



## Forming Students' Universal Values Through National And Motion Games

**Matlibova N. X.**

Chirchik State Pedagogical University

**Abstract.** *This article sheds light on the educational importance of technologies for inculcating universal human values in students through action games.*

**Key words:** *values, national and universal values, action games, education.*

**Annotatsiya.** *Ushbu maqolada harakatli o'yinlar vositasida o'quvchilarga umuminsoniy qadriyatlarni singdirish texnologiyalarining tarbiyaviy ahamiyati haqida yoritib berilgan.*

**Kalit so'zlar:** *qadriyatlar, milliy va umuminsoniy qadriyatlar, harakatli o'yinlar, tarbiya.*

Unparalleled scientific discoveries, huge technical possibilities, universal technologies, and the process of globalization of information distribution are gaining momentum in the informational world. This is a positive situation, as a result of which people's world of imagination, consciousness and thinking will change. However, at the same time, it causes a certain part of the young generation to move away from traditional values and morals. Because after we gained independence, the interest of our people to understand the history of their country, culture and values increased. The national values that the Uzbek people have formed and developed over the centuries have now widely covered all areas of our social life. As a result, the Uzbek values created by our people are colorful and incomparable.

Value is one of the manifestations of human spiritual maturity, consisting of material and spiritual wealth that is embedded in people's thinking, and thanks to it, society prospers, and citizens' dreams and hopes for happiness come true. Values are directly related to the culture, lifestyle, specific characteristics of work, beliefs, psychology, religious views, national interests, and ideology of different peoples. This causes values to acquire a national and regional image. Therefore, the approach to values, the criteria for their determination, and the level of adherence to them are not exactly the same in different nations. This is how national aspects of values are formed.





Developed countries in the world have been paying special attention to strengthening their cultural heritage, spiritual and moral values, among the important achievements in the path of spiritual development in the context of globalization. Advanced general education schools consider the issue of national and universal, motivational-valuable and axiological relations to activity in the process of training students as the primary means of developing the value system in society, and the tendency to form the educational content based on these relations is observed.

Currently, the main task of mobile games is to ensure the education of children in accordance with the requirements of our society with their content and methodology, to inculcate universal values in them, to develop their moral, willpower, knowledge, skills and abilities specific to creators and creators, to students consists in forming characteristic features and qualities.

In the ancient system of education, games were widely used as a means of forming universal human values. Early pedagogic thinkers understood the educational significance of the game very cleverly. They believed that it is possible to find out the children's behavior during the game in relation to any situation, identify their negative and positive qualities more easily, and take better measures to eliminate inappropriate actions. Therefore, even in those times, the issue of choosing suitable games for children, taking into account their age characteristics, was raised. It is considered necessary to engage the child in activities and games according to his age. Educators are responsible for choosing such games.





The Greek philosopher Plato recommended learning science through games. He believed that children show their abilities better in the game. Also, Plato says: "Teach people pleasant subjects not by force, but through games, and then you can better see who is inclined to what."

Aristotle, one of the ancient philosophers, said that it is necessary to use games for children to spend their free time meaningfully, that games are fun and help to relax.

The pedagogues of the Middle Ages paid great attention to the physical development of children - they developed the methodology of physical education and gave a great place to games in it. Its purpose was to inculcate universal human values in the family, that is, to teach them how to ride a horse, swim, fence, play chess, use a spear and a trap.

The study of action games shows that the interaction and behavior of the participants when choosing a game is suitable for its educational tasks, as well as that the pedagogue should play the main role in the game.

At the same time, P. F. Lesgaft defines the task and role of action games, gives the main methodological instructions, divides game materials into two groups. These are Group 1 simple games. Group 2 is complex games.





P.F.Lesgaft represents games as a means of physical education in his system of physical exercises. The game tells the child to prepare for life. P.F.Lesgaft's requirements for conducting action games have not lost their power or "importance" until now, because he sets clear goals for each game, the games being played He stressed that it should match the strengths and abilities of the participants, have a positive emotional impact on those who play the game, conduct the games systematically and regularly, and try to increase the activity and independence of the participants.



In order for the game to be a pedagogical factor, a pedagogical task must be connected to it in a conscious and purposeful way, and it must be used to solve educational goals and tasks. The wealth of features characteristic of mobile games ensures the fulfillment of various educational tasks in them.

In order for the use of action games to be successful, it is necessary to take into account that the game is the child's own activity, and it is necessary to maintain and encourage initiative and independence.

Action games appear as a type of activity in the process of universal education, therefore, they are social and closely related to work and study. These are the most important features of action games that make it necessary to analyze their educational potential. Education is the greatest value





When talking about the educational aspect of mobile games, it should be emphasized that, first of all, they instill in children love for their neighborhood, village, city, nature, all the peoples living in our country, feelings of respect and reverence, national cultivates pride. most importantly, it instills love for the national culture, past and present life, national traditions and values of the Uzbek people.

