Methods of Forming Cultural Immunity in Adolescent Students Based on the Gender Approach

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Abstract: The article discusses the methodological possibilities of games, incentives, and dilemma methods in the formation of cultural immunity in adolescent students based on the gender approach. In addition, it was emphasized that the mobilization of them to perform public tasks is of particular importance in the formation of the ability to follow cultural behavior norms in teenagers, and collective tasks are the most effective means of socializing teenagers. Teaching adolescent students to self-control, behave in public places, and follow the norms of interpersonal relations also serves to form cultural immunity in them.

Keywords: cultural immunity, adolescent student, gender approach, gender culture, methods, dilemma, play, encourage, person-oriented education, values, national culture.

INTRODUCTION. Today, when attacks on "popular culture" are becoming more and more widespread, the weight of the tasks of teachers is increasing. Attacks of "mass culture" can be partially hindered only by spiritual and moral development of students and by turning them away from harmful habits. At all stages of the continuing education system, pupils and students are quickly adapting their behavior to the tools promoted by the proponents of "popular culture". Teachers can form a sense of respect for universal and national values in them only by raising independent thinking, quick, initiative, patriotic, selfless young people.

One of the important and priority tasks of the state, society, and educational institutions is the spiritual development of adolescent students, teaching them to respect their people, homeland, and cultural assets. First of all, teachers should support initiative-taking, independent-thinking, patriotic, self-sacrificing young people, and on this basis, develop them spiritually and morally. Creating a favorable socio-pedagogical environment for the spiritual and moral development of adolescent students is one of the main tasks of the deputy director of spiritual and educational affairs and the school psychologist.

In the concept of developing the public education system of the Republic of Uzbekistan until 2030, introducing modern methods and directions of education outside of school in educating young people and ensuring their employment, forming a strong motivation for students to learn are defined as the priority directions of the education system [1].

In recent years, the issue of cultural development of students and ensuring human maturity has been given priority in the documents of the United Nations Organization (UN) and UNESCO. These documents focus on creating an ideal personality, achieving mutual peace and harmony among people, respecting human rights and freedom, and ensuring the full development and maturity of a person.

Cultural formation of a person does not arise by itself. For this, every person should work on himself, get independent education, master universal and national cultural resources, and have the ability to use them in his practical activities. That is why special attention is paid to the activity of the teacher in forming the culture of students and youth. The personal example of a
pedagogue is of great importance in the cultural and moral development of adolescent students. The professional knowledge and reputation of the pedagogue play an extremely important role in educating enterprising, morally and morally mature, independent thinking, competent young people.

the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on January 24, 2020, it was emphasized that raising the reputation of the teacher is one of the priority issues in the state policy[2]. Because today, the pedagogue is not only responsible for imparting modern knowledge to the students, but also for forming them culturally and morally, instilling a sense of citizenship.

While humanizing the educational process, the pedagogue should be able to instill the cultural wealth, which is the product of folk wisdom and intelligence of our ancestors, into the experience of adolescent students in connection with objective reality. Taking into account the needs of the state and society, the teacher, along with providing knowledge to the students, should educate them as highly moral, cultured, selfless, enthusiastic, responsible representatives of their people, thereby instilling in the learners "public it is required to form immunity against attacks of "culture". In the course of education, adolescent students are taught the rules of behavior established in society, cultural and legal norms, the basics of human relations, centuries-old cultural treasures, traditions and customs typical of the Uzbek people. - habits, values are presented. This ensures their spiritual, cultural, intellectual, aesthetic and moral development.

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) [3].

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)[3; p. 5].

DISCUSSION AND RESULTS. In the course of education, students of adolescent age are presented with the social experience of the nation, modern knowledge, as well as national cultural values accumulated over many centuries. This, in turn, constitutes the components of the educational content and represents the basis of the curriculum, topics presented in the textbooks, and educational materials. The real owners of cultural wealth are our great ancestors, the multi-ethnic people of Uzbekistan, peaceful and prosperous families, and cultural values are formed
and stabilized in these social institutions.

