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## **NATIONALIZING AND IMPLEMENTING TRADITIONAL ACTIVE GAMES ORIGINATING FROM OTHER CULTURES**

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### **Abstract:**

This article examines the pedagogical significance, cultural adaptation processes, and implementation mechanisms of traditional active games originating from various nations within the context of contemporary physical education. The study explores how culturally diverse movement games can be nationalized, meaningfully integrated into the local educational environment, and aligned with the values, traditions, and developmental needs of learners. The research emphasizes that nationalizing such games does not imply altering their essence but adapting their structure, narrative elements, and instructional format to support local identity formation while preserving intercultural understanding. The analysis focuses on how adapted games contribute to physical fitness, cooperative behaviors, socio-emotional development, and cultural literacy among learners. Additional attention is given to institutional factors that support the implementation of international active games in educational settings, including teacher preparation, curriculum alignment, safety regulations, and resource availability. Nationalized game-based activities are identified as effective tools for enhancing student engagement, promoting innovation in sports pedagogy, and enriching the cultural dimensions of physical education. The findings reveal that integrating global game traditions into local practice strengthens intercultural dialogue, promotes inclusive participation, and expands methodological diversity in the training of future physical education instructors.

**Keywords:** Active games, nationalization, cultural adaptation, physical education, intercultural integration, sports pedagogy, movement activities.



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## Introduction

### O'ZGA MILLATLARGA TAALUQLI BO'LGAN HARAKATLI O'YINLARNI MILLIYLASHTIRISH VA TADBIQ QILISH

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## Annotatsiya:

Ushbu maqolada turli xalqlarga mansub an'anaviy harakatli o'yinlarning zamonaviy jismoniy tarbiya tizimidagi pedagogik ahamiyati, madaniy moslashtirish jarayonlari va ularni amaliyotga tatbiq etish mexanizmlari tahlil qilinadi. Tadqiqotda madaniy jihatdan rang-barang harakatli o'yinlarni milliylashtirish, ularni mahalliy ta'lim muhitiga mazmunli integratsiya qilish hamda o'quvchilarning qadriyatlarini, an'analari va rivojlanish ehtiyojlariga moslashtirish yo'llari o'rganiladi. Milliylashtirish o'yin mazmunini o'zgartirish emas, balki uning tuzilmasi, syujet unsurlari va o'qitish shakllarini mahalliy identitetni qo'llab-quvvatlaydigan tarzda moslashtirish ekani ta'kidlanadi. Tahlil natijalari shuni ko'rsatadiki, moslashtirilgan o'yinlar jismoniy chiniqish, hamkorlikda harakat qilish, ijtimoiy-emotsional rivojlanish hamda madaniy savodxonlikni yuksaltirishda samarali omil bo'lib xizmat qiladi. Shuningdek, xalqaro harakatli o'yinlarni ta'lim jarayoniga joriy etishda o'qituvchi tayyorlash sifati, o'quv dasturlarining mosligi, xavfsizlik talablari va resurslar mavjudligi kabi institutsional omillarga ham alohida e'tibor qaratiladi. Milliylashtirilgan o'yin faoliyatlari o'quvchilarning o'quv jarayoniga jalb etilishini kuchaytiruvchi, sport pedagogikasida innovatsiyalarni qo'llab-quvvatlovchi va jismoniy tarbiya madaniy jihatlarini boyituvchi samarali vosita sifatida baholanadi. Tadqiqot natijalari global o'yin an'analari mahalliy amaliyotga integratsiya qilish o'zaro madaniy muloqotni mustahkamlash, inklyuziv ishtirokni rag'batlantirish va bo'lajak jismoniy tarbiya o'qituvchilarining metodik imkoniyatlarini kengaytirishga xizmat qilishini ko'rsatadi.

**Kalit so'zlar:** harakatli o'yinlar, milliylashtirish, madaniy moslashuv, jismoniy tarbiya, madaniyatlararo integratsiya, sport pedagogikasi, harakat faoliyati.



## Introduction

The integration of traditional active games originating from different cultures into contemporary physical education represents a significant pedagogical direction aimed at enriching instructional practices, fostering inclusive participation, and broadening students' cultural awareness. In recent years, the modernization of sports education has encouraged educators to seek innovative, culturally responsive, and developmentally appropriate strategies capable of supporting learners' physical, cognitive, and socio-emotional growth. Traditional active games, widely recognized for their dynamism, simplicity, and universal appeal, provide strong pedagogical potential for these aims. However, when games migrate across cultures, their successful implementation requires thoughtful nationalization, which involves adapting their rules, narrative components, and instructional frameworks to align with local educational goals, cultural norms, and learner characteristics.

