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Ways of Forming Immunity to "Popular Culture" in Teenage Students in the Conditions of Digitalization

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ABSTRACT

In this article, the ways of forming immunity to "popular culture" in teenage students in the conditions of digitalization are highlighted.

KEYWORDS: gender culture, hybrid culture, mass culture, national culture, adolescent students, social roles, pedagogical opportunities, gender consciousness, gender conflicts, norms of behavior.

"Mass culture" denies the cultural wealth created by the Uzbek people for many centuries and succeeds in instilling hybrid cultural views in the minds of young people under the guise of modernity. National idea, identity and self-identification help to form immunity against "popular culture". Self-identification is the main form of self-awareness. Self-awareness means deep immersion in the culture of the Uzbek people. Self-awareness provides self-protection in a complex information space. Cultural immunity means self-control in a cultural environment. In this way, cultural immunity serves as the main evidence in the process of self-realization. If cultural immunity is strong, there will be no cases of giving in to destructive foreign ideas.

National self-awareness and solidarity are the main conditions for preserving and enriching the centuries-old culture of the Uzbek people. National culture is important in the vital activity of the Uzbek people. Protection from the negative effects of "popular culture" allows you to determine what to teach teenagers and what to protect against. It is important to provide teenagers with didactic tools that help them develop self-awareness skills. Assimilation of negative information reduces the self-awareness of adolescents. On the basis of mastering the national cultural wealth of the Uzbek people, students become subjects of cultural wealth. Taking into account their age characteristics and learning capabilities, it is required to introduce different parts of cultural wealth into the educational content. In this way, the cultural wealth of the Uzbek people becomes a component of the culture of teenage students.

A person, family, community, nation and state can be represented as a subject of cultural assets. The acquisition of cultural assets takes place in several stages: selection of cultural assets (it is

manifested as a creative activity); mastering (using the necessary information, capacities and other resources within the limits of one's capabilities); to learn about cultural assets with an understanding of the essence of the content. This activity is carried out during the educational process.

It is necessary to form and develop the desire, skills and competences for independent assimilation of cultural resources. In this case, the skill represents the method of performing certain actions under the control of the mind. And skill means to perform actions through subconscious control. For this, it is necessary to introduce traditional games, didactic tools and methods into the educational process. Games are the main way of mastering cultural resources, without which it is impossible to achieve this goal. At the same time, it is required to protect teenage students from video messages. Today, television, advertising, video products, and information on social sites contain a large number of cultural viruses.

First of all, parents should protect teenage children from viruses in video materials. In addition, teachers should be creative in choosing cartoons, movies, educational films. The content of our national culture based on gender approach should be expressed in them. When building home libraries, parents should pay special attention to the collection of the best examples of our fiction, folklore and classical literature. Such works are quickly absorbed into the minds of students at home and serve to accelerate the formation of immunity to "mass culture" in them. Parents and teachers should pay special attention to the fact that the heroes of the works of art read by the students are divided into positive and negative characters and they adopt their best qualities for themselves.

It should be noted that works such as "Riding the Yellow Giant" and "The Land of Sweet Melons" have a special place in the personal libraries of the students. In addition, it is important for parents to ask questions about books read by teenagers, listen to their opinions, and express their attitudes. It is appropriate to hold such events between students and teachers, to focus part of the class hours on determining the artistic works read by teenagers, their relationship to the heroes of the work.

By developing reading skills, students' attention can be focused on positive and negative images, and by listening to their opinions, immunity to "popular culture" can be formed. Because reading skills increase the sensitivity of teenagers' intelligence to information. It is also important to form the ability to analyze information and react to it in forming students' immunity to culture.

The ability to understand the relationship between concrete and abstract knowledge acquired at school also serves to form the ability to respond sensitively to information in teenagers.

Immunity to "popular culture" should be formed in the students of teenage age by means of national art. Therefore, examples of national music, dance, and folk art are an important means of forming immunity against "mass culture" in young people. Our analysis showed that there are not enough pedagogues who have deep knowledge of the historical and cultural values of our people. There is a strong need to develop their historical and cultural knowledge and experience. Folklore organizations are organized and operate mainly on the basis of the initiatives of artists and cultural workers. In most cases, women participate in them. Musical ethnographic groups intended for children cover a very small number of students of teenage age, they are mostly girls.

It is recommended to use different symbols to develop students' aesthetic perception. They are: symbols, signs, ornaments, etc. These tools are aimed at the emotional-emotional perceptions of adolescents. These tools are mainly aimed at protecting the intellect and serve to form cultural immunity in adolescent students. At the same time, the participation of students in physical and general wellness activities also serves to form immunity against "mass culture" in them. Mastering the self-defense system is also of particular importance. This is an important component of the formation of cultural skills. For example, national sports such as national wrestling, pokkari, chovgon, and action games also serve to form cultural immunity in students. Many types of sports are an important means of forming historical and cultural consciousness in students. Self-protection is the basis for other types of protection, as well as protection against information

attacks. The acquisition of historical and cultural resources creates favorable conditions for self-realization in adolescents. To do this, we tried to determine the interest of teenage students in self-protection from the negative influence of "popular culture".

The individual does not take the leading place in the intercultural dialogue and in the fight against foreign culture. Generalized actions are of particular importance.

In this way, in order to form cultural immunity in adolescents, arming them with historical and cultural knowledge, creating favorable conditions for adolescent students to master culture based on the acquisition of cultural resources, a hybrid that is dangerous for the national culture of the Uzbek people. it is necessary to systematically explain the true nature and purpose of 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.

In the presentation of historical cultural assets in adolescents:

- instilling Uzbek values, axiological views;
- to make them aware that the Uzbek language is the main means of preserving cultural wealth;
- to mean that religion, art and science are the basis of Uzbek national culture, and that many means of cultural wealth are embodied in them;
- formation of a tolerant worldview in teenagers by explaining that sport is a component of national culture;
- to select the most effective cultural resources and create skills, qualifications and competences to use them;
- is to choose the symbols characteristic of the national culture and to determine the level of their impact on the emotional consciousness of the students.

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