

## PSYCHOLOGICAL LITERACY IN ADOLESCENTS AS A FACTOR OF SOCIALIZATION

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**Annotation.** This article examines the role of psychological literacy as a key factor influencing the socialization of adolescents in contemporary society. Psychological literacy is interpreted as an integrative competence that encompasses emotional awareness, self-regulation skills, social cognition, interpersonal communication, and the ability to apply psychological knowledge in everyday situations. The study highlights how psychologically literate adolescents demonstrate higher adaptability, resilience, and constructive social behavior within peer groups and broader social environments. Particular attention is given to the relationship between psychological literacy and the development of identity, decision-making skills, conflict resolution, and prosocial tendencies. Based on theoretical analysis and empirical findings, the article argues that fostering psychological literacy in adolescents significantly enhances their social integration and supports positive trajectories of personal and social development. Practical recommendations for educators, psychologists, and parents are proposed to strengthen this competence through targeted interventions and educational programs.

**Keywords.** psychological literacy; adolescents; socialization; emotional awareness; self-regulation; social cognition; interpersonal competence; resilience; identity development; prosocial behavior.

Adolescence (11–15 years) is a period of significant personal and social changes in a person's life, which is interpreted as a transitional stage leading to physical, emotional and social maturation. In psychological literature, this period is studied through the main complexities of personal formation. The problem of personal identity brings to the agenda for adolescents the existential question of "who am I?" E. Erikson described this stage as a balance between identity and role confusion 50; p. 13.

Weak emotional stability is directly related to hormonal changes, which leads to frequent mood swings, mental instability and an increase in the level of internal stress. At the same time, the desire for independence grows, and this process is manifested in conflicting relationships with parents, independent thoughts and actions. The increased influence of peers among adolescents increases their need to determine their social status and find their place in society. Academic pressure and the need to choose a profession have an additional burden on the adolescent's mental state.

Based on the concept of cultural-historical development developed by L.S. Vygotsky, the child's mental growth is analyzed through the concepts of "social development status", "personal neoplasms" and "leading activity" 25; 43-p.. In adolescence, these processes are expressed in the awareness of the individual's social independence, self-determination and preparation for finding his place in society. The psychological neoplasm formed during this period is manifested in the processes of individualization and socialization of the individual.

At this stage, the use of the concept of the "zone of proximal development" is extremely important for effective education. In particular, the "zone of proximal development" of adolescents is manifested as a process that expands their opportunities for active communication with adults, self-awareness and self-management, and personal reflection.

E. Gaziyeu, in his work "Psychology", emphasizes that the need for adolescents to communicate with adults is related to their internal needs, such as determining their personal life

path and making plans for the future 15; p. 91. From this point of view, each age stage needs to be brought up in its own psychological conditions, which create the basis for the full manifestation of children's individual potential.

In the studies conducted by E. Ganieva, adolescence is interpreted as a period of spiritual formation, and this stage is explained by “the individual’s striving for a normative state in accordance with the spirit of his time”. The main signs of this stage are the formation of the image of the “I” and the gradual emergence of a life plan. Adolescence as a transitional stage is characterized by the need to break away from childhood emotional attachments, as well as psychological crises, accompanied by a feeling of loneliness, known as the “crisis of separation”, which occurs between the ages of 17 and 22 113; p. 11.

T.S. Jurayeva, analyzing the processes of biological and cultural formation related to mental activity, distinguishes two main stages of adolescence. The initial stage is associated with negative factors and is manifested by anxiety, aggressiveness, and psychophysiological imbalances. The positive stage is expressed in the emergence of a sense of closeness to nature, a sense of art, an understanding of a new system of values, a desire for closeness with people, a deep understanding of love and desires and needs 99; p. 13.

