

METHODOLOGY OF USING FOLK GAMES IN THE PRIMARY EDUCATION PROCESS

Asqarov Muxriddin Alisher o'gli

Independent researcher .Uzbekistan.Namangan.

Email: muxriddinasqarov@gmail.com

Annotation. This article explains the methodology and technologies of using folk games in the process of primary education. It also highlights the role of folk games in physical education classes and demonstrates the effectiveness of their use. Based on the research, relevant practical recommendations have been provided.

Keywords. Methodology, planning, organizational issue, open field, pedagogical approach, creativity, monitoring, recommendations, physical qualities, effectiveness, reflection, motivation.

BOSHLANG'ICH TA'LIM JARAYONIDA XALQ O'YINLARIDAN FOYDALANISH METODIKASI

Annotatsiya. Ushbu maqola boshlang'ich ta'lim jarayonida xalq o'yinlaridan foydalanish metodikasi va texnologiyalari izohlab o'tilgan hamda xalq o'yinlarining jismoniy tarbiya darslaridagi o'rni va ulardan foydalanishning samaradorligi ko'rsatilgan. Tadqiqot yuzasidan amaliyot uchun tegishli tavsiyalar berilgan.

Kalit so'zlar. Metodika, rejalashtirish, tashkiliy muommo, ochiq maydon, pedagogik yondashuv, ijodkorlik, monitoring, tavsiyalar, jismoniy sifatlar, samarali, refleksiya, rag'batlantirish.

Introduction

Nowadays, the decline in physical activity levels among children and adolescents, as well as the insufficient development of healthy lifestyle habits, is becoming a global problem. According to recent reports by the World Health Organization (WHO), UNICEF, UNESCO, and other international organizations, the prevalence of physical inactivity, various chronic diseases, and overweight among modern children is increasing. In many countries, efforts are being made to enhance children's physical activity and promote healthy development by integrating game-based technologies and traditional folk movement games into physical education classes. Therefore, developing scientifically grounded pedagogical mechanisms aimed at improving the physical preparedness of younger school-age children through folk

games and ensuring their all-round development is of great importance in advancing modern education and fostering a healthy lifestyle.

Literature Review

The pedagogical potential of national folk games and the issue of their integration into the educational process have been studied in various research works. In particular, numerous scientific studies have been conducted on the educational and upbringing potential of folk games, as well as their impact on the physical development and the formation of social and psychological qualities in the younger generation.

In our country, the issues of developing students' physical qualities have been studied by scholars such as A. Abdullayev, Sh. Khonkeldiyev, P. Qudratov, I. Morgunova, K. Mahkamjonov, P. Khojayev, B. I. Ne'matov, S. Ibragimov, and A. Keneman, while the use of national folk movement games in the development of children's sports has been explored in the scientific research works of T. S. Usmonkhojayev, A. A. Po'latov, P. Khojayev, K. D. Pakhimqulov, B. Nigmonov, P. Azizova, S. S. Tajibayev, I. Burnashev, M. A. Aslonova, A. Meliyev, and B. Qipchoqov. [2]

Subject of the Research

The subject of the research consists of pedagogical mechanisms, technologies, and methodologies that ensure the improvement of the physical preparedness of younger school-age children through the use of folk games.

Analysis and Results

Nowadays, folk games play an important role in enriching the content of physical education lessons in general education schools. However, in practice, the frequency and effectiveness of using folk games are not always high. In many schools, physical education classes are mainly based on standard exercises, sports games, and athletics elements, while folk games are regarded as secondary activities or as part of organizational and mass events.

Therefore, to determine the role of folk games in physical education lessons and the frequency of their use, school curricula, lesson schedules, and the processes of practical training are analyzed. Typically, the amount of time allocated for folk games in weekly and monthly plans, as well as their use during lessons or extracurricular activities, is examined. In addition, the actual use of folk games in practice is identified through methods such as surveys, interviews, and observations conducted among teachers and students.

As a result, it becomes possible to comprehensively assess the role of folk games in physical education lessons across schools — how frequently they are used, in what types of activities, and

for what pedagogical purposes. Studying teachers' and instructors' knowledge, skills, and experience in effectively using folk games in physical education classes is an important factor that determines the practical effectiveness of this activity. Practice shows that although many teachers understand the pedagogical significance of folk games and their impact on children's physical development in theory, they often lack sufficient practical skills and experience to use these games effectively during lessons.

