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**“Using National Games to Enhance Visual Literacy and Creativity in
Primary School Students”**

Xidoyeva Mahliyo Bozor qizi
Navoi State University
“Easel Painting” Educational Program
4th Year, Group “R” Student

Abstract: This article explores the pedagogical value of national games in enhancing visual literacy and creativity among primary school students. It highlights how integrating traditional games into art lessons can foster compositional thinking, emotional expression, and cultural awareness. The study also provides practical strategies for teachers to make lessons more engaging and effective.

Keywords: national games, visual literacy, creativity, art education, primary school, composition, cultural heritage.

Art education plays a significant role in developing creativity, imagination, and aesthetic perception in children. National games, being an integral part of cultural heritage, offer unique opportunities to enhance these skills. Incorporating these games into fine arts lessons allows students to observe, analyze, and visually represent dynamic movements, emotions, and interactions.

Games such as “Kurash” (wrestling), “Chillak” (ball game), “Qiz quvdi” (chasing game), and “Arqon tortish” (tug-of-war) provide rich visual content for artistic expression. Through drawing or painting these games, students develop compositional skills, understand spatial relationships, and learn how to convey dramatic and emotional effects in their artwork.

Research by Shavdirov S.A. (2017, 2024) emphasizes the importance of active engagement, independent exploration, and creativity in art education. National games motivate students to observe carefully, analyze situations, and express them creatively through visual media.

National games are a highly effective tool for enhancing visual literacy and creativity in primary school students during art lessons. These games stimulate imagination, improve spatial awareness, teach rhythm and movement, and encourage emotional expression. Additionally, they provide opportunities for students to make independent artistic decisions, fostering confidence and artistic autonomy.

Incorporating national game motifs into lessons enables students to develop compositional thinking. For instance, illustrating the “Kurash” (wrestling) game allows children to determine the central figure, supporting figures, and movement directions. This process enhances their understanding of balance, spatial relationships, and

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dynamic composition. Students learn how to organize visual elements in a coherent and expressive manner.

The “Qiz quvdi” (chasing game) is an excellent example for exploring rhythm, sequential movement, and energy flow. Students analyze the interactions between participants and represent these visually using line, shape, and color. This exercise promotes both observational skills and creative interpretation, enhancing the overall quality and expressiveness of their artworks.

Through depicting game scenes, students strengthen critical thinking and compositional skills. They learn to interpret spatial relationships, define visual hierarchy, and create meaningful narratives within their artwork. Imagination, creativity, and technical skill converge to produce expressive and aesthetically pleasing pieces.

Shavdirov S.A. (2024) emphasizes that independent artistic exploration is crucial for developing creativity. National games naturally encourage this process. When students draw or paint these games, they not only replicate movements but also convey emotions, relationships, and cultural meanings. This allows students to integrate both technical skill and personal expression into their work.

Traditional games also foster aesthetic awareness and social values. For example, “Arqon tortish” (tug-of-war) teaches teamwork, perseverance, and cooperation, while “Chillak” (ball game) enhances coordination, rhythm, and timing. By reflecting these qualities in their artwork, students simultaneously develop moral understanding and cultural appreciation.

In practice, integrating national games into art lessons can be structured in stages. First, teachers introduce the game and provide visual or video references to help students observe movement and interactions. Second, students create sketches focusing on composition, character positions, and movement dynamics. Third, they apply color, texture, and details, making independent creative decisions to finalize their artwork.

This method of teaching makes lessons engaging and meaningful. Students experience the dynamics and emotional qualities of games, which they then translate into visual art. This approach enhances creativity, emotional awareness, and appreciation for visual storytelling.

National games also encourage problem-solving and decision-making skills. Students analyze the sequences of movement, relationships among participants, and the overall narrative of the game. They then make independent artistic decisions to convey these elements effectively in their work. Consequently, they develop both technical skills and critical thinking abilities.

Furthermore, national games help children understand and appreciate their cultural heritage. Representing traditional games in visual art strengthens students' sense of

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identity and connection to their culture. Teachers can also incorporate digital tools, such as video analysis or interactive multimedia, to expand students' understanding of composition, motion, and color.

In conclusion, national games provide a rich, engaging, and culturally meaningful foundation for developing visual literacy, creativity, and artistic skills in primary school students. They enhance compositional thinking, emotional expression, and cultural awareness, making art education more effective and holistic.

Incorporating national games into art education is an effective method for developing visual literacy, creativity, and artistic skills in primary school students. These games stimulate imagination, enhance spatial awareness and rhythm perception, and encourage emotional expression.

Lessons based on traditional games improve compositional thinking, observational skills, and aesthetic judgment. They also promote social skills such as teamwork, cooperation, and cultural understanding, allowing students to reflect both artistic and moral values in their artwork.

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

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