



USE OF GAME TYPES IN THE DEVELOPMENT OF GENDER CULTURE OF ADOLESCENT STUDENTS

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ABSTRACT

This article is devoted to the issues of using games and their types in the development of gender culture of adolescent students. It is noted that games are classified according to their content, time of holding, place, level of management, number of participants and composition.

KEY WORDS

Teenager, student, gender culture, types of games, cooperative relations, role-playing games, working games, didactic games, social experience.

INTRODUCTION

Today, the number of means of communication is increasing and its scope is expanding. Pupils are rapidly absorbing new information through many networks and means of communication. As students progress to higher grades, a new phase in their lives begins. This is the basis for the expansion of cooperation and communication between students. That's why it is especially valuable to ensure students' cooperation on the basis of gender relations and to use active games in forming their skills in this area. Because for students, games that encourage them to cooperate have an important socio-pedagogical value.

The game is a means of knowledge, creativity, and spiritual-intellectual development of students. With the help of the game, a new world is opened to students [1]. It is impossible to fully develop students without using active play. In the course of the game, students master the system of mutual relations, enter into cooperation, develop, and form as individuals.

The game has special value as a complex social-cultural and didactic phenomenon, and has been the object of many philosophical-cultural, pedagogical-psychological studies. Games play a special role in establishing communication between students. Its complexity is determined by the uniqueness of game activity in the pedagogical process. Their special pedagogical value, freedom and voluntariness are recognized as the distinctive features of active games. Games are practically oriented and have a special pedagogical value as they serve to obtain a guaranteed result [2].

In the process of the game, the main part of the educational process is the presentation of theoretical knowledge. In addition, game activities should be continued consistently and solve the task of developing students and preparing them for cooperation. There is an opportunity to develop students, prepare them for cooperation, teach them, make corrections to their behavior and behavior, and educate them through the game. It is impossible to ensure didactic efficiency without games in the educational

process. Because without them, it is impossible to form a well-rounded person who can establish cooperation with members of a full-fledged society.

With the help of the game, during the educational process, a favorable pedagogical situation is created for students' abilities, mental activity and mutual cooperation, concrete objects are exchanged. With the help of the game, students develop a number of qualities. These include demonstrating strength, coordinating actions, concentrating, engaging in mutual cooperation and communication, and recognizing each other's capabilities. In the course of the game, the opportunity to acquire new knowledge about the material existence, to test one's own experiences, expands. With the help of game activities, students imagine and model reality [3]. As a result, they develop imagination, intelligence, intelligence, motivation to learn.

During the game, students' interpersonal communication skills develop rapidly. Thanks to this, they learn the skills of cooperation with members of society and the establishment of gender relations. With the help of the game-based type of activity, students acquire the experience of activity characteristic of a socially active person. Accordingly, the game is the most convenient and effective means of acquiring knowledge, information and social experience for students. Also, with the help of this didactic tool, students will have the opportunity to express their experiences and feelings.

In human history, games as a form of culture first entered the lives of young children. With the help of the game, children begin to recognize objects and objects without initially understanding their essence. They try to find out their location, color, sound, shape, and distinctive features. They study, observe, remember objects, as a result of which children's worldview expands. Understanding the nature of games, understanding their educational and developmental potential for students means knowing their specific aspects and nature. The game gives students the opportunity to understand, develop, learn independently, express themselves, check and evaluate their knowledge and behavior, adapt to social life and realize their existence. is a didactic tool [4].

In addition, the game is a form of independent activity of students, which opens a wide path to their physical and mental development.

The game provides complete independence of students' activities and satisfies their needs for recreation, recreation, pleasure, knowledge, spiritual and physical development.

Play is an activity based on voluntary, internal inclinations, and it is an activity aimed at strictly solving the problem of how to use a certain object.

The content of the game is made up of its plot, rules and action-based activities. The plot of the game determines the action of the participants of the process. The nature of conflicts in the game process is also shown with the help of this plot. The plot ensures the goal-oriented and interesting, attractiveness of the game process. The rules are mandatory requirements for the participants of the game.

In order to fully understand students, it is necessary to approach their activities correctly. It is extremely important to approach students from the point of view of their development. It is not appropriate to divide students into seniors and juniors. Their inner world exists based on specific situations, and in the process of play, students share their inner world with each other. Games allow students to organize and express their experiences [5].

The main task of games is to embody social existence in the eyes of students, to teach them to control situations. Games make up the majority of students' life activities. In order to know and understand the unique aspects of the personality of students, it is appropriate to organize game processes and observe

them in this process. In order for students to be healthy in all aspects, they must first be able to engage in play activities.

The games are multi-tasking as well as different content and appearance. There are different approaches to classifying games. Most of them are based on the existing parts of the games. Many experts have tried to classify games into three large groups:

- games based on ready and strict rules;
- free-style games, the rules of these games are formed in the process of the game itself;
- games based on rules that are partly fixed and partly formed during the game.

However, the above indicators are of a conditional nature, and there is an opportunity for a creative approach to each gameplay. In this process, participants are required to follow certain rules. The following groups can be distinguished as independent forms of games:

- all kinds of children's games;
- holiday games;
- folk games;
- theatrical game actions;
- game training i _ _ and exercises ;
- questionnaires , questionnaires and tests in the form of a game ;
- games based on humor ;
- competitions, debates, confrontations, competitive games , contests, relays ;
- wedding traditions, game-based customs ;
- cheating games , winning games, prize games ;
- carnivals , game-like auctions .

Most games have the following common features :

- implementation of free, developing action, orientation to the implementation of action , such games are organized according to the wishes of students, in which students are satisfied with the process of activity, and its results bring pleasure to students dedicates ;
- creative character, to a certain extent based on artistry, students become very active in the process of such games ;
- possessing the character of being able to give emotional upliftment , in which to compete, confront, compete ;
- directly or specially designed rules are reflected in the content of the game, the logical or temporal consistency of the game process is reflected .

Games are also classified according to their content, time, location, level of control, number of participants and composition . Such a classification of games is the basis for determining their pedagogical purpose, getting a clear direction in relation to various game objects, and using them in a thoughtful way. In addition, special attention should be paid to how and to what extent students cooperate during the game. In this case, the quality of cooperation, what the students master as a result of this cooperation, the fact that the game is a multifaceted activity, it rarely has certain trends, the events in the game are random, the students' that their feelings and creative activities are the product of cooperation in the game process, that students have the opportunity to approach the rules of the game from a modern point of view, work, create, approach artistically in the game, know, logically The presence of elements of demonstration and cooperation is of particular importance.

In conclusion, in pedagogical approaches oriented to the personality of students, games are described as a means of forming students with a healthy mentality and intelligence. With the help of games, students' inner worlds are revealed in concrete forms, and each student has the opportunity to express himself.

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