Nationalizing international active games does not imply modifying them to the point where their original identity is lost; rather, it means contextualizing them within the local cultural space so that participants perceive the activity as both meaningful and relatable. This process strengthens continuity between global traditions and national educational values while preserving intercultural communication. For physical education programs preparing future instructors, exposure to such adapted game models equips them with wider methodological flexibility, diverse teaching strategies, and the ability to manage culturally heterogeneous learning environments. Such competencies are increasingly important in contemporary education, where inclusivity, global literacy, and adaptability are central priorities.

The pedagogical value of culturally adapted active games lies in their ability to develop agility, coordination, reaction speed, endurance, and teamwork while simultaneously promoting interpersonal communication, empathy, and positive socialization. Many traditional games contain cooperative elements that require synchronization of movements, strategic thinking, and mutual support. When incorporated into structured training programs, these features contribute to shaping physically competent and socially responsible learners. Furthermore,



introducing games from different cultures supports the development of intercultural respect, enabling students to appreciate global diversity while strengthening their sense of national identity through purposeful adaptation.

The nationalization process also involves curriculum considerations, such as aligning adapted games with educational standards, providing methodological guidelines for teachers, ensuring appropriate safety protocols, and establishing mechanisms for monitoring learning outcomes. Teacher preparation plays a crucial role, as instructors must understand both the cultural origins of the games and the principles of adaptation required for effective application in the local context. Additionally, the availability of resources, such as open spaces, equipment, and instructional materials, directly influences the sustainability of implementing culturally adapted game activities.

This study aims to articulate a theoretical and methodological foundation for nationalizing traditional active games from other cultures and implementing them within physical education programs. By analyzing pedagogical principles, adaptation strategies, and practical outcomes, it seeks to provide sports educators, curriculum developers, and pedagogical university students with a systematic understanding of how such games can enhance physical education and support intercultural competence. Ultimately, the integration of international active games enriches the national sports pedagogy landscape, expands professional capacities among future instructors, and promotes a more dynamic, culturally grounded, and inclusive learning environment.

## Methods

This study employs a combination of theoretical analysis, comparative examination, and practical pedagogical experimentation to investigate the process of nationalizing and implementing traditional active games originating from other cultures. The methodological framework is built upon a synthesis of sports pedagogy, cultural adaptation theory, and movement activity analysis, allowing for the development of a comprehensive understanding of how foreign-origin games can be effectively contextualized for local educational use. The research draws upon scientific literature describing traditional games across



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various regions, with attention to their structure, rules, cultural significance, and physical developmental potentials. Comparative analysis enables the identification of elements that can be preserved, modified, or reinterpreted during the nationalization process.

The study further employs content analysis of physical education curricula, instructional models, and methodological guidelines to determine where and how adapted games may be integrated. This includes assessing compatibility with learning objectives, age characteristics of learners, motor skill development requirements, and institutional priorities related to inclusive and culturally sensitive pedagogy. To better understand the adaptation process, a detailed mapping was conducted of game components such as movement patterns, equipment used, spatial requirements, levels of intensity, team arrangements, and communication demands. This mapping method supports the identification of which components may require cultural reinterpretation or safety modifications, and which can remain unchanged without hindering educational outcomes.

An experimental component was also incorporated to evaluate the practical feasibility of implementing nationalized versions of select foreign-origin games within physical education programs. Future physical education instructors participating in pedagogical university training were engaged in structured sessions where adapted games were taught, practiced, and evaluated. Observations focused on student engagement, cooperative interactions, movement efficiency, comprehension of rules, and overall physical performance. Feedback sessions and reflective journals were used to gather qualitative data on learners' perceptions of cultural relevance, enjoyment, and pedagogical suitability.

Additionally, expert interviews were conducted with sports educators, physical training methodologists, and specialists in national games to assess the methodological legitimacy of adaptation strategies. These experts contributed insights into balancing cultural authenticity with educational practicality, ensuring safety compliance, and aligning adapted games with local traditions.



The triangulation of theoretical and practical data provides a more reliable foundation for identifying effective nationalization techniques.

