



COPY RIGHT



2022 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 2nd March 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-02>

DOI: 10.48047/IJIEMR/V11/I02/41

Title: THE ROLE OF PSYCHOLOGICAL SKILLS IN THE LIFE OF THE STATE AND SOCIETY AND INDIVIDUAL AND COMPLEX SYSTEMS OF ITS FORMATION

Volume 11, Issue 02, Pages 302-314

Paper Authors: **Muhammadxonov Shuhratxon Muzaffarxon o'g'li**



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

THE ROLE OF PSYCHOLOGICAL SKILLS IN THE LIFE OF THE STATE AND SOCIETY AND INDIVIDUAL AND COMPLEX SYSTEMS OF ITS FORMATION

Muhammadxonov Shuhratxon Muzaffarxon o'g'li

University of public safety of the Republic of Uzbekistan

Cadet of 421group

muhammadxonovSh97@mail.ru

ABSTRACT: this article describes the role of psychological skills in the life of the state and society, as well as individual and complex systems of its formation. In addition, 2 decisions aimed at the formation of psychological skills and further strengthening of activities were analyzed in detail. Psychological pedagogical aspects of the formation and development of psychological skills are scientifically based

Keywords: psychological skills, state, society, individual system, complex system, skill formation, legal basis, personality.

INTRODUCTION

Conditions for the formation of skills. An important element of the skill is to know the type of task, to identify the components and relationships of the task needed to solve it. Formation of skills. Existing knowledge, skills, solutions and activities at a time when new actions are being taken. As a result, new knowledge and skills are formed.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 12, 2019 No 577. This resolution "On further improvement of psychological and pedagogical support of students" consists of a number of complex tasks, including individual and complex systems of shaping the role of psychological skills in the life of the state and society. According to him, the President of the Republic of Uzbekistan "On measures to educate young people in a spiritually, morally and physically harmonious way, to raise the system of education to a qualitatively new level" 2018 14 In order to ensure the implementation

of the decision No. PP-3907 of August 1, as well as to further improve the system of psychological and pedagogical support of students in general secondary and secondary special state educational institutions, the following is established:

The Ministry of Public Education of the Republic of Uzbekistan and the Ministry of Higher and Secondary Special Education provide general psychological education to students of general secondary and secondary special education institutions (hereinafter referred to as educational institutions). approval of the proposal on the organization of psychological services in educational institutions in order to improve the system of pedagogical support.

The main tasks of the psychological service should be defined as follows:

effective and high-quality organization of psychological services in educational institutions, including the use of modern information and communication technologies to

increase the effectiveness of vocational guidance of students;

to help students make the right career choices based on their abilities, talents, interests, and aptitudes;

psychological monitoring of personal, mental and social development of students at different ages, identification of psychological defects in education, prevention of any negative deviations that may occur in their mental development;

Correction of cases of inability of students to adapt to the social environment of the educational institution, the organization and implementation of measures for their social rehabilitation;

creating and maintaining a healthy psychological environment in pedagogical communities, correcting the emotional state of team members, interpersonal relationships and conflicting behaviors, improving their psychological culture;

to identify talented and gifted students, to study their individual psychological, physiological characteristics and interests, to create conditions for the demonstration and development of their abilities;

to take measures to prevent the risk of information and psychological attacks, the negative impact of the global information network on the Internet, the penetration of "popular culture" that threatens the education of young people;

to help increase the psychological and pedagogical knowledge of teachers, students and parents, to ensure effective cooperation between teachers, parents and community organizations.

This Regulation determines the procedure for organizing the activities of psychological services in general secondary and secondary special public educational institutions.

Activities of the psychological service:

in educational institutions of the public education system - the Republican Center for Vocational Orientation and Psychological and Pedagogical Diagnosis of the Ministry of Public Education of the Republic of Uzbekistan (hereinafter referred to as the Republican Diagnostic Center), Karakalpakstan Ministry of Public Education of the Republic of Tajikistan, regional departments of public education and the Main Department of Public Education of Tashkent city (hereinafter referred to as territorial departments of public education) and district (city) departments of public education (hereinafter in places called departments of public education) by;

in academic lyceums - by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the relevant higher education institution (hereinafter referred to as the higher education institution) by departmental affiliation;

in vocational education institutions - the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the territorial departments of development and coordination of vocational education of the Republic of Karakalpakstan, regions and the city of Tashkent.

