Research Article

PEDAGOGICAL OPPORTUNITIES FOR FORMING SOCIAL ROLES IN TEENAGE STUDENTS

Aripov Shokirjon Olimovich

Fergana State University, Senior lecturer of the Department of Pedagogy, Doctor of Pedagogical Sciences (PhD), Uzbekistan

ABSTRACT

This article discusses the ways, means, and influencing factors of forming social roles in adolescent students based on a gender approach. The article also emphasizes that biological factors form the basis of the distribution of social roles.

KEYWORDS

Gender approach, gender culture, social roles, adolescent student, gender consciousness, socio-pedagogical factors, tools, pedagogical opportunities, gender stereotypes.

INTRODUCTION

Pedagogical cooperation, that is, synergetics, as a new concept enters pedagogy, it is directly connected to philosophy and sociology. Because human activity in cooperation is carried out in a way that is connected to the life of a particular society. This means that in the life of society, alongside the ability of a person to work together, there is also the possibility of developing in harmony. Within the framework of pedagogical cooperation, the concept of changing one's appearance also applies. If the new social era is based on the idea of self-preservation and adaptation of the individual to new conditions, then the modern person acts based on their new essence and status. Today, traditional gender stereotypes are changing under the influence of social reality. As a result of globalization, specific forms of gender culture are being diffused due to the fact that mass culture is increasingly covering wider territories. The development of gender culture is also progressive and regressive. Accordingly, the changing gender culture strengthens the need to

conduct research in this area, relying on a gender-based approach, especially in the formation of immunity to mass culture among adolescent students. The question of gender identity and the correspondence of a person's social roles to it is becoming increasingly relevant. Identifying the problems of gender culture that await resolution today from a pedagogical perspective is of particular importance in the spiritual and moral education of the younger generation. Moral culture has its own gender characteristics. In this case, actions that can be performed for women are highlighted in relation to values. However, some of them are not allowed to be performed by men. Aesthetic culture also has a gender character. Because beauty differs between women and men. Both in life and in art, this distinction is evident.[1] According to the principles of Islam, there are stereotypes characteristic of women and men. Most gender-specific behaviors have risen to value over the centuries and have survived to this day. Most of these values are embedded in the way of life and customs of the Uzbek people. This is reflected in national traditions, manifested in male and female models, the mutual alternation of male and female roles in accordance with the daily needs of women and men, their life activities, social life, and the demands of specific historical conditions. It is evident that gender is an integral part of culture, and today it is manifested as a part of "mass culture." The most important situation is the exchange of gender roles and gender images.[2] This change is particularly evident in the appearance of adolescent boys and girls. It is known that "mass culture" is rapidly influencing the consciousness of adolescent boys and girls. This leads to a change in gender consciousness. Therefore, we will attempt to analyze the influence of "mass culture" on the formation of gender images in modern Uzbek society. Based on this, we aim to implement pedagogical tools, methods, and techniques for shaping gender-specific views in the minds of adolescent students through the elimination of gender conflicts. To this end, we also sought to identify specific aspects of gender consciousness and the influence of social reality on it using reflective methods in order to develop immunity against "mass culture" in adolescent students. As an integral part of social reality, masculinity and femininity embody a complex of specific cultural attitudes, behavioral norms, social roles, value orientations, and behavior characteristic of men and women. By its very nature, national culture is a set of values that have been tested for centuries. As noted above, "mass culture" has a significant impact on adolescent boys and girls. Gender characteristics are formed in children in the process of socialization.

As they grow older, children learn what behavioral stereotypes and types of activities are characteristic of them. At the same time, he understands what roles he should play in connection with his sexual characteristics, and what roles to play are not typical. The roles of boys and girls depending on gender are manifested in behavioral forms. All of this is related to many changes. One such change is the change in culture. Different differences between boys and girls are the source of their behavior. Such differences are necessary for the proper organization of the division of labor. The division of labor is the basis for the emergence of a number of circumstances. For example, the emergence of anger, caring, and the emergence of a need for development. Gender characteristics are primarily evident in adolescence. Because at this age, students begin to socialize. As a result, they begin to acquire characteristics of behavior and certain types of activity. As a result, adolescents