Spiritual and moral education is a component of the educational process at all stages of the continuous education system. In the process of spiritual and moral education, students are required to treat others with trust, love, kindness, and mutual respect. Spiritual and moral education harmonizes the interests of the state, society, and individual. At its center is the personality of learners. In the process of upbringing, the cultural, moral, and gender development of adolescents is ensured, and all their opportunities are directed to the creation of goodness, tolerance, inter-ethnic communication, mutual respect, trust, self-sacrifice, patriotism, and solidarity in the society. In the process of education, the acquired knowledge, new perception of the world with the help of cultural and moral values, and the skills to have a healthy cultural outlook are added to the adolescent students.

In order to form cultural immunity in adolescent students, pedagogues themselves are required to know well the centuries-old historical experience of the Uzbek people, cultural wealth, and the needs of the society's cultural development today.

In order to form cultural immunity in adolescent students, pedagogues should be able to use effective methods of education. Their professional competence is important in this regard. Teachers with highly developed professional competence have a developed cultural outlook, and they can distinguish between positive and negative aspects of "popular culture". Educators will have the necessary knowledge, experience and skills to form cultural immunity in students. In the formation of cultural immunity in adolescent students, they will have the skills to work with each of the boys and girls, to provide them with knowledge based on a gender approach.

As we mentioned above, "popular culture" is a social phenomenon. It is closely related to the cognitive and emotional impact of its promoters and media on young people. Therefore, pedagogues should have enough social and professional knowledge to form immunity in students against "popular culture". For this, pedagogues are required to be able to gradually form cultural immunity in adolescent students based on the gender approach. They need to teach adolescent students first to be able to engage in cultural communication with the people around them. For this purpose, it is important to determine the components of the competences of teachers of various subjects related to the formation of cultural immunity in adolescent students.

In the process of working with adolescent boys and girls, the pedagogue should have the competence to apply pedagogical measures taking into account their mental capabilities, psychological characteristics, interactions with others, family environment. If educators can engage in effective interpersonal relationships with adolescent students, they can easily develop cultural immunity. Being able to establish a relationship with adolescent students based on a gender approach, creating pedagogical situations necessary for the formation of cultural immunity, knowing their gender characteristics well, choosing methods, methods and tools are important components of the professional competence of a pedagogue.

For example, what are the negative effects of "mass culture"?"?", "What kind of culture did our ancestors have?", "Our historical cultural assets are our pride", "I will work for the development of my country in the future", "Mother Great children of my country", "I am a child of Uzbekistan", "Culture of using social networks", "Teenager and the law", "We learn the laws", "A generation rising from love for the country", "Serving the country is our highest goal ", "Drug addiction - the plague of the century", "Man creates destiny with his hands", "Corruption - a threat to the future", "National values - the basis of our culture", "The family is a sacred place", a selection of essays, round discussions, spirituality hours, promotional activities, seminars-trainings are recommended.

It is desirable to systematically organize the educational activity of pedagogues of general education schools and deputy directors for spiritual and educational affairs, as well as their work on the formation of cultural immunity in adolescent students. Deputy directors for spiritual and educational affairs and class leaders should implement the content of work aimed at forming...
cultural immunity in adolescent students, focusing on this goal. In this, special attention is paid to the organization of artistic evenings, stage performances, reading evenings, exhibitions, debates aimed at teaching our historical and cultural wealth. Various activities are organized in connection with Nowruz holiday and the birthdays of great thinkers, in which special attention is paid to teaching cultural values to teenage students. Science circles are the main means of instilling historical and cultural values into the minds of students. History, literature, education, mother tongue, music, fine arts, etc. knowledge of cultural values is presented to students and their scientific and cultural outlook is developed.

The pedagogical activity of the head of the class and the deputy director for spiritual and educational affairs aimed at forming cultural immunity in students through extracurricular activities is focused on the implementation of certain tasks in this direction.

The content of extracurricular activities should be focused on the cultural and moral development of adolescent students, and serve to form immunity against "popular culture" in them. Activities organized in extracurricular processes should serve to deepen the knowledge of adolescent students in the cultural and moral direction, and to form a content of gender roles in them. A school psychologist should work effectively with adolescent students, know their mental and emotional characteristics well, take into account their inclinations based on determining their interest in acquiring cultural values, analyze the interaction between girls and boys, it is appropriate to identify and develop measures to eliminate the conflicts that exist between them.

Analyzing the behavior of adolescent students, the need to provide them with historical and cultural knowledge and to plan educational activities is growing. It is important that class leaders organize interviews with parents and determine the family environment in which teenagers live, the cultural values they follow.

