

WAYS TO DEVELOP GENDER CULTURE IN ADOLESCENT STUDENTS THROUGH GAMIFICATION

Alibekov Dilshod Islamovich

Independent researcher of the Scientific Research

Institute of Pedagogical Sciences of Uzbekistan named after TNQori Niyoz

ABSTRACT	KEYWORDS
This article describes the ways of developing gender culture in adolescent students by means of gamification. Also, in the article, the teacher presents educational materials with the help of gamification (game-based activity) in forming students' skills of dialogue, discussion, cooperation, creative activity, cross-gender culture, modeling of communication situations. it is emphasized that it is necessary to use the method effectively.	Gamification, game, adolescent students, gender culture, teacher activity, learning goal, result, communication situations, story, conversation, lecture.

INTRODUCTION

Today, every teacher tries to use non-traditional methods of education in his work. This is primarily due to the fact that the activity of the teacher began to develop based on a new way of thinking. Because today the activity of the teacher is directed to effectively solve the tasks of the educational process. In order to achieve this goal, it is necessary to optimize the content of educational subjects and strengthen the independent creative activities of students.

In the conditions of globalization, teachers are required to give up unreliable evidence in the content of the educational subject, to have a critical approach to the events of social reality, and to have the skills to predict the results [1]. For this, it is extremely necessary to form the skills of dialogue, discussion, collaboration, creative activity, cross-gender culture, and the ability to model communication situations. Accordingly, the teacher should effectively use the method of presenting educational materials to students with the help of gamification (game-based activity).

A student who steps into school acquires the skills to imagine and feel material existence. For him, the universe is a single and whole phenomenon. Students imagine this world according to their own point of view. As students progress from grade to grade, their perception of material existence expands. They feel the need for mutual friendship and gender culture. Teachers should find a way to the hearts of students, approach them as subjects of the process of mutual cooperation. For this, the teacher will be closely assisted by working games.

Many pedagogues have scientifically substantiated the fact that the game occupies an important place in the student's life. Our ancestors taught that in order to understand children, it is necessary to observe their play processes. This means that the teacher should be able to effectively use active games in the educational process in order to create a comfortable situation for students, to create an opportunity for them to express their emotional world. Differently from adults, students demonstrate their

communication skills, work ability, gender relations with classmates, cooperative activities with them through the game.

Recognizing the primary importance of play for the natural development of students, the United Nations has declared that it is a universal component of human life. Students are not just being trained to grow up in their education. The game has its own intrinsic value, regardless of what results it provides, it has an important pedagogical value for the formation of gender relations and social cooperation skills in students. In contrast to tasks focused on the completion of a specific task, the game acquires internal complexity. First of all, it expands the imagination of students about the social environment.

For learners, gamification is a process of collaborative learning about what they don't know in the first place. With the help of the game, students are guided to study the relationship between material existence and members of society. By engaging in the game process, students symbolically absorb social relations, thoughts and values that are valuable to members of society. At the same time, they search on the knowledge and events they have learned and incorporate them into their social experiences [2] .

While we dwell on the didactically important aspects of the game, we should not exclude the need to look for ways to use them effectively in lessons. Including:

First, the game is a powerful guiding tool of the learning process, and one of the most versatile and powerful means of learning. Arousing students' cognitive interests through the game is fast and intense. Because games are the nature of students. In game activities, students' desire to learn and master is manifested more strongly than in the usual educational process. Students participate in the game process to demonstrate their skills and abilities . Because they don't have the opportunity to express themselves widely in other types of educational activities. Most students engage in gaming activities to get better grades, some to show off in front of their classmates, and others to solve their own communication problems.

Secondly, during the game, the processes of mental development of the participants of this activity accelerate. In particular, their attention, memory, interest, memory, perception, thinking expand. One of the great things about the game is that it expands the scope of the student's personal life. With the help of the game, the student will have things that he could not see, that do not exist in his experience. Thirdly, the game process has the ability to enliven, brighten and facilitate remembering even the simplest situations due to its emotional richness. In the game tool, conditions are created to quickly complete any task in an interesting way. This form of teaching is contrasted with passive listening and reading. In the process of playing, even intellectually developed students have the opportunity to perform tasks that they cannot perform in a normal educational situation.

Fourthly, specially organized didactic games allow students to mobilize their energies to achieve the educational goal. Otherwise, the students will spend such energy in the process of game activities, which are carried out in secret. That is why it is required that all teachers can effectively use games in the process of teaching educational subjects.

There are always different ways of keeping secrets from readers. The sharing of the experience of playing hidden games occurs in a way related to the promptness of the students. If a teacher chooses to play these kinds of games with his students, he is teaching them to do hidden actions. In such conditions, the teacher should organize game situations that attract students more. The teacher should always manage to organize games for didactic purposes, using the students' inclinations to play [3].

