PEOPLE ABOUT "PICTURE IN OUR HEADS": STEREOTYPE
İNSANLAR HAKKINDA "KAFAMIZDAKİ RESİM": STEREOTİP

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ÖZ

The concept of stereotype is among the topics frequently addressed in recent years. Culture, language, religion and social environment have important effects in shaping human behavior. Stereotypes often begin to form from an early age and shape human behavior. The term stereotype is a concept used to describe how people use cognitive patterns or frameworks to replicate images of people or events in their minds. Lippmann, who was the first to use the term, states that people simplified their environment by creating "pictures in their heads", which led to a sense of balance and meaning. Stereotypes are formed over time, and negative stereotypes can develop into discrimination in the future. Stereotypes are addressed in various genres, such as positive, negative, racial, gender, and age. Age stereotypes are often seen in work and social life.

Key Words: Stereotype, Age Stereotypes, Prejudice, Old Age

ABSTRACT

Stereotip kavramı son yıllarda sıklıkla ele alınan konular arasında yer almaktadır. İnsan davranışlarının şekillenmesinde kültür, dil, din ve sosyal çevrenin önemli etkileri söz konusu olmaktadır. Stereotipler genellikle küçük yaşlardan itibaren oluşmaya başlamakta ve insan davranışlarını şekillendirmektedir. Stereotip terimi, insanların zihinlerinde insanlar veya olayların görüntülerini çoğaltmak için bilişsel kalıpları veya çerçeveleri nasıl kullandıklarını açıklamak için kullanılan bir kavramdır. Terimi ilk kullanan kişi olan Lippmann, insanların "kafalarında resimler" yaratarak çevrelerini basitleştirdiklerini, bunun da bir denge ve anlam hissine yol açtığını belirtmektedir. Stereotipler zaman içerisinde oluşmakta, olumsuz stereotipler ileriki aşamada ayrımcılığa dönüşebilmektedir. Stereotipler olumlu, olumsuz, ırksal, cinsiyet ve yaş olarak çeşitli türlerde ele alınmaktadır. Yaş stereotipleri genellikle iş hayatı ve sosyal hayat içerisinde görülmektedir.

Anahtar Kelimeler: Stereotip, Yaş Stereotipleri, Ön Yargı, Yaşlılık

1. INTRODUCTION

A stereotype is a widely held, simplified and essentialist belief about a particular group. Groups usually include gender, gender identity, race and ethnicity, nationality, age, socioeconomic status, language, and so on. Stereotypes are deeply embedded in social institutions and broader culture. Even in the early stages of childhood, they are often evident in influencing and shaping how people interact with each other. For example, video game designers designed a gaming platform for pink girls, because they thought that the parents (those who bought the game) were what their daughter wanted. The girls themselves preferred darker metallic colors (Rommes, 2006).

In 1922, Lippmann used the term stereotype to directly define and interpret stereotypes. Stereotypes are an inevitable consequence of social learning, which facilitates the classification of individuals on the basis of perceived characteristics (personality traits, physical traits) and thus makes meaningful responses to individuals (Brigham, 1971). Lippmann adapted the stereotype word used in book publishing to social sciences in connection with cognitive theory. Cognitive theory explores the process of thinking that perceives people around us, creates impressions about them, and gives a reason for behavior. In short, man

processes and reconstructs the information he has acquired with what he had previously acquired. Lippmann constructs a structure based on perception, thinking and communication on the integrity of interconnected psychological mechanisms of human's internal and external world. This structure is based on the problem of incompatibility between the external and internal worlds of knowledge theory. The inner world is the pictures in our heads which are our constant impressions repertoire. The pictures in our heads play an active role in our perception process (İmançer, 2004; 128). Lippmann has also stated that stereotypes make the real world more psychologically controllable, making it easier for people to process information about their environment, but are largely faulty and change-resistant structures due to the short-track reasoning processes it provides.

2. STEREOTYPE

From the French word 'stéréotypie' to Turkish, the term 'stereotype' is based on the Greek words 'stereos', which means solid, and 'typos', which means model; the origin of the concept is basically 'solid models' (Schneider, 2005). Stereotype can be defined as consensus about expected behaviors related to some social groups or categories. Stereotypes are a set of beliefs used to describe typical members of a person, object, or thought in a category. It is thought that mental structures that affect perceptions and behaviors are learned through trial and error or socialization process. Therefore, attitudes and stereotypes are thought to have a strong effect on perception and behavior (Birinci, 2018; 61). Many stereotypes are assumed to be learned early in life. Although stereotypes can be positive or negative, people often have negative stereotypes, attitudes and beliefs for the elderly (Sherman & Gold, 1979; Brubaker & Powers, 1976; 443; Botha et al. 1993: 60).

