

Characteristics And Classification Of Games And Their Names

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Abstract: This study explores folk games created due to the cultural and spiritual demands of people during the long historical development. Through games people discover, experiment and interact with their environment. Playing games helps people to be healthy and active in today's technological era. As well as, the paper proposes an alternative model of classification games based on brain development. Folklore of games is one of the recognized literary phenomena in the oral poetic creation of the peoples of the world. Among with universal ideas, they reflect the lifestyle, history, culture, outlook, religious beliefs, and national feelings of each nation. As in general folklore, the fundamental basis of game folklore is the idea of struggle for life. The fact that games are connected with the cultural environment has been shown in the research strategy. Most of the games are created on the basis of copying life, imitating the occupations, behavior, rituals and holidays of adults. Therefore, they serve as a lesson of social life, a means of forming social morality.

Keywords: Game, social, linguistic, brain development, games of strategy, classification.

Introduction: Since ancient times, there are pillars and cornerstones of civilization, in which harmony, development and continuity of the past, present and future are preserved, not only inherited from generation to generation, they reach the level of value. Values embody the faith and honor of the entire nation. Therefore, it is necessary to preserve, develop and leave the values of a certain part of history as a legacy to the next generation. While we are still moving towards progress and development, there are still many issues that need to be resolved on our way. For example, these days there is a kind of weakness, a gap between the methods of education and upbringing. Therefore, in order to fill this gap, the invaluable traditions, tangible and intangible heritages of our people, folk oral creativity, folklore, and national games of the people, which are considered to be unique values, play an important role. So, what is the purpose of folk games? Of course, they are not only for children to occupy their free time, but also to receive spiritual nourishment from them. It is known that folk games are an integral part of the human material fund, and now serve as an important source for the formation of

sports games. Games are one of the most favorite activity of children globally. By playing they learn, explore the world among peers. However, as time passes so fast, technology and gadgets are attracting kids following that they are forgetting about plays and national games. Games are being lost and forgotten and our aim is to keep, teach, save for new generation. There are so many types and names of games around the world.

Theoretical basis

In order to educate their children as perfect individuals in all aspects, the people embodied their life beliefs and experiences in games. In addition, children themselves have created many games to learn the secrets of their parents' activities, as a lesson in learning life by imitating them. After that, a series of multitasking games appeared, which have been improved and updated for several thousand years, allowing new generations to enjoy the excitement of our people's spirituality. Games are among the traditional and public events with multitasking, ethno-pedagogical nature, which have a special place in human activities. They are an integral part of national culture. In all nations, games

are an invaluable cultural asset of the nation. Because the way of life, traditions, spiritual world, outlook, moral and aesthetic views of each people are reflected in them. The image of the nation, its past, present and future are shown in the games. It is difficult to imagine the life of children without games. Each of the games is an independent work of folklore. Its first examples were created in ancient times, and for centuries it served the role of self-education, adaptation to existing conditions, and training for the younger generation. Since games have pedagogical, ethnographic, historical, psychological, physiological and folkloristic aspects, it is observed that their internal types are also classified based on certain criteria and requirements of these disciplines. For this reason, many attempts have been made to classify games, various classifications have been made. In their article, Roberts and Brain grouped games into three classes on the basis of outcome attributes: (1) games of physical skill, in which the outcome is determined by the players' motor activities; (2) games of strategy, in which the outcome is determined by rational choices among possible courses of action; (3) games of chance, in which the outcome is determined by guesses or by some uncontrolled artefact such as a die or a wheel [6].

While ethnologists and psychologists are interested in the way children's lifestyle, mentality, and worldview are reflected in games, pedagogues are looking at the role of games as a means of education and are trying to scientifically and practically justify their importance in educating children both physically and spiritually. Folklorists study games as a literary phenomenon and try to reveal their unique ideological and artistic features, their essence as an oral dramatic work. Therefore, it is observed that games are classified differently by the staff of different disciplines based on the purpose of each discipline. The well-known Russian folklorist G.Vinogradov emphasizes that there are many different aspects of the games:

- according to the fact that one game is called differently in different places;
- according to the number of players;
- according to the age of the players;
- according to the gender of the players;
- according to playing time;
- according to the beginning and end of the game;
- on the condition of punishing the loser or encouraging the winner;
- in terms of children's investigation of the origin of the game;
- according to the spread limit of the game;

- different from each other according to the reaction of adults to the game [4]

The physical-educational and spiritual-ethical views tested in the life experience of the people and brought to the spirit of the nation are reflected in the games. They encourage children to be honest, correct and truthful, courageous, human and kind. After all, most games are in the form of a competition, and one of the conditions for a positive conclusion is honesty.

