

“Enhancing Emotional Expression in Children through National Games in Art Lessons”

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Abstract: This article explores the use of national games as a pedagogical tool to enhance emotional expression in children during art lessons. It highlights how observing and depicting traditional games can improve creativity, visual literacy, compositional skills, and cultural understanding. Practical strategies for integrating game-based activities into art education are also discussed.

Keywords: national games, emotional expression, art education, creativity, visual literacy, composition, cultural heritage.

Art education aims not only to teach technical skills but also to develop children’s emotional and creative capacities. National games, being a rich part of cultural heritage, provide an effective medium for achieving these goals. Incorporating these games into fine arts lessons encourages children to observe, interpret, and visually represent dynamic movements, interactions, and emotions.

Games such as “Kurash” (wrestling), “Chillak” (ball game), “Qiz quvdi” (chasing game), and “Arqon tortish” (tug-of-war) offer diverse visual and emotional experiences. Representing these games in art helps students understand movement, rhythm, spatial relationships, and emotional dynamics, while simultaneously developing compositional and visual literacy skills.

Shavdirov S.A. (2017, 2024) emphasizes that active participation, independent exploration, and engagement with culturally meaningful activities are essential in art education. National games offer a playful, interactive, and culturally rich way to cultivate emotional awareness and creativity in students.

National games are a highly effective tool for enhancing emotional expression in children during art lessons. These games provide opportunities for students to observe, analyze, and depict dynamic interactions, movements, and emotions. By translating the energy and feelings of these games into visual art, students develop creativity, visual literacy, and compositional skills.

Integrating national game motifs into lessons allows children to explore and express a wide range of emotions. For example, “Kurash” (wrestling) can be used to depict tension, struggle, and determination. Students learn to convey these emotions



through posture, movement, and composition, while also understanding the importance of balance, proportion, and spatial relationships.

The game “Qiz quvdi” (chasing game) offers opportunities to explore joy, excitement, and anticipation. Children observe the flow of movement and the interactions between players and translate these observations into colors, lines, and shapes in their artwork. This enhances their ability to express emotions visually and strengthens their creative thinking.

Similarly, “Arqon tortish” (tug-of-war) teaches students about cooperation, teamwork, and perseverance. Representing this game in art allows students to convey both collective effort and individual determination. Through such exercises, children develop empathy and an understanding of social and emotional dynamics.

Shavdirov S.A. (2024) emphasizes the importance of independent artistic exploration for fostering creativity. National games provide a culturally rich and engaging framework for this exploration. Students are encouraged to capture not just the physical actions but also the emotional atmosphere of the game, integrating technical skills with personal expression.

Traditional games also foster aesthetic awareness and compositional thinking. By arranging figures, colors, and movements in a coherent composition, students learn how to communicate emotions effectively. Observing and depicting games promotes critical thinking, problem-solving, and decision-making, as students must decide how best to represent dynamic action and emotional content.

Integrating national games into art lessons can be structured in stages. First, teachers introduce the game, explaining its rules and dynamics while providing visual references or videos. Second, students create preliminary sketches, focusing on movement, composition, and emotional expression. Third, they refine their artwork with colors, textures, and details, applying independent creative decisions to finalize their work.

Using national games in art education makes lessons engaging and meaningful. Students experience the energy, rhythm, and emotional qualities of games and translate these experiences into visual forms. This process develops both creativity and aesthetic sensitivity, helping students understand that art is a means of expressing feelings, ideas, and cultural identity.

Furthermore, national games foster cultural awareness and a sense of identity. By depicting traditional games, students connect with their heritage and learn to appreciate cultural traditions. Digital tools, multimedia, and interactive techniques can further enhance this learning, providing additional ways to study movement, composition, and emotional expression.



In conclusion, national games are an effective tool for enhancing emotional expression in children. They stimulate creativity, compositional thinking, visual literacy, and cultural awareness. Integrating these games into art lessons enriches the educational experience, making it more engaging, meaningful, and holistic for students.

Incorporating national games into art education is an effective approach for enhancing emotional expression, creativity, and compositional skills in children. These games help students observe and represent dynamic movements, interactions, and emotions, fostering both visual literacy and critical thinking.

Lessons based on traditional games improve students' aesthetic awareness, emotional sensitivity, and cultural understanding. They also develop teamwork, empathy, and decision-making skills, allowing children to reflect both artistic and moral values in their artwork.

Research by Shavdirov S.A. and other scholars confirms that using national games in art education increases engagement, encourages independent exploration, and strengthens creative abilities. Therefore, integrating traditional games into fine arts lessons is pedagogically and aesthetically valuable, contributing to the holistic development of children.

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