One of the effective ways to form cultural immunity in adolescent students is to form legal thinking in them. The formation of legal thinking in adolescent students is carried out in the classroom and extracurricular pedagogical processes. This mainly involves the use of education, legal knowledge basics classes and extracurricular hours, specially organized pedagogical activities.

One of the important tasks of the head of the class is to deeply analyze the current level of students, their character traits, behavior, and moral qualities, to determine the negative aspects to be eliminated and to plan appropriate measures. Adolescent students are under the constant influence of various subject teachers, peers, social organizations and finally the family. Accordingly, one of the important functions of the class leader is to identify the positive and negative factors affecting students.

Encouraging and supporting students in order to continuously develop their positive qualities serves to ensure the correct formation of gender roles and the enrichment of cultural worldviews. The head of the class analyzes the behavior of teenagers who are connected to social networks, influenced by "popular culture", especially teenage girls who follow the fashion chain, and uses measures to form cultural immunity in them. It is advisable for class leaders to cooperate closely with parents. If the cultural environment in the family has a negative character, the class leaders, in cooperation with neighborhood activists, should conduct conversations with the parents of teenagers and find ways to develop their cultural outlook.

The use of the following methods by class leaders in the formation of a healthy cultural outlook and immunity in students allows to achieve the expected efficiency.

It is known that classroom hours are the main form of educational activities with students. The content of class hours is determined based on the educational work plan of the head of the class. During class hours, the class leader organizes communication with students on specific topics. During the class hours, a comfortable environment is created for students to express their opinions freely. In doing so, pedagogues are required to take into account the age characteristics, level of knowledge, outlook, and viewpoints of students.
Today's current issues, the formation of gender roles, interpersonal relations, sorting out information from social networks, the culture of using social networks, the negative and positive aspects of "mass culture", avoiding the negative effects of mass culture in the classroom with teenage students, it is necessary to organize interviews on current topics, such as warning students about the negative effects of mass culture, creating an idea of behavioral norms specific to our national culture in students. Interviews during class hours can be conducted individually with all students in the class or with students whose behavior is observed negatively.

It is known that in pedagogy it is considered inappropriate to discuss the student's inappropriate behavior in front of the class group, to embarrass him. This has a negative impact on teenage students in particular. It is unforgivable for teenagers to bully boys in front of girls. Trusting teenage students, establishing a friendly relationship with them, a sincere approach to their values that are dear to them will allow to achieve the expected efficiency.

Educational conferences are of great importance in forming the cultural outlook of teenage students. This, in turn, serves to form the aesthetic taste of adolescent students, to respect our national culture, to carefully preserve historical and cultural values, to follow the norms of interpersonal relations. As a result of the organization of educational conferences in the form of a dispute, the existing views of students are strengthened. A true cultural outlook is formed. Conflict situations will be resolved. A culture of support for a single point of view is formed.

Disputes held at educational conferences aimed at forming a cultural worldview in students have a complex nature and serve to form cultural immunity in adolescents. Teachers seriously prepare students for such educational conferences. They are taught to generate new ideas and thoughts based on encouraging independent research. As a result of such generation, a dispute situation arises.

In these activities, students of adolescent age will be able to express their opinions independently, as well as acquire cultural norms that they need to master in practice. Ethical requirements for students are also important in the formation of cultural immunity.

The cultural outlook of students is enriched with the help of new knowledge, rules of behavior, views on cultural phenomena provided by the class leader. Class leaders should use real-life events to explain life situations to students.

Using the method of behavior correction is important in the formation of cultural immunity and gender roles in adolescent students. Within the framework of this method, it is possible to form the culture of interpersonal relations among students of adolescent age, to teach them to be tolerant with the people around them, and to create the experience of using the values that are important for the representatives of our nation. Using this method, the class leaders deeply analyze the behavior of teenage boys and girls, the norms of behavior they follow, identify the gaps, and identify the shortcomings that teenagers make. they should develop elimination measures.

Correction of shortcomings in the behavior of adolescent students is an important condition for the formation of cultural immunity in them. Such correction is carried out as a result of using the diagnostic method.

It is an effective method to show the behavior of people who have gained reputation in the society as an example, to inform teenagers about the exemplary work they have done, and to correct the shortcomings in their behavior. Only when they have the necessary knowledge and cultural values, students can properly evaluate the behavior of the people around them and take inspiration from their good deeds. In this way, an ideal image of life is formed in the minds of teenagers. The role model of those around has a positive effect on teenage students. They help to form stereotypes of cultural behavior.