Quantitative indicators such as participation rates, accuracy of motor skill execution, and performance progression were used to evaluate the physical developmental impact of the adapted games. Qualitative indicators, including student attitudes, motivation, cultural curiosity, and perceived inclusivity, were analyzed to determine the socio-emotional and intercultural outcomes of implementation. Together, these methods form an integrated research design that seeks to validate both the pedagogical value and cultural appropriateness of nationalized traditional active games. The resulting methodological synthesis supports the formulation of recommendations for effective incorporation of adapted international games into physical education curricula and instructor preparation programs.

## Results

The study revealed several significant outcomes associated with the nationalization and implementation of traditional active games originating from other cultures within physical education settings. First, the analytical phase demonstrated that many global traditional games possess universal movement patterns and cooperative structures that align naturally with the developmental goals of contemporary sports education. After adaptation, these games maintained their physical training benefits while acquiring cultural relevance that made them more engaging and meaningful for learners. Students reported heightened interest when the narrative or symbolic elements of the games were aligned with familiar cultural motifs, demonstrating that contextualization enhances both motivation and instructional effectiveness.

The experimental implementation among future physical education instructors confirmed that nationalized games fostered higher levels of participation, teamwork, and physical exertion compared to some conventional training activities. Learners demonstrated improvements in coordination, agility, reaction speed, and spatial awareness. Observations indicated that adapted foreign-origin games supported differentiated instruction, allowing students



with varying physical abilities to participate comfortably. Cooperative formats encouraged mutual assistance and communication, which strengthened group cohesion and reduced performance anxiety. Such social dynamics were particularly evident in games emphasizing pursuit, evasion, object manipulation, or synchronized movement.

The qualitative data collected through reflection journals and interviews showed that students perceived the nationalization process as an enriching cultural experience. They appreciated learning about the origins of the games while simultaneously engaging in versions adapted to the local context. This dual awareness encouraged intercultural respect and curiosity. Participants emphasized that incorporating foreign-origin games broadened their pedagogical repertoire and expanded their understanding of sports education as a culturally dynamic field. Many participants expressed confidence that such games could be effectively used in future teaching practice to make lessons more creative, inclusive, and socially stimulating.

Quantitative performance analysis indicated measurable improvements in motor skills across the implementation period. Students demonstrated increased endurance, improved teamwork efficiency, faster reaction times, and greater accuracy in task execution. These improvements were consistent across diverse game types, confirming that adapted games provide comprehensive physical training benefits. Because many traditional games involve irregular movement patterns and spontaneous decision-making, they contributed positively to cognitive engagement, strategic thinking, and anticipatory skills.

The examination of curricular compatibility showed that nationalized active games can be integrated into multiple segments of physical education programs, including warm-up activities, coordination training, team-building exercises, and outdoor sports modules. The adaptation process allowed games to fit the institutional safety standards and resource constraints. Expert evaluations confirmed that the adaptations preserved pedagogical integrity while ensuring cultural sensitivity and alignment with local values.

Overall, the results indicate that nationalizing international traditional active games enhances physical, social, emotional, and cultural development among



learners. The games serve as effective tools for diversifying sports pedagogy, supporting intercultural understanding, and preparing future instructors with broader methodological competence. They expand the pedagogical landscape of physical education by connecting global traditions with national educational priorities, ultimately contributing to a more dynamic and culturally informed sports training environment.

## Discussion

The findings of this study highlight the multidimensional benefits and pedagogical implications of nationalizing and implementing traditional active games originating from other cultures. One of the central insights is that cultural adaptation serves not merely as a means of modifying external features of a game, but as a deeper process of integrating global traditions into the local educational and cultural context. This process enriches sports pedagogy by broadening methodological diversity and strengthening the cultural consciousness of learners. When students participate in adapted foreign-origin games, they simultaneously acquire physical skills and experience a form of cultural dialogue that promotes respect, curiosity, and social cohesion. Such outcomes align with contemporary educational priorities that emphasize global awareness and inclusive learning environments.

The study also reveals that nationalization must be approached systematically to ensure that the adapted games retain both their educational value and cultural integrity. This involves balancing preservation of original game structures with thoughtful adjustments that enhance local relevance. Excessive modification may erode the cultural essence of the game, while insufficient adaptation may reduce its accessibility to learners. Effective nationalization therefore requires careful analysis of narrative elements, rules, movement patterns, and symbolic features. By maintaining core physical and cooperative components while aligning contextual elements with local traditions, educators can create an optimal version that resonates with learners and fulfills curriculum requirements.



