

# Be More Active with Traditional Games: Traditional Review

## Geleneksel Oyunlarla Daha Aktif Olun: Geleneksel Derleme

 Fahimeh HASSANI<sup>a</sup>,  Zahra AFAZELI<sup>b</sup>

<sup>a</sup>Gedik University Faculty of Sports Science, Department of Sports Science, İstanbul, Türkiye

<sup>b</sup>Urmia University Faculty of Sport Sciences, Department of Motor Behavior, Urmia, Iranian

**ABSTRACT** Traditional games are one of the cultural heritages of our ancestors that have existed since ancient times and have been passed down through generations via oral, auditory, or visual means to the younger generation. These games involve gross and fine motor skills that are performed in groups and include various types such as ball games, jumping games, and running games that require physical movement and activity. These games are enjoyable and challenging physical activities that can serve as a way to entertain, relax, and strengthen useful physical factors. Through playing, children gain learning experiences that include cognitive, linguistic, social, emotional, and physical aspects, which encompass a concept called physical literacy. Physical literacy is a capacity within humans that can grow and develop into abilities. Individuals with physical literacy move with skill and confidence across a wide range of physical activities in various environments, which is useful for the overall growth of the individual. Research results indicate that indigenous-local games can have significant positive effects on physical literacy and its components and can be used as one of the methods to increase individuals' physical literacy. These games can improve fundamental motor skills, movement proficiency, and coordination and interaction abilities between individuals. Additionally, these games can also improve motivation, self-confidence, knowledge, and understanding. This research can be the first step in investigating traditional games. We are looking to continue this research and investigate the impact of these games on physical literacy.

**Keywords:** Physical literacy; traditional games; motor competence; motivation

**ÖZET** Geleneksel oyunlar, atalarımızın çok eskiden beri var olan, eski nesilden miras kalan, sözlü, işitsel veya drama yoluyla genç nesillere aktarılan kültürel miraslarından biridir. Bu oyunlar, gruplar hâlinde gerçekleştirilen kaba ve ince motor becerileri içerir ve top oyunları, atlama oyunları, fiziksel hareket ve aktivite gerektiren koşu oyunları gibi çeşitli türleri içerir. Bu oyunlar, eğlendirmenin, rahatlamanın ve yararlı fiziksel faktörleri güçlendirmenin bir yolu olarak hizmet edebilecek keyifli ve zorlu fiziksel aktivitelerdir. Çocuklar oyun yoluyla fiziksel okuryazarlık adı verilen kavramı kapsayan bilişsel, dilsel, sosyal, duygusal ve fiziksel yönleri içeren öğrenme deneyimleri kazanırlar. Fiziksel okuryazarlık, insanlarda büyüyüp yeteneklere dönüşebilen bir kapasitedir. Fiziksel okuryazarlığa sahip bireyler, çeşitli ortamlardaki çok çeşitli fiziksel aktivitelerde beceri ve güvenle hareket eder ve bu, bireyin genel gelişimi için faydalıdır. Araştırma sonuçları, yerli-yerel oyunların beden okuryazarlığı ve bileşenleri üzerinde önemli olumlu etkileri olabileceğini ve bireylerin beden okuryazarlığını artırma yöntemlerinden biri olarak kullanılabileceğini göstermektedir. Bu oyunlar; temel motor becerileri, hareket yeterliliğini ve bireyler arasındaki koordinasyon ve etkileşim yeteneklerini geliştirebilir. Ayrıca bu oyunlar motivasyonu, öz güveni, bilgiyi ve anlayışı da geliştirebilmektedir. Bu araştırma, geleneksel oyunların araştırılmasında ilk adım olabilir. Bu araştırmaya devam etmeyi ve bu oyunların fiziksel okuryazarlık üzerindeki etkisini araştırmayı amaçlıyoruz. Ayrıca bu geleneksel oyunların fiziksel okuryazarlık doğrultusunda değerlendirilebilmesi için doğrudan fiziksel okuryazarlığı değerlendirebilecek bir araca ihtiyaç duyulmaktadır.