Psychological services operate in educational institutions by teachers and health workers, parents of students and their surrogates (hereinafter referred to as parents), citizens' self-government bodies and in cooperation with non-governmental non-profit organizations.

The purpose of psychological services is the spiritual and mental development of students, their formation as a harmoniously developed person, active social adaptation and health protection in their development at an early age, self-awareness in the process of continuous education, individual psychological characteristics, personal abilities and creating psychological and pedagogical conditions for them to demonstrate their abilities.

The main tasks of the psychological service are:

Improving the quality of the organization of psychological services in educational institutions, including the effectiveness of career guidance through the use of modern information and communication technologies;

to help students make the right career choices based on their abilities, talents, interests, and aptitudes;

psychological monitoring of personal, mental and social development of students at different ages, identification of psychological defects in education, prevention of any negative deviations that may occur in their mental development;

Correction of cases of inability of students to adapt to the social environment of the educational institution, the organization and implementation of measures for their social rehabilitation;

creating and maintaining a healthy psychological environment in pedagogical communities, correcting the emotional state of team members, interpersonal relationships and conflicting behaviors, improving their psychological culture;

to identify talented and gifted students, to study their individual psychological,

physiological characteristics and interests, to create conditions for the demonstration and development of their abilities;

to take measures to prevent the risk of information and psychological attacks, the negative impact of the global information network on the Internet, the penetration of "popular culture" that threatens the education of young people;

to help increase the psychological and pedagogical knowledge of teachers, students and parents, to ensure effective cooperation between teachers, parents and community organizations.

The main activities of the psychological service are:

psychological enlightenment and propaganda;

psychological and pedagogical diagnosis;

psychological prevention;

psychological correction;

psychological counseling;

career guidance.

The main activities of the psychological service include:

a) in the field of psychological enlightenment and propaganda:

basic psychological and pedagogical knowledge and concepts in improving the psychological literacy and competence of the teaching staff, class teachers and parents, recommendations for family relations, personal hygiene and healthy living through an individual approach to each student;

individual and group conversations with students, teachers, parents, consultations,

seminars, trainings, presentations at various meetings, as well as the provision of psychological knowledge through the media;

b) in the field of psychological and pedagogical diagnosis:

to study, analyze and provide the necessary guidance on the basis of new methods of psychological and pedagogical diagnosis of students' participation in the educational process, their attitude to each situation, event and incident;

identify key areas of interest, aptitude, talent and ability of students;

identify, study, analyze and develop recommendations for the psychological adaptation and developmental dynamics of students admitted to the educational institution, the state of readiness of students for study, the factors that hinder their mastery and development;

Adaptation of students to the new social environment, the dynamics of learning activities, knowledge, skills and abilities, personality traits, the formation of interpersonal relationships, analysis, organization of correctional classes ;

through psychological and pedagogical diagnoses, surveys, interviews to determine the professional abilities, interests and tendencies of students to learn the science, to help them make a conscious choice of profession, to continue their education in the later stages of education provide advice and guidance to students and parents;

identify, group and correct the type of problem by conducting psychological and pedagogical diagnoses, surveys, interviews with students with socio-psychological problems and low level of knowledge;

c) in the field of psychological prevention:

develop recommendations for educators and parents to prevent all negative situations and tendencies in students;

assisting students in dealing with psychological trauma in their interactions with peers and adults;

participate in the prevention of delinquency and crime among students;

prevention of negative behaviors in students, prevention of trauma, conflict, negative emotional experiences;

psychological support for students with disabilities;

meetings, talks, seminars, trainings, discussions and open dialogues, presentations and video screenings with local public authorities, health, citizens' self-government and law enforcement officers, parents. transfer;

g) in the direction of psychological correction:

