



WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF GENDER APPROACH

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ABSTRACT: - This article reflects on ways of forming cultural immunity against mass culture in teenagers based on the gender approach, and recognizes the existence of the emergence and development of "mass culture" and attempts to interpret it as a cultural phenomenon in the world's leading higher education institutions. It is also emphasized that values occupy an important place in the structure of gender culture.

KEYWORDS: Cultural immunity, adolescent student, gender approach, gender culture, global education, person-oriented education, pedagogical strategy, mass culture, manipulation, mechanism, values, national culture.

INTRODUCTION

Creative models of creating cultural immunity in adolescents based on the gender approach, preventing crime, suicide and deviation from social norms, acquiring national and spiritual values and ensuring successful socialization among them are put into practice. is being implemented. In the declaration of development until 2030, adopted at the World Forum in Incheon, South Korea, "rapid

development of the ability to distinguish between their gender roles and master gender roles in adolescent students, to form cultural immunity" [1] was noted, systematic work aimed at forming immunity against "mass culture" in adolescent students, simulating life situations in forming students' cultural immunity, developing intellectual abilities, ensuring gender socialization is being carried out.

**“WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF
GENDER APPROACH”**

Systematic organization of measures related to the formation of immunity against "popular culture" in the students of the adolescent age based on the gender approach in the world educational and research institutions, psychologists and parents in cooperation with the formation of cultural immunity in adolescents scientific researches are being carried out on the improvement of learning mechanisms and the formation of positive action trajectories of adolescents. At the same time, special attention is paid to scientific researches on the individual-oriented education of adolescent students, the formation of their cultural immunity based on individual and differential approaches, the reform of pedagogical processes organized in the classroom and outside the classroom, and the improvement of the activities of pedagogues in this regard. attention is being paid.

ANALYSIS OF LITERATURE ON THE SUBJECT

Research on the formation of cultural immunity in adolescents based on the gender approach is carried out by the world's leading scientific centers and higher education institutions, including Princeton University (USA), Association for Educational Communications and Technology - AECT (USA), Rheinische Friedrich-Wilhelms-Universität Bonn (Germany), CENTERS OF GENDER EXCELLENCE (Switzerland); Seoul National University, Puchong University, Yonsei University, Sungkyunkwan University, Pohang University of Science and Technology, Pusan National University, Chonbuk National University (South Korea), Miyagi Pedagogical University (Japan), Academy of Education (Russia), Uzbekistan It is conducted at the Scientific Research Institute of Pedagogical Sciences (Uzbekistan).

The following scientific results have been obtained regarding the identification of "mass culture" and its effective mechanisms: a pedagogical system of forming socio-emotional culture in students has been developed (Pohang University of Science and Technology - South Korea); the didactic basis of forming an objective point of view in relation to "mass culture" in a person is created (Belfield pedagogical university); a pedagogical-psychological training system was created that optimizes the application of spiritual and moral knowledge in various educational situations (Centre of increasing to pedagogical qualification on the basis of Manchesters university); Project-constructive technologies of formation and development of fighting skills against "mass culture" have been developed (Chonbuk National University - South Korea); The influence of "mass culture" on the formation of individual spirituality was determined based on neurolinguistic programming technology (Miyagi Pedagogical University); mechanisms of influence of "mass culture" on ideology and economy were developed (Russian Academy of Education); a pedagogical system for determining the socio-pedagogical possibilities and effectiveness of "mass culture" in the educational system has been developed (Research Institute of Pedagogical Sciences of Uzbekistan)[2; p. 5].

As a result of the emergence and development of "popular culture" in the world's leading higher education institutions, as a result of attempts to interpret it as a cultural phenomenon, research is being conducted in the following priority areas: determining the socio-pedagogical possibilities of "popular culture" in the educational system , improvement of pedagogical mechanisms based on diagnosis and correction; fight against the negative consequences of "popular culture"; systematization of "popular culture"

“WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF GENDER APPROACH”

as a set of universally consumed elements of culture; development of influence mechanisms of "mass culture" on ideology and economy; interpretation of "mass culture" as new mechanisms of socialization of a person, control of a person's consciousness, a new system of manipulation of his interests and interests, and modeling of this process.

DISCUSSION AND RESULTS

Today, the concepts of gender and sex are also differentiated in science. The concept of gender is used to distinguish anatomic-physiological characteristics of a person. From this point of view, all human beings represent separate genders as male and female. It should be noted that from a biological point of view, sexes have more in common than they differ. Height, height and body weight are more characteristic of men.

The main difference between men and women is manifested in their roles in production. Today, gender is one of the main concepts in pedagogy such as psychology and sociology. The concept of gender entered science from the English language, and from the point of view of grammar, it corresponds to the category of gender, species. This term was used to distinguish the concept of social and biological sex. In addition to biological differences, there are also social roles for men and women. These differences are also evident in behavior and feelings. The concept of gender is used to express social relations.

Men and women not only differ in their anatomical features, but they also perform social roles that correspond to gender characteristics. The biological differences between women and men are not important, the cultural and social attitudes provided by the society to these differences are important. Three groups of characteristics are important

for clarifying the description of gender: biological affiliation, gender role stereotypes, and the norms of behavior and interaction that men and women follow based on the demands of society.

