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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>FORMS AND MEANS OF DEVELOPING STUDENT GIRLS'  
ATTITUDES TOWARD PRESSURE AND AGGRESSION**Umida Sunatullayevna Uktamova**

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## ABOUT ARTICLE

**Key words:** social activity, work education, vocational training, ability, interest, respect, opportunities, worldview.**Received:** 10.12.25**Accepted:** 11.12.25**Published:** 13.12.25**Abstract:** This article analyzes the enhancement of social activity among female students as a pressing socio-pedagogical issue. It highlights the role of forms and means in shaping students' worldview, increasing their knowledge of rights and self-protection, and emphasizes the educational significance of researchers' ideas in this area.

**Introduction.** Every person has their own worldview, their perceptions of themselves and others, and their understanding and conclusions about life and the universe. These perceptions, concepts, views, and conclusions determine a person's relationship with others and the content of their daily activities. In this sense, worldview is a system of views, ideas, and knowledge about the surrounding reality, the essence and structure of the universe, and one's place within it. Worldview is the general way of imagining, perceiving, and understanding the world.

The form of worldview specific to an individual is called an individual worldview. The collective worldview shared by a group, party, nation, or entire society is referred to as a social worldview. One can say that social worldview emerges from the sum of individual worldviews. It is important to consider both the general and specific forms of social worldview. Based on everyday life experiences, people develop ordinary, spontaneously evolving (spontaneous)

ideas, concepts, and beliefs in society. This is considered the spontaneously evolving form of worldview, often called practical philosophy.

Practical philosophy has a broad scope, encompassing both simple manifestations of consciousness and rational, sound thinking. The unique form of practical or ordinary applied worldview consists of perspectives shaped by knowledge and experiences in various areas of human activity. The saying “Everyone has their own philosophy” reflects this idea. Therefore, in its everyday, widespread forms, worldview has a spontaneous nature that is not deeply or sufficiently grounded. This often leads to difficulties in understanding and evaluating important issues correctly. Scientific analysis and study of the world are necessary to address this.

Historically, girls were often treated disrespectfully. Women are the foundation of the family, and the family is the cornerstone of society. Today, both young and old are being taught that women are not weak but rather extraordinary, and efforts are being made to increase respect and appreciation toward them. To prevent various forms of violence against women and female students and to develop their worldview, November 25, 2020, was declared the International Day for the Elimination of Violence Against Women. Violence against women is one of the greatest barriers to equality and the guarantee of women’s rights.

The term “violence against women” is defined as any act that causes or threatens to cause physical, sexual, or psychological harm, coercion, or deprivation of freedom from society or personal life.

The “power and control” model is a useful tool to understand aggressive and violent behaviors. The aggressor establishes control over the victim, whether it is a partner or another person living with them. Often, one or multiple forms of abuse coexist in a characteristic system of intimidation and control, which can be harder to detect.

For example, the incident at Tashkent State Pedagogical University between a female student and the deputy dean, according to reports, involved an attempted sexual assault. Fearing for her safety, the student jumped from a window. Another report suggested that she was pushed by the deputy dean. A criminal case was initiated under Articles 118 (violation of honor) and 105 (intentional moderate bodily harm) of the Criminal Code. This incident reflects the types of violence that female students can face in higher education, including harassment, physical and psychological abuse, and sexual violence.

Victim-blaming attitudes often emerge in such situations. According to research by Lerner and Simmons, when the brain cannot influence unfair events, the victim tends to blame themselves. Accusations such as “she provoked it by how she dressed or by meeting the man” reflect a lack of critical and analytical thinking. It is important to note that no matter how a

woman dresses or her moral stance, harassment, abuse, or sexual assault is never justified. Even if a woman consents to go to a man's home, any coercion without consent is unacceptable.

Violence against female students can take many forms, such as physical, psychological, verbal abuse, restrictions on movement, and interference in daily life. Most cases of abuse occur at the hands of close relatives, particularly spouses or family members. Physical violence may constitute a criminal or administrative offense depending on the severity of harm (Criminal Code Articles 109, 105, 104; Administrative Code Article 52). Insults may also lead to administrative or criminal liability.

Female students should understand that certain societal values (e.g., family hierarchy, male dominance) can normalize violence and allow impunity. Violence, coercion, and oppression leave lasting psychological effects, weakening the family institution and society as a whole. To prevent such negative outcomes, it is essential to cultivate legal awareness among female students. The decree of the President of Uzbekistan (PF-5618, January 9, 2019) on enhancing legal awareness and culture provides guidance in this regard. Cultural and educational activities are also useful to prevent female students from being subjected to pressure or violence.

Violence and pressure in the family can harm children's mental balance, increase conflicts between family members, compromise safety, and lead to significant social, psychological, and economic losses (as noted in research by R. L. Burgess, R. L. Akers, Brent Teasdale, Mindy S. Bradley). Sexual harassment is the most socially dangerous form of harassment, including unwanted sexual advances, threats, coercion, and attempts to manipulate. Statistics show that crimes against honor decreased significantly from 2015 to 2020, but various types of violence—sexual, psychological, economic, and physical—remain prevalent.

For instance, in 2021, around 18,000 women were subjected to violence, including approximately 9,000 women experiencing psychological abuse. Incidents involving female students, such as sexual harassment at Tashkent State Pedagogical University, underscore the ongoing problem. Saida Mirziyoyeva emphasized in her speech that "Our women should not be subjected to violence and oppression," highlighting the importance of resilience, education, and self-awareness.

Mental violence against female students is increasingly critical. For example, forcing students into early marriage during their studies restricts independent thinking and constitutes psychological abuse. Female students often cannot oppose their parents, and early marriage leads to psychological exhaustion, sleep disorders, and excessive daydreaming. Therefore,

respecting students' opinions is essential because these girls will grow up to be mothers who raise future generations.

Positively, protection orders have been introduced to reduce violence. In Tashkent alone, 966 women have received protection orders, with cases involving spouses, mothers-in-law, or other individuals. Protection extends to physical, sexual, economic, and psychological forms of violence.

To strengthen female students' resilience against violence, various educational strategies are employed:

- Explanation: storytelling, teaching, guiding.
- Practice and habituation: repetition and drills.
- Example: role models, mentorship, demonstrating proper behavior.
- Counseling and advice: persuasion, requests, blessings, or reprimands.
- Reprimand and punishment: warnings, scolding, physical punishment, and corrective measures.

Self-discipline methods are particularly effective, enabling students to regulate their behavior, participate actively in social activities, and develop moral qualities. Techniques include self-analysis, self-assessment, discussion, and repetitive exercises. Discussions focus on topics such as aggression, pressure, domestic violence, and legal, economic, cultural, and aesthetic issues. Exercises help develop skills, habits, knowledge, intellectual ability, and moral qualities.

Prevention of violence involves three levels:

1. Warning before violence occurs.
2. Immediate assistance after violence (medical, psychological).
3. Long-term measures to address consequences (rehabilitation).

In conclusion, the methods used to shape social consciousness in female students aim to cultivate moral and ethical qualities, awareness, and resistance to pressure and violence. Emphasis is placed on ideological consciousness, social activity skills, and understanding forms and consequences of violence. Through education, mentorship, and structured activities, female students' worldview can be strengthened to resist abuse and contribute to a safer society.

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