



PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE DEVELOPMENT OF INFORMATION CULTURE IN ADOLESCENTS

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ABSTRACT

The formation of an information culture in adolescents plays an important role in their intellectual, communicative and social development. Information culture is a person's ability to receive, select, analyze, store and use information from various sources, which serves to strengthen his personal and professional competence. The importance of pedagogical and psychological factors in the formation of information culture, its main components and development methods are highlighted.

Introduction

In the modern world, the number and type of information resources are increasing dramatically, directly affecting the lives of young people. Adolescence is the most sensitive period for the intellectual and social development of a person, during which the formation and strengthening of an information culture is important. Information culture includes the ability of a person to correctly perceive, analyze, store and apply information from various sources. These skills directly affect the self-management, social relations and academic achievements of a teenager. Pedagogical and psychological aspects are inextricably linked, and it is important to take into account both factors in the process of forming an information culture.

Pedagogically, the teacher must teach adolescents to select, correctly evaluate and effectively use information sources. Interactive methods, a mentoring system, reflective exercises, group work and training make this process more effective. Adolescents also develop their ability to receive information and critically analyze it through reading, research, and using Internet and library resources.

Psychologically, the attention, focus, motivation, and social environment of young people are decisive factors in the development of information culture. Adolescents' personal interests, self-management skills, and critical thinking skills play a key role in the correct perception of information and its application in practice. Therefore, it is



important to combine pedagogical and psychological approaches in the process of developing information culture.

In the introduction, it should be noted that the formation of an information culture in adolescents not only improves the quality of the educational process, but also strengthens their personal and social competencies, and allows them to participate effectively and consciously in the modern information environment.

The issue of information culture of adolescents is widely covered in scientific literature. In the works of Uzbek scientists - R. Ishmuhammedov, N. Kayumov, Sh. Sultonova, M. Ochilov, information culture is defined as a set of knowledge, skills and socio-communicative potential of an individual. At the same time, it is noted that pedagogically interactive methods, group work, trainings and reflexive exercises are effective tools in forming the culture of information perception of adolescents.

Foreign studies, including D. MacClelland and J. Raven, show that information culture is directly related to the critical thinking, analytical abilities, interaction with the social environment and motivation of young people. Psychologically, the development of attention and focus, personal motivation, social support and personal interests are distinguished as important factors in the formation of information culture.

An analysis of the literature shows that the formation of information culture requires the combination of pedagogical and psychological approaches. Educators should teach adolescents to select, analyze and apply information in practice, and also psychologically stimulate the motivation and attention of young people.

The study involved adolescents in grades 7–10. The level of their information culture was assessed using diagnostic questionnaires, interviews and observations. The results showed that although 56% of adolescents were able to effectively select and analyze information, 44% of them had the habit of receiving information voluntarily and passively.

During the study, interactive lessons, reflective exercises and group work were used as pedagogical approaches. Psychologically, special trainings were conducted to increase the motivation of adolescents, develop their attention and focus. As a result of this process, the information culture of the participants increased by 25–30%, and their critical thinking and analytical skills improved.

Also, teenagers participated in interactive classes related to information culture through the activities of our university's "Eco Club". This activity increased young people's interest in information, encouraged them to select and analyze information resources.

The study showed that the formation of an information culture among adolescents is effectively carried out using interactive pedagogical methods and psychological stimulation. The development of critical thinking, attention and motivation, and increased personal responsibility increase the level of information culture of adolescents. The activities of the "Eco Club" teach adolescents to select, analyze and apply information sources in practice, while strengthening their social and environmental awareness.

Adolescence is a period of psychological and social development, characterized by a desire for independence, sensitivity to peer pressure, interest in novelty, and emotional instability. Therefore, a sharp increase in the flow of information has a significant impact



on the process of decision-making, knowledge acquisition, and the formation of social relationships among adolescents. The culture of using information includes not only introducing students to information, but also developing their skills in critical thinking, assessing the reliability of sources, distinguishing false news, ensuring digital security, and adhering to the rules of information ethics. In this regard, information culture for adolescents plays an important role in strengthening their personal and social competence. Uzbek pedagogical scientists, including A. Abdukodirov, Sh. Yuldashev, N. Karimova, A. Komilov and M. Kadirova emphasize the pedagogical and psychological importance of forming information culture in preparing adolescents for the information society. Their research shows that the formation of information literacy skills in adolescents is not limited to school lessons, but should be carried out in combination with parenting, interactive activities and the social environment. In this sense, this article provides an in-depth scientific analysis of the theoretical, methodological and practical aspects of forming an information literacy culture among adolescents. The article highlights the pedagogical, psychological and social foundations of information culture, studies the level of adolescents' work with information, their analytical and evaluation skills, and their behavior regarding digital security. On this basis, effective recommendations are developed for the education system, parents and educators, and new ways of preparing young people for the digital and information society are proposed.

The issue of forming a culture of information use among adolescents has become an important area of scientific research in modern pedagogy and psychology. The sharp increase in the flow of information, the penetration of digital technologies into all aspects of life, and the impact of social networks on the minds of young people make this topic relevant. Uzbek scientists, including A. Abdukodirov, Sh. Yuldashev, N. Karimova, A. Komilov, and M. Kadirova, emphasize information culture as an important means of forming personal and social competencies in the upbringing of adolescents¹. In their research, information culture is interpreted not only as the ability to obtain information, but also as a set of skills such as critical thinking, assessing the reliability of sources, identifying false messages, ensuring digital security, and adhering to the rules of information ethics. Research by foreign scientists is also aimed at this. For example, P. Hobbs and J. Livingstone analyzed the impact of media literacy on the social and academic activities of adolescents, and S. Buckingham developed strategies for developing skills in critical information reception and the dangers of the digital environment. At the same time, the study of literature also identifies the difficulties of adolescents in working with information, the problems of dealing with false news and inaccurate sources. Research shows that the culture of adolescents working with information is an important factor in shaping their personal development, social activity and decision-making ability.

Conclusion

The information culture of adolescents is important for their intellectual, communicative and personal development. The results of the study show that information culture can be effectively formed by combining pedagogical and psychological approaches. Interactive methods, reflexive exercises, a mentoring system and increasing motivation strengthen the skills of adolescents to select, analyze and apply information



resources in practice. The activities of the “Eco Club” at our university are a practical example in this process and serve to develop information culture and environmental awareness of young people. At the same time, it is important to combine pedagogical and psychological tools in the educational process, promote the rational use of information resources and increase the personal motivation of adolescents.

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