

Pedagogical Aspect of Formation of National Customs in Students Through Modern Computer Games


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	<p>Abstract</p> <p>The author proposed to use cybersport in pedagogical activity as the means of control the gamification process. The purpose of this article is to identify socio-pedagogical functions of computer sport as a tool of intellectual development of an individual. The results of formal logical analysis of scientific literature are presented on four main topics: computer games in leisure; the usage of virtual games and gaming technologies in education; social networks, and educational networks as a sort of social networks; the sphere of computer sport. The author determined main socio-pedagogical functions of cybersport according to the results of analysis of scientific literature. In conclusion, the main conclusions are formulated confirming educational potentials of computer sport as an innovative tool of intellectual development of an individual.</p> <p>Keywords: computer sport, cybersport, e-sport, computer games, functions of computer sport, social networks, cybersports.</p>
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Introduction

Nationality is a foundation of characteristics that are unique to this particular nation, nation, and make it different from others. Nationality is reflected in the history, values, traditions, culture, and way of living of the nation.

Taking into account human values and the foundations of our national culture, our country is creating opportunities to develop educational content and national ideology. This is achieved by teaching the pedagogics of folk art, the ideas of passionate pedagogical scholars on discipline and morality.

(Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. The most important thing to do in this regard is to do with the mobile communications equipment, the computer, and the Internet, which is now viewed as the largest database. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. A.V. Mudrik calls this process a social culture that has a macro-level impact on the school education

process. [8] The most effective use of computer games in the teaching process is the introduction of esports into the education system. This, in turn, is due to the study of the impact of cybersport on the educational process. In order to find answers to questions, it is proven that computer games have a negative impact on an individual's development or that the concept of "computer games have a negative impact on the development of an individual" is a "fully unexposed concept."

RESEARCH MATERIALS AND METHODOLOGY

The research methodology is based on a logical analysis of pedagogical and psychological literature. An analysis of this pedagogical and psychological literature has given us four research directions: the impact of computer games on personality, the determination of the effectiveness of teaching computer games and gaming technologies, the analysis of the impact of social networks in education, and the study of computer sports potential.

V.A. Pleshakov and V.V. Namestnikov explained the impact of computer games socio-psychologically-pedagogically. According to:

- the socialization of a relatively controlled person;
- the socialization of a relatively oriented person
- a person's self-socialization;
- human self-change.

Conclusions of the human self-change study in the process of playing computer games:

- the desertification of cyber-social culture in person;
- interactions in the cyber world;
- the culture of cyberbullying. [10]

A.Y. Avdeyev considers computer games to be a vocabulary of the socialization process of adolescents. Computer games contribute to the mental development and self-awareness of young people^[1]

- an emotional function (improving emotional state, inspiring, arousing interest in something. The game is not just fun, but a means of creating young people in their own way;
- diagnostic function (games encourage a teenager to understand himself and set the stage for internal activation);
- function of competence (additional ideas: the child tries untried opportunities, games allow you to organically combine the contexts of the past);
- communicative function (games prepare a child for a certain environment through the process of solving life situations at a complex level);
- self-awareness function (the game is an additional area for these participants to understand themselves);
- socio-cultural function (a powerful tool that affects games socialization).

What teachers are interested in in computer games and technology is being able to apply them in teaching.

Russian scientist I.A. Sedov studied the potential of strategic games such as "Tetris", "Cubes", "Lyni", "Morhoohn 3" virtual tires, "Warcraft 2", "Starcraft", "Civilization 3", "Sim Sity",

¹ A.Y. Avdeyev. Computer Game as a Means of Socialization of Modern Adolescents [Elektronnyi resurs] // Site of the Student Club "Alternative": Collection of Scientific Works of Russian Students, 2006. – URL: <http://www.cs-alternativa.ru/text/1362> (accessed: 23.09.2018).

"Heroes" stage strategy, "Quake" shooting games. It also encourages its underlings to come up with new deep logical games based on their worldviews. The effectiveness of the use of computer games by I.A. Sedov proved that the self-development of the future teacher is regarded as a tool in the field of information technology of society [11].

I.V. and G.V. Strelnikova learned that computer games can be used to conduct and plan major sports training processes. In this process, they observed the development of the right half of the brain. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted [13].

RESEARCH RESULTS & DISCUSSION

Computer games used for many educations are being developed and effectively supported by teachers. They are focused on teaching different directions. At the same time, games that teach students a lesson in information technology give the expected results. In such games, simple problems at first go further. This will help the teacher determine the level of knowledge of the teacher.

B. Lyong, associate professor at the National University of Singapore, is later viewed as an example of the use of video games in teaching. Lyong observed that during the transition to programming methodology, students were unable to submit their work in a timely manner because they could not properly plan the distribution of time. The scientist then formed a team of artists and programmers from among the team of teachers, creating a science fiction game. The results fully justified themselves. Based on the B.Lyong system: the activity of teachers has increased; timely execution of the task was achieved; the process of exchanging information between the student and the teacher has accelerated; distance communication between the student and the teacher began; the qualifications of educators have increased.

As a help to conclusions and opinions, computer game programmers and creative teachers and teachers with experience in this regard would be able to develop games promoting nationality and present them for our children who are bringing them up and for the general public.

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