



“DEVELOPING CREATIVE THINKING AND VISUAL LITERACY IN CHILDREN THROUGH NATIONAL GAMES IN FINE ARTS LESSONS”

Xidoyeva Mahliyo Bozor qizi

Navoi State University

“Easel Painting” Educational Program

4th Year, Group “R” Student

Abstract: This article analyzes the role of national games in developing creative thinking and visual literacy in children during fine arts lessons. National games stimulate children’s imagination, rhythm perception, spatial awareness, and emotional expression, helping them make independent artistic decisions. The article also highlights pedagogical and methodological approaches for organizing lessons based on traditional games.

Keywords: national games, fine arts, creative thinking, visual literacy, composition, pedagogical methodology, aesthetic education.

Developing creative thinking and visual literacy in children is one of the essential goals of fine arts education. Through artistic activities, children learn to express their ideas, emotions, and perceptions. In this context, national games serve as an effective tool to stimulate creativity and engage children actively in the learning process.

National games integrate natural movements, rhythm, and dramatic expression, enhancing children’s imagination and artistic perception. Traditional games such as “Kurash” (wrestling), “Chillak” (ball game), “Qiz quvdi” (chasing game), and “Arqon tortish” (tug-of-war) can be utilized in fine arts lessons to improve compositional thinking, color harmony, spatial relationships, and emotional expression.

According to Shavdirov S.A. (2017, 2024), activating students and directing them toward independent artistic exploration is crucial in fine arts education. Therefore, integrating national games into lessons not only increases pedagogical effectiveness but also enhances aesthetic and creative development.

National games play a significant role in developing children’s creative thinking and visual literacy during fine arts lessons. These games stimulate imagination, rhythm perception, spatial awareness, and emotional expression, helping children make independent artistic decisions while creating artworks.

In fine arts lessons, integrating national game motifs allows students to develop compositional thinking and artistic decision-making skills. For example, depicting the scene of “Kurash” (wrestling) helps students identify central and supporting figures, determine movement directions, and convey dramatic effects. In this process, children



also understand balance, posture, and spatial relationships, which strengthens both their creative thinking and compositional skills.

The game “Qiz quvdi” (chasing game) provides a suitable opportunity to study rhythm and movement sequences. Children visually analyze the game, express dramatic moments through color, shape, and lighting, and thus develop their visual perception and artistic sensitivity. This approach encourages independent interpretation and enriches emotional expression in artworks.

By analyzing game scenes, students enhance their observation skills, critical thinking, and visual understanding. They examine interactions between figures, relationships within the composition, and translate these observations into artistic expression. In this way, imagination, creative thinking, and visual literacy work together to produce meaningful and expressive artworks.

Shavdirov S.A. (2024) emphasizes that fine arts lessons should encourage independent thinking and artistic exploration. National games provide a natural and engaging tool for this purpose. While drawing game scenes, students identify the main idea and emotional content, find compositional solutions, and harmonize colors and shapes.

Using national game motifs also fosters aesthetic perception and independence in art creation. For instance, “Arqon tortish” (tug-of-war) teaches children about teamwork, friendship, and perseverance, while “Chillak” (ball game) develops rhythm, balance, and motion awareness. Thus, students can reflect not only artistic but also moral and cultural values in their creations.

Integrating games into fine arts lessons can be carried out in structured stages. First, students are introduced to the game’s content and analyze visual materials. Second, they sketch or draw game scenes, studying movement, spatial relations, and figures. Third, they work with color, texture, and compositional elements to finalize their artwork, applying independent creative decisions.

Game-based methods make lessons more engaging and meaningful. Students experience the atmosphere and dynamics of the games, translating their observations and emotions into visual language. This process helps them see art as a living experience, enhancing both creative thinking and aesthetic awareness.

National game motifs also develop children’s independent decision-making skills in art. Students analyze events, understand relationships between figures, and make artistic decisions creatively. Consequently, they strengthen not only technical skills but also critical thinking and artistic judgment.

Additionally, national games help children understand their cultural identity and appreciate traditional values. They become familiar with their cultural heritage and express it through their artworks. Using modern technologies, such as videos or digital



representations of games, further enhances visual thinking, allowing students to experiment with composition, color, and artistic techniques interactively.

In summary, national game motifs are an effective tool for developing creative thinking and visual literacy in fine arts lessons. They stimulate imagination, understanding of movement, color and shape harmony, emotional expression, and cultural awareness. By integrating these motifs, teachers can foster students' artistic independence, critical thinking, and appreciation of both traditional and contemporary art forms.

National game motifs play a crucial role in developing children's creative thinking and visual literacy in fine arts lessons. They stimulate imagination, enhance rhythm and movement perception, foster emotional expression, and help students make independent artistic decisions.

Lessons based on national games improve compositional thinking, color harmony, spatial awareness, and aesthetic judgment. Students also develop teamwork, communication, and problem-solving skills while reflecting moral and cultural values through their artwork.

Research by Shavdirov S.A. and other scholars confirms that integrating national games into fine arts education makes lessons more engaging, promotes artistic exploration, and strengthens creative thinking. Therefore, the use of national game motifs is both pedagogically and aesthetically valuable, contributing to the holistic development of students in visual arts education.

References

1. Shavdirov S.A. Selection Criteria of Training Methods in Design Fine Arts Lessons // *Eastern European Scientific Journal*. – 2017. – № 1. – P. 131–134.
2. Shovdirov S. Developing students' subject-related competencies in fine arts education // *Inter Education & Global Study*. – 2024. – № 1. – P. 8–14.
3. Shavdirov S. Method of organization of classes in higher education institutions using flipped classroom technology // *AIP Conference Proceedings*. – 2025. – Vol. 3268. – № 1. – P. 070035.
4. Ibraimov X., Shovdirov S. Theoretical Principles of the Formation of Study Competencies Regarding Art Literacy in Students // *Science and Innovation*. – 2023. – Vol. 2. – No. B10. – P. 192–198.
5. Baymetov B.B., Shovdirov S.A. Methods of Organizing Practical and Theoretical Classes for Students in The Process of Teaching Fine Arts // *International Journal on Integrated Education*. – 2023. – Vol. 4. – No. 3. – P. 60–66.



6. Hasanov M. (2022). *Expression of National Games in Fine Arts*. Tashkent: Fan.
7. Karimova N. (2021). *Harmony of Art and Traditional Games: Methodological Recommendations*. Navoi: NDPI Publishing.
8. Mirzayev A. (2002). *Fundamentals of Composition and Artistic Thinking*. Tashkent: San'at.
9. Rasulov S. (2020). *Aesthetic Education and Creative Thinking: Pedagogical Approaches*. Tashkent: Ta'lim.
10. Shavdirov S.A. Analyzing the sources and consequences of atmospheric pollution: A case study of the Navoi region // *E3S Web of Conferences*. – 2024. – Vol. 587. – P. 02016.