From social psychology, a stereotype is an over-generalized belief about a particular category of people (Cardwell, 1999). It is the expectation that people can relate to every person of a particular group. The type of expectation may vary; for example, there may be an expectation about the group's personality, preferences, or ability. According to the language philosopher H. Putnam, "Stereotypes are social units reached as a result of social consensus about an object. The speaker of a language does not have detailed knowledge of everything. "(Putnam, 1975; 131–193).

Stereotypes can have various characteristics such as personality, behavior, and appearance (Kawakami et al., 2002). Stereotypes can be seen in early childhood and thrive by exposing them to a range of effects (Bigler and Liben, 2006). Social-learning theories recognize that stereotypes are a kind of cultural heritage passed on to children by their parents (or ministers) and peers (Castelli et al., 2007).

Stereotype is the generalized assumption about all members of individuals belonging to the group or class to which they belong (Tyson, 1987: 341; Johnson 1994: 482). These perceptions are used to direct actions in the later process.

Stereotypes can adversely affect performance. The "stereotype threat" - the threat of being reduced to the stereotype of the group in which the perceived group is defined - can lead to "adaptation ine to the negative stereotypes of groups of talented individuals within a group. For example, when young women are reminded of their gender before taking a mathematics exam, when they are asked to mark a "female" or "male kut box, they tend to score lower than an F / M box that will make a tick (Steele, 1997). Similarly, the performance of white man engineering students in the mathematics exam is reduced if they tell these men that they do the same test to Asian engineering students (Page, 2007).

Stereotypes are qualities that are believed to characterize members of a particular social category (Wheeler and Petty, 2001). For researchers following theoretical predictions of the triple attitude model, social stereotypes represent the cognitive component of attitudes. Hilton and Von Hippel (1996, p. 240) describe these social stereotypes as inanç beliefs, knowledge structures, and thoughts that we maintain about a particular social group ". People regard the stimulus, which is the purpose of the attitude, as positive or unfit depending on such cognitions or thoughts. Therefore, in this respect, negative stereotypes about social groups stem from negative evaluations. Similarly, negative stereotypes are often thought to result in negative attitudes (Palmore, 1990).

Stereotypes are often known through the underlying stigma, as they represent generalizations about the general qualities of individuals, particularly those in a minority or stigmatized position in society (Devine, 1989). In the main social categories such as ethnicity, gender, age, or other categories such as physical characteristics, language, occupation, socioeconomic status, nationality, sexual orientation, individuals may be the target of stereotypes due to their minority or stigmatized position (Schneider, 2005).

Television and other mass media also play a role in the formation of stereotypes. The repetitive and consistent use of stereotypes as a mental short estimate from an early age creates an automatic link between stereotypes about the person in the environment (Bargh and Chartrand, 1999; Devine, 1989).

3. AGE STEREOTYPES

The studies evaluated the effects of stereotypes on health and psychosocial variables in the elderly and helped to learn more about the positive and negative effects of these stereotypes. Negative aging stereotypes were associated with the following variables: living status, responsibilities towards others, subjective health, frequency of medical appointments, subjective age, participation in community social activities, and regular physical activity. These variables were selected because of their proven association with aging stereotypes in the elderly population. We will then review some of the studies that contain information about old variables.

In its most general form stereotypes as beliefs about the characteristics and behaviors that have dened the members of a social group (Hilton and von Hippel, 1996) and a social group about the first that pops in mind is considered as the features (Stangor, 2009). The functioning of stereotypes in perception and interpersonal events is expressed as stereotyping (Ashmore and Del Boca, 1979).

Discrimination occurs when biases, which are a result of stereotyping, are reflected in behavior. Discrimination refers to situations where individuals or groups are deprived of equality or treated differently due to their stigmatized position (Allport, 1954). Stigmatized individuals may be discriminated against in many different areas, such as workplaces, educational institutions, health or justice (Major and O'brien, 2005). Discrimination can be on an institutional or interpersonal level. Although the explicit application of discrimination is not socially accepted by the day, to the extent that individuals or institutions hold stereotypical beliefs about stigmatized groups, discrimination occurs in more implicit ways (eg., in such ways as modern racism or sexism) continues (McConahay, 1983; Swim, Aikin, Hall and Hunter, 1995).

