



TRADITIONAL FOLK GAMES AS A MEANS OF PERSONALITY DEVELOPMENT IN THE ANCIENT EDUCATIONAL SYSTEM

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Abstract

This article analyzes the pedagogical significance of traditional folk games as a means of personality development within the ancient educational system. It examines the role of national games in fostering children's moral, intellectual, and physical development based on the principles of folk pedagogy. The study explores educational traditions formed through folklore, historical sources, and national values, and evaluates the educational potential of folk games from a scientific and pedagogical perspective. The findings indicate that the effective integration of traditional folk games into contemporary primary education and воспитание contributes to the development of students' independent thinking, creativity, and social competencies.

Keywords: Folk pedagogy, traditional folk games, ancient educational system, personality development, moral education, primary education, national values, folklore.

XALQ O'YINLARI SHAXSNI SHAKLLANTIRISH VOSITASI SIFATIDA

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Annotatsiya

Mazkur maqolada qadimiy tarbiya tizimida xalq o'yinlarining shaxsni shakllantirishdagi pedagogik ahamiyati tahlil qilingan. Xalq pedagogikasi namunalarida uchraydigan milliy o'yinlarning bolalarda ma'naviy-axloqiy, aqliy va jismoniy sifatlarni rivojlantirishdagi o'rni yoritilgan. Shuningdek, xalq og'zaki ijodi, tarixiy manbalar va milliy qadriyatlar asosida shakllangan tarbiya an'analari o'rganilib, o'yinlarning tarbiyaviy imkoniyatlari ilmiy nuqtai nazardan tahlil etilgan. Tadqiqot natijalari milliy o'yinlardan zamonaviy boshlang'ich ta'lim va tarbiya jarayonida samarali foydalanish o'quvchilarning mustaqil fikrlashi, ijodkorligi hamda ijtimoiy kompetensiyalarini rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: xalq pedagogikasi, milliy o'yinlar, qadimiy tarbiya, shaxs shakllanishi, ma'naviy tarbiya, boshlang'ich ta'lim, milliy qadriyatlar, xalq og'zaki ijodi.

НАРОДНЫЕ ИГРЫ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЛИЧНОСТИ В СИСТЕМЕ ДРЕВНЕГО ВОСПИТАНИЯ

Аннотация

В данной статье проанализировано педагогическое значение народных игр в формировании личности в системе древнего воспитания. Освещена роль национальных игр, представленных в народной педагогике, в развитии духовно-нравственных, интеллектуальных и физических качеств детей. На основе устного народного творчества, исторических источников и национальных ценностей исследованы воспитательные традиции, а воспитательный потенциал народных игр рассмотрен с научно-педагогической точки зрения. Результаты исследования свидетельствуют о том, что эффективное использование национальных игр в современном образовательном и воспитательном процессе начальной школы способствует развитию самостоятельного мышления, творческих способностей и социальных компетенций учащихся.



Ключевые слова: народная педагогика, национальные игры, древняя система воспитания, формирование личности, духовно-нравственное воспитание, начальное образование, национальные ценности, устное народное творчество.

1. INTRODUCTION

Today, the comprehensive development of the individual—and the enhancement of their intellectual, spiritual, and physical potential—ranks among the priority tasks of the education system. In realizing these objectives, the rich experience of folk pedagogy—and national games in particular—holds special significance as a vital educational tool. Shaped over centuries of Uzbek history, national games have served not only to organize children's leisure time meaningfully but also to foster moral virtues, a culture of communication, teamwork skills, wit, agility, and independent thinking.

The educational reforms currently underway in the Republic of Uzbekistan also designate the upbringing of a well-rounded generation, grounded in national values, as a priority direction. From this perspective, integrating national games—an integral part of folk pedagogy—into the modern educational process constitutes a pressing scientific and practical issue.

Historical sources—including the *Avesta*, Mahmud Kashgari's *Diwan Lughat al-Turk*, Ahmad Yugnaki's *Hibat al-Haqa'iq*, and the pedagogical views of Eastern thinkers—confirm the educational significance of folk games. These sources highlight the significant role that games play in raising children to be physically healthy, spiritually mature, industrious, and patriotic.

Furthermore, elements of folklore—such as fairy tales, riddles, proverbs, *lapar* songs, counting-out rhymes, and various active games—serve as effective tools for developing children's critical thinking, speech culture, creativity, and social engagement.

The aim of this study is to analyze the pedagogical potential of folk games in shaping the individual within traditional upbringing systems and to elucidate the scientific basis for their application in modern primary education.



2. Materials and Methods

A qualitative research approach was employed in this study to determine the pedagogical potential of folk games in shaping the individual within traditional upbringing systems.

The sources for the research comprised scholarly literature on Uzbek folk pedagogy, historical-pedagogical sources, examples of oral folklore, and textbooks and research studies in the field of pedagogy. Specifically, the study utilized the *Avesta*, Mahmud Kashgari's *Diwan Lughat al-Turk*, Ahmad Yugnaki's *Hibat al-Haqaiq*, the pedagogical views of thinkers such as Abdulla Avloni, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina (Avicenna), and Alisher Navoi, as well as scholarly sources on modern pedagogy.

