods of working in different conditions were shown. They were trained in the new method and then offered to teach it to others. It has been shown that the use of such procedures by workers has greatly increased as a result of retraining. Repeated experiments showed that the frequency of re-learning was proportional to the positive and positive attitudes of the participants towards re-learning. A serious difficulty in retraining arises through the interference of skills, that is, the obstruction of the old skill to the acquisition of a new automated movement. For example, switching the ignition switch to the right and then switching it to the left can cause an error due to skill interference.

**References**