ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 05,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

THEORY OF NEUROPEDAGOGICAL ANALYSIS OF STUDENTS' LUDHAMANIC BEHAVIOR

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Annotation. This scientific article examines the influence of computer games on students' gaming behavior and ways to correct it using neuropedagogic correction methods. The article examines the educational potential of computer games, their role in the development of cognitive skills of students, as well as their role in improving socialization. In addition, time management through games, the effects of dopamine, and the use of games as psychological support are analyzed. The purpose of the article is to develop effective strategies based on neuropedagogical approaches to reduce the negative effects of excessive gambling addiction in students.

Keywords:ludomania, computer games, neuropedagogic correction, cognitive development, time management, dopamine, psychological support, students.

Introduction.In countries all over the world, since the 60s of the XX century, new discoveries and inventions have been made in pedagogical science, as well as in all fields. Because after the Second World War, humanity in the world began to focus on education and upbringing in order to preserve peace and a comfortable life, therefore, scientific research has been established in pedagogical science to solve the most complex problems of education and upbringing, and to quickly and easily assimilate knowledge. In such scientific research, educational scientists have begun to use research discoveries that are being made in all disciplines. Thus, since the 60s of the last century, the foundations of neuropedagogy, which is an integral part of pedagogy, have been formed, and by the 90s this academic discipline began to be studied as an independent discipline of general pedagogy and offered for the education system [1].

In neuropedagogy, special attention is paid to the following personality traits:

1) his gene;
2) age;
3) gender

Ludomania is a state of excessive interest in computer games and excessive spending of time on them. Such behavior can have negative consequences for a person's life, including negative psychological and social consequences. On the other hand, neuropedagogical correction is carried out using neuropedagogical methods in order to improve the behavior, learning and development of students. Literature review:Neuropedagogy is the intersection of neurobiology, psychology, and pedagogy, studying student development, emotional state, and motivation to learn (Tokuhama-Espinosa, 2011). In children suffering from ludomania, activation of the dopamine system, decreased activity of the prefrontal cortex, and impaired impulse control are observed (Weinstein, 2017) [2].

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Although Uzbek researchers have not yet conducted sufficient scientific research in this field, foreign sources have extensive experience in this field. For example, Russian scientists (Klimov, Leontiev, Smirnov) have developed a methodology for pedagogical control of changes in the child's psyche. At the same time, technological tools for the neuropsychological diagnosis of gambling addiction are widely used in the USA and European countries. Content.There are several basic approaches to building a system of neuropedagogic correction of ludomaniac behavior using computer games:

1. Educational influence through games: computer games can be an effective tool in learning and development. Certain games (for example, logic games, strategy games) can develop students' skills such as concentration, problem solving, and time planning. In the neuropedagogical approach , games are used as an effective means of teaching students in an easy and useful way.

2. The effects of dopamine and gaming: Computer games often release dopamine (a hormone of joy and motivation) into humans. In the case of ludomania, there is excessive pleasure from playing and attachment to games due to the secretion of dopamine. In the neuropedagogic correction system, this dopamine secretion can be controlled by choosing the right games and limiting the games to a certain time. For example, using only positive emotions through games, teaching students how to spend their time rationally.

3. Time management in games: it is important to teach students how to manage their time effectively. With the neuropedagogic approach, games and their duration are carefully planned. This helps students learn how to manage time and maintain balance. For example, certain time limits may be set for games, and exercises and games may be used to help you learn them.

4. Cognitive and behavioral improvements: Computer games as part of a neuropedagogic correction system can be used to improve cognitive skills (logical thinking, concentration, problem solving) and student behavior. Through games, students find ways to achieve their goals, and this helps them prepare for success in life.

5. Using games for communication and collaboration: Some computer games encourage students to collaborate and perform teamwork. In the neuropedagogic correction system, students can be taught teamwork, interaction, and problem solving skills through these games. Psychological help: When overcoming psychological problems related to ludomania, it is also important to provide psychological help to students.

Computer games can be used for therapeutic purposes such as psychotherapy or stress reduction games. Through games, students can learn to control their emotions and reduce stress. Educational value of computer games: Computer games can be an effective tool in developing cognitive skills in students, especially logical thinking, concentration and problem solving. Through games, students can develop logical thinking, learn how to manage time, and reduce stress levels. Ludomania and dopamine effects: dopamine secretion can increase significantly during play, leading to increased student interest in games.

With a neuropedagogic approach, this effect can be dealt with by limiting the duration of games and choosing useful games. A Using games as psychological support: Games can be used as a psychological support tool, for example, to reduce stress and improve emotional well-being. Various games are used as part of play therapy to stimulate students with positive emotions and manage negative emotions. Through a system of neuropedagogical correction of ludomanic behavior using computer games, it is possible to achieve the development of cognitive and behavioral skills in students.

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Through neuropedagogic approaches, games can be used to train positive emotions and useful skills, reducing the negative effects of intermittent play. This process leads to effective results, especially in the development of time management, stress reduction and socialization of students [3].

Results: The table shows indicators showing the effectiveness of assessing the impact of games on students and neuropedagogical approaches. Reliability of the results obtained: Reduction of time spent on games: due to neuropedagogical approaches and limitation of time spent on games, a significant reduction in the time spent by students on Games was achieved. This helped students focus on other activities and spend their time efficiently. E Concentration and cognitive development: Students have significantly improved their concentration and logical thinking skills. These games focused on developing students' logical and strategic thinking. A reduction in stress levels: Students have reduced stress levels caused by excessive interest in games and playing them for a long time. The neuropedagogic approach helped to reduce stress and teach students how to calm down. Socialization and collaboration:

Computer games encouraged students to communicate and collaborate. Student interaction and group work skills have improved significantly. Reduction of ludomanic behavior: the level of ludomanic behavior among students has decreased significantly. This led to excessive time and decreased interest in games. Improving time management skills: Students have developed effective time management skills. Learning how to spend time wisely through games had a positive impact on their daily lives.[4]

Conclusion. Due to neuropedagogic correction, the influence of computer games on the ludomanic behavior of students has decreased. Students have significantly improved their concentration, time management, and socialization skills. At the same time, interest in games and stress levels decreased, which improved the overall well-being of the students.

Through a system of neuropedagogical correction of ludomanic behavior using computer games, it is possible to achieve the development of cognitive and behavioral skills in students. Through neuropedagogic approaches, games can be used to train positive emotions and useful skills, reducing the negative effects of gaming from time to time. This process leads to effective results, especially in the development of time management, stress reduction and socialization of students. Of course, below I will provide a table that analyzes the results of neuropedagogical correction of ludomanic behavior using computer games. The table contains indicators to assess the impact of games on students and to show the effectiveness of neuropedagogical approaches.

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