

# THE ROLE OF NATIONAL CHILDREN'S GAMES IN THE DEVELOPMENT OF INTELLIGENCE

T. K. Paxratdinova

Assistant, Department of Information Technologies and Mathematics,  
Karakalpak Institute of Agriculture and Agrotechnology

S. J. Nurnazarov

Assistant Department of Geodesy, Cartography and Natural Resources,  
Karakalpak State University Named After Berdakh

## Abstract

This article focuses on the role of national games in children's upbringing, teaching practical thinking, cognitive development, and the ability to distinguish things and events through comparison. The importance of traditional games in children's development and the possibility of educating the younger generation through games are also discussed.

**Keywords:** Children, national games, education, comparison, agility, endurance, enthusiasm, strength.

## Introduction

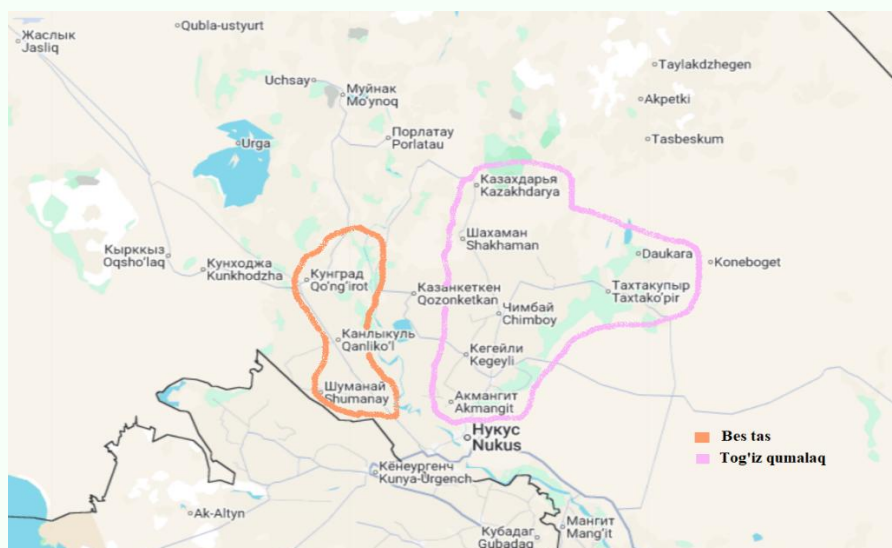
Folk pedagogy paid great attention to children's games in education. Games are recognized as a means of developing children's ingenuity, courage, and talent, making it possible to educate them through the game process. Special attention is given to the fact that games develop children's attention, intuition, perception, memory, thinking, and other important qualities.

In the tradition of child upbringing, games are regarded not merely as a form of entertainment, but as one of the main means of education. At the same time, a special role is assigned to the development of the child's mental activity, practical skills, and resourcefulness, as well as to the formation of knowledge about objects and phenomena and their differences through comparison [1]. Folk games at all stages of society's development reflected the life, lifestyle, working conditions, nationality, religion, and other characteristics of the people,

and served to develop such qualities as agility, endurance, creativity, resourcefulness, enthusiasm, and strength. In addition, children's games are characterized by entertainment, competition, and teamwork. Karakalpak folk games can be classified in different ways. For example, they may be categorized according to the age of the participants (children, adolescents, adults), gender (boys, girls, men, and women), season (spring, summer, autumn, winter), playing area (field, water, open space), and occupation (farmers, livestock breeders, craftsmen, etc.).

The folk ethnographic groups of the Karakalpak people perform ancient songs in a modern style through folk games, thereby giving new spirit and meaning to traditional songs and preserving them in the minds of the younger generation. National children's games of the Karakalpaks, such as "Zhumbok," "Avalaman-Duvalaman," "Bosh Bormok," "Bes Tas," "Kuchmak," "Chullik," "Togiz Qumalaq," "Kocharman Top," as well as the more recent games "Tepmak" and "Langi," have been widely used to enhance mental abilities, teach counting skills, and develop children's logical thinking. In folk pedagogy, children's games are widely regarded as an important means of developing intellectual and logical thinking in the modern era. Such games also encourage young people to stay away from harmful and dangerous activities.

The map shows the areas in Karakalpakstan where the traditional games "Besh Tash" and "Toqqiz Qumalaq" are played. "Toqqiz Qumalaq" is mainly popular in the northern regions, while "Besh Tash" is traditionally played in the northwestern areas.