It also teaches students honesty and generosity, serves as the main means of transferring the experience of adults to children and young people. Instills a conscious attitude to work in boys and girls. It helps them to be strong, agile, dexterous, resilient, active, clever, resourceful, brave, brave, cooperative.



One of the educational opportunities of action games is that they have a great impact on the formation of moral and political values in children, such as philanthropy, internationalism, friendship and respect between peoples.

In conclusion, the historical emergence of action games is a means of the formation of universal values in the individual. Playing action games has a great educational value among children. Children's love for each other, reasonable attitude, correct communication, courtesy, and respect nurture their inner beauty, rich spirituality and mental image. The most important feelings and emotions in children are kindness, generosity, hospitality, politeness, kindness, thoughtfulness, sincerity, correctness, discipline, hard work, self-control, thrift,





patience and contentment. Today, it serves as a role model in the education of the mature generation.

#### References:

1. Xamidullayeva, X. Z. (2024). Tarbiya-ma'naviy taraqqiyotimizning tayanch nuqtasi. Ta'lim innovatsiyasi va integratsiyasi, 17(1), 25-27.
2. Egamberdiyeva, N. A. (2024). Diagnosing and organizing rehabilitation of children with disabilities on the autism spectrum. European Science Methodical Journal, 2(6), 463-468.
3. Haydarova, G. (2023). O'zbek tili taraqqiyotida baynalmilal so'zlarning ahamiyati. UzMU xabarlari, 1(4), 306-308.
4. Останов, К., Наврузов, У. Б., & Бобоев, Б. Э. (2022). Использование нестандартных задач как средство формирования креативного мышления учащихся. Academy, (2 (73)), 55-57.
5. Sayfullayeva, R. R.; Tursunova, S. T. (2022). Boshlang'ich sinf o'quvchilariga so'z ma'nosini tushuntirish usullari. Lingvodidaktikaning dolzarb masalalari, 1(1), 499-501.
6. Usarboyeva, D. (2024). Talabalarning akademik mobilligini shakllantirish mexanizmlari. Ta'lim tizimida ijtimoiy-gumanitar fanlar, 1(1), 74-77.
7. Usarboyeva, D. (2024). Talabalarning akademik mobilligini shakllantirish mexanizmlarini rivojlantirish. Mugallim, 1(1), 154-158.
8. Usarboyeva, D. (2023). Ta'lim jarayonini tashkil etishda innovatsion ta'lim metodlarining ahamiyati. Current Issues of Bio Economics and Digitalization in the Sustainable Development of Regions (Germany), 1(1), 184-187.
9. Imamova, U. (2024). Effectiveness Of Ethics Of Teaching A Foreign Language Using Information Communication Technologies. Pedagogical Cluster-Journal of Pedagogical Developments, 2(6), 30-37.
10. Raximova, S. D., Tadjibayeva, R. O. (2022). Spiritual threats in the process of globalization and ways to remove them. POLISH SCIENCE JOURNAL, 8(53), 38-40.
11. Yunusovna, F. U., & Shohsanam, V. (2024). The role of surdopedagog teachers in improving the effectiveness of the education of deaf and weak hearing children. Academia Repository, 5(03), 1-5.
12. Sultanov, T. M. (2023). The Need To Use Game Technologies In Primary Education. Diversity Research: Journal of Analysis and Trends, 1(3), 370-373.



13. Кулдашева, Г. Д. (2021). Мобиль телефон фойдаси ва болалар соғлиғига таъсири масалалари. *Бола ва замон*, 1(2), 30-33.
14. Кулдашева, Г. Д. (2021). Пути преодоления социально-психологических барьеров в жизнедеятельности человека. *Бердак номидаги Қорақалпоқ давлат университетининг Ахборотномаси*, 1(2), 81-83.
15. Kadirova, Z. Z. (2024). Alisher Navoiy Nasriy asarlaridagi perifrazalarning morfologik xususiyatlari. *Philological research: language, literature, education*, 3(3), 38-42.
16. Kadyrova, Z. Z. (2024). The Uzbek language corpus and the practical significance of forming the base of philological terms in it. *International Scientific Journal Theoretical & Applied Science*, 3(131), 98-100.
17. Kadirova, Z. Z. (2021). Shukur Xolmirzayev asarlarida metaforalar. *Konferensiya*, 1(1), 179-185.
18. Кадилова, З. З. (2017). Из истории о перядке морфем в узбекском языке. *Актуальные вызовы современной науки*, 1(1), 16-20.
19. Кадилова, З. З. (2017). Ҳадис ва тарбия. Буюк муҳаддис Абу Исо Термизий ва Термизийларнинг бой илмий-маънавий меросини ўрганиш, 1(1), 9-12.
20. Кадилова, З. З. (2017). Лингвопоэтика асослари бўйича мулоҳазалар. Филолоия фанларининг долзарб масалалари” номли республика илмий-назарий конференци, 1(1), 3-8.