**Anahtar Kelimeler:** Fiziksel okuryazarlık; geleneksel oyunlar; motor yeterlilik; motivasyon

The natural growth pattern of a child shows that there is an upward trend in all cognitive, perceptual, sensory-motor, emotional, and social aspects.<sup>1</sup> Based on the background, the importance of movement in the growth and refinement of perceptual, verbal, visual abilities and their coordination with muscles, as

well as the child's nervous system, has been confirmed. A child has a strong inclination towards movement, and this always profoundly impacts their life.<sup>2</sup> The industrialization of countries and living in apartments has led to sedentariness in children. This lack of movement, in addition to health problems, has

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**Correspondence:** Fahimeh HASSANI  
Department of Physical Education and Sports Teaching-Education, İstanbul Gedik University Faculty of Sport Sciences, İstanbul, Türkiye  
**E-mail:** Fahimeh.hassani@gedik.edu.tr



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made many children unable to efficiently and effectively perform basic skills that are the foundation of specialized perceptual-motor skills. The most significant advancements in these skills occur during childhood.<sup>3</sup> Accordingly, it is stated that children should have at least 180 minutes of physical activity, and by the age of 5, they should engage in at least 60 minutes of high-energy play.<sup>4</sup>

Educators and psychologists have suggested that playing serves as a strong medium for learning cognitive, linguistic, social, emotional, and physical skills throughout a person's life.<sup>5</sup> In fact, play is an essential part of early years' education. Through play, children learn various physical skills and concepts.<sup>6</sup> Play is defined as a freely chosen, autonomous activity without interference. This approach to play may be defined as free play. Advocates of this approach believe that by participating in play environments where they feel safe, with appropriate facilities and resources, children can naturally grow and achieve high physical competence. Free play will enable the child to be eager to participate in the game and rely on their potential abilities to use their imagination and show initiative.<sup>7</sup>

Physical activity programs and targeted games, along with other educational and nurturing activities, are suitable for training and practicing some motor concepts during kindergarten.<sup>7</sup> With this in mind, children's innate and instinctive interest in play is something that Friedrich Froebel (1782-1852) considered. Recognizing the free nature of play, he viewed it as a cognitive processing mechanism for facilitating learning and as the most effective form of learning. Given that attention to children's need to play is ubiquitous in all human societies and has been significant in our country since ancient times; movement, discovery, and the potential of children for growth is essential. Generally, children should continue to move. The more children play and explore, the richer they become. Children need to play actively for all aspects of their development to flourish optimally.<sup>8</sup> This has led to the emergence of local and traditional games, many of which various solutions can be approached in multiple ways.<sup>9</sup> Indigenous/local games can cover a vast and extensive portion of the population across

various age groups in the simplest manner using basic community resources without any limitations.<sup>10</sup> They can be executed with utmost freedom without being restricted by location, time, and equipment.<sup>11</sup> These games neither require intricate prerequisites nor complicated rules or difficult equipment that's used in daily life.<sup>12</sup> The different intellectual approaches that define traditional games are expressions of a country's cultural background, beliefs, and preferences and reflect the living conditions during their inception.<sup>13</sup>

Traditional games have evolved in a suitable socio-cultural context and have managed to stimulate maximum sensory-neural and motor action using minimal resources and space, enhancing the perceptual-motor capabilities of individuals according to their abilities.<sup>14</sup> Traditional games are one of the cultural legacies of our ancestors that have existed for a long time, passed down from the older generations and conveyed to the younger generation orally, audibly, or through performance.<sup>15</sup>

One of the reasons people are attracted to traditional games is that they derive pleasure from them. Despite the simplicity of the games, they present a challenge which can directly relate to the concept of physical literacy. Recently, Whitehead and the International Association defined physical literacy as motivation, self-confidence, physical competence, and knowledge and understanding for valuing and taking responsibility for engaging in physical activities for life.<sup>16</sup> While physical literacy might manifest differently in various contexts, in general, an enriched experience with physical literacy should support opportunities for physical competence, confidence, motivation, and active participation of an individual.<sup>17</sup> Those who are physically literate move with skill and confidence across a broad spectrum of physical activities in different environments beneficial for holistic personal development.<sup>18</sup> This definition indicates that competence varies among individuals and also refers to all areas of development, namely physical, cognitive, emotional, and social.<sup>18</sup>

