

**FORMING STUDENTS' WORLDVIEW THROUGH UZBEK FOLK GAMES: A
PEDAGOGICAL ANALYSIS**

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Rajabov Doston Saydulla ogli

Master's Student (Year 2)

Asian International University

Abstract. *This study examines the pedagogical potential of Uzbek folk games in shaping students' worldview within the framework of contemporary education. The paper analyzes the role of play in children's cognitive, emotional, and social development, emphasizing its function as an experiential learning mechanism. Particular attention is given to the integration of traditional games into the educational process and their impact on value formation, socialization, and critical thinking. The study identifies key challenges in the practical application of game-based learning and proposes methodological approaches to enhance its effectiveness. The findings suggest that Uzbek folk games serve as a comprehensive pedagogical tool for fostering a holistic worldview in primary education.*

Keywords. *Uzbek folk games, worldview formation, primary education, experiential learning, socialization, critical thinking, pedagogical methods, cultural identity.*

From a pedagogical perspective, play is regarded as a fundamental activity influencing child development. Activity-based learning theories conceptualize students as active agents rather than passive recipients of knowledge. Within this framework, play serves as a medium for experiential knowledge acquisition.

The theoretical foundation of this study is further supported by the works of Daniil Elkonin, who highlighted the role of play in the acquisition of social roles and behavioral norms. According to Elkonin, play enables children to simulate social interactions, thereby facilitating their integration into society.

The formation of worldview through Uzbek folk games can be explained through several interrelated mechanisms:

Folk games facilitate the internalization of core values such as honesty, cooperation, fairness, and perseverance. These values are not merely transmitted but are experienced and practiced within the игровая activity, leading to deeper assimilation.

Through role-playing and interaction, students acquire social competencies, including leadership, collaboration, and responsibility. This process enhances their understanding of social structures and relationships.

Games create problem-solving situations that stimulate critical thinking, decision-making, and analytical skills. Students engage in cause-and-effect reasoning, thereby strengthening their cognitive capacities.

Positive emotional experiences during gameplay contribute to stronger memory retention and deeper learning. Emotional engagement enhances motivation and reinforces acquired knowledge.

Uzbek folk games serve as a medium for transmitting cultural heritage, fostering a sense of national identity and belonging. This contributes significantly to the development of students' value systems.

Despite their pedagogical potential, the integration of Uzbek folk games into formal education remains limited. In many cases, games are used sporadically without clear instructional objectives or reflective analysis. This reduces their effectiveness as educational tools.

To address these challenges, it is essential to adopt a systematic approach:

- aligning games with curricular goals
- adapting them to students' developmental characteristics
- incorporating structured reflection phases
- utilizing interactive and student-centered methodologies

Such an approach ensures that games are not merely recreational activities but integral components of the learning process.

Uzbek folk games represent a multifaceted pedagogical resource capable of fostering students' cognitive, emotional, and value-based development. Their integration into the educational process supports the formation of a holistic worldview grounded in both national and universal values.

Given their effectiveness, it is imperative to incorporate these games into modern pedagogical practice through scientifically grounded methodologies. Future research should focus on empirical validation of game-based learning outcomes and the development of standardized frameworks for their implementation.

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