carry out individual and collective correctional work to address issues related to the motivational scope of the individual, students who have difficulty in education and career choice;

to provide psychological rehabilitation of orphans and children deprived of parental care;

as a specialist to respond to information about the psychological state of the student, to carry out corrective work with students who have a negative upbringing;

to develop students' cognitive activity and interests in the learning process, to correct their intellectual passivity;

organize activities in the form of games, communication, conversation, training,

exercises and workshops with the involvement of parents and educators individually or in groups;

d) in the field of psychological counseling:

provide advice to all participants in the educational process to address issues of individual development of students;

advise students on education, future planning, and relationships with peers and adults;

organization of practical advice on the problems of mental development of students, their formation as individuals, the status of interpersonal relationships, their age, gender, individual-typological characteristics;

e) in the field of vocational guidance:

to provide students with information about various professions, specialties, positions, educational institutions in which the chosen profession, specialty can be acquired, as well as the requirements of the profession to the person, his physical, psychological and personal qualities, health;

identify and evaluate students' knowledge (subjects, science) and professional (occupations, specialties) interests, career choice motives and career plans;

to help students choose a profession and educational institution, taking into account their individual characteristics and the requirements of the labor market, opportunities for education and future employment;

to form and develop students' work skills, interest in professions, diligence, diligence and responsibility.

Rights and responsibilities of psychologists

Psychologists have the following rights:

participation in the management of the educational institution;

to enjoy all the guarantees and privileges established for pedagogical staff of the educational institution, to elect and be elected to public associations;

independently formulate specific areas of work with students, their parents, as well as teachers of educational institutions;

require the management of the educational institution to create the necessary conditions for its operation;

Participate in classroom and extracurricular activities and other activities in coordination with the management of the educational institution in order to study the behavior and individual characteristics of students, their attitude to learning and teaching staff;

observe, analyze lessons, spiritual-educational events and sports competitions, get acquainted with students' personal documents, give necessary suggestions and advice;

participate in pedagogical and methodical councils of the educational institution, make proposals in their field;

development of new methodical programs on psychological and pedagogical diagnosis, participation in experiments, participation in their implementation, taking into account the advanced foreign experience;

non-fulfillment of instructions and instructions given by the management of the educational institution in violation of the legislation;

to participate voluntarily in the work of various working groups and commissions on the

life and work of students, to express their views, to appeal to higher authorities on the decisions made by them;

petitions to governmental and non-governmental non-profit organizations, law enforcement agencies to protect the rights and interests of students.

Psychologists may have other rights under the law.

Psychologist staff:

to follow the internal rules of the educational institution and to protect students from psychological influences;

to constantly improve their professional skills and abilities and to improve their skills in a timely manner;

to formalize the results of psychological and pedagogical diagnosis, to make recommendations based on the results of the diagnosis;

to organize and carry out activities on the basis of the work plan, to prepare reports on the implementation of the work plan;

quality organization and timeliness of psychological education, diagnosis, psychological prevention, correctional and developmental, counseling activities;

not to disclose the personal data of the participants in the educational process and the results of the diagnosis.

Psychologist staff may also have other responsibilities under the law.

Everyone acquires skills and habits along with knowing, hearing. There are several types of skills (writing, reading, walking, playing music, sports, etc.). Qualification refers to actions that are first performed consciously and