Studies have found that some adolescents tend to age with old age stereotypes that show the elderly as sick, inadequate, and ugly (Hurd, 2000; Weiss, Sassenberg, and Freund, 2013). being rebellious, taking risks, being moody and showing immaturity (Chow & Bai, 2011; Fletcher, 2007; Gross & Hardin, 2007). This age stereotypes for a particular feature or features as an age-specific sensor widely adopted by any other age group may or may not reflect the reality as accurately reflect a cognitive link against (Cox, Abramson, Devine, and such a start in 2012). Moreover, negative stereotypes are likely to produce age-related prejudice, discrimination, stress, and negative behaviors at the individual level and produce worse, unbalanced social bonds and intergenerational solidarity at the community level (Drury, Abrams, Swift, Lamont and Gerocova, 2017 Huang, Liang and Shyu, 2014; Lou and Dai, 2017);

Tackling age stereotypes often requires arduous efforts. First, simply encouraging more positive stereotypes of certain age groups is not enough to address this issue (Riach and Rich, 2007). It is argued that an important strategy to resist age stereotypes positively reevaluates a particular age group and creates positive attitude change in relation to the identities of older and younger generations (isopahkala-Bouret, 2015). Second, intergenerational bias cannot be reduced by practices that facilitate only superficial intergenerational contact, unless the quality of contact is emphasized (Christian, Turner, Holt, Larkin and Cotler, 2014). The quality of intergenerational contact, especially relationships between generations and specifies that they felt emotionally closer to each other (Tam, Hewstone, Harwood, Voci, and Kenworthy, 2006). Finally, changes in stereotypical perceptions do not necessarily lead to behavioral changes; Research has found that adolescents may show positive attitude changes after intergenerational programs but are reluctant to communicate more with older people (So & Shek, 2011).

Resistance to negative age stereotypes, intergenerational contact in three dimensions requires that they be facilitated in accordance with the purpose of: (1) a redefinition of attitudes at the level of positive intergenerational changes in attitudes which present a particular age group; (2) contact that represents the quality of emotional closeness between the generations and cross-age groups a comfortable sensation; and (3) efforts to reduce negative behavioral level age stereotypes, emphasizing positive changes in intergenerational interactions (Sun etc, 2019; 520).

Attitude, which is one of the basic concepts of social psychology, is defined as the individual tendency that regulates one's thoughts, feelings and behaviors about an object, event or person (Eagly & Chaiken, 2007; 588). Many behavioral scientists support the notion that values, attitudes and stereotypes internalized in

childhood are generally preserved, although there are some changes throughout life. In today's children's attitudes towards the elderly, the attitudes of adults towards the elderly have a strong influence (Hickey, Hickey & Kalish, 1968). Stereotypes can be positive or negative (Birinci, 2018; 62). Aging stereotypes are often negative. Such a perception has emerged as a result of the situations encountered in old age. Generally, low socio-economic level, poor health and loneliness thoughts about old age come to mind.

Akçay (2015) stated the results obtained from the research results about the attitudes of the societies towards the elderly as follows:

➢ Usually negative.
➢ There are generalizations that do not conform to scientific facts.
➢ Positive attitudes increase with increasing age.
➢ Attitudes of those living with the elderly are more positive.
➢ The positive attitude towards life is positive towards the elderly.

Stereotypes are generally learned during childhood and are reinforced during the adulthood and transformed into stereotypes and internalized (Levy, 2003). Exaggerated beliefs about a category in society. Aging related health problems, addiction, poor functionality, etc. Negative thoughts are dominant. However, this may not be the case for all elderly people. Therefore, stereotypes related to old age may be negative or positive or neutral. Stereotypes of aging differ culturally and historically from society to society.

Today's rapid change leads to a decrease in the dialogue between the generations and the existence of the phenomenon of conflict. Decreasing socialization between generations leads to the disappearance of continuity in societies. When new generations try to adopt their previous experiences unconditionally, socialization is not fully realized (Türkdoğan, 1996: 69-70).

Change is inevitable for social life. However, the correct definition of change and the speed of change are appropriate for the society is important for the order of social structure. The fact that change takes place in a way that prevents communication between generations can cause various social problems (Abay & Demir, 2014; 148).

Meanings in which societies place facts on events differ according to cultural norms and value judgments. The behavior of individuals is shaped by the effects of social environment such as friends, schools and work during the sociolization process in addition to their innate characteristics. Individuals learn and internalize cultural value judgments and norms in this process. The values learned are transferred to other generations when the time comes and this process is repeated continuously (Dessi 2008: 534).