An individual with physical literacy can utilize their diverse capabilities to promote health and engage in physical activities throughout life.<sup>19</sup> Physical

literacy provides tools for individuals to participate in physical activity, sports, or to enjoy long-term health and athletic success. Research has identified the development of physical literacy through enhancing foundational motor skills in children, boosting motivation.<sup>18,20</sup> Local indigenous games of Iran, which are considered motion-oriented, are recognized as motion-based games or game-based movement interventions and have taken shape in a suitable socio-cultural context.<sup>10</sup> We want to evaluate traditional games based on physical literacy factors.

## TRADITIONAL GAMES AND PHYSICAL FACTORS

Local indigenous games focus on practicing and repeating a series of movements and resemble the needs of a skill pattern (manipulative skills). Based on the dynamic systems theory, an appropriate motor behavior arises from factors like the individual, The environment and task demands are one of the main elements in learning and improving motor patterns.<sup>2,21</sup> Indigenous local games have requirements that are consistent with motor skills due to their similar features with throwing, catching, striking, etc. Also, it can be said that when indigenous local games are adapted to the characteristics and abilities of children, including those from deprived areas, children will be able to use their skills suitable for the type of game. Consequently, if they have an innate talent, they will express it, and if they lack certain skills, the conditions for the growth and development of these skills will be provided.<sup>15</sup>

Physical competency, which is referred to as motor proficiency in some sources, means becoming skilled in performing a motor task.<sup>22</sup> The process (skill development) often involves a qualitative change in skill. In fact, expertise in basic motor skills is essential for playing various games and maintaining physical, social, and psychological health.<sup>23</sup> Traditional games can develop movement, focus, and adaptability in a skill.<sup>24</sup> Motor skills are broadly categorized into gross and fine motor skills.<sup>25</sup> Gross motor skills involve the ability to use major muscle groups to perform coordinated movements, while fine motor skills are regulated by small muscles or secondary muscle groups.<sup>26</sup> Playing various games in

schools affects students' performance and improves both their gross and fine motor skills.<sup>27</sup> Furthermore, performing traditional games in physical education allows students to have enjoyable activities, achieve physical readiness, and acquire good motor skills.<sup>26</sup> Considering that the primary goal of the school is to facilitate the most comprehensive learning for all students, it necessitates supporting them based on their abilities, interests, and motivations.<sup>28</sup> Indigenous local games are performed in schools with the aim of enhancing motor skills and motivating students. Through games, children acquire a wide range of fundamental movement abilities like manipulation and stability. With a positive and stable self-concept, they achieve proficiency in motor skills.<sup>29</sup>

Executing traditional games significantly improves the motor performance of school-aged children.<sup>30</sup> Utilizing fundamental skills (basic movements) such as throwing, catching, colliding, running, jumping, spinning, and considering physical readiness factors like balance, coordination, flexibility, strength, muscular endurance, and cardiorespiratory endurance, will effectively improve physical literacy and promote a healthy, active lifestyle.<sup>31</sup>

Games like "vasati," "lili," "hoop hoop," "fighting rooster," "high elevation," "rope play," "hat throwing," "liver," "elk dolk," "seven stones," "six houses," "wolf in the air," and "dart" as traditional games have improved children's motor proficiency. Each of these games is comprised of different fundamental skills. For instance, the "vasati" game involves slow running, jumping, throwing, striking, and catching skills. The "six houses" game, "lili," the "fighting rooster" game, and "wolf in the air" game involve skills like rotating, spinning, jumping, landing, and catching. The "seven stones" game involves striking and targeting skills.<sup>10,22</sup> The results of this research are consistent with the Newell model, as this model considers the 3 factors of the individual, environment, and task on the motor development process.<sup>21</sup> The influential knows. This research is also consistent with the theory of dynamic systems because, based on this perspective, in addition to genetics, the environment plays a significant role in the growth process.