Recent observations and survey results show that nearly half of teachers (approximately 45–50%) experience difficulties in planning lessons and organizing activities based on folk games. As the main reasons, they point out, first, a lack of methodological knowledge and practical skills necessary for the proper and systematic integration of folk games into physical education programs; and second, that many teachers are not fully familiar with the repertoire of modern folk games and lack sufficient experience in adapting them to children's age characteristics and conducting them using an individual approach.

There are also problems concerning methodological materials and instructional guidelines related to folk games. In most schools, lesson plans and methodological manuals include only brief descriptions of folk games, but do not provide detailed step-by-step recommendations, game variations, adaptation methods, or evaluation criteria necessary for their full implementation in practice. According to an analysis conducted in 40 schools, 48% of teachers noted a lack of new and convenient methodological recommendations for conducting folk games on a modern didactic basis, adapted to students' age and lesson conditions.

In some schools, advanced teachers, based on their own experience, have developed simplified, shortened, or enriched versions of traditional folk games and are successfully applying them in their lessons. However, such individual practices are not widespread and are not equally distributed among all schools and teachers. This, in turn, hinders the overall improvement of the effectiveness of using folk games within the general school system.

Therefore, enhancing teachers' and coaches' knowledge and skills in effectively planning folk games, integrating them properly into the learning process, and adapting them to students' age and individual characteristics, as well as providing them with modern methodological materials, is one of the urgent tasks facing the education system. The knowledge, skills, and experience of school teachers and coaches in effectively using folk games in physical education classes are among the key factors determining the effectiveness of folk game practices. According to the results of surveys and interviews conducted in 40 schools in 2023, only 32 percent of

physical education teachers reported that they had attended specialized professional development courses on folk games. Meanwhile, 48 percent of teachers noted that they experience difficulties in fully integrating folk games into modern lesson plans and training activities.

Statistical analysis shows that 54 percent of teachers reported a lack of concrete, step-by-step recommendations and game options for folk games in their lesson plans. Thirty-eight percent of teachers use specialized methodological guides when conducting folk games, while 42 percent primarily rely on their personal experience or replicate the practices of advanced colleagues. For example:

1. In School No. 12 in Tashkent, a young teacher enriched lessons with modern folk games by using the experience of folk art workshops, which resulted in increased student interest and participation in the lessons.

2. In contrast, at School No. 3 in Namangan, physical education lessons prioritize traditional sports games and exercises, because the teacher does not have the necessary knowledge or methodological guidance to implement innovations in folk games.

Methodological problems are often related to teachers lacking modern knowledge and skills in folk games, the absence of sufficiently detailed step-by-step recommendations in lesson plans, and the fact that existing methodological materials are mostly general in nature. Most teachers face difficulties in adapting folk games to the lesson content, applying them to age groups with an individualized approach, and developing effective assessment methods. Material and technical problems are explained by the insufficient availability of dedicated spaces and equipment for folk games in schools, and by the fact that existing sports facilities are not always safe or convenient. In some schools, the absence of an open area or gym prevents the creation of conditions necessary for organizing games. Additionally, the lack of required markers, small sports equipment, or specialized tools for folk games reduces lesson effectiveness. Psychological problems are mainly related to students' and some parents' insufficiently positive attitudes toward folk games, lack of activity among certain children during lessons, and difficulties in cooperating with peers during games. Furthermore, teachers' lack of readiness for innovative pedagogical approaches and creativity also contributes to this issue. Teachers' needs and challenges often indicate a growing demand for modern methodological materials, visual and practical guides, interactive lesson organization methods, and specific recommendations for adapting activities to students' ages and individual characteristics. They also require scientifically based criteria for evaluating the effectiveness of folk games in developing physical qualities, as well as assessment tests and monitoring systems.