Human beings become a social entity by learning value, belief and social relations (Özalp, 2014; 85). Values are important in the development process of individuals' personalities. Social values indicate how individuals should and should not behave. Values are not the same in every society and differ from society to society (Cowperthwaite 2010: 178). Özlalp (2014) defines values as criteria or ideas that share which social behavior is good, correct and desirable.

Attitudes are individuals' mental state of readiness to a particular object or person, or a certain situation. As a result of the experiences of individuals, attitudes towards certain objects, feelings and behavior patterns explain the concept of attitude (Özkalp, Kirel 2005: 119-120). Values, which are the determinants of behaviors, affect the opinions of individuals about events, people and situations (Yücel & Karataş, 2009; 72).
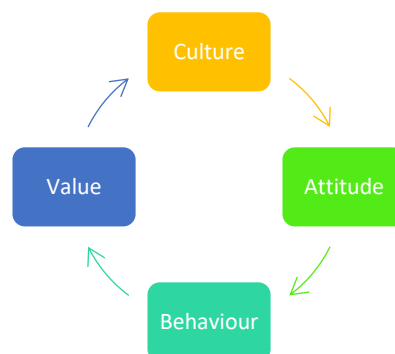
Figure 1: Relationship between culture, attitude, behavior and value **Kaynak**: Adler (1991).

It was stated that there was an increase in negative opinions about old age with industrialization. Most studies show that attitudes towards older people are more positive in primitive societies. (Burgess, 1960; Streib, 1968; Harlan, 1968; McTavish, 1971). The prolongation of the average life span increases the incidence of chronic diseases and causes the elderly to consume more health services. Research shows that young people adopt a negative stereotype of aging (Birinci, 2018; 68).

With Ibn Khaldun's approach, societies are like living organisms, they develop and change. To put it in common words, the hundred years of the industrial revolution have changed the most and the most changed one hundred years (Abay, 2007; 275).

Some prejudiced thoughts about the elderly and old age have become stereotyped over time and have affected the society in general. Öz (2002) stated some prejudiced thoughts as follows: Old age is not a producer but a consumer, old age is an inevitable decline with the chronological increase of age, elderly people have a tendency to prefer their peers to young people, elderly people are not tolerant and flexible, elderly people are a burden for their families.

Some stereotypes of the elderly are passive and consumer, liable to be sensible and new to think, deprived of the ability to carry out responsible tasks, dependent on others, boring and lonely (Santrock, 2012). Humor is a reflection of society's cultural values and attitudes. The majority of jokes about aging are negative expressions reflecting physical weakness, mental deterioration, sexual inactivity, unhappiness, isolation and uselessness (Palmore, 1971). Research has shown that negative stereotypes can reduce the desire of the elderly to live (Levy, Ashman and Dror, 2000).

The elderly are exposed to prejudiced and discriminatory attitudes (Palmore, 1999; 10). The increase in the rate of elderly population leads to stigmatization by elderly discrimination (Phillipson, 1998). Elderly discrimination is mostly seen in prejudices in working life, health services and social life (Çilingiroğlu and Demirel, 2004; 228). The idea that the elderly are seen as a burden under discrimination is dominant. While there is passive discrimination in advanced dimensions, there may be a transition to action at a later stage (Birinci, 2018; 69).

4. CONCLUSIONS AND RECOMMENDATIONS

Stereotypes and prejudices that are part of the knowledge obtained as a result of the influence of culture and socialization are learned and maintained through various socialization processes and experiences. Changing negative attitudes to positive is a difficult process. Because the formation of mold judgments takes place in a process. So it is not objective and common sense attitudes that can change easily. Any kind of acceptance away from cognitive perception is open to more dangerous effects. Politics, religion, racism, especially among the masses caused serious problems.

Negative thoughts about the elderly may turn into discrimination in the future. Elderly discrimination is discrimination against individuals or groups due to their age. Prejudiced attitudes, discriminatory practices and policies can be done in many ways. Elderly discrimination, which is common in every society, shows that it can be more common than sexism and racism according to research. This may have negative effects on both the elderly and the society in the future.

This conclusion four trends that will be addressed the current item (older individuals whose age belies continuous negative stereotypes, improving health care: a) lead; aging; the elderly population more so to break down the negative stereotypes intergroup contact (b) increased percentage; (c) the passage of legislation that promotes a positive image ; and (d) stamped several groups before increasingly positive views.

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