

The Principles Of Classifying Gameonyms In Uzbek, English, And Korean Languages

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Abstract: This study investigates the principles of classifying gameonyms (children's game names) and the comparative pedagogical significance of children's game folklore in Uzbek, English, and Korean languages. The research establishes that game folklore reflects a nation's history, culture, and values, serving as a vital pedagogical tool for fostering social bonds and developing positive ethical qualities like honesty, courage, and teamwork among children. Classification is achieved through two main approaches: a universal typological system (including Physical, Competitive, and Educational games) and a national Uzbek thematic system (categorizing games into Heroic, Animal-themed, and Household types based on their educational objective). A comparative analysis of specific gameonyms (e.g., Berkinmachoq, Hide and seek, Sumbakkokjil) demonstrates the principle of functional equivalence, showing that despite linguistic differences, the core actions and educational functions of games remain largely consistent across these diverse cultures. The findings emphasize that games are not merely recreational but are a crucial process for integrating children into society, developing communication skills, physical agility, and creativity, thus highlighting the urgent need to promote traditional games in the face of growing attachment to digital media.

Keywords: Gameonyms, classification principles, children's game folklore, uzbek games, english games, korean games, functional equivalence, pedagogical significance.

Introduction: Folklore of children's games is one of the recognized literary phenomena in the oral poetic creation of the peoples of the world. Along 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 children's game folklore is the idea of struggle for life. The important thing is that games play an important role in children's healthy, beautiful lives. Although the main goal of games is actually for children to master life, to acquire various skills and abilities, to try to look at life with the eyes of love, to spend time effectively, which is the few moments given as life, there are also specific goals that come from the same general goal. The special purpose of games is manifested in its multitasking. For example, while children play action games related to the name of animals, although they consider enjoyment through it as the main goal, loving an animal, taking care of it, and learning about the specific aspects of that animal's

behaviour are seen as a private goal. It seems that games, like other genres of folklore, are multitasking. Its main tasks are as follows: Moral and educational task of games. This task specific to games comes from the life lesson-moral education in their essence. Therefore, in most of the games, it is observed that a number of human and positive qualities are praised, such as the idea of being hardworking, encouraging the mastery of professional secrets, or rescuing a friend "in a difficult situation", honouring friendship, showing bravery and ensuring that the game ends with victory, and protecting the honour of the team. . Therefore, games educate children in the best human qualities such as hard work, friendship, honesty, correctness, honesty, loyalty, patriotism, bravery, learning, knowledge, ingenuity, ingenuity, dexterity. He urges children towards spiritual beauty, goodness, goodness, and encourages them to fight for the benefit of the country. People's views on spiritual qualities are reflected in games in a unique form and artistic style. Therefore, games have a special place in the system of

our moral value and have been passed down from generation to generation for centuries.

Theoretical basis. 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: a) harmony between children of the same age or neighbourhood, of the same gender, with the same interest; b) intimate relationship between the child and nature (animals and plants); c) on the grounds that the children of one nation learn and play common games among the children of other nations, as a result of demonstrating harmony between nations, etc. So, the idea of friendship in games has different interpretations. The most important thing is that they promote the growth of unity of purpose, harmony and friendship to friendship, and the need to be faithful and loyal to a friend on this basis. Different ways to win in folk games are promoted - using strength, dexterity, entrepreneurship, reasoning, wisdom, etc. It is taught to children from a young age that simplicity, laziness, weakness and ignorance lead to relief, destruction and defeat. It explains how to behave in front of the elite. In this case, games serve as the most convenient pedagogical tool. A common view, dating back to Anthony, Pelegrini and Jones "the language that children use when they play with toys is interesting to parents, teachers and researchers. At one level each of this groups is interested in the play and language children use with specific toys. For example parents and teachers may choose specific toys for their children to play with because of the types of play and language that they think the toys will elicit. Specific toys may be purchased because of their educational view" [3]. Children played with toys until they were forced to attend school, and boys from 6 to 10 years of age. After that, they came home from class, helped their parents with household chores, and completed the homework given by the teacher. That's why they don't have time to play with toys. In the past, girls were often not enrolled in school. Because of this, they played with toys for a longer time than boys. Now there is no difference between girls and boys in this field.

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 [13].

RESULTS

Games differ from each other in terms of their ideological content, the principle of depicting social reality, the state of play, the nature of performance, and the interpretation of images. However, they were played among children in different seasons. The characteristic of one of them is also evident in the other. Therefore, there are certain affinities between them, all combined in the form of a single system under the name of children's play. In the games, the reality of life is interpreted in different ways, through various real and figurative, and sometimes even mythological images. The structure of the games is different. Among them there are plot and non-plot. Plot games consist of one or two or more episodes. Motives in games vary depending on the type of game. Story games are also distinguished by having certain plot types. If games are considered as an example of oral artistic creativity-literary phenomenon, they conditionally belong to three types in terms of image interpretation, ideological content and composition, purpose and aesthetic tasks:

- a) heroic games;
- b) games about animals;
- c) household games.