The experimental findings underscore the importance of preparing future physical education instructors to implement culturally adapted games. Their participation in methodological workshops revealed that many students initially lacked awareness of global traditional games and the potential pedagogical value these games offer. After practical exposure, however, they expressed strong interest in integrating adapted games into their future teaching practice. This demonstrates that teacher-preparation programs must include training on intercultural pedagogy, adaptation strategies, and innovative approaches to game-based learning. Such training equips future educators with the skills necessary to promote student engagement, inclusivity, and holistic development. Additionally, the implementation process illuminated several practical considerations. Safety protocols, equipment availability, and spatial requirements must be thoroughly assessed before incorporating adapted games into the curriculum. Many traditional games require minimal or improvised equipment, making them accessible and cost-effective. Nevertheless, teachers must develop clear guidelines for safe play, considering factors such as speed, contact intensity, and age-appropriateness. These considerations are essential for ensuring that adapted games contribute positively to the learning environment without increasing injury risks.

From a socio-emotional perspective, the adapted active games proved to be effective for strengthening group interaction, communication, and conflict resolution. Cooperative activities encouraged mutual support and reduced competitive aggression by emphasizing team success rather than individual achievement. Such dynamics are particularly valuable in physical education, where emotional regulation, empathy, and teamwork are fundamental components of student development. The intercultural dimension of the games further enhanced these effects, as learners engaged with diverse traditions in a respectful and participatory manner.

The discussion also highlights the relevance of nationalized traditional games for promoting inclusive education. Students with varying physical abilities were able to participate meaningfully due to the flexible nature of many adapted games. This flexibility supports differentiated learning and reinforces the idea



that physical education can be accessible to all students when methodological diversity is prioritized.

Overall, the study demonstrates that nationalizing and implementing traditional active games from other cultures provides an effective pathway for enriching sports pedagogy, enhancing learner engagement, and fostering intercultural awareness. These outcomes position adapted traditional games as valuable tools for preparing future physical education instructors to work in dynamic and culturally diverse educational environments. They also contribute to broader educational goals of strengthening identity, promoting cultural dialogue, and supporting holistic student development.

## Conclusion

The study demonstrates that nationalizing and implementing traditional active games originating from other cultures offers substantial pedagogical, cultural, and developmental advantages within modern physical education. The processes of adaptation and contextualization ensure that global game traditions become meaningful and accessible to learners while maintaining their essential movement structures and cooperative elements. Through nationalization, these games acquire local cultural resonance, enabling students to participate in activities that promote both physical development and cultural reflection. This dual impact strengthens their role as effective tools for enriching sports pedagogy and diversifying instructional strategies.

The findings confirm that nationalized traditional games significantly enhance motor skills such as agility, coordination, endurance, spatial awareness, and reaction speed. At the same time, the cooperative nature of many adapted games fosters socio-emotional competencies, including teamwork, empathy, communication, and conflict resolution. These outcomes demonstrate the holistic developmental potential of culturally adapted game-based activities and reinforce their relevance to the goals of physical education programs preparing future instructors.

An important conclusion of the research is the central role of teacher preparation in ensuring the successful implementation of adapted games. Future physical



education instructors require systematic training in intercultural pedagogy, methodological adaptation, and innovative game design to effectively integrate traditional games from various cultures into their teaching practice. When adequately prepared, teachers are more capable of creating inclusive, engaging, and culturally responsive learning environments that reflect both global diversity and national educational values.

The study also emphasizes practical considerations related to safety, equipment, space, and age-appropriateness. Thoughtful planning and adherence to safety guidelines ensure that adapted games can be consistently implemented without compromising student well-being. Because many traditional games are simple, flexible, and resource-efficient, they can be sustainably integrated into diverse educational settings with minimal logistical constraints.

Overall, the research concludes that nationalizing traditional active games originating from other cultures provides a meaningful pathway for strengthening intercultural competence, supporting inclusive education, and expanding pedagogical innovation in sports training programs. These adapted games contribute to shaping future physical education instructors who are culturally aware, methodologically diverse, and capable of fostering holistic student development. Integrating such game-based activities aligns with contemporary educational priorities and enhances the dynamism, accessibility, and cultural richness of physical education.

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