The example of those around affects the subconscious mind of teenagers and arouses their emotions. A warning method is used by drawing the attention of teenagers to negative events
around them. In this, difficult situations in the lives of people with negative behavioral stereotypes and their consequences are analyzed in the eyes of the students, and ways to eliminate such behavioral stereotypes are shown. Such examples encourage adolescents to refrain from negative actions, as well as to make them aware of the negative consequences of such actions on the life of individuals and society.

The examples of teachers, parents, classmates, famous people in society are of great importance in the formation of stereotypes of cultural behavior in adolescent students. In most cases, teachers and mothers are ideal for teenage girls. Adolescent boys are more likely to follow their father's example. A teacher's behavior and image is a role model for students. They always follow and imitate feminine teachers who have a positive attitude.

Adolescents carefully observe the attitude of pedagogues to reality, ask them various questions and try to determine their point of view. Teachers are evaluated on this basis. Based on their personal evaluation, they describe their extremely positive, average and negative attitudes towards teachers.

The formation of cultural immunity in adolescent students is directly related to the organization of their practical activities. Practical activities aimed at the formation of cultural immunity in students are formed with the help of exercises.

Exercises aimed at forming cultural immunity in students by involving them in cultural activities, and exercises that serve to form a cultural worldview, taking into account the youth characteristics. Among such exercises, it is possible to include exercises related to the analysis of historical sources, assimilation of knowledge specific to our national culture, and the use of historical and cultural values in practical activities. Effective use of mass media, information sorting and analysis exercises are among such exercises.

One of the important ways of building cultural immunity is to train teenage students for useful work, focusing on the differentiation of gender roles. Training teenagers to do conscious work is important in forming positive qualities in them and building cultural immunity. By training for work, the mood of being dependent and dependent is eliminated. Teenagers tend to be more creative. In this process, they need to learn historical and cultural values.

Adolescents can be removed from the negative influence of "mass culture" with the help of work and sports. Because traditional types of work, national sports accelerate their assimilation of historical and cultural values. Strengthens the sense of self-awareness, builds national pride.

Mobilizing them to perform public tasks is of particular importance in the formation of the ability to follow cultural norms of behavior in adolescents. Group assignments are the most effective means of socializing teenagers. In the process of completing team tasks, teenagers acquire effective communication skills. The qualities of cooperation and self-management are formed in them. Teaching adolescent students to self-control, behave in public places, and follow the norms of interpersonal relations also serves to form cultural immunity in them.

Active games are of particular importance in the formation of cultural immunity in adolescent students. With the help of this method, gender roles, culture of interpersonal relations, business qualities, self-management, social competence are formed in adolescents. The game method helps teenagers to systematically learn the norms of behavior. The game method encourages teenagers to show creative activity.

When using the game method, it is necessary to follow the procedures specific to it. If the rules of the games are not explained to the students of the teenage age, certain conflicts will arise in this process and will damage the interpersonal relations. In the process of the game, the real image of the students of teenage age is revealed. In addition, with the help of the game method, teenagers learn the lifestyle, behavior, and attitudes typical of adults. This ensures their rapid socialization and contributes to the formation of cultural immunity. At the same time, with the help of the game method, the possibility of mastering national cultural norms will increase.
among the students, and the mood of intolerance towards the negative behavior characteristic of foreign culture will be created.

Adolescent students have the opportunity to effectively use methods of support and encouragement in the formation of cultural immunity. Encouragement and support is provided by praising the positive behavior of adolescents. The method of punishment is applied by condemning the negative behavior of teenagers, explaining its consequences, and warning them to refrain from such behavior. In this process, pedagogues should realize that students have mastered the negative aspects of "popular culture" and should warn and protect them from its consequences.

Educators can use measures such as punishment, additional obligations, restrictions to eliminate negative stereotypes of adolescent behavior.

With the help of the stimulation method, it is possible to regularly analyze one's own behavior, to understand the essence of one's behavior, and to master the roles specific to one's gender. As a result of encouragement, positive motives, setting goals, creative activity qualities are formed in teenagers.

The method of creating educational situations is also of particular importance in the formation of cultural immunity in adolescents. This method incorporates many methods of operation.