According to the theory of dynamic systems, the factors of microsystems within the organism will affect motor skill development.<sup>32</sup> Educational programs for children should be aimed at developing basic skills and helping the child better interact with the environment. Given Newell's constraint model, one of the constraints affecting motor skill development is the environment in such a way that an individual's learning experiences are very effective for their subsequent learning. In fact, past experiences of children play an important role in their future learning. Providing suitable educational programs to enrich the environment can be considered the most crucial factor in developing children's motor skills.<sup>2</sup> The quality, type, and duration of education are important factors in developing fundamental patterns in children.<sup>21</sup> It seems that organizing practice by creating training opportunities for children and enriching the environment leads to harmony in basic patterns and greater growth of foundational skills in children.<sup>21</sup>

Evidence suggests that children do not merely develop their foundational skills by getting older, but the environment and tasks are another influential factor in the maturity of these skills.<sup>33</sup>

Although several studies have shown that traditional games have various benefits such as strengthening gross and fine motor skills and also improving cardiovascular health, nowadays they are less used by the younger generation who tend to watch television and engage in electronic games like video and computer games.<sup>17,34,35</sup> Traditional games can be used to enhance motor performance, and they are effective in increasing agility, speed, and balance. In many traditional games, reaction time plays a crucial role for game evasion; therefore, players should be agile, fast, and balanced while performing related movements. Researchers found that all intervention programs of traditional games had different effects on motor fitness, and this is attributed to various factors such as the size of the field and movement space.<sup>36</sup>

Now, we will delve into the foundations that justify the effectiveness of traditional games in improving physical factors.

Each traditional game involves motor skills at different levels, which, according to Kerpert's per-

ceptual-motor theory, activate the nervous system in some way. This path promotes sensory-perceptual interaction and motor growth development.<sup>37</sup> Traditional games, by involving various body parts, strengthen foundational skills like walking, running, jumping, striking, grabbing, swaying, and spinning and stimulate the vestibular system, enhancing an individual's posture control and balance.<sup>38</sup> The neurobiological mechanism can be summarized as: physical activity during childhood can have positive effects through better neural development. However, this finding was achieved following low-intensity exercises. One example of low-intensity physical activity is playing. Additionally, structural and functional changes in the brain following physical activity have been confirmed. Many studies have reported an increase in the number of hippocampal cells following physical activity.<sup>39</sup>

Although motor expertise is the main focus of physical literacy, one can never say that it's the only primary and exclusive factor of this ability. Motor expertise is considered a fundamental basis, so it's essential to fully understand the components and characteristics of this factor and to recognize its value.<sup>40</sup>

The most critical point is that individuals should have a wide range of movement experiences and challenges to advance in physical literacy. Traditional games cover activities like rolling, jumping, jogging, striking, walking, hitting, kicking, climbing, swinging, hitting, and receiving. These skills, with practice and repetition and through a child's continuous use in various environments, get stored in memory and are refined with their precise control, ultimately leading to an expansion in the motion vocabulary and its quality and that as a person progresses in acquiring general and specialized patterns, physical literacy growth is achieved.<sup>40</sup>

Lastly, it should be noted that games positively impact students' motor expertise, and using traditional games can provide opportunities to grow foundational motor skills. Each of these games, depending on the type of execution pattern and its skill complexity, will significantly aid in enhancing energetic and motor readiness. Therefore, educational pro-

grams in physical education in schools can be revisited to emphasize improving learners' movement capabilities.<sup>4</sup>

## TRADITIONAL GAMES AND PSYCHOLOGICAL FACTORS

The relationship of child to play is a self-driven and innate matter, which according to Piaget's view, in addition to influencing the development of motor skills, also has an effect on the emotional and cognitive growth of children.<sup>2</sup>