then automated. Any skill can be created by repetition. Skills can be simple or complex. For example, driving a car, playing music, gaining a profession is a complex skill, nailing, sawing is a simple skill. Skills are acquired as a result of training. In addition to skills, a person has habits. Habit is an action that is deeply ingrained in a person's heart and has become his need. For example, washing in the morning, eating, walking clean. Habits are positive and negative. Negative habits include lying, drinking, and smoking. The neuro-physiological basis of skills and habits is the mechanism of formation of conditioned reflexes. This conditioned reflex is not simple, but a dynamic stereotype, that is, a combination of conditioned reflexes strengthened by repetition. For example, children suffer until they get used to kindergarten, because they have a dynamic stereotype of the conditions at home. Newly acquired skills depend on previously acquired skills. If the previous skills have a positive effect, the skills will be strengthened. For example, a person who has learned one foreign language will not have difficulty learning another foreign language. If the previous skill has a negative effect, it is called skill interference. For example, it is difficult for a person who has worked in one field to move to another. If a person is not engaged in the work for a long time, the phenomenon of skills development is observed. This is called skill deautomation. The rate of development and strengthening of skills depends on a person's age. For example, language learning is learned quickly at the age of 4-5. Profession is quickly learned at the age of 12-13 years. The strength of skills depends on interests, individual characteristics, ie the nervous system. For example, in choleric qualification is formed quickly, in melancholy - slowly. This means that skills have a great influence on the composition of the human personality. A person

is defined in his individuality, in social relations. Well-known psychologist KK Platonov describes a person as "a concrete person or a subject who creates the world",

L. L. Bojovich states that "Man realizes his integrity in the process of understanding, in which the concept of" I "appears." A.N. Leont'ev's "Activity.Ong. The book "Person" contains wonderful ideas about the person: "This is the unity of the higher world, which maintains its permanence in life, and in all circumstances, as an individual, remains in the eyes of others and in the eyes of himself."

From the day of birth, everyone lives in a circle of people, in a certain community - in the family. A person who develops in society, interacts with other people through language, becomes a person - a subject who knows the reality and changes it. A human child is called an individual. We include all people - normal people, newborns, the mentally retarded - as individuals. But we cannot call them all individuals. We call a person a person who does something useful in society. A person's surroundings as a person - his relationships with the people and things around him - are reflected in their productive activities, in the relationships that occur between people. A person begins to form as a person only in relations with other people. This means that a person lives in a human society, is engaged in some kind of activity, is able to communicate normally with others through language, is a highly developed person.

One of the most important aspects of a person's personality is his or her individuality. Individuality is an irreversible combination of several qualities of an individual. It includes character (nature), temperament (client) abilities, set of emotions, habits. As a person

enters different groups, he performs different tasks in different roles. Some children are gentle and capricious in the family, while at school they are humble, polite and cheerful among their peers. A person who is very serious at work can be funny and curious when going on a trip. Often a person displays similar qualities in different situations.

In our society, the description of an individual is determined by his attitude to the process of building a developed society and his real participation in this process. Changes in a person's mental state depend on the external environment and social upbringing. Relatively stable and relatively changeable features of the person form a complex unit, ie a dynamic structure, consisting of the integrity and interdependence of personality traits.

Psychological study of the person includes the solution of two main scientific problems:

1. Identify the individual structure that distinguishes each person from other people. This behavior allows you to anticipate the character.

2. Man requires the identification of several parts of the structure of the person. The sum of these parts forms the human personality. In modern foreign psychology, the theory that separates the two main parts of the human personality, formed under the influence of two factors, namely biological and social factors, occupies a prominent place. It has been suggested that the human personality is divided into "endopsychic" (internal) and "exopsychic" (external) organs. "Endopsychics", which has a natural basis, depends on biological conditions, "exopsychics" depends on social factors. The error of the two-factor theory is that it mechanically antagonizes the social factor

with the biological factor, the biological structure with the environment, and the "exopsychics" and the "endopsychics" mechanically. However, there are other possibilities to approach the issue of natural and social factors that affect the composition of the individual. For example, the following study was conducted: in the study, the height was 80-130 cm. There are many similarities in the structure of the personality of people no more than You can see childish simplicity, high endurance, no shame.

Due to his activity, a person actively interacts with the world around him. A person's activity is the effect of a person on the external environment. Not only humans but also animals interact with the environment. However, animals adapt to the external environment, and humans are not only able to adapt to the external environment, but also to change it. A person's activity is reflected in his various interests and needs. Z. Freud, an Austrian psychiatrist who lived in the early twentieth century, explains the activity of a person as follows: Instinctive tendencies are mainly in the form of sexual instincts. Freud connects a person's activity with sexual desires. The activity of the individual is correctly solved by modern scientific psychology. According to them, the main source of human personal activity is his needs. A person's needs motivate him to be active. Need is a condition that manifests itself as a source of activity of the person and reflects his dependence on specific living conditions. According to the needs, they are divided into material (natural) and spiritual (cultural) needs. Material needs include sleeping, living sex, eating, avoiding heat and cold, and housing. Spiritual needs include people's need for the products of social consciousness. Such needs include talking to each other, reading books, watching movies and theater, and listening to

music. We meet our material needs based on our cultural needs. Material and spiritual needs must be met.