Class leaders should be able to effectively use this method in educational processes. This method makes it possible to make a cultural choice in teenage students. They help to form their cultural outlook. Creates favorable conditions for socialization of teenagers. Through the situation, a specific problem is created for the adolescent student, and conditions are created for solving it independently[4].

The method of self-education also plays an important role in the formation of cultural immunity in adolescent students. In this, students regulate their behavior, following the example of the heroes of the works of art that the students of teenage age read. They choose an ideal and strive for a specific goal.

Dilemma method introduces students to a new interpersonal situation. It contains social behavior norms, gender roles, directions that prevent the use of negative behavior stereotypes in the future, and motivations for positive behavior. For this, students of teenage age should work on themselves, learn historical and cultural resources, social experience of the people.

The use of dilemmas (choosing one of two conflicting situations) in extracurricular pedagogical processes, which serve to expand students' options, makes them have the motivation to compare "popular culture" and national culture, to master one of them. provides.

Dilemma (Dilemma) is taken from the Greek language and serves to determine the situation. It requires making a choice between two situations that seem acceptable[5].

Dilemma refers to making a choice in mutually exclusive situations. At the same time, a problematic, complex situation is created in the dilemma. A person must make a difficult choice between two actions. Both situations have the same cost, and one of them does not satisfy the person. Accordingly, a dilemma is a situation of making a very difficult choice.

Dilemma, as an important method of forming a cultural worldview, acquires a spiritual and moral character, and during a certain period of time, a person's spiritual and moral views are questioned. Over time, a person returns to his natural moral approach, but at the same time he is faced with a difficult choice, he has to choose one of the two situations. For example, what choice would be appropriate if given the chance to save many at the cost of one person's life? Here the morality of killing is contrasted with the morality of saving. In this, the answers show the personality and cultural level of the person. At the same time, the solution to the moral dilemma is a common problem in which the lives of others depend on the actions of one person. In most cases, internal affairs officers, military personnel, medical personnel, police officers, and
political scientists face such situations.

Cultural events are discussed with teenage students using the dilemma method. Discussions, debates, and question-and-answer sessions will be held to help understand the dual nature of popular culture. A set of discussion questions is developed for each dilemma. For example, in order to form immunity against "popular culture", the following questions can be used:

1. "Popular culture" and national culture. Which one is important in human life?
2. "Even a criminal cannot be insulted, human qualities cannot be humiliated. True, he has to answer to the law for his actions. But no one has the right to insult him" Do you agree with this opinion? such as.

On any issue, students of adolescent age must provide reliable evidence to justify their agreement or disagreement. It is appropriate to present the analysis of the answers according to the following characteristics: selection, value, social roles and justice. **The use of Dilemmas** is undoubtedly very productive. Based on each dilemma, valuable lines of faith can be learned.

Proposed ethical solutions do not always conform to moral standards. Humanity has faced many such dilemmas throughout its historical and cultural development. It is philosophers who have been researching the solution of such tasks for many centuries. Dilemmas are especially common in the lives of teenagers. Teenagers are faced with a difficult choice in today's era of "popular culture" attacks. In order for them to find a suitable solution, pedagogues and psychologists are required to help closely. In this area, the cooperation of class leaders and parents is of particular importance.

There are a number of recommendations that will help find a suitable solution to dilemmas. In order to find the right solution to dilemmas, it is necessary to analyze the current situation in detail. In certain situations, the existence of a dilemma is denied. It is recommended to determine the importance of dilemmas that promote more good and deny evil. In certain cases, it is required to study the problem in detail and recommend an alternative solution. Because in the process of learning, new, alternative solutions may emerge.

Dilemmas are resolved during gameplay. For this, teenagers are presented with illustrations representing various situations. This concept can be widely used in psychology, philosophy as well as in pedagogy.

**CONCLUSION.** Gender roles, cultural worldview in adolescent boys and girls by identifying effective measures and tools, methods and strategies for forming immunity against "popular culture" in adolescent students and applying them to educational processes and there are opportunities to expand pedagogical mechanisms of cultural immunity formation.

The results of our observations and analyzes showed that pedagogical measures aimed at the formation of cultural immunity in students of adolescent age in general secondary educational institutions were not sufficiently implemented, class hours, spiritual We made sure that the religious activities were not organized in a systematic way.

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