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# **ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ**

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# THEMATIC CLASSIFICATION OF CHILDREN'S FOLKLORE GAMES

Qarshi Xalqaro universiteti

**p.f.n. Eshmurodova G.X.**

Qarshi Xalqaro universiteti

Boshlang'ich ta'lim I- kurs talabasi

**Xusanova Mahliyo**

**Аннотация:** В этой статье рассмотрено о тематической классификации детских игр фольклора. Широко раскрыто содержания идейных игр. Даны сведения о разделении цели и задачи детских игр на 3 вида.

**Özet:** Bu yazı uşaq folklor oyunlarının tematik təsnifatından bəhs edir. İdeoloji oyunların məzmunu geniş şəkildə açıqlanır. Uşaq oyunlarının məqsəd və vəzifələrinin 3 növə bölünməsi barədə məlumat verilir.

**Abstract:** This article discusses the thematic classification of children's folklore games. The content of ideological games is widely disclosed. Information is given on the division of the goals and objectives of children's games into 3 types.

**Ключевые слова:**

Фольклор, игра, реальность, мотив, идея, бытовые игры, игры о животных, миф.

**Açar sözlər:**

Folklor, oyun, reallıq, motiv, fikir, gündəlik oyunlar, heyvanlar haqqında oyunlar, mif.

**Keywords:**

Folklore, game, reality, motive, idea, everyday games, games about animals, myth.

This article discusses about the thematic classification of children's folklore games. The content of ideological games is widely disclosed. Information is given on the division of the goals and objectives of children's games into 3 types.

Games are considered independent, massive, ancient and one of the traditional genres of children's folklore.

Games of educational and educational value, ideological and content aspect, are on a par with the leading genres of folklore. Its historical and genetic roots are ancient, which are closely, inextricably linked with oral folk art.

The ideological content of the games is very wide and varied. The games depict ancient human worldviews, mythological understandings and imaginations, information about traditions and customs, in addition, a real life picture, which depicts the relationship between people. And therefore, some of the motives of the games contain an educational and didactic character.

Uzbek children's games are very versatile. They reflect pedagogical, ethnological, historical, physiological aspects. The games reflect the lifestyle of children, their psychology, worldviews and interests. And therefore, games are studied by separating them into different semantic types.

In Uzbek folklore studies, there is a great deal of experience in the classification of children's games. In particular, the studies of the literary scientists G. Zhakhongirov, O. Safarov, Sh. Galieva deserve special attention and recognition.

For the first time, we defined the provision on children's folk games, which differed in meaning, structure of images, type of plots, educational direction.

Especially, studying folklore and literary games, we found out that they differ in many respects, in particular, in description, form of ideas, method and rules of games, social needs and, most importantly, originality. Attention should be paid to the distinctive signs of the classification of children's games. Otherwise, completeness and roundness will not be enough.

The games reflect life events in the form of various real, historical and even mythological images. The structures of the games are varied. Among them there are plot-thematic ones and without them. In story games, there are 1-2 or more episodes. Motives in games vary depending on the species.

Story games also differ in plots. We subdivided games into 3 types according to their goals, aesthetic objectives, compositional structure and ideological content:

heroic games

games in the images of animals

household games

All these types of games differ among themselves in social reality, image of performance and ideological meaning.

Games were used at different times not only by children, but also by the elders. Their features are typical for other types of games.

Therefore, among them there is a unity that is built by the name of the games.

a) Heroic games. Among children's games, heroic games constitute a separate group and have their own definite place. In such games heroism rises, protection of the weak, caring for loved ones. Considered heroism. In them (participants in the game), a physical test is passed, as a true, courageous hero among peers. The main features of the same games are the ordinary movement of the heroes with their motive to test and evaluate them.

The events of these games develop when the hero encounters difficulties with various trials and difficulties. And therefore the test motive is considered an active motive among these games.

Heroic games are compositional plots. In these plots, the main, the main place is occupied by the conditions of the motive and their solution. As a result, the hero (winner) stimulates. Testing the strength and intelligence of the hero is a traditional poetic motif in folk art.

To determine the heroes, public defenders, you need to organize various competitions. Until our time, games of two types have developed:

The first includes all games that are determined by the strength and power of children. And in the second include games that are determined by the strength of the knowledge of children.

Heroic games involve the powers of knowledge and the powers of people in children's games. Through these games, children feel their mental and physical abilities and can achieve their goals. Among the themes of the games, bravery and courage are the main themes of the heroic games.

The plot setting is similar to each other and therefore the heroes can face any difficulties for the sake of their goals.

Heroic games consist of patriotism, popular thoughts. These types of games reflect feelings of patriotism, honesty and friendship. There are major roles and locations for the explicit heroes. In heroic games, the main one in epic works or in fairy tales, the hero's travels to his homeland are widely reflected. In epic works, the main motive is the search for their loved ones, and in children's games, this is a mythological character of the hero, for the search for the devoured children. The main goal in heroic games is to achieve them in their own. It is known that bakie winds up in fairy tales and epic.

The main feature of heroic games is testing the courage of the heroes of the games. This test is like a competition.

e.g: Kim chaqqon (who is quick) Eng chaqqon (most versatile) Kim tezroq (who is faster) Arqon tortish (rope pull)

O'q va yoy tortish (bow throw)

c) games about animals. This type of game is an independent theme of children's folklore games. Namely, these games reflect the conflicts between animals:

e.g: wolf and hare, rooster and chicken.

In the plots of fairy tales about animals, they can be distinguished by their names, image of performance and ideological meaning. An example can be given:

"O'rdak-Tulki" (fox and duck) "Xo'roz-tovuq" (rooster-chicken)

“Bo’ri Keldi” (The wolf has come) and others. Characters (heroes) are not involved in the plots.

Playing animal characters, children try to express real images of animals. Such animal games educate the feelings of children, such as insatiability, rationality, freedom and justice. There are still psychological experiences of animals like humans. And therefore (children) playing animal characters, children try to speak on their behalf. Not all games about animals have meaningful performances. Among them you can find a real picture of life as, dekhkans, shepherds, the way of life of a dekhkan, a shepherd.

Eg: "Vegetable garden", "Hares", "Sparrows".

In these games, animals are described that damage the dekhkan's crops.

Images of wolves, mesas, hares are very often seen in Uzbek children's games. Among them, the most difficult image is the images of a wolf, a fox and a bear, because they must chase the fleeing children. And the images of a hare, goat, chicken - their task is to run away. It is known that these characters are the main characters in fairy tales. In general, they are found in the tales of the yoke of the Turkic folklore studies. The running of animal games is very excited and enthusiastic. To fully portray animal characters, children try to bring the action to life.

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