Promoting physical literacy in childhood through enhancing children's motivation by creating a sense of achievement, enjoying activities, avoiding compulsion, and not implementing strict rules in activities can also develop foundational skills and use games to enhance the hidden physical literacy. This can lead to expanding knowledge and awareness, advanced motor skills, and entrance into specialized fields. It's essential to pay attention to proficiency in basic movement patterns and foundational motor skills so children can learn more and be motivated to engage. Strategies should emphasize strengthening motivation.<sup>20</sup>

Any learning and interaction requires motivation; motivation increases participation, and participation enhances self-confidence and physical competence. Growth in self-confidence and physical competence leads to maintaining or boosting motivation. Self-confidence and physical competence strengthen effective interaction with the environment. Effective interactions and new challenges increase confidence and physical competence. These successful interactions with the environment also lead to a rise in motivation, which in turn results in exploration and effective interaction with the surroundings.<sup>40</sup>

Motivation usually arises from individual progress, relating to competence in specific environments. Furthermore, if participating in an activity satisfies one of the individual needs, people's motivation to participate will increase. For instance, the decision to engage in an activity might be due to various reasons such as excitement in competitive situations, eagerness to experience and face new challenges, enjoyment and satisfaction from movement

in a lively and beautiful setting, satisfaction from achieving personal goals, being in sync with others or defeating them, or paying attention to the social needs of others. All of these are perfectly logical reasons for participating in physical activities and games.<sup>16</sup>

Engaging in local indigenous games positively affects students' motivation to participate in sports activities.<sup>11,41</sup> Given that motivation can play a significant role in a child's activeness, children, regardless of any issues they might have, participate in these traditional indigenous games with enthusiasm. The pleasure derived from these games covers their structural and cognitive limitations and encourages individuals to accept themselves and utilize their capabilities.<sup>42</sup>

Traditional games are not only more effective than unstructured games in terms of motor skills but can also teach children how to achieve victory, how to handle defeat, self-worth, and self-confidence.<sup>43</sup> Play is an intrinsic motivation within a child.<sup>9</sup> Active participation in traditional games can educate children, and games are the most effective way to teach children and impart skills learned in previous years and during school.<sup>44</sup> They have the potential to aid in enhancing understanding, attitude, motivation, and excellence of students.<sup>45</sup>

Simultaneously with the development of movement, perception also develops.<sup>2</sup> According to the theory of ecological psychology, movement in the world is tied to the function of expanding visual and perceptual capacity. The main idea of ecological psychology is that visual information exists as an enabler in the environment and is naturally perceived directly. Therefore, the outcome of movement development... In children, there is the development of perception and cognition. Engaging in native local games positively impacts the motivation of students to participate in sports activities.<sup>11,46</sup> The trait of physical literacy relates to acquiring knowledge and understanding pertaining to the comprehension of significant principles of movement and performance. The first of these is associated with understanding the basic principles of movement and function. In fact, it's not surprising that individuals with physical lit-

eracy value movement components and are capable of evaluating their own and others' performances. However, this action requires the use of appropriate vocabulary and the ability to observe movement.<sup>40</sup> If possible, this ability should first identify what influences a movement more or less, and then lead to understanding how to enhance and nurture a movement pattern or skill. In the context of physical literacy, which serves as motivation for physical activity, individuals have significant responsibility for their own actions. Most activities throughout life are not under the supervision and control of a teacher or coach, and individuals are obliged to evaluate their performance and take steps towards improvement.<sup>40</sup>

## TRADITIONAL GAMES AND SOCIAL FACTORS

Social growth consists of a balanced set of learned social skills and adaptive behaviors, enabling an individual to have desirable mutual relationships with others, manifest positive reactions, and avoid behaviors with negative consequences. Skills such as cooperation, responsibility, empathy, self-awareness, and self-reliance are components of social growth. Social behavior is the foundation of an individual's life. Social growth refers to an individual's maturity in social relations, allowing them to harmonize and be compatible with members of their community.<sup>11</sup> In other words, a person is deemed social when they not only exist with others but also collaborate with them. Often, individuals come together through group games, experiencing enjoyable and pleasurable moments, fostering social skills and building relationships with their peers. It seems that this factor facilitates the social growth of students both in and out of the school environment.<sup>11</sup>