In general, all types of games are productive and helpful for kid's future life. Heroic games help children to be more courageous, brave, fearless, while games about animals lead children to be kind to animals, environment and live eco-friendly. Household games aim both boys and girls to be more helpful in family as well as agility. Besides, 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, humane and kind. After all, most games are in the form of a competition, and one of the conditions for a positive conclusion is honesty.

Games have a social, physiological and aesthetic significance in the life of children. The social significance of games is that the child lives and plays in the bosom of nature and society, in the bosom of the family. The child gets closer to nature through play. He takes the necessary objects for his game: branches, leaves, mud, stones, etc. from nature. Most of the games are arranged in quiet corners of nature: by the water, at the edge of the stream, at the foot of the mountains, at the edge of the caves, in the shade of the trees. Or many children feed and care for an animal as a game, or plant a plant. The child will enjoy all this. Children follow the life style and work of adults and assimilate the life of society. Different realities that take place in the family environment: hospitality, doing household chores, fighting for a living do not leave children indifferent. Children directly observe and copy them, and imitate them in their play activities. In this way, children's preparation for life and participation in society will be ensured. The physiological importance of games is that through it the child can satisfy his natural-biological, spiritual-physical needs. Because activity is one of the main factors important for the

healthy and proper growth of a child, it was specially noted by medical staff. [10] The aesthetic value of games is that the child derives spiritual pleasure and satisfaction from them.

Games are able to influence a child's emotions to such an extent that as a result of this, love, aspiration, various positive qualities, and high dreams can be born in the heart of a child. For example, the dream of becoming a pilot in the heart of a child flying a kite or playing with a toy airplane, and the desire of a child drawing crooked pictures on the asphalt to become an artist in the future are born only at a certain moment of play. At the same time, children's interest and attention to these games become serious, fall into a certain path, and finally grow to the level of choosing a profession. So, it is possible to witness that every situation observed in life is absorbed into children's games. This shows that games are extremely connected with social life, nature and community life.

DISCUSSION

There are so many different languages, cultures, life styles and also games around the world. Admittedly, they differ from each other. Although, games are played in different parts of the world, children can easily interact and play together. Most games may be named different but they played in a common way. We have compared some games in the following table:

Table 1. Comparative game names

Uzbek	English	Korean
Arg'imchoq	See saw	톱을 참조하십시오
Berkinmachoq	Hide and seek	숨바꼭질
Quvlashmachoq	Tag	술래잡기
Qopqon	Fish and fisherman	-
Besh tosh	Five stones	공기
Ko'zboytag'ich	Blindfold	눈가리개
O'rtaq kirar	Dodgeball	피구
Oshiq o'yini	Backgammon	주사위 놀이
Oq terakmi, ko'k terak	Red rover	-
Lappak	Hopscotch	사방치기

Rezinka sakrash	Rubber band	고무줄놀이
G'ozlar g'ozlar	Duck, duck, goose	수건돌리기
Tosh, qaychi, qog'oz	Rock, scissors, paper	묵찌빠

It is known that when a child can handle things, he wants to play with everything as a toy. That's why sometimes hard edible things such as melons, cucumbers, and apples were thrown in front of him as toys. A 2-3-year-old child reflects what he sees and knows through toys. This is a game for him. The toys that children play with when they are young are not gendered. During infancy, all children alike play with toys that are loud and noisy. However, as children grow up, they start playing with toys according to their gender. For example, boys often play with whistle, balls, clubs, rifles, arrows, and cars, while girls mostly play with toys in the form of dolls and household items.

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. Toys can be presented as small part of a coercive environment such that the toys, as one part of the larger environment, elicit specific behaviours as Gump says. [7] 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 colourful.

CONCLUSION

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. With the help of games, children's legal consciousness develops, and their aesthetic taste increases. In general, examples of children's game folklore, created within the framework of epic traditions, in the spirit of common universal ideas typical of folklore works, are considered a platform of education. Uzbek children's games are distinguished by their variety of themes. According to their content and ideological orientation, they are divided into the series of heroic games, animal games, and household games. Each of these types differs from one another depending on its own world of images, subject direction,

performance method, historical basis, leading motives, plot type, performance method, historical basis, where, in what situation, by whom, and with what objects. Nevertheless, there are certain affinities between them, and all of them are united as a whole system under the name "children's game folklore". The games are based on the vital needs of children. Most of the games are created by adults for children. Playing games gives children endless pleasure. Games develop children's creativity. The world of images of gameonyms is rich and colourful.

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