

## CONCEPTS OF FORMATION AND DEVELOPMENT OF PSYCHOLOGICAL LITERACY IN CONTINUOUS EDUCATION

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### Abstract

The new time dictates the requirements for the modern member of society. The processes of modernization taking place in education indicate to us the transition to a competency-based model. Today, the concepts of professional, economic, social and other functional competencies are widely used. At the same time, consideration of any competence and, in general, the competence-based approach is impossible without a psychological component.

**Keywords:** psychological component, psychological literacy, adolescents, stressful conflict situations, social deformations, disruption.

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**Introduction.** Psychological competence is the psychological culture of people and each person individually. The lack or absence of psychological competence and psychological culture in a person leads to stressful conflict situations, social deformations, disruption of human life and life in general.

Thus, the orientation of education today should focus on the formation of psychological culture, starting with preschool education.

Psychological culture has a deep understanding in the works of psychologists, teachers, philosophers, sociologists, both in domestic and foreign science and practice. Psychological aspects of the relationship between man and culture in their "cultural anthropology" are described by A. Kroeber and M. Herskovits and "psychological anthropology" - A.A. Belik, K.K., Kluckhohn, V.I. Weak and others.

**Literary review.** In the cultural-historical direction of psychology, the essence of psychological culture was considered by A.G. Asmolov, W. Wundt, L.S. Vygotsky, A.N. Leontiev and others. In the works of M. Mead, Z. Freud, E. Fromm Jung and others - representatives of psychoanalytic theory, the problems of the interaction of the individual with culture were considered. An alternative to the psychoanalytic interpretation of the relationship of the individual with society and culture is the approach of humanistic psychology by A. Maslow, K. Rogers, V. Frankl and others. Representatives of the humanistic direction in pedagogy Sh.A Manashvili, P.F. Lesgaf, N.I. Pirogov, V.A. Sukhomlinsky, K.D. Ushinsky and others inextricably linked pedagogical activity with psychological culture in education.

At the same time, the conceptual construct "psychological culture" is increasingly used in practical psychology in the creation and use of various methods and technologies of working with people, as well as in the development of the concept and methods of psychological education (I.V. Dubrovina, L.S. Kalmagorova, L.A. Petrovskaya, G.A. Tsukerman and others).

Based on the foregoing, when considering psychological culture in education, we focus on a cultural-historical approach to the consideration of psychological phenomena, the principle of an activity approach, a systematic approach, an anthropological approach, an environmental (ecological) approach, a humanistic approach, a personality-oriented approach to development education and upbringing, on the

ideology of psychological support as an approach to organizing the activities of the service of practical psychology in education.

**Methodology.** Thus, culture as a system of artificial means distinguishes man from animals. The concept of "culture" is ambiguous. It cannot be defined in two or three phrases. And the very first definition of the term (according to American anthropologists) was given by the English ethnographer Edward Taylor (1832-1917). "Culture is a complex that includes knowledge, beliefs, art, morality, laws, customs, as well as other abilities and skills acquired by a person as a member of society" [1].

Alfred Kroeber and Clyde Kluckhohn, who wrote the book "Culture: A critical Review of concepts and Definitions" in 1952, dealt with this issue. Scientists in their work collected 164 definitions of culture. They systematized the definitions by "emphasis" (on continuity, on genesis, and so on). Consider some of the definitions: "Culture is a sociological designation for learned behavior, that is, behavior that is not given to a person from birth, not predetermined in his germ cells like wasps or social ants, but must be assimilated by each new generation anew through learning from adults. people" (anthropologist R. Benedict). "Culture is the norms of habitual behavior common to a group, community or society. It consists of material and non-material elements" (sociologist K. Yang). "In the broadest sense of the word, culture means the totality of everything that is created or modified by the conscious or unconscious activity of two or more individuals interacting with each other or influencing each other's behavior" (sociologist P. Sorokin). "Culture - strong beliefs, values and norms of behavior that organize social ties and make possible a common interpretation of life experience" (W. Beckett).

What is psychological culture? How does it differ from culture in general and how does it affect a person's personal growth?

Psychological culture is an integral part of the basic culture of the individual as a systemic characteristic of a person, allowing him to effectively self-determine himself in society and fulfill himself in life, contributing to self-development and successful social adaptation, satisfaction with his own life (L.D. Demina, N.A. Luzhbina).

Psychological culture is not born by itself, its development involves attention to the inner world of the child, to his feelings and experiences, hobbies and interests, abilities and knowledge, his attitude to himself, to peers, to the world around him, to ongoing family and social events, to life as such [2].

Children's subculture (from Latin sub under and cultura - cultivation, upbringing, development) in a broad sense, everything that is created by human society for children and children; in a narrower semantic space of values, attitudes, modes of activity and forms of communication carried out in children's communities in a particular historical social situation of development [4].

In the general human culture, the children's subculture occupies a subordinate place, and at the same time it has a relative autonomy, since in any society children have their own language, various forms of interaction, their own moral regulators of behavior, which are very stable for each age level and develop largely independently of adults [5].

The task of adults in the family, school, society is to help the child master the means of understanding himself, self-acceptance and self-development in the context of humanistic interaction with the people around him and in the conditions of cultural, social, economic and environmental realities of the world around him. Psychological illiteracy, low psychological culture of society, the lack of a culture of relationships in the living space in which many children live, create conditions under which a child often from the moment of birth falls into the "risk zone" - the risk of not becoming a person [2].

Children should be prepared to understand how to behave humanly in society, how to understand what is happening in this society, etc. Psychological education seems necessary and natural for the normal development of a modern growing person [3].

Psychological culture is not only manifested in the interaction of people, but serves as a regulator of

this interaction, implies and implements live communication, due to the mutual respect of the interlocutors. Psychological culture excludes the manipulation of consciousness, feelings, relationships of people. Mastery of culture begins from the moment a person is born.

The formation of psychological culture is influenced by the family and the educational institution. If no work is being done in this direction, then the indicators are in the zone of unrealized opportunities.

The formation of the psychological culture of the personality is the strengthening of the positive tendencies of the personality, the development of its creative potential of the resource capabilities of the psyche. These include reflexivity, social and personal competence (according to age). To cope with the negative state, with the problems that arise, it is necessary to acquire a sense of self-confidence, self-esteem and psychological competence.

**Conclusion.** Unfortunately, at present, the process of formation of psychological culture in the educational space remains spontaneous, and episodic work with individual adolescents or groups is insufficient to achieve significant results in general.

The introduction of psychological and integrated courses is limited by existing regulations that determine the maximum teaching load, so differentiation and integration of individual aspects in academic subjects is necessary.

The formation of psychological culture is a complex and ambiguous process. In the modern world, you should not rely on someone, but it is better to take responsibility for your own development and for your children. And, independently raise their cultural and psychological level, which, as a result, gives a person more opportunities for life choices, and most importantly, personal freedom and happiness. A psychologically cultured person becomes a screenwriter and director of his own destiny, and does not wait for something magical.

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