The following research methods were employed during the study:

Historical-pedagogical analysis – to determine the history of the formation of folk games and their educational significance;

Comparative analysis – to compare folk games from ancient educational systems with pedagogical approaches in the modern educational process;

Content analysis – to systematically examine educational ideas found in oral folklore, historical sources, and scholarly literature;

Descriptive method – to elucidate the content, structure, and educational potential of folk games;

Generalization method – to systematize the obtained research results and formulate scientific conclusions. During the analysis, the key competencies fostered in children through folk games were evaluated across the following areas:

spiritual and moral qualities; physical development; mental activity and logical thinking; speech and communication skills; teamwork skills; and independent decision-making and creativity.

Additionally, the article analyzes folk games such as "Otambaqala Qoqbosh," "Mongo'z-mongo'z," "Do'ppi tepar," "O'rda," and "Podachi" as examples, evaluating their educational functions from a pedagogical perspective.

To ensure the reliability of the research findings, a comparative analysis was conducted involving historical sources, scholarly literature, and contemporary



pedagogical studies. The obtained results were systematized through theoretical generalization, and their practical significance was evaluated.

2. Results

The research findings demonstrated that folk games served as an effective means for the comprehensive development of children's personalities within the traditional upbringing system. An analysis of historical sources and scholarly literature on folk pedagogy confirms that these games were utilized not merely for recreation but as a vital pedagogical mechanism for education and upbringing. According to the analysis, folk games fulfilled the following pedagogical functions:

- shaping spiritual and moral qualities in children;
- fostering physical conditioning and a healthy lifestyle;
- developing logical thinking and resourcefulness;
- enhancing speech culture and communicative competencies;
- cultivating skills in teamwork, cooperation, and mutual respect;
- instilling respect for national values and traditions.

The folk games analyzed in the article were characterized according to their educational objectives as follows. Table 1.

Folk game	Qualities to be developed	Pedagogical significance
Atambakala Qaqbosh	Speech, thinking, memory, cooperation	Develops logical thinking and teamwork through a question-and- answer format.
Mongoose- Mongoose	Attention, quick thinking, observational skills	Fosters attentiveness and quick decision-making skills in children.
Kick the ball	Agility, nimbleness, balance	Develops motor coordination and physical activity.
Horde	Calculation, strategic thinking	Enhances mathematical thinking and planning abilities.
Herdsman	Teamwork, physical activity	Strengthens cooperation, responsibility, and physical fitness.



An analysis of historical sources reveals that traditional games were historically selected with due regard for children's age and individual characteristics. Through these games, children's psychological states were observed, and their abilities, interests, and behaviors were assessed, allowing for appropriate educational guidance.

It was determined that games cited in Mahmud Kashgari's *Diwan Lughat al-Turk*, as well as folk games preserved among the people—such as "Otambaqala Qoqbosh"—served to develop students' memory, reasoning, speech, and creative thinking.

Furthermore, the analysis confirmed that traditional games can be broadly categorized into three groups:

1. Individual games;
2. Team (competitive) games;
3. Games involving words and songs.

Each group contributed to the development of specific aspects of a child's personality. Notably, while active games fostered physical attributes, games involving words and songs played a crucial role in shaping speech, reasoning, and creativity.

The findings indicate that traditional games align well with modern principles of competency-based education. They offer the opportunity to develop students' competencies in independent thinking, problem-solving, communication, and social adaptation.

4. DISCUSSION

The results of this study confirm that folk games served as an effective pedagogical tool for the comprehensive development of children's personalities within the traditional upbringing system. Analyses indicate that national games were utilized not merely as a means of meaningfully organizing leisure time, but as an educational mechanism fostering the development of children's intellectual, moral-ethical, physical, and communicative competencies.

An analysis of historical sources reveals that folk pedagogy places special emphasis on the principle of considering a child's age and individual characteristics. Through games, children's abilities, interests, behavior, and social



engagement were naturally cultivated. This aspect aligns with the principles of the modern competency-based approach.

An analysis of folk games such as "Otambaqala Qoqbosh," "Mongo'z-mongo'z," "Do'ppi tepar," "O'rda," and "Podachi" demonstrated that they foster the development of logical thinking, memory, attention, speech culture, teamwork, leadership, and rapid decision-making skills in children. Consequently, adapting and incorporating these games into the primary education process serves to enhance educational effectiveness.

The research findings also indicate that folk pedagogy holds significant scientific and practical relevance for today's education system. The use of traditional games serves as a vital factor in instilling respect for national values, patriotism, a spirit of cooperation, and a sense of social responsibility in students.

Scientific novelty

- the pedagogical potential of ancient folk games in shaping the individual was systematically analyzed;
- folk games were evaluated from the perspective of the modern competency-based educational approach;
- the scientific foundations for integrating folk games into the primary education process were elucidated.

Practical significance

The research findings can be utilized by primary school teachers, preschool educators, students majoring in pedagogy, and researchers conducting studies on folk pedagogy. The recommended approaches hold practical value for enhancing educational sessions, extracurricular activities, and programs aimed at instilling national values.

5. CONCLUSION

In conclusion, folk games are an integral component of the traditional upbringing system, playing a vital role in fostering the spiritual, moral, intellectual, and physical well-being of the younger generation. An analysis of historical sources and examples of folk pedagogy conducted during the study demonstrates that



national games serve to develop qualities such as independent thinking, creativity, a culture of communication, cooperation, agility, and a sense of responsibility in children. Therefore, integrating folk games into the modern educational process on a scientific basis and widely utilizing them in primary education and upbringing activities serve as an effective means of developing students' competencies and preserving national values.

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