



## “The Role of Traditional Games in Enhancing Artistic Skills in Children”

**Xidoyeva Mahliyo Bozor qizi**

Navoi State University

“Easel Painting” Educational Program

4th Year, Group “R” Student

**Abstract:** This article explores the role of traditional national games in enhancing artistic skills among children. It discusses how these games can improve creativity, compositional thinking, spatial awareness, and aesthetic perception. The article also highlights practical methods for integrating traditional games into fine arts lessons to make learning more engaging and culturally relevant.

**Keywords:** traditional games, fine arts education, creativity, compositional thinking, aesthetic perception, pedagogical methods.

Art education aims not only to teach technical skills but also to develop children’s creative thinking and aesthetic understanding. Traditional national games, rooted in cultural heritage, can serve as an effective tool to achieve these goals. By integrating these games into fine arts lessons, educators can foster imagination, rhythm awareness, and emotional expression in students.

Games such as “Kurash” (wrestling), “Chillak” (ball game), “Qiz quvdi” (chasing game), and “Arqon tortish” (tug-of-war) offer rich visual and dynamic material for artistic expression. Students observing and interpreting these games can develop skills in composition, color harmony, spatial arrangement, and dramatic expression.

Research by Shavdirov S.A. (2017, 2024) emphasizes that active student participation and independent artistic exploration are essential in art education. Traditional games encourage students to observe, analyze, and creatively express movements, interactions, and emotions through visual art.

Traditional national games serve as an essential pedagogical tool for developing artistic skills in children. These games stimulate imagination, rhythm perception, spatial awareness, and emotional expression, allowing students to make independent artistic decisions.

In fine arts lessons, using motifs from national games helps students improve compositional thinking and creativity. For example, illustrating the “Kurash” (wrestling) game scene enables students to identify central and supporting figures, define movement directions, and convey dramatic tension. In this process, students also learn about balance, posture, and spatial relationships, which strengthens both creative and analytical skills.



The game “Qiz quvdi” (chasing game) provides opportunities to study rhythm and sequential movement. Children analyze dynamic interactions between players and express these through color, shape, and light. This develops their visual literacy and emotional sensitivity, while encouraging independent interpretation and creative decision-making.

By observing game scenes, students enhance their critical thinking and compositional awareness. They learn to analyze relationships between figures, spatial arrangements, and visual hierarchy, translating their observations into meaningful artistic compositions. Imagination, creative thinking, and visual literacy converge to produce expressive and thoughtful artworks.

Shavdirov S.A. (2024) notes that students should be guided toward independent artistic exploration. Traditional games provide a natural and engaging tool for this purpose. When drawing game scenes, students identify the main idea and emotional tone, find compositional solutions, and harmonize colors and shapes.

Traditional games also foster aesthetic awareness and independence. For instance, “Arqon tortish” (tug-of-war) teaches teamwork, perseverance, and social interaction, while “Chillak” (ball game) develops rhythm, balance, and coordination. This allows students to reflect moral and cultural values in their artwork alongside artistic expression.

Integrating games into lessons can be achieved in structured stages. First, students are introduced to the game and analyze visual and dynamic elements. Second, they sketch or draw game scenes, focusing on movement, spatial arrangement, and character interactions. Third, they apply color, texture, and compositional techniques to finalize their artwork while practicing independent creative decisions.

Using traditional games in art education makes lessons more engaging and meaningful. Students experience the dynamic and emotional aspects of the games and express these experiences visually. This process enhances both creative thinking and aesthetic awareness, teaching children to approach art as a living experience rather than a purely technical task.

National game motifs also develop independent decision-making and problem-solving skills in art. Students analyze events, understand the relationships between figures, and make artistic decisions independently. This strengthens technical skills, critical thinking, and artistic judgment simultaneously.

Furthermore, traditional games help students appreciate their cultural identity. By exploring national games in their artwork, children learn about heritage, values, and traditions, developing a sense of cultural belonging. Digital tools and multimedia can further enrich this learning by allowing interactive analysis and experimentation with composition, color, and artistic techniques.



In conclusion, traditional national games are highly effective in developing children's artistic skills. They promote imagination, movement understanding, compositional thinking, emotional expression, and cultural awareness. Integrating these games into fine arts education enhances both pedagogical effectiveness and students' holistic development.

Traditional national games play a crucial role in developing children's artistic skills during fine arts lessons. They stimulate imagination, enhance rhythm and movement perception, foster emotional expression, and support independent artistic decision-making.

Lessons based on traditional games improve compositional thinking, color harmony, spatial awareness, and aesthetic judgment. Students also develop teamwork, problem-solving skills, and a deeper understanding of cultural values, which they can reflect in their artwork.

Research by Shavdirov S.A. and other scholars confirms that integrating traditional games into fine arts education increases student engagement, encourages artistic exploration, and strengthens creativity. Therefore, using national game motifs is pedagogically and aesthetically valuable, contributing to students' comprehensive development 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.