RESULTS

Through the game, children feel, understand and master life, life events, traditions and national values, human relations, work skills. Due to the game, significant changes occur in the child's psyche. Let's say that a child enjoys playing, gets in a good mood, or is defeated in a game - he suffers, gets upset. Defeats always motivate him to be better than he is now. Children's thinking ability develops in the game. Game classification systems have been developed in a number of fields including psychology, kinesiology, anthropology and sociology. Typically, these systems are relied on game functional characteristics, structures and how outcomes are determined. One of the systems was developed by Culin, who indicated that Native American games should be classified into those of chance and dexterity. Moreover, he also indicates that games of pure calculation or what we name strategy now [5]. Classifying and understanding the functions of children's play in different cultures can provide valuable insights into the role of play in child development and society. Some common classifications and functions of children's play across cultures are as follows:

- Physical games help more children to develop physically healthy. Such games include physical activities and exercises such as tag, cat and mouse, wrestling, jumping rope, red rover.
- Imaginary games are games that involve imagination and role-playing, for example, at home, as an aunt, a doctor or a teacher, in which the child chooses the field that is suitable for him in the future and takes responsibility. practical help in creating a feeling.
- Competitive games are games that involve competition, winning or losing, such as roulette, rock-scissors-paper, target, five stones in the vernacular. While playing such games, children feel how happy it is to work hard to win and to reach the goal.
- Educational games include activities that promote mental development, cognitive skills, language development, problem solving, and creativity, for example, chess, bricks, memory exercises, gesture games.

- Cultural games are based on traditions, rituals or folklore of a particular culture. For example, there is a cultural game in South Korea, in which a child's future career or life would be predicted based on his choice.

- Board games: These are games typically played on a flat surface or board using pieces that are moved or placed on the board according to a set of rules. Examples include classics like Monopoly, Chess, Settlers, and modern games like Ticket to Ride or Pandemic. Board games often involve strategy, chance, and sometimes negotiation or social interaction.

- Card games: These games are played with a standard deck or a specific set of cards. Card games can range from traditional games like Poker, Bridge, Uno, Ludo. Card games often involve elements of strategy, skill, and sometimes luck.

- Seasonal games often emphasize themes and activities that are relevant to the particular season or holiday, providing entertainment and fostering social interaction during these times. Each category offers a wide variety of games, catering to different interests, ages, and levels of complexity.

Table 1. Classification of game types.

Physical games	Human knot, tag, hide and seek, leapfrog, jumping rope, see-saw,
Imaginary games	Blindfold, doctor and patient, Chinese whisper, double Dutch, fish and fisherman, charades
Competitive games	Red rover, rock-scissors-paper, marbles game, dodgeball, hoop rolling, hopscotch, tug of war
Educational games	Tic-tac-toe, Simon says, thumps up, memory game, blocks, jigsaw
Cultural games	London bridge falls down, cat's cradle, conkers
Board games	Chess, pachisi, backgammon, ludo, snakes and ladders, dart, carom, snooker
Card games	Poker, skat, uno, halli galli, bridge game
Seasonal games	Halloween games, eggs hunting, secret Santa

DISCUSSION

Games are considered independent, public, ancient and traditional genres of children's folklore. Its historical and genetic roots go back to the distant past. The play has gone through a certain stage of poetic development and is characterized by its own performance location, performance situation, performers, world of images, and traditional plot types. The main performers of the games are children of different ages, in which the principle of dramatizing a life reality in accordance with children's thinking is leading in the mixture of action and words. Games stand among other genres of folklore in terms of their educational value and ideological content. Genre characteristics of children's traditional games are determined by such qualities as the product of collective creativity, orality, traditionality, anonymity, variability, characteristic of oral artistic creativity. In most games, the skill of words and actions plays an important role. The ideological content of the games is wide and varied. The games include various religious

views, mythological concepts, rituals and customs of ancient people, various test competitions that serve to increase the physical strength of a person related to running, jumping, shooting, and fighting, and sharpening the mind that leads to spiritual perfection. , a real picture of life, interpersonal relationships, production situations - in general, the reality of life is reflected in dramatic forms by means of life fictions. The owners of this dramatic scene are children. In the games, the reality of life is reflected in a fictional way in a way that is suitable for children's thinking and worldview, evoking artistic-aesthetic pleasure and corresponding to their physical and mental capabilities. Robert, Arth and Bush were defined games as recreational activities characterized by organized play, competition, two or more sides, criteria for determining the winner, and agreed upon rules [10]. It's no secret that a child is overwhelmed by emotions corresponding to the content of the role he is playing. That is why children play the game passionately. They take every situation in the game as natural. For

example, a boy making “bread” out of clay pretends to be an official baker, or a girl lining up her dolls and teaching them a lesson behaves like a real kindergarten nurse or teacher. As a result, along with professional skills, qualities such as demandingness and attentiveness are formed in the child. The important thing is that games have a comprehensive effect on children and develop their ingenuity, knowledge, and creativity. As a result, children’s games become richer in content and more colorful.

CONCLUSION

Games play an important role in creating and strengthening friendships and friendships among children. The game brings children closer to each other and makes friends. Only children who are friends, comrades, close in spirit, and have similar interests can play together. The concept of friendship, which is a factor in the formation of a children’s team in the process of games, arises from the basis of three basic conditions such as harmony between children of the same age or neighborhood, of the same gender, with the same interests; intimate relationship between the child and nature (animals and plants); on the grounds that the children of one nation learn and play common games among the children of other nations as a result of showing harmony between peoples, etc. So, the idea of friendship in games has different interpretations. Most importantly, they promote the growth of unity of purpose, harmony, and camaraderie between children into friendship, and on this basis, the need to be faithful and loyal to a friend. In conclusion, we can say that the children’s game is not only a game, but also a process of introducing the child to society. While playing the game, the child develops communicative skills, develops physically and becomes agile. This shows the need to develop such games at a time when mobile communication is developing and children are becoming attached to it.

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