Based on the analysis, it can be said that between the ages of 14 and 15, a transition from introversion to extroversion occurs, that is, a shift from internal analysis to external interest. At this stage, the teenager increases openness to other people, friendly relations and self-confidence. Around the age of 16, personal independence, emotional balance and communicative activity increase, which leads to the formation of clear life goals aimed at the future.

In the studies of I.S. Kon, growth (from 12–14 to 25 years old) is characterized by the individual experiencing physical and psychosocial changes, the need for adaptation, and the formation of social reactions to these changes. At this stage, the need to leave the status of childhood, to redefine social roles and positions increases. The teenager strengthens his ties with peers and seeks to independently determine his life path 31; p. 173.

Interpreting adolescence as a socio-psychological phenomenon, N.D. Kasimova points to a change in the social status of the individual during this period as the main sign of development. She especially notes the actions of young people aimed at expanding the circle of social contacts, self-realization through a sense of belonging to a group, and the formation of a social position 101; 23-p.. The difficulties of adolescence are often associated with the inability of a representative of this period to clearly define his position, that is, to fully belong neither to children nor to adults. This creates internal contradictions and is manifested in the lack of stability in the thoughts, needs and actions of the individual.

E.A. Kuldzhanov, in his research, emphasizes that adolescents recognize their belonging to different groups and social strata, which in turn causes conflicts arising from differences in values, lifestyles, and ideological orientations. These conflicts increase emotional tension in the psyche of adolescents 102; 11-p.. These approaches mean that adolescents are sometimes inclined to make drastic decisions or radically change their position.

E. Mukhtarov's research notes that one of the most pressing problems in adolescence is determining the place of young people in the community, evaluating themselves from the perspective of others, choosing role models, and designing their own life path. This constitutes the main structural aspects of adolescent personal development 100; p. 12.

E. Erikson, who advanced the psychodynamic approach, describes human development through three main processes that are closely interconnected. These are: physical development of the body, conscious mental formation, and social changes. He interprets the development process as the manifestation of personal growth and crises at each stage on an epigenetic basis. According to Erikson's theory, the psychosocial problem facing a person at each stage is overcome by resolving the contradictions formed at the previous stage. Through this, new qualities of the individual emerge.

Erikson's developmental model consists of eight stages, and he associates the fifth stage with the problem of "identity or role confusion", which occurs during adolescence. This stage is characterized by the individual's desire to understand himself, to integrate past experiences and to clarify future roles and ideals. He calls this period the "psychosocial moratorium" and sees it as a temporary stopping point necessary for social searches in adolescence 51; p. 149.

L.S. Vygotsky, on the other hand, describes human ontogenesis as a dynamic process between stages. In his opinion, each age stage has its own psychological characteristics, the course of which depends on individual and, in many cases, social conditions. Vygotsky argues that even if the child's current level of development has shortcomings, this does not exclude the possibility of future development 25; p. 14.

L.I. According to Bojovich, the period of senior school age is characterized not by psychological innovations of its own, but by the assimilation of previously formed neoplasms. At this age, the child summarizes his previous achievements and harmonizes them with his internal psychic positions. Therefore, this stage is considered an important period that lays the foundation for the final formation of the personality. It is at this age that fundamental changes occur in the motivational structures of the adolescent's personality, which affects all his other psychological aspects 71; p. 118.

According to the cultural-historical concept developed by psychologists, one of the main criteria for determining the stages of personality development is the concept of "leading activity" introduced by A.N. Leontyev. Leontyev interprets this activity as a type of activity that plays the most important role in the child's mental development and causes qualitative changes in his mental and personal characteristics at this stage 86; 277-p.. According to this approach, when a child is involved in a certain type of activity, this activity activates his psychological capabilities and serves as an important tool in his formation as a social person.

According to V.V. Davydov, in understanding the development of a child at any age stage, it is first of all necessary to clearly imagine his position in the social environment. This situation is determined by analyzing the specific conditions of the child's development 26; 38-p.. D.B. Elkonin, in his research, says about the specific features of leading activity: the child-adult relationship, which is characteristic of each age period, is most fully expressed precisely within the framework of leading activity. This activity, in turn, forms the connection between the child and the real reality surrounding him, in which this connection serves as a source of the child's mental development 96; p. 93.

