

FORMATION OF HUMAN QUALITIES IN PRIMARY SCHOOL PUPILS THROUGH NATIONAL MOVEMENT GAMES

Abdullayev Yashnarjon Makhkamovich

Associate Professor (PhD), Department of Physical Education
Faculty of Physical Culture and Arts
Termez State Pedagogical Institute

Abstract: This article analyzes the pedagogical potential of national movement games in developing human qualities among primary school pupils. It substantiates that national games, through their content, structure, and value-oriented nature, positively influence the formation of such qualities as cooperation, mutual respect, resilience, fairness, and patriotism. The article also highlights the pedagogical conditions that ensure the effectiveness of this process, including the proper selection of game technologies, adaptation of activities to pupils' age characteristics, the teacher's guiding role, and the creation of a motivational environment based on national values. The findings demonstrate the necessity of strengthening the role of national games not only in physical education but also in moral and ethical upbringing.

Keywords: national movement games, primary school, pedagogical conditions, human qualities, moral education, folk games, game technologies.

Introduction. Primary school represents a crucial stage in a child's moral, ethical, and socio-emotional development. Modern educational standards emphasize the importance of cultivating qualities such as cooperation, responsibility, fairness, self-control, and respect for others [1, 4, 7]. National movement games serve as a culturally rich pedagogical tool that integrates physical activity with traditional customs and behavioral norms [3, 8, 9].

Despite a considerable body of literature devoted to the educational potential of folk games, there is still a lack of systematic research that clarifies the mechanisms through which human qualities are formed specifically within the context of primary education [2, 5, 6]. Moreover, the effectiveness of national games in the educational process largely depends on the teacher's professional competence and adherence to psychological and pedagogical principles.

The purpose of this study is to analyze the potential of national movement games in developing human qualities among primary school pupils and to identify the pedagogical conditions that ensure the effectiveness of this process.

Methods. A qualitative-analytical approach was employed in this study, based on the theoretical examination of pedagogical, psychological, and methodological literature, as well as the synthesis of pedagogical observations related to the use of national movement games in primary school settings [11, 12, 13, 14]. The analysis included scientific publications, instructional and methodological materials, findings from previous research, and practical resources reflecting the experience of organizing game-based activities for young schoolchildren.

As part of the research, the most common national movement games used in educational practice were systematized (such as "Chillak," "Kor-korona," "Arqon tortish," "Oq terakmi, ko'k terak," and others). Their selection was determined by age appropriateness, the presence of clearly defined rules, cultural significance, and pedagogical relevance. Particular attention was given to games that involve cooperation, competition, the overcoming of difficulties, the requirement of volitional effort, and adherence to moral norms [10, 15, 16].

The research process included the analysis of mechanisms activated during gameplay: rule-following behavior, group interaction, emotional regulation, decision-making, overcoming obstacles, and the use of culturally meaningful content embedded in the games. Through the comparison of literature, observational data, and theoretical modeling, the pedagogical conditions and developmental patterns associated with the formation of human qualities in primary school pupils were identified.

Results. The analysis of literature, pedagogical observations, and practical experience with national movement games demonstrated that these games possess significant pedagogical potential in shaping a wide range of human qualities among primary school pupils. Owing to their structured organization, cultural richness, and strict rule-based nature, national games create a natural environment in which children internalize moral norms and stable behavioral patterns.

One of the key findings of the study is that regular participation in national games contributes to the development of moral and ethical qualities such as honesty, fairness, responsibility, respect for opponents, and discipline. The strictness of game rules and the necessity of adhering to them foster in children an internal orientation toward honest behavior and an appropriate response to both victory and defeat.

The analysis also revealed that the group-based nature of most national games provides favorable conditions for the development of social and communicative qualities. Through interaction, children learn cooperation, mutual assistance, role distribution, constructive conflict resolution, and empathy. Participation in team activities promotes group cohesion, mutual respect, and the ability to listen to others and consider collective interests.

Another important result is the identified influence of national games on the development of volitional and emotional qualities. Situations requiring persistence, repeated attempts, overcoming obstacles, endurance, and self-control help cultivate patience, determination, emotional stability, and the ability to regulate one's reactions. Movement games that include competitive elements enable children to learn to overcome fear, manage excitement, and maintain composure under increased emotional pressure.

Particularly significant are the findings related to the formation of national and civic values among younger pupils. The narrative elements embedded in folk games—reflecting traditions, customs, and aspects of cultural heritage—promote respect for national culture, foster patriotic feelings, and reinforce a sense of belonging to one's people. Games become a means of introducing children to the spiritual and cultural values of society.

Furthermore, the study revealed that national games stimulate initiative and leadership qualities. Opportunities to propose variations of a game, distribute roles, organize a team, and make responsible decisions contribute to the development of independence, creative thinking, and confidence. This environment is especially beneficial for shy or less active children, helping them gradually increase their social engagement.

Overall, the findings confirm that national movement games foster a comprehensive set of human qualities in primary school pupils—moral, social, volitional, emotional, and value-oriented. Their pedagogical effectiveness is determined by the naturalness of the game process, the combination of physical activity with social interaction, and the deep cultural content that provides children with meaningful behavioral and ethical reference points.

Discussion. The findings obtained in this study confirm that national movement games serve as an effective pedagogical tool for developing human qualities in primary school pupils. Their influence is explained by a combination of mechanisms that integrate physical activity, social

interaction, emotional experience, and cultural value-based content. These mechanisms operate simultaneously, ensuring the holistic development of the child's personality.

