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Formation of Cultural Immunity to Mass Culture in Adolescent Students in Our Country and Abroad

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Abstract: This article discusses the use of gender strategies in the formation of cultural immunity against "mass culture" in adolescents, and it is recognized that there are attempts to interpret "mass culture" as a cultural phenomenon in leading higher educational institutions of the world.

Keywords: Cultural immunity, adolescent learner, gender strategy, gender culture, global education, personality-oriented education.

Introduction: In world educational and research institutions, scientific research is being conducted on the formation of immunity against "mass culture" in adolescent students based on a gender approach, improving the mechanisms for the systematic organization of measures related to the formation of cultural immunity in adolescents in cooperation with psychologists and parents, and the formation of positive trajectories of adolescent behavior. At the same time, special attention is paid to scientific research on personality-oriented education of adolescent students, the formation of their cultural immunity based on individual and differentiated approaches, the reform of pedagogical processes organized in and outside the classroom, and the improvement of the activities of teachers in this area.

Today, in science, the concepts of gender and gender are also distinguished. The concept of sex is used to distinguish the anatomical and physiological characteristics of a person. From this point of view, all people, as men and women, represent separate sexes. It should be especially noted that from a biological point of view, the sexes have more in common than in differences. Tall stature, robust physique, and body

weight are more characteristic of men.

The main difference between men and women is manifested in the roles they play in production. Today, gender is one of the basic concepts in pedagogy, such as psychology and sociology. The concept of gender entered science from the English language and, from a grammatical point of view, corresponds to the category of gender, type. This term was used to distinguish between the concepts of social and biological sex. Along with biological differences, there are also social roles of men and women. These differences are also clearly manifested in behavior and emotions. The concept of gender is used to express social relations.

Men and women are distinguished not only by anatomical features, but also by social roles corresponding to gender characteristics. Biological differences between women and men are not important; cultural and social attitudes presented by society are important to these differences. Three groups of characteristics are important for clarifying the description of gender: biological affiliation, gender-specific role stereotypes, norms of behavior and relationships that men and women adhere to based on the requirements of society.

For the development of an independent-thinking personality, it is necessary to provide educational materials of a general nature, taking into account gender differences. 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 unique socialization of boys and girls. The process of forming gender culture in students should embody universal, cultural values, non-standard stereotypes of thinking, and the possibilities of analytical perception of reality. For this, it is necessary to harmonize the values inherent in national culture and universal cultural values in the content of education.

Because the integration of knowledge into the content of education, distinguishing between mass culture and specific culture, is becoming increasingly relevant. Differentiating cultural phenomena is one of the main tasks of today. In order to distinguish between mass and specific culture by content, each student must have formed the experience of reflexive activity.

Values occupy an important place in the structure of gender culture. Determining the ability to adhere to values based on gender largely depends on the level of development of the individual's culture. Gender culture develops in connection with an individual's age and profession. Its initial manifestations are found in general education schools. Within the framework of

the gender concept, values expressing the cultural level of the individual occupy an important place.

Today, "Mass culture" denies the socio-cultural differences between boys and girls. It also promotes stereotypes not characteristic of national culture and mentality in family relations. For example, cosmopolitanism, same-sex marriage, acceleration, the disappearance of differences in clothing and hairstyles, viewing traditions and customs as remnants of the past, and not valuing the family as a value are among them.

In the culture of the Uzbek people, there are cultural traditions and customs that serve the formation of masculine qualities in boys and feminine qualities in girls. The contribution of "mass culture" to the gradual decline in the practice of observing these traditions and customs is enormous. At the same time, many boys and girls who have gone to foreign countries and are studying in foreign educational institutions are forced to change their cultural worldview under the influence of the environment. Because they are forced to adapt to any conditions, to live and learn. Boys, on the other hand, are acquiring a system of values characteristic of girls.

The formation of boys and girls in Uzbek society who have preserved the national mentality, possessing a national cultural worldview, encourages them to show courage and mobilization. This, in turn, arises as a result of the effective assimilation of historical and cultural experience. Today, when the threats of mass culture are intensifying, values characteristic of boys prevail in girls, and values characteristic of girls in boys.

Today, gender culture determines the social status of the individual. Such relations are acquiring a bilateral character. Changes in social status also affect the value system.

In the formation of immunity against mass culture in adolescent students, the use of the method of analyzing their own behavior and the behavior of their classmates is of particular importance. Because there are differences and proportions between others and their self-assessments. In order for adolescents to correctly perceive these differences, it is necessary to analyze the activities of themselves and their classmates.

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

In raising children in the family, the mental activity of

adolescent boys and girls is distinguished by a number of differences based on gender characteristics. For example, the thinking activity of boys is formed in connection with the following way of thinking: the left hemisphere is more developed; they work better individually; it takes a long time for them to concentrate; they assimilate information slowly, but consistently; they first see the essence of events, quickly switch to action.

Adolescent children are often characterized by a spirit of denial, rejection of the rules established by society. Adolescents strive to stand out, to create something unique, unrepeatable, and often contradictory to existing norms. This is especially evident in the formation of immunity against "mass culture."

In the formation of immunity against "mass culture" in adolescent children, one of the important tasks of parents is also the formation of friendly, mutually respectful, and trusting relationships with others as an integral part of the cultural worldview:

- knowledge of the great importance of education, study, diligence, and creativity in the life of society and a person;
- a value attitude towards education as an important type of creative activity;
- to have information about the role of science and production in the life of man and society;
- a careful attitude towards one's own and others' labor, collective property.

The national culture and values of the Uzbek people are aimed at promoting goodness, which is of particular importance in fostering national pride, self-awareness, solidarity, cooperation, harmony, and optimism among members of society. If national culture is not instilled in the minds of young people in educational institutions, they are easily influenced by various evil forces.

CONCLUSION

In conclusion, in order to form cultural immunity in adolescents, it is necessary to equip them with historical and cultural knowledge, create favorable conditions for the assimilation of culture by adolescent students based on the assimilation of cultural values, and systematically explain to adolescents the true essence and purpose of hybrid cultural views that are dangerous for the national culture of the Uzbek people. For the upbringing of culturally developed individuals, it is necessary to instill in them, starting from adolescence, the means of presenting them with the cultural traditions of the people and new cultural approaches.

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