For a growing person, the period of senior school age is a period when his worldview and attitude to the outside world are formed, and at the same time various value orientations are formed. This period is characterized as a stage when the teenager tries to determine his place in life, determine his destiny in various directions, make decisions in personal, professional and social directions. In such a formation, the teenager is expected to be satisfied with his current life and, at the same time, show hope for the future.

R.A. Yunusova's scientific work emphasizes the process of the emergence of personal identity, especially in the period of middle and senior adolescence. According to her, this period is associated with the process of "self-determination", when the risk of losing identity, the possibility of choosing undesirable directions and the need to find the direction of life values increases 106; p. 69. In our opinion, the personal identification of adolescents is closely related to the formation of social values, attitudes towards them and the concept of time.

According to the view expressed by O.V. Grebennikova, the necessary conditions for a person to independently determine his life path, place in it, profession and role in society are his socialization, the level of personal growth and sufficient formation of value-semantic skills 76; 114-p..

At the same time, in order to determine whether the socialization of young people is successful, it is necessary to take into account not only their views on the values of society, but also how they implement these values in life. Psychological literacy is the

basis of the ability to consciously perceive these values, to combine them with individual capabilities. This concept is formed taking into account age, personal and national characteristics.

M.S. Whitrock notes in this regard that psychological literacy is the ability to understand and operate with human mental processes, based on concepts, laws and principles. It is associated with psychological symbols, communication styles, norms of behavior and forms of mental activity, and includes not only theoretical knowledge, but also psychological experiences used in everyday life 66; 109-p..

This point of view shows that understanding complex psychological phenomena, perceiving their main signs, and being able to use them in a life context are the criteria that determine the level of a person's true psychological culture.

L. Knafl, taking a dynamic approach to psychological literacy, sees this concept as a process of mastering the system of signs and their content, as well as methods of mastering psychological knowledge 56; p. 41. According to the author, not only learning knowledge, but also being able to apply it in practice, expressing it through role-playing behavior, fulfilling social tasks, and implementing traditional norms are also an integral part of this process.

In our opinion, it is appropriate to interpret psychological literacy as the most necessary, minimum level of psychological culture presented by E.A. Klimov. This level of literacy constitutes the initial, but solid foundation of knowledge, skills and cultural values. "Literacy is the cornerstone of human culture, the first step leading to its knowledge". Psychological literacy is, in principle, a stage of culture that is open to any healthy developing person, which develops in accordance with changes. However, this development should not be overly complicated or lead to the overload of unnecessary knowledge on children at school.

Spiritual inclusion does not always begin with a direct increase in literacy. On the contrary, the teenager's need to learn about himself and others, his feeling of this need in life, as well as his motivation to gain knowledge through understanding his inner world, create the foundation for effective development. Many foreign researchers do not distinguish between the concepts of literacy and competence, but understand literacy as the initial stage of competence. In this case, personal culture is a product of human activity, and this activity should reflect its content and direction in a reflective manner. It is through competence that the process, behavioral aspects of psychological culture are clearly manifested.

Competence is interpreted as an integrated form of knowledge and experience tested by a person in practice, bringing useful and real results. In foreign literature, this concept is based on the ability to perceive, understand and correctly apply various aspects of activity in life. In our country, psychological research related to competence has been conducted since the 1970s-1980s, with particular attention paid to socio-psychological and intellectual competence.

M.S. According to the definition put forward by Kondurar, "competence is a special form of organization of scientific knowledge that allows a person to make effective decisions in a specific area of activity" 82; p. 189. From this point of view, it can be said that competence is not only an element of professional culture, but can also be manifested at the level of general culture. The main difference between professional and general psychological competence lies in the problems they must solve and the depth of their solution.