One of the key patterns revealed in the study is that national games naturally facilitate the formation of moral and ethical norms. The strictness of game rules, the requirement for honest behavior, respect for opponents, and the ability to accept victory or defeat with dignity create favorable conditions for the internal regulation of a child's conduct. Unlike abstract moral instruction, gameplay allows children to experience these norms in real, emotionally significant situations, which strengthens their assimilation and long-term retention.

Equally important is the influence of national games on the development of social qualities. Game situations demand interaction, coordination of actions, adherence to team interests, and the achievement of common goals. This supports existing pedagogical research emphasizing the link between group play activities and the development of communication skills, empathy, cooperation, and constructive conflict resolution. National games, unlike highly individualized activities, provide natural conditions for acquiring real social experience.

The study also highlights the significant contribution of national movement games to the development of volitional and emotional self-regulation. Facing the need to overcome obstacles, make repeated attempts, maintain endurance, and control emotional reactions helps children develop core components of volitional and emotional functioning. This aligns with psychological theories suggesting that overcoming challenges within gameplay fosters resilience, self-control, and the ability to manage emotional states. Due to their competitive dynamics, national games offer a safe environment for practicing these abilities.

Additionally, the results confirm that national movement games perform an important cultural and educational function. Their content incorporates elements of folklore, traditions, symbols, and rituals, contributing to the formation of national identity, respect for cultural heritage, and interest in the history of one's people. This is consistent with modern educational paradigms aimed at strengthening civic culture and spiritual values among younger pupils.

Another significant aspect revealed by the study is the role of initiative and leadership that emerges in the context of gameplay. National games provide children with opportunities to make independent decisions, organize group activities, propose new rules or strategies, and take responsibility. This fosters the development of autonomy, confidence, and creative problem-solving. The findings indicate that such an environment is especially beneficial for shy or less active children, offering them a safe space to express initiative and build social confidence.

Taken together, the results demonstrate that national movement games possess multifaceted educational potential. Their impact simultaneously encompasses the moral, social, emotional, volitional, and value-oriented dimensions of personality development. Thus, integrating national movement games into the primary school curriculum is pedagogically justified and promising, as it supports the harmonious development of the child and promotes the formation of stable positive qualities.

Conclusion. The conducted analyses indicate that national movement games serve as an effective means of developing human qualities in primary school pupils, providing a natural, engaging, and motivational environment for their moral and ethical development. During gameplay, pupils acquire qualities such as cooperation, mutual respect, discipline, patience, fairness, and responsibility through practical activities. This, in turn, enhances their preparedness for subsequent stages of education.

The effectiveness of this process depends on several pedagogical conditions: selecting national games in accordance with instructional goals, adapting them to pupils' age and psychological

characteristics, creating a supportive learning environment, integrating game content with national values, and ensuring strict adherence to game rules.

Thus, the use of national movement games contributes significantly to improving the quality of moral education in primary schooling and supports the stable development of positive behavior and human qualities in pupils. Systematically integrating this approach into the educational process can considerably enhance the pedagogical effectiveness of primary education.

References:

1. Abdullaev, Y. M., & Yuldashevich, T. D. (2020). Creation of pedagogical conditions in the formation of volitional grades in primary school students. *Colloquium-journal*.
2. Abdullayev, Y. M. (2024). Formation of abilities and skills with track and peace athletics exercises. *Modern Scientific Research International Scientific Journal*, 2(2), 123-130.
3. Abdullayev, Y. M. (2024). Activities of a modern trainer in the pedagogical system. *Modern Scientific Research International Scientific Journal*, 2(3), 324-330.
4. Mahkamovich, A. Y. (2022). Innovative Approaches to the Formation of the Voluntary Qualities of Students-Athletes. *International Journal of Discoveries and Innovations in Applied Sciences*, 2(2), 17-20.
5. Mahkamovich, A. Y. (2022). Technology of using outdoor games in the development of physical qualities of junior schoolchildren.
6. Mahkamovich, A. Y. (2022). Mobile games for school children. *Modern Journal of Social Sciences and Humanities*, 4, 202-205.
7. Makhkamovich, A. Y. (2021). Physical education of senior schools by means of folk moving games. *European Scholar Journal*, 2(11), 70-72.
8. Maxkamovich, A. Y., & Abdukahorovich, S. K. (2019). Modern approaches to the content of physical education of schoolchildren in the continuing education system. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
9. Mahkamjonovich, A. Y. (2021). Forms and methods of developing the use of folk movement games in high school students. *Mental Enlightenment Scientific-Methodological Journal*, 73-79.
10. Abdullaev, Ya. M., & Turdimurodov, D. Y. (2020). Creating pedagogical conditions for the formation of volitional qualities in primary school students. *Modern education (Uzbekistan)*, (9 (94)), 56-62.
11. Abdullaev, Ya. M., & Turdimurodov, D. Yu. (2020). Creating pedagogical conditions in the formation of volitional qualities in primary school students. In *Colloquium-journal* (No. 24-2, pp. 14-16). Golopristsanskiy regional employment center = Golopristsanskiy regional employment center.
12. Turdimuratov, D. Y., & ogli Akhmedov, N. D. (2025). Development of volitional qualities in students through the means of physical education. *Scientific Balance: Research and Practice*, 1(2), 117-123.

13. Turdimuratov, D. Y. (2025). Formation of volitional qualities during extracurricular activities. *Scientific Balance: Research and Practice*, 1(2), 98-105.
14. Yuldashevich, T. D. Integration of psychological technologies into physical education of primary schoolchildren.
15. Yuldashevich, T. D. Modern technologies of physical education of students.
16. Yuldashevich, T. D. Development of volitional qualities of personality in children of junior school age through sports.