

PSYCHOLOGICAL CULTURE IN THE WORKS OF FOREIGN AND NATIONAL SCHOLARS

Botirova Yorqinoy Dilshod kizi

Doctoral Student, Institute for the Study of Youth Problems and Training of Promising Personnel under the Youth Affairs Agency of the Republic of Uzbekistan

Abstract: Psychological culture includes mastering basic psychological knowledge and skills, using them, correcting and analyzing one's own actions and states (reflection). A person with a high level of psychological culture forms a value-based attitude towards human beings, self-development, creativity, and knowledge.

Keywords: creativity, self-development, value-based attitude.

Introduction

The relevance of this research arises from the important role of psychological culture in a person's life activities, communication, social adaptation, and personal development processes. In modern psychology, there are many concepts related to an individual's psychological culture, including those of N.I. Isaeva, E.A. Klimov, L.S. Kolmogorov, N.I. Obozov, O.I. Motkov, L.D. Dyomina, Y.L. Kolominskiy, and others.

According to the concept developed by L.D. Dyomina and her colleagues, psychological culture is understood as "a part of a person's general culture, a complex functional system consisting of interrelated and interconnected components that ensure knowledge of the laws of psychological reflection of the environment and the creation of one's own psychological reality, as well as methods of managing internal and external activity." [1]

V.N. Druzhinin proposes three foundations for distinguishing the main (general) types of student culture:

Ontological foundation describes the connection with the main spheres of human life: family and everyday culture, leisure culture, and others.

Phenomenological foundation is divided according to the types of human needs and corresponding activities: communicative, play culture, cognitive activity culture, labor, emotions and feelings, personal safety, physical, moral, etc.

Scientific foundation describes the types of culture according to the fields of science and art that reflect humanity's cultural experience: mathematical, psychological, economic, philological, historical, pedagogical, and others.

Based on L.D. Dyomina's scientific views, we concluded: "Psychological culture is a certain part of the general culture inherent in a person, serving as the basis for managing one's inner and outer world."

According to N.I. Isaeva's concept, psychological culture is seen as "a way of harmonizing an individual's inner world, integrating its main construct — the 'self' — with both the inner and external worlds." [2]

From this, we derived the following conclusion: "Psychological culture is the harmony of an individual's 'self' with their inner and outer worlds."

Another scholar, E.A. Klimov, considers psychological culture "a part of a person's general culture (as a family member, citizen, and professional), in which an individual assimilates a system of knowledge based on scientific psychology, understands the characteristics of the psyche (their own and others'), and develops basic skills to apply this knowledge in everyday life, self-education, and professional activity." For a person with developed psychological culture, this condition serves as external motivation for professional development and preparation for mastering a profession. However, for students with poorly formed psychological culture, it poses risk factors: feelings of professional failure can lead to low self-esteem, loss of confidence, and the emergence of various conflicts.

In Uzbekistan, after independence, attention increased towards preparing fully competent specialists for society. Accordingly, emphasis was also placed on students' professional, spiritual, and psychological maturity. This made the formation of psychological culture among students an urgent issue. The questions "What is psychological culture?" and "What factors influence its development?" motivated our scholars to conduct research. Below, we highlight the views of domestic scholars on psychological culture and the factors affecting its formation.

Literature Review

Uzbek scholars interpret the formation of psychological culture as an interrelated process of family upbringing, social environment, education system, and national values. For example, A.R. Aliev links psychological culture directly to family upbringing and social environment. He emphasizes that a person's psychological state and social development are interconnected, and the level of psychological culture directly depends on family atmosphere and the influence of educational institutions [5]. This shows, on a scientific basis, the combined effect of family and social environment on psychological development.

N.M. Usmonova pays special attention to the socio-spiritual and psycho-emotional aspects of psychological culture. According to her, psychological culture is an important factor in shaping the general psycho-emotional environment of society, playing a major role in preserving and strengthening national spiritual values [6]. This approach highlights the need to ensure psycho-emotional balance in society and instill healthy spiritual outlooks.

X.Sh. Karimov emphasizes the dynamic nature of psychological culture, scientifically examining the role of education and upbringing in shaping the psychological culture unique to each nation. He reveals the relationship between national culture and psychological processes, pointing out that this approach helps people better understand their historical and cultural heritage [6].

M.A. Abdurahmonov views psychological culture in relation to national spiritual values, heritage, and upbringing. He stresses that harmony between an individual's position in society,

interpersonal relations, and cultural behavior is essential [2]. This perspective provides a scientific foundation for maintaining social psychological balance and developing healthy interpersonal communication.

Z.R. Sultonov highlights the role of family and social environment in forming psychological culture and stresses the need for its development through school and other educational processes [6]. He believes that cooperation between family and educational institutions strengthens the psycho-emotional state of individuals and fosters positive social relations in society.

Discussion

Based on the analysis of scientific perspectives and experimental research in this field, we identified the main psychological factors that contribute to the formation of students' psychological culture. The analysis showed that the structural components of psychological culture include:

Deep understanding of the role of general culture in developing individuality and personality;

Knowledge of the scientific foundations of psychology and applying them in practice;

Understanding each person's uniqueness and dignity, respecting their personal traits;

The ability to recognize the true meaning of one's own and others' characteristics, actions, and moods;

Skills to respond constructively to conflicts and differences of opinion;

Establishing respectful and sincere communication with others, considering their interests, tastes, habits, and emotions;

The ability to manage oneself, one's emotions, and relationships;

The need to protect one's own honor and dignity and to value that of others;

Developing empathy and nobility, while observing high moral standards in social behavior.

These qualities are reflected in a person's way of thinking and behavior, representing the richness of their emotional-intellectual sphere.

Therefore, analyzing the student's development process requires a creative approach to all relationships and their interactions. Students, by understanding their social environment, create new social relations through innovation. This process is based on past social experience and previously formed cultural heritage.

As a result, the development of creative potential emerges as one of the main conditions for shaping students' psychological culture. Indeed, a creative approach ensures not only personal growth but also the establishment of innovative and harmonious relations in social life.

Results

Thus, in the first chapter, psychological culture was analyzed as a social issue based on research and scientific sources from abroad, Russia, and Uzbekistan, and systematized according to the research objective.

In subsequent chapters and sections:

The methodological foundation for the organization of research was established and appropriate methods were selected;

Suitable methods for diagnosing the formation of psychological culture during student years were applied and initial results analyzed;

Self-activation of the individual was identified as a determining factor in psychological culture.

Conclusion

Theoretical and scientific analyses revealed the scarcity and lack of systematization of works devoted to the psychological factors of psychological culture formation, highlighting the urgency of this research.

When studying the views of leading world psychologists on psychological culture, it was confirmed that this process must consider age and individual psychological characteristics, conscious and unconscious systems of psychological defense mechanisms, personality traits, value systems, faith and beliefs, conscience formation, and behavioral patterns. This indicates that psychological culture is a vital area of research for ensuring healthy socialization and development of individuals.

At the same time, the theoretical studies conducted abroad and in our country on this problem allowed us to reach the following conclusions:

Psychological culture of an individual is the level of self-awareness and attitude towards oneself and others. It is primarily manifested in the ability to properly control one's actions and emotions, conduct constructive communication, and manage activities rationally. It also clearly appears in self-determination, creativity, and self-development processes.

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