## IN THE DEVELOPMENT OF GENDER CULTURE IN ADOLESCENT STUDENTS

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**Abstract.** Adolescent students' gender culture is greatly influenced by gamification, an innovative teaching strategy. The pedagogical and psychological aspects of gamification in promoting gender awareness, equality, and inclusivity in the educational process are examined in this research. Teachers can design stimulating learning settings that encourage critical thinking and constructive

attitudes toward gender issues by using game-based components like challenges, prizes, and role-playing.

**Key words:** Gamification, gender culture, adolescent students, pedagogy, psychology, motivation, inclusive education, gender equality, game-based learning.

Game mechanics have been used in business since the early 20th century. The term “gamification” appeared in the 1980s. Gamification is the non-traditional way of engaging students in the learning process using games. Properly designed gamification increases user motivation and engagement in the educational system.

Gamification, as a complex socio-cultural and didactic phenomenon, has a special value and has been the subject of numerous philosophical-cultural, pedagogical-psychological studies. Gamification (i.e., game-based activity) plays a special role in the development of gender culture in adolescent students. Its complexity is determined by the specifics of game activity in the pedagogical process. Gamification is recognized as a unique pedagogical value, freedom, and volition as unique characteristics of gamification activities. Gamification has a unique pedagogical value as it is practically oriented and serves to achieve a guaranteed result.

Gamification plays a leading role in the teaching process and the presentation of theoretical knowledge. At the same time, gamification activities should be consistently continued 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 adjustments to their behavior and actions, and educate them through games. It is impossible to ensure didactic effectiveness in the educational process without games. Because without them, it is impossible to form a well-rounded individual who can cooperate with all members of society.

Gamification, a favorable pedagogical situation is created for students' abilities, intellectual activity, and cooperation in the educational process, while specific objects do not replace each other. With the help of the game, students acquire a number of qualities. These include demonstrating strength, coordinating actions, focusing attention, engaging in cooperation and communication, and recognizing each other's capabilities. In the process of gamification, the opportunity to assimilate new knowledge about material existence and test their own experiences expands. With the help of gamification, students imagine and model reality. As a result, they develop imagination, intelligence, intelligence, and a desire to learn.

In the process of gamification, students' interpersonal communication skills are rapidly developed. With this, they master the skills of cooperation with members of society and establishing gender relations. With the help of a game-based type of activity, students master the experience of activity characteristic of a socially active person. Therefore, games are considered the most convenient and effective means of acquiring knowledge, information, and social experience for students. Also, with the help of this didactic tool, students have the opportunity to express their experiences and feelings.

Throughout human history, games have been a form of cultural expression, first entering the lives of young children. Through play, children begin to recognize objects and objects without first understanding their essence. They try to learn their location, color, sound, shape, and characteristics. They study, observe, and remember objects, which expands children's worldview. Understanding the nature of games, their educational and developmental potential for students, means knowing their specific features and nature. The game is a didactic tool that allows students to understand themselves, develop, gain independent knowledge, express themselves, check and evaluate their knowledge and behavior, adapt to social life, and understand their own existence. At the same time, gamification is a form of independent activity for students, opening up a wide range of opportunities for their physical and mental development.

Gamification ensures complete independence of students' activities, satisfying their needs for rest, relaxation, enjoyment, knowledge, and spiritual and physical development.

Play is a voluntary, instinctive activity that is aimed at solving a problem about how to use a particular object. The content of the game is formed by its plot, rules and action-based activity. The plot of the game determines the actions of the participants in the process. The nature of the conflicts in the game process is also revealed with the help of this plot. The plot ensures the goal-orientedness and interest, attractiveness of the game process. The rules are considered mandatory requirements for game participants.

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 adults and children. Their inner world exists in a specific situation, and in the process of play, students share their inner worlds with each other. Games allow students to organize and demonstrate their experiences.

In person-centered pedagogical approaches, gamification is described as a means of shaping students with a healthy psyche and intelligence. With the help of games, students' inner worlds are revealed in concrete forms and each student has the opportunity to express his or her own personality. The main task of games is to develop social skills in students, to teach them to control situations. Games make up the majority of students' life activities. It is appropriate to organize game processes and observe students in this process in order to learn and understand the individual characteristics of the students . For students to be healthy in all aspects, they must first be able to engage in play activities.

Games are characterized by their multi-tasking and diverse content and appearance. There are various approaches to classifying games. Most of them are based on the existing elements of the game. Many experts have tried to classify games into three large groups:

- games based on ready-made and strict rules;

- free-style games, the rules of which are formed directly during the game;

- games based on rules that are partly fixed and partly formed during the game.

However, the above indicators are conditional, and there is a possibility of a creative approach to each game process. This process requires participants to follow certain rules. As independent forms of games, the following groups can be distinguished:

- all kinds of children's games;

- holiday games;

- folk games;

- theatrical play activities;

- game training and exercises;

- game-like questionnaires, surveys and tests;

- games based on the art of hagagoy;

- competitions, debates, wrestling, competitive games, contests, relay races;

- wedding traditions, customs based on games;

- games played by deception , winning games, games with prizes;

- carnivals, auctions in the form of games, etc.

Most games have the following common characteristics:

- free, developmental movement, directedness to the implementation of the movement, such games are organized according to the wishes of students, in this case, students derive satisfaction from the process of activity, and its results, if any, give students pleasure;

- creative in nature, based on a certain degree of artistry, students become very active during such games;

- the ability to give emotional stimulation, which includes competition, confrontation, and rivalry;

- The fact that the rules, whether direct or specially designed, 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 and composition of participants. Such classification of games is the basis for determining their pedagogical purpose, obtaining a clear orientation towards various game objects, and using them in a thoughtful manner.

At the same time, it is necessary to pay special attention to how and to what extent students engage in gender relations during the game. This includes the quality of cooperation, the extent to which students learn as a result of this cooperation, the multifaceted nature of the game, its more or less specific tendencies, the random nature of events in the game, the fact that students' feelings and creative activities are the product of cooperation in the game process, and the students' approach to the rules of the game from a modern point of view. The presence of elements of play, creativity, artistic approach, knowledge, logical activity, and cooperation is of particular importance.

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