The teacher should direct the interests and activities of the students to the necessary situations. Only then will it achieve the necessary pedagogical efficiency. In addition, it creates unique conditions for the development of creativity in students. The essence of such a situation is that students enter into communication on the basis of mutual equality, courage appears in them, feelings are born. In the process of playing, students develop inner independence.

The didactic value of games is also shown in the fact that they are a pedagogical method that teaches students to be active. It includes tasks related to knowledge and methods of independent search for knowledge. In order to acquire knowledge during the game, students of the same age have the opportunity to enter into new, interesting, gender culture-based relationships, acquire interests, mutual respect, self-awareness, and discovery.

Today, teachers are often faced with fragmentation and fragmentation of traditional situations and pedagogical events. Students quickly forget what they learned in class. They don't see how causal relationships lead to results. That is why, today, the idea of teaching educational materials in blocks based on the principle of concentricism was born. If the teacher presents the educational material to the students in several lessons using story, conversation, lecture methods, they will be distracted, the fragmented educational materials will be mixed up in their minds. However, when specific facts and events are integrated into a single visual system, it becomes clear and understandable to students, and they can answer questions related to specific topics in a qualitative way.

In order for active games and educational activities based on games to provide an opportunity to achieve the expected efficiency, what tasks can be solved during their implementation should be defined pedagogically correctly. According to pedagogues and psychologists, the knowledge acquired by the student without interest does not have a positive effect on his emotions and does not serve intellectual development. Also, in the process of mastering this knowledge, students cannot establish beneficial gender cooperation with their classmates [4] .

The student can write, read, answer the teacher's questions. However, these activities do not make him think and do not stimulate his interests. Such students show laziness during training. A learner may eventually acquire certain knowledge, but their poor conceptualizations and levels of mastery may not provide a foundation for solid knowledge acquisition and interaction. Students are unable to recall the presented knowledge in their memory when needed.

Students cannot ask questions and formulate them. Such students do not try to find solutions to problematic situations when they arise. They always try to find something that interests them. That's why teachers should be able to find things that interest students and present them to them. Only then it is possible to revive the interest of students and discover new aspects of them. Students who have discovered new aspects will be ready to cooperate with their classmates and teachers.

If the learning process is too complicated, the students will get bored, and if it is easy, their possibilities of inquiry will decrease. Therefore, the teacher should organize the learning process taking into account the capabilities of the students in the class. In this, the main attention should be focused on students' interaction[5].

In order to nourish their minds, students must attend classes with a special enthusiasm. Only then the learning process will develop them in every way and give them joy. In such situations, students listen to their teachers and cooperate with them. They are especially eager to absorb the knowledge presented by the teacher and encourage their classmates who are passive learners to do the same. Because

students will learn about different things. These include the essence, appearance, uniqueness, shape, texture, weight, and quality of things.

In short, the world begins to appear wider in the eyes of students through the game. As important as the game is for the students, it has a special value as a didactic tool for the teacher. Therefore, the use of gamification is one of the important issues of pedagogy.

References

1. Gurevich P.S. Culturology: ucheb. for vuzov / P.S. Gurevich. - M. : Project, 2003. - 336 p.
2. Tojiboyeva KhM "Pedagogical strategies of forming immunity against "popular culture" in adolescent students based on the gender approach" // Monograph. - Tashkent: "Wing of Thought" publishing house, 2021. - 208 pages.
3. Bukatov V.M. Pedagogic games: Three. posobie. - M.: Moskovskii psichologo- sotsialnyi institut / Flinta, 1997. - 96 p.
4. Igry - education, training, friendship / Pod editor. V.V. To Petrusyn . - M.: Novaya Shkola, 1994. - 368 p.
5. Ibraimov H., Kuronov M. General pedagogy (textbook). - T., "Sahhof", 2023, 416 pages.
6. Ibraimov Kh. I. Creativity is one of the characteristics of a budushchego pedagogue // Science, education and culture. – 2018. – no. 3 (27). - S. 44-46.
7. Ibragimovich XI SPECIFIC CHARACTERISTICS OF USE OF CREDIT-MODULE TECHNOLOGIES IN THE HIGHER EDUCATION SYSTEM OF UZBEKISTAN //INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL. - 2021. - S. 209-214.
8. Ibrahimovich , Ibrahimov Kholboy . "Theoretical and methodological basis of quality control and evaluation of education in higher education system." International journal of discourse on innovation, integration and education 1 (2020): 6-15.
9. Tursunboyevich O. A. Pedagogical and psychological opportunities for the development of social active civil competences in students //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 3. – C. 1888-1897.
10. Tursunboyevich A. O. Development of socially active citizenship competence in students and youth in continuous education. – 2022.
11. Abduganiev O. Developing Student Civil Competency //Eastern European Scientific Journal. – 2019. – №. 1.
12. Abduganiyev O. T. FACTORS AFFECTING THE DEVELOPMENT OF SOCIALLY ACTIVE CITIZENSHIP COMPETENCE IN STUDENTS //E Conference Zone. – 2022. – C. 10-13.