Researcher D.R. Erova in her research associates psychological competence with the effectiveness and constructiveness of internal and external activities carried out by a person on the basis of psychological literacy. In her opinion, competence means the ability of a person to actively and purposefully apply existing knowledge and skills in solving problems in various situations 78; 481-b.. Competence also includes the ability to rationally use, along with one's own experience, the life knowledge and socio-cultural experiences of others. Based on this approach, it can be said that psychological competence is the adaptation of generalized knowledge to individual and contextual situations. While a literate person has knowledge, a well-rounded person can effectively apply this knowledge in any psychological situation. At the same time, within the framework of psychological competence, a person also includes the ability to

think independently, abandon stereotypes, and act without being completely dependent on the instructions of other people.

P. Korchemny identified the general components of psychological competence, which are as follows 83; p. 90:

- effective use of psychological knowledge tools, self-awareness, communication and game methods;

- deep analysis of past experience and the ability to apply it in solving modern psychological problems;

- mastering the necessary knowledge, skills and competencies, successfully applying them to real conditions;

- development and practical application of behavioral models appropriate to various social situations.

Many psychological studies also study the individual competencies of a person, including: communicative, intellectual, socio-psychological competencies.

The concept of communicative competence was first introduced into scientific circulation by A. Ryder, who interpreted this competence as a quality that allows a person to maintain his position in any communication situation without losing his inner freedom 63; 624-p..

Therefore, one of the most important criteria of this competence is equal and constructive communication.

In recent years, programs aimed at developing communicative competence have been widely used in the field of education and many other areas. According to the research of F.M. Litvenko and his colleagues, this competence is the ability of people to establish and maintain the necessary social contacts 35; 93-p.. In addition, the content of communicative competence includes a set of special knowledge and skills that ensure the successful and productive course of the communication process.

O.N. Yasarevsky interprets communicative competence as a person's ability to establish effective contacts with other people and constantly develop them 98; 178-p.. From his point of view, the success of the communication process is primarily associated with achieving mutual understanding, understanding the context of communication and creating a high level of trust by finding solutions appropriate to the situation. This ensures optimal use of resources and efficiency in solving problems. In our opinion, communicative competence can be interpreted as a system of internal psychological resources that allow for successful communication within the framework of interpersonal relationships.

O.A. Salnikova's approach explains communicative (or socio-psychological) competence as the ability of a person to take correctly directed actions in various social situations, based on his knowledge, skills, abilities, as well as emotional and social experience within the framework of communication 93; p. 66.

The formation of psychological literacy is inextricably linked with the development of intellectual competence among young people, especially adolescents. N.P. Goncharuk and E.I. Khromova interpret intellectual competence as a system of special knowledge that serves a person to make rational and effective decisions in any situation, including complex and extreme conditions 75; 434-b.

This knowledge must meet the following criteria: — include extensive knowledge on the subject; — have clear components and be interconnected; — have a dynamic nature and can adapt depending on the context; — be ready to be updated in terms of modernity and relevance; — be suitable for applying knowledge in accordance with new conditions; — allow you to highlight important, decisive facts and principles; — provide generalized, based on general principles knowledge; — include not declarative, but practical, constructive knowledge; — be combined with the ability to reflect on the depth and breadth of one's knowledge.

Also, E.A. Discussing the concept of social competence, Karpova emphasizes that a person with such competence has the following qualities: - can make independent decisions based on

their own feelings and thoughts; - understands negative emotions and personal insecurities and masters mechanisms for overcoming them; - understands how goals can be effectively achieved; - understands the needs and expectations of people around them, takes into account their rights and needs; - thinks about existing social institutions and their representatives and integrates them into their actions; - reacts correctly to circumstances and time, is able to adapt their actions; - demonstrates an approach that is free from aggression, respects human rights and social responsibility.

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