

PEDAGOGICAL CHARACTERISTICS OF THE GENDER ANALYSIS OF GAMES

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ANNOTATION:

This article examines the concepts of intangible culture and the history of their study. Since ancient times, the culture of the peoples of Central Asia has been formed and developed in conjunction with each other; on the other hand, it has been influenced by the culture of the peoples of neighboring countries and regions, and vice versa. Folk games occupy a central place in the system of national values inherent in the ancient layer of spiritual heritage. Since Uzbekistan is one of the most densely populated regions of Central Asia, one of the pressing issues is to study the dynamics of the ethnostructure of the population, its ethnic composition, language and customs. Therefore, certain aspects of the problem have attracted the attention of many historians, ethnographers, archaeologists, anthropologists, literary scholars, and linguists.

Keywords: Intangible culture, spiritual heritage, national values, folk games, ethnic composition of the population, customs, economic life, Ramadan songs.

The foundation of the upbringing system of the younger generation lies in the promotion of a **healthy lifestyle and physical education**. In Uzbekistan, significant measures are being taken to develop physical and spiritual health, encourage youth to adopt healthy lifestyles, inspire love for sports from an early age, and protect and strengthen children's well-being.

For a person, health is the greatest blessing, and the state creates opportunities to preserve and enhance it, ensuring citizens can live fulfilling lives. The development and prosperity of a nation depend on the physical, intellectual, moral, and spiritual maturity of its youth. A bright future can only be envisioned with physically strong, mentally alert, and morally sound young people. Today, building a healthy generation is one of the most important national tasks, which involves establishing a healthy lifestyle, improving living conditions, and providing economic and financial support from the state.

Folk games embody effective methods of nurturing physical and spiritual maturity. The national values, human emotions, love for nature and humanity, and devotion to ancestral traditions reflected in these games demonstrate their spiritual power. Folk games are not spontaneous creations — they are products of popular creativity, reflecting people's understanding of their place in the world and their pursuit of a beautiful life. They serve as an essential part of preserving national and spiritual heritage.

Every folk game is played collectively. During the game, participants develop teamwork, communication, moral behavior, mutual assistance, universal values, and spiritual and emotional integrity. Games foster interpersonal relationships, teach children to internalize adult experiences, and apply them in personal life. Folk games help instill national identity, loyalty to traditions, and moral awareness, alongside universal human values.

Central Asia, particularly Uzbekistan, is densely populated and ethnically diverse, making the study of its ethnic composition, language, customs, and traditions highly relevant. This topic has long attracted the attention of historians, ethnographers, archaeologists, anthropologists, and linguists. Travelers, envoys, and scholars who visited the region during and before the Russian colonial period left valuable records about the region's people, culture, economy, and natural resources — including descriptions of traditional games.

Children's games often reflect local professions and lifestyles. This is why their toys represent household tools, agricultural implements, and everyday items such as carts, shovels, and axes. Some games are primarily for girls (e.g., *mehmon-mehmon*, *bola-bola*, *to'ptoli*, *lappak*), while others are played by boys (*uloq kurash*, *chakan*, *par*, *parol*, *eshak mindi*, etc.). There are also mixed-gender games. Regardless of their form or theme, all games serve as a “school of life,” preparing children for daily challenges and practical skills.

The development of folk games is closely linked to the economic and social life of the people and has regional and geographical characteristics. Having passed through centuries of refinement, these games have attained the status of **national cultural values**. While some have retained their original features, others have evolved with time.

Folk games are not only a national heritage but also a powerful **educational tool** for raising a morally and physically healthy generation, fostering a sense of ownership of the homeland, and nurturing well-rounded individuals. With millennia of history, they have been passed down from ancestors to descendants, shaping national identity, a sense of belonging, moral values, and the preservation of traditions and customs.

Since folk games are typically played outdoors in groups, they serve as one of the most natural and enjoyable means of promoting **mental, physical, moral, and aesthetic education**. They also strengthen interethnic harmony, mutual respect, and universal human values.

The **preschool education system** is the first and most fundamental stage of continuous education. According to experts, a person acquires 70% of all information and knowledge in life by the age of five. Therefore, preschool education plays a crucial role in raising intelligent, healthy, and capable future generations. The President of Uzbekistan, **Shavkat Mirziyoyev**, has paid special attention to this system, holding several meetings and adopting important reforms.

Children of senior preschool age develop unique movement abilities and skills. At this stage, they expand their physical abilities (speed, endurance, agility, etc.) and learn complex

movement techniques. Five- to six-year-old children can understand instructions, evaluate situations, and control their actions, allowing educators to form stable movement skills through verbal guidance and explanation.

These issues are essential for forming a healthy lifestyle among the youth and require interdisciplinary research involving pedagogy, psychology, history, law, biology, physiology, political science, and medicine. Furthermore, fostering a **healthy mindset** as the foundation of a healthy lifestyle and culture requires a renewed approach to the spiritual education of young people and purposeful use of the nation's rich cultural heritage.

Most importantly, folk games instill **love for national culture, honesty, and generosity**, while transmitting adult experience to children and shaping their conscious attitude toward work. They help boys and girls become strong, agile, intelligent, creative, and cooperative. Among Uzbek folk games, there are numerous examples related to moral, intellectual, physical, and aesthetic education.

Implementing these principles remains one of the most pressing tasks of the pedagogical system — particularly in **preschool education and family upbringing** — to strengthen health, promote physical activity, and nurture the need for self-development. Indeed, children's games, with their creative and dynamic nature, are indispensable tools for preparing them for life, fostering mental alertness, physical fitness, and the growth of **creative thinking**.

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