Picture 1



Karakalpak children's games are part of spiritual wealth and cultural values with a long and rich history, passed down from generation to generation. From the first days of our country's independence, great attention has been paid to the revival of national values, traditions, and folk games. Today, the extensive involvement of young people in national games is considered an important factor in the upbringing of a healthy generation. Folk games play an important role in shaping a physically and mentally strong generation. It is well known that every nation on Earth has its own distinctive characteristics, and the Karakalpak people also have national traditions and values, including children's games. The question arises: why did our ancestors play games? Games emerged as a natural and historical need of society; every person has a need for play. That is why people created games based on their occupations, daily activities, living conditions, and social environment.

Folk games also reflect the life, skills, education, and achievements of their ancestors. They serve as an educational tool for developing a healthy generation and are an important factor in the socio-psychological and mental development of children. Through games, children are prepared for life, learn to overcome difficulties, strive toward goals, and develop willpower.

National children's games are a means of education, which contributes to the effective filling of leisure and pleasant relaxation, encouraging everyone to be mentally and physically healthy with a sense of joy, dedication, courage, zeal and enthusiasm. National children's games play an important role in raising a healthy generation. The pedagogical significance of the game – the game enriches the emotions, fantasies and worldview of each person. They also develop observation, resourcefulness and intelligence. Through the games, children become acquainted with culture and traditions [2].

National games help children become physically healthy by having a positive effect on the body, particularly the respiratory system, muscles, and cardiovascular system. When children play outdoor games, the blood is enriched with oxygen, which improves metabolism, benefits the body, and activates its cells. As a result, children grow up physically healthy, active, and energetic.

“Chullik,” “Bes Tas,” and “Langi” (“wool,” “five stones,” and “losers”) are harmless national games with simple rules. Children who play these games become strong, healthy, and energetic. They are able to accurately hit targets and run quickly. These games require good physical fitness, quick reaction speed, the

ability to count, memorize numbers and their sequence, and the ability to perform basic arithmetic operations.

Games help improve an individual's mood and spirit. The educational value of games lies in the fact that they teach young people skills, diligence, hard work, and dedication [3].

The role of national games, passed down from generation to generation along with the wise teachings of our ancestors, is of great importance in raising a harmoniously developed generation. Such games have been developed, formed, and popularized over hundreds of years of social life; they are deeply embedded in people's way of life and have been preserved to the present day. Currently, it is difficult to imagine the Navruz holiday, the harvest festival, and other folk celebrations without traditional games. Therefore, we must raise children to be both spiritually and physically healthy, ensuring that their minds are free from ideological emptiness.

## References

1. Aleuov O., Bekimbetova A. Традиции интеллектуального воспитания молодежи в национальной педагогике. (Traditions of giving intellectual education to youth in national pedagogy). Nukus, 2018.
2. Sattor M. Uzbek udumlari (Uzbek traditions). Tashkent, 1993.
3. Aleuov O. Формирование и развитие образовательных центров в Каракалпакстане. (Formation and development of educational centers in Karakalpakstan). Nukus, 1993.
4. Aleuov O. Формирование и развитие учебно-воспитательных игр в Каракалпакстане. Nukus, Bilim.1993.
5. Aleuov O., Abdullaeva V. Роль детских игр в умственном воспитании. Энопедagogика каракалпакского народа (The Role of Children's Games in Mental Education. Enopedagogy of the Karakalpak People). Nukus, Bilim. 1995.
6. Aleuov O., Bekimbetova, A. Традиции передачи умственного воспитание молодежи в народной педагогике (Traditions of transmitting intellectual education to youth in folk pedagogy) . Nukus, Bilim. 2018.
7. Bekimbetova, A. Xalqning yoshlarga aqliy tarbiya berish an'analari uzliksiz ta'lim tizimida. (Tradicii nashego naroda dlja umstvennogo vospitaniya podrastajushhego pokolenija v sisteme nepreryvnogo obrazovaniya). Tashkent Istiqlol, 2009.



8. Shotaev, M. Ғажайып тоғыз кумалақ. (Wonderful “tukkiz kumolok”). Turkistan, 2002.
9. Qurbanbaev, I. Исторический очерк каракалпакской детской литературы (Historical essay on Karakalpak children's literature). Nukus, Karakalpakstan. 1974.