understand what roles are suitable for them and what are not. A certain balance is necessary for the smooth flow of society's life. These are natural resources, material values, and demographic indicators created by members of society. These facts influence the behavior of members of society and form the basis for the distribution of roles among them. Biological factors form the basis of the distribution of social roles. It is the differences in behavior that determine the conditions of the environment. These are behavioral manifestations based on certain rules, characteristic of boys or girls. It is a set of behaviors that express culture and represents an inverse relationship. Such behavior reflects a person's beliefs, attitudes, and values. Different cultures exhibit different conditions characteristic of the external environment. Accordingly, gender characteristics are also shaped in connection with culture. If the same culture recognizes the equality of men and women and the differences between them, this is also reflected in the way of life and psychological characteristics. In another culture, there are sharp differences between genders and their behavior. Such psychological characteristics are also reflected in their concern for ensuring life expectancy and the development of the younger generation. Gender differences, which are dominant in a particular culture, also have different directions. In one culture, all decisions are made by men and women are subject to them, while in another culture, the main trends may be of a contradictory nature. Such a model of culture characterizes the provision of rich, diverse gender development. At the same time, the identified gender differences are explained by the stability of cross-culture. This is determined by the behavior of members of one or another gender in connection with the lifestyle characteristic of a particular culture.

Gender differences include sociocultural approaches as well as biological models. Today, gender roles accepted in society are widely promoted in the media. The influence of television and advertising on the formation of gender stereotypes is particularly significant. Changes in traditional gender roles lead to a disruption of lifestyles. Young people make a significant contribution to this disruption. On the other hand, such an influence makes a significant contribution to the formation of public consciousness among young people. The gradual introduction of unconventional images of women and men into the life of society is the foundation for the formation of relationships based on tolerance in the subjects of gender relations. In our national culture, stereotypes, customs, and attitudes characteristic of men and women have been shaped in the minds of members of society for centuries. Such behavioral stereotypes are strictly adhered to by most members of society. They are recognized as representatives of a unique culture. Mass culture makes a special contribution to the formation of new models of behavior, specifically contributing to the socialization of the individual. These tools contribute to the formation of new gender behavioral stereotypes among young people. Non-governmental television channels and social networks play a significant role in this sphere. Male and female roles are promoted through the media.

The media has a huge impact on the minds of the younger generation, especially teenagers, by promoting modern roles characteristic of women and men. As a result, they develop behavioral stereotypes, attitudes, and beliefs inherent in "mass culture." Therefore, it is necessary to increase the responsibility of the media in shaping behavioral stereotypes in adolescents that meet the needs and demands of

society. At the same time, this is perceived by adolescent students as gender-specific cultural stereotypes accepted in society.

No matter how stable gender roles and stereotypes are, they are popularized through the media and targeted at a wide audience under the influence of "mass culture." Such audiences primarily involve teenage students and student youth. The process of socialization of boys and girls differs sharply from each other and requires them to master gender-specific roles. Gender-specific roles are models of social behavior, a set of requirements, stereotypes, and conditions aimed at boys and girls. Today, social networks have a significant impact on the formation of gender stereotypes in boys and girls. Adolescent boys and girls show particular initiative in mastering the roles inherent in hybrid culture. In this case, the role of advertising is incomparable, recommending various garments and jewelry that are not characteristic of girls, and promoting hairstyles and clothing that are unusual for boys. The influence of "mass culture" affects the speech, behavior, facial expressions, hairstyles, and aspirations of boys and girls. In the imagination of teenagers, mass media and social media appear as the primary means of presenting the real world. They are looking for something that is attractive to them on social media. The information they receive also presents stereotypes that are not typical of boys and girls. Especially, the introduction of behavioral stereotypes that are not characteristic of girls is accelerating. Traditional qualities inherent in girls are rejected, and their modernization is promoted. This creates negative qualities in girls' behavior, such as mediocrity, pursuit of fashion, rudeness, a way of dressing that is not characteristic of national traditions, disrespect for the family, and not perceiving it at the

level of values. Most girls prefer to wear boys' clothes and have their hair arranged like a man. Unusual expressions are widely used in their speech.

Smoking, drinking alcohol, dancing with boys at discos, watching films promoting obscenity are becoming the main content of girls' lives. Half-naked clothes and unusual hairstyles, not typical of our nation, are also widespread among teenage girls. This denies the traditional roles and qualities inherent in girls.

All of the above evidence points to the fact that solving problems such as the formation of immunity against "mass culture" in adolescent students based on pedagogical cooperation, relying on a culturological approach in the pedagogical process aimed at achieving this goal, and expanding the pedagogical possibilities of socializing adolescent students within the framework of this approach are becoming particularly relevant.

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