The activity of a person's personality is also reflected in his interests. Curiosity is the attitude of a person to the desire to know and understand things and events in the higher nervous activity. Interests can be material, spiritual, negative, positive, long-term, short-term. On the basis of interests, a person's worldview and beliefs are formed. We need to nurture the need for labor in young people. Human personality has its own motives. MOTIV - a tendency to any activity associated with the satisfaction of certain needs. If needs are the essence of human activity, then motives are the manifestation of this essence. A person's needs are related to motives. Therefore, the motives differ from each other depending on the type of need. For example, there may be motives related to the satisfaction of material needs or motives related to the satisfaction of spiritual needs. Motives may or may not be understood. A person wants something for an unknown reason, but he cannot imagine what it is. Hence, motives are the reasons that motivate a person's personal behavior and various activities. Behavior is an important motive for action. BELIEF is a system of perceived needs that motivates an individual to act in accordance with their views, principles and worldviews. Wishes are also behavioral motives, in which the needs are reflected in the conditions of living and development, which are not indirect in this situation. Among the unexplained tendencies to activity, the most studied issue is instruction. This issue was raised by Georgian psychologist D.N. Developed by Uznadze and his staff. Giving means being ready to meet the needs of learning in a certain way. For example, students are always ready to complete assignments given by teachers.

It is possible to give the opinion of two currents about the formation of the person. Biogenetic direction and sociogenetic direction. According to proponents of biogenetics, human personality and personality traits are formed under the influence of only one factor, hereditary traits. They do not recognize the role of the external environment and education. Proponents of the sociogenetic direction are associated with the development of experiments. One of the founders of this trend, John Locke, likens the brain of a newborn to a clean board. It's as if adults can write whatever they want on his brain. They divide the experience into two: external and internal experience. According to the proponents of the trend, external experience is our perception of the material world, which is formed under the influence of things. The inner experience is an independent movement of the soul. This is called reflection. They came to the conclusion that external experience - perception, internal experience - reflection are not related to each other. They recognize that the formation of the individual depends only on the influence of education, the influence of the external environment and biological factors. In the second half of the 19th century, a trend called biogenetic law came into play. Biogenetic law is a mass law inherent in biology. According to this law, man undergoes many thousands of years of evolutionary development from his mother's womb to his birth, that is, he repeats the long evolutionary path in a short period of time. Mueller and Haeckel, two representatives of the biological law, argued that human beings repeat the whole evolutionary process in a short period of time before they are born, and that they repeat the historical development from birth to the formation of the individual.

The individual (ontogenetic) development of the human personality is a brief repetition of

the main stages of the historical development (phylogenetic) of all mankind. They explain their theories through the types of activities that children manifest at different ages. For example, according to the German psychologist W. Shtern, a newborn baby is not a human, but a mammal. It reaches the level of monkeys at the age of six months, and at the age of two is reminiscent of the period when apes became humans. At the age of 5 it reaches the level of ancient people who lived as a primitive herd. Reminiscent of the primitive community period when I went to 1st grade. At a young school age, it is reminiscent of the Middle Ages. The above theories could not explain the combined effect of three factors (heredity, environment, upbringing). Together, these factors affect the formation of personality.

Heredity - through which the child passes the nervous system, unconditioned reflexes, appearance, hereditary diseases and abilities.

The social environment is, first of all, a family environment, from the day of birth the child lives in a social environment surrounded by people. A person absorbs various social relations from the external environment through his activities and turns them into his own character. All children are engaged in play activities. Play is a tool for children to know the world. He plays by imitating the behavior of adults. The influence of the social environment on the formation of personality is strong. For example, when a newborn baby is added to an animal, its behavior is similar to that of an animal. The child's language also depends on the social environment.