It consists of providing educational materials of a general nature, taking into account the differences according to gender. Our observations clearly showed that education is of great importance in the formation of gender culture in students. Education is a driving force in ensuring the socialization of boys and girls in their own way. The process of forming gender culture in students should embody universal, cultural values, non-standard stereotypes of thinking, analytical perception of existence. For this, it is necessary to combine the values specific to the national culture and the universal cultural values in the educational content.

Because it is becoming more and more important to integrate knowledge into the content of education, distinguishing between popular culture and specific culture. Differentiation of cultural phenomena by classification is one of the main tasks of today. In order to differentiate mass and special culture according to their content, every student should have the experience of reflexive activity.

Values play an important role in gender culture. Determining the ability to follow values depending on gender depends to a large extent on the degree to which a person's culture is developed [3]. Gender culture develops in connection with a person's age and occupation. Its first manifestations are in general secondary schools. Values representing the cultural level of a person occupy an important place within the concept of gender.

“WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF GENDER APPROACH”

Today, when the threats of popular culture are increasing, the values typical of boys are leading in girls, and typical of girls in boys. Today, gender culture determines a person's social status. Such relations are becoming bilateral. Changes in social status also affect the value system.

The use of the method of analyzing the behavior of themselves and their classmates is of particular importance in the formation of immunity against mass culture in adolescent students. Because there will be differences and proportions between the evaluations of the people around them and their own evaluations. In order to correctly perceive these differences by teenagers, it is necessary to analyze the activities of oneself and classmates [4; p. 59].

"Ideal" strategy. This is a strategy used to explain the two-sided nature of popular culture to teenagers. This strategy helps students to build cultural knowledge. They are helped to form the ability to identify problems related to cultural events, solve problems, find a suitable solution in the process of making a complex choice.

"Good - bad" strategy. It serves to form the ability to differentiate and evaluate the positive and negative aspects of popular culture among students of teenage age. In the course of the training, students will be able to compare events, express their attitude towards them, and clearly imagine the way to choose in conflict situations.

Concept association strategy. With the help of this strategy, students of adolescent age can differentiate between the concepts that represent phenomena specific to different cultures, understand the essence of their content, understand their interrelationship, compare each other, and negate each other

between important and unimportant. they help to separate the aspects that do and require. With the help of this strategy, the possibility of developing the cognitive abilities of students of adolescent age will be expanded.

"Position - base - example - result" strategy. Within the framework of this strategy, students of the adolescent age acquire the skills to express their thoughts about popular culture in a conscious and confident way. This strategy is used at the stage of learning new information, serving to form an objective view of popular culture in students and its specific aspects. It helps students to form a clear point of view about mass culture. This strategy includes 4 important parts.

Position (point of view). Share your thoughts on popular culture. You can use the following words to express your opinion: show business, pop music, fashion, advertising, social network. At this point, the pedagogue requires students to justify their opinion.

Basis. Why do you think that to the students? the question is asked. They should start explaining their thoughts with the words "Because...".

Examples. The reader should use at least three arguments to explain his point of view. Through this, students try to justify their point of view. The words "For example ...", "I can justify this with the following ... evidence" are used.

The result. In this final part, it is required to state the final conclusions that support the point of view. The phrases "Thus ...", "In conclusion ...", "Therefore ...", "Based on the above, I came to the following conclusion ..." are used.

“WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF GENDER APPROACH”

Spiritual and moral education based on gender approach is carried out in order to form general cultural competences in children. Such competencies include: friendly relations between people; to have a sense of duty and responsibility for one's behavior; the need to work and diligence; careful attitude to nature; striving for a harmonious family life; to have self-awareness and self-discipline skills.

Thinking activities of adolescent boys and girls in raising children in the family differ in a number of different aspects based on sexual characteristics. For example, the thinking activity of boys is formed in connection with the following way of thinking: the left hemisphere is more developed; works better individually; it takes a long time for them to concentrate; learns information slowly but consistently; he sees the essence of the events at first, and quickly takes action.

Adolescents often have a tendency to deny and reject the rules set by society. Adolescents strive to stand out, to create something that is their own, not to be repeated and often contrary to existing norms. This is especially evident in the formation of immunity against "popular culture".

One of the important tasks of parents is to form friendly relationships with others, based on mutual respect and trust, as a component of the cultural worldview in the formation of immunity against "mass culture" in adolescent children:

to know that education, study, hard work and creativity are of great importance in society and human life;

to value education as an important type of creative activity;

to have information about the role of science and production in the life of a person and society;

to be careful about one's own and other people's work, community property.

CONCLUSION

The national culture and values of the Uzbek people are focused on the promotion of goodness, and it is of particular importance in the education of youth, national pride, self-awareness, solidarity, cooperation, honesty, and optimism among members of society. If national culture is not inculcated in the minds of young people in educational institutions, they will quickly be influenced by various evil forces.

In short, in order to form cultural immunity in teenagers, arming them with historical and cultural knowledge, creating favorable conditions for the students of teenage age to master culture on the basis of mastering cultural resources, is dangerous for the national culture of the Uzbek people. It is necessary to systematically explain the real nature and purpose of hybrid cultural views to teenagers. In order to raise culturally highly developed individuals, it is necessary to inculcate in them the cultural traditions of the people and new cultural approaches from the teenage years.

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"WAYS OF BUILDING CULTURAL IMMUNITY AGAINST POPULAR CULTURE IN ADOLESCENTS ON THE BASE OF GENDER APPROACH"

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