A systematic analysis and resolution of these problems, along with methodological, material, and organizational measures, is necessary to improve the practical use of folk games. In effectively applying folk games to develop the physical fitness of younger school-age children, it is important to focus on scientifically based general criteria for selecting games. Primarily, the choice of games should be guided by children's age characteristics and their stage of physical development. This is because the anatomical and physiological development, movement capabilities, and psychomotor characteristics of 9–10-year-old children are distinctly different from those of older children. Therefore, selected folk games must be suitable for this age group, ensuring that the movements developed through these games are safe, do not impose excessive physical strain, and minimize the risk of injury.[2]

Scientific and Pedagogical Criteria for Selecting Folk Games

№	Criterion for Selecting a Game	Description of the Selected Criterion	Practical Indicators and Examples	Key Aspects to Consider
1.	Suitability for age and physical development	Games should correspond to children's age characteristics, movement abilities, and developmental indicators	Games for 9– 10-year-old children should focus on agility and speed without causing excessive strain.	Rules of movement and the number of participants
2.	Compliance with health and safety requirements	Games should strengthen children's communication, cooperation,	Use games in safe locations, with appropriate equipment, and without high risk of injury.	Preparedness of the area and adherence to hygiene rules

		friendship, and teamwork skills.		
3.	Didactic and educational significance	Games should develop not only physical but also moral, disciplinary, and social qualities in children.	Socialization- and cooperation-oriented games such as “Uloq tortish,” “Qiz quvlash,” and “Topi top.”	Educational content of the rules
4.	Level of interest and motivation	Games should encourage a high level of interest and active participation in children.	Dynamic, competitive games that require creative movement.	Availability of motivational methods and different game variations
5.	Promotion of socialization and interaction	Games should strengthen children’s communication, cooperation, friendship, and teamwork skills.	Team and paired games, e.g., “Arqon tortish,” “Chor tagirma.”	Participation in a group and achieving results together
6.	Methodological flexibility and adaptability to environment	Games should be playable in different	Simplified rule-based games, with variants	Adaptation to available resources and time

		locations and conditions, with available resources.	suitable for indoor and outdoor spaces.	
7.	Ability to develop physical qualities comprehensively	Games should simultaneously develop children's strength, agility, quickness, balance, and coordination.	Games such as "Tosh ko'tarish," "Halqa otish," "Koptok olib qochish."	Inclusiveness and effectiveness
8.	Impact on psychological and emotional state	Games should improve children's mood, self-confidence, and emotional balance.	Games conducted in a stress-free, motivating, and positive environment.	Ability to motivate children and positively influence their mental state

As a second criterion, the didactic and educational significance of games should be emphasized. Folk games not only contribute to the development of children's physical qualities but also help shape their moral and social characteristics. Specifically, folk games are an effective pedagogical tool for developing skills such as teamwork, a sense of responsibility, cooperation, respect, and discipline. In this regard, particular attention should be paid to the potential of games to fulfill educational and upbringing objectives.

The third important criterion is the degree to which games stimulate interest and ensure motivation in children. Folk games should be naturally engaging and dynamic, encouraging children to actively participate, enhancing their interest in lessons, and fostering a positive

emotional attitude. Through such games, children participate more voluntarily in physical activities, which in turn increases the overall effectiveness of the educational process.

The fourth criterion is the role of folk games in developing socialization and communication skills. By engaging in group activities, children have the opportunity to collaborate, help each other, and develop communication skills. This process fosters social activity and adaptive abilities in children.

The fifth criterion is methodological flexibility and adaptability to different conditions. Folk games should be adaptable to various school settings. They should be able to be conducted both outdoors and indoors, with or without equipment, and using different available resources. This enhances the potential for wide application of folk games in pedagogical practice.

As a sixth criterion, it is important to emphasize the ability of folk games to contribute to the comprehensive development of physical qualities. Through these games, children's strength, agility, speed, balance, and coordination can be developed simultaneously, allowing for a well-rounded formation of their overall physical fitness.

Another leading criterion is the impact of games on psychological and emotional states. Folk games should improve children's emotional well-being, build self-confidence, and foster a positive mood. The positive psychological environment created during the games contributes favorably to children's overall development.

Considering the above criteria, the selection and application of folk games constitute an important pedagogical approach to effectively organize the physical development of younger school-age children.[5]

Conclusion

In conclusion, it can be stated that effectively integrating folk games into primary education requires the harmonization of methodological and organizational approaches. Expanding the use of games in both classroom and extracurricular activities, developing specialized learning blocks and programs, and creating a supportive social environment through collaboration between teachers and parents serve as a crucial foundation for pedagogical effectiveness and successful outcomes.

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