Traits passed from parent to child through heredity are an auxiliary factor. Innate abilities are passed down through heredity. These opportunities will be realized only under certain conditions. It is passed on to the child through

heredity, organism, unconditioned reflexes, analytical apparatus, brain, external signs, heredity. Thus, the first of the factors actively influencing the formation of the human personality is the external social environment, the second is the long-term education of the person, and the third is the innate hereditary, that is, hereditary traits. In addition, personal activity is important in the formation of personality. Man is formed through self-education, self-awareness.

It is possible to give the opinion of two currents about the formation of the person. Biogenetic direction and sociogenetic direction. According to proponents of biogenetics, human personality and personality traits are formed under the influence of only one factor, hereditary traits. They do not recognize the role of the external environment and education. Proponents of the sociogenetic direction are associated with the development of experiments. One of the founders of this trend, John Locke, likens the brain of a newborn to a clean board. It's as if adults can write whatever they want on his brain. They divide the experience into two: external and internal experience. According to the proponents of the trend, external experience is our perception of the material world, which is formed under the influence of things. The inner experience is an independent movement of the soul. This is called reflection. They came to the conclusion that external experience - perception, internal experience - reflection are not related to each other. They recognize that the formation of the individual depends only on the influence of education, the influence of the external environment and biological factors. In the second half of the 19th century, a trend called biogenetic law came into play. Biogenetic law is a mass law inherent in biology. According to this law, man undergoes many thousands of

years of evolutionary development from his mother's womb to his birth, that is, he repeats the long evolutionary path in a short period of time. Mueller and Haeckel, two representatives of the biological law, argued that human beings repeat the whole evolutionary process in a short period of time before they are born, and that they repeat the historical development from birth to the formation of the individual.

The individual (ontogenetic) development of the human personality is a brief repetition of the main stages of the historical development (phylogenetic) of all mankind. They explain their theories through the types of activities that children manifest at different ages. For example, according to the German psychologist W. Shtern, a newborn baby is not a human, but a mammal. It reaches the level of monkeys at the age of six months, and at the age of two is reminiscent of the period when apes became humans. At the age of 5 it reaches the level of ancient people who lived as a primitive herd. Reminiscent of the primitive community period when I went to 1st grade. At a young school age, it is reminiscent of the Middle Ages. The above theories could not explain the combined effect of three factors (heredity, environment, upbringing). Together, these factors affect the formation of personality.

Heredity - through which the child passes the nervous system, unconditioned reflexes, appearance, hereditary diseases and abilities.

The social environment is, first of all, a family environment, from the day of birth the child lives in a social environment surrounded by people. A person absorbs various social relations from the external environment through his activities and turns them into his own character. All children are engaged in play activities. Play is a tool for children to know the

world. He plays by imitating the behavior of adults. The influence of the social environment on the formation of personality is strong. For example, when a newborn baby is added to an animal, its behavior is similar to that of an animal. The child's language also depends on the social environment.

Traits passed from parent to child through heredity are an auxiliary factor. Innate abilities are passed down through heredity. These opportunities will be realized only under certain conditions. It is passed on to the child through heredity, organism, unconditioned reflexes, analytical apparatus, brain, external signs, heredity. Thus, the first of the factors actively influencing the formation of the human personality is the external social environment, the second is the long-term education of the person, and the third is the innate hereditary, that is, hereditary traits. In addition, personal activity is important in the formation of personality. Man is formed through self-education, self-awareness.

Personal skills and habits

Everyone acquires skills and habits along with knowing, hearing. There are several types of skills (writing, reading, walking, playing music, sports, etc.). Qualification refers to actions that are first performed consciously and then automated. Any skill can be created by repetition. Skills can be simple or complex. For example, driving a car, playing music, gaining a profession is a complex skill, nailing, sawing is a simple skill. Skills are acquired as a result of training. In addition to skills, a person has habits. Habit is an action that is deeply ingrained in a person's heart and has become his need. For example, washing in the morning, eating, walking clean. Habits are positive and negative. Negative habits include lying, drinking, and smoking. The neuro-physiological

basis of skills and habits is the mechanism of formation of conditioned reflexes. This conditioned reflex is not simple, but a dynamic stereotype, that is, a combination of conditioned reflexes strengthened by repetition. For example, children suffer until they get used to kindergarten, because they have a dynamic stereotype of the conditions at home. Newly acquired skills depend on previously acquired skills. If the previous skills have a positive effect, the skills will be strengthened. For example, a person who has learned one foreign language will not have difficulty learning another foreign language. If the previous skill has a negative effect, it is called skill interference. For example, it is difficult for a person who has worked in one field to move to another. If a person is not engaged in the work for a long time, the phenomenon of skills development is observed. This is called skill deautomation. The rate of development and strengthening of skills depends on a person's age. For example, language learning is learned quickly at the age of 4-5. Profession is quickly learned at the age of 12-13 years. The strength of skills depends on interests, individual characteristics, ie the nervous system. For example, in choleric qualification is formed quickly, in melancholy - slowly. This means that skills have a great influence on the composition of the human personality. A person is defined in his individuality, in social relations. Well-known psychologist KK Platonov describes a person as "a concrete person or a subject who creates the world",

L. L. Bojovich states that "Man realizes his integrity in the process of understanding, in which the concept of " I "appears."A.N. Leont'ev's "Activity.Ong. The book "Person" contains wonderful ideas about the person: "This is the unity of the higher world, which maintains its permanence in life, and in all

circumstances, as an individual, remains in the eyes of others and in the eyes of himself."

CONCLUSION

In conclusion, the role of psychological skills in the life of the state and society, as well as individual and complex systems of its formation play a very important role. It is also the foundation of society. Qualification means the level of suitability for any type of work and the level of professionalism. Qualification is characterized by the level of preparation, experience, knowledge required to perform a particular job. Qualifications are awarded upon graduation, in addition it can be improved during the work process.

References:

1. The Constitution of The Republic of Uzbekistan. - T.: Uzbekistan, 2021.
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 577 of July 12, 2019
3. Resolution of the President of the Republic of Uzbekistan "On measures to bring up young people spiritually, morally and physically harmoniously, to raise their education system to a qualitatively new level" dated August 14, 2018 Resolution No. PQ-3907
4. Samarova Shoxista Rabidjanovna, Rakhmonova Muqaddas Qahramanovna, Mirzarahimova Gulnora, Ikromovna, Maratov Temur Gayrat ugli, Kamilov Bobir Sultanovich. (2020). Psychological aspects of developing creative personality and the concept of reduction of creativity to intellect. JCR. 7 (17): 498-505. doi: 10.31838 / jcr.07.17.69
5. Jabbor Usarov. (2019, June). Using Teaching Methods for Development Pupil Competencies. International Journal of Progressive Sciences and Technologies, 15 (1), 272-274.
6. Jabbor Eshbekovich Usarov. (2017). Formation Competence at Pupils as the Factor of Increase of Education's Efficiency. Theoretical & Applied Science, 53(9), 79-82.
7. Karimova V. M. Psychology. - T., 2002
8. Karimova V. M., Akramova F. Psychology. Text of lectures - T., 2000
9. Klimov E. A. "Fundamentals of psychology". Textbook. - M., 1997
10. Kovalev V. I. Motives of behavior and activity. - M., 1988
11. www.gov.uz - portal of the Republic of Uzbekistan.
12. www.mf.uz - official website of the Ministry of Finance of the Republic of Uzbekistan.
13. www.sbu.uz - official website of the Central Bank of the Republic of Uzbekistan.
14. www.soliq.uz - official website of the state tax administration of the Republic of Uzbekistan.
15. www.stat.uz - official website of the state statistika branch of the Republic of Uzbekistan.
16. www.lex.uz - national database of legislation documents of the Republic of Uzbekistan.