Examining theoretical models in the works of Martins, Gallaho, and Isaacs in the domain of motor development and learning indicates that motor and social developments are interconnected. They emphasize the unique influence of physical activity on social growth.<sup>47</sup> Gallagher explains that neural patterns are responsible for producing a representation of movement and action, and to some extent, resemble the neural patterns activated when observing or exe-

cuting an action. Mirror neurons internally stimulate an individual's behavior by matching perception (what is observed) with the observer's experience (what the observer has previously experienced). For example, Gallagher points out that these mirror neurons are activated when a person sees a specific action like picking up an object or moving a hand towards the mouth, or when they themselves perform these actions. It is assumed that the areas responsible for planning an action in the brain are the same areas activated when observing another's action. These perspectives, which have a special relationship with physical literacy, demonstrate the profound influence of the physical aspect on effective social interaction.

In fact, through games, using preferred and suitable styles can individual interaction to communicate with peers and friends enhances social growth.<sup>11</sup> Individuals often come together through group games, experiencing joyful and pleasant moments. During these interactions, they develop their social skills and relationships with their peers. It appears that this factor facilitates students' social growth both in and outside of the school environment.<sup>11</sup>

Group games are the best choice for children; promoting participation in learning, self-witnessing, expressing emotions, showing respect, accepting oneself and others, and improving behaviors such as social skills, self-respect, and reducing depression are the overall objectives of this intervention.<sup>44</sup>

Local-native games like "vasati," "stob-havaei," "haft sang," "panj sang," "zoo zoo," "pantomime," and "lili" can, when played for 90 minutes in weekly sessions over 12 weeks, offer an easy method to enhance social growth and psychological well-being metrics among students.<sup>11</sup>

Traditional games bring joy to children, and the created joyful environment always fosters a pleasant sense of togetherness.<sup>48,49</sup> Traditional games are those that require participation. This teaches children to organize or play games with various agreed-upon rules.<sup>9</sup> It appears this factor facilitates students' social growth both in and outside of school. The games do not require purchasing equipment and make use of available facilities. Participation of the people is one of the features of this game. Apart

from the pleasure factor, when children are with many friends, these games also offer more training in interaction skills between players (developing inter-personal potentials).<sup>9</sup> Values such as togetherness, honesty, responsibility, patience (in case of failure), encouragement for success, and adherence to rules are incorporated. Active participation in traditional games can teach children to socialize with the surrounding community, help each other, and appreciate others.<sup>50</sup> Participation in traditional games can result in various aspects including moral, spiritual, social, linguistic, functional growth, and physical skills.<sup>44</sup> Apart from providing an avenue for children to learn life-related skills, games also provide a platform for them to learn about their culture. Even in adults, traditional games are so powerful and intriguing that they are unforgettable.<sup>51</sup> In general, games have a significant impact on growth, affecting both cognitive and emotional-social development.

## TRADITIONAL GAMES AND PHYSICAL LITERACY

Employing strategies to enhance physical literacy within the framework of intervention factors can lead to positive outcomes such as an active lifestyle, increased participation in physical activity, enthusiasm for activity, athletic successes, and changed attitudes as mentioned in many studies. Achieving a healthy lifestyle, maintaining health and fitness, promoting personal hygiene, and the positive effects on personal and professional life are outcomes of individual health literacy. Changes in behavior, attitude, lifestyle, achieving standards, and increased knowledge about physical activity can be considered other positive results of physical literacy.<sup>52</sup>

Based on ecological theories, games provide a platform for the development of direct perception and cognition. Therefore, it seems that games can enhance physical literacy, which encompasses four behavioral domains... And, physical strength, knowledge and perception, motivation, and self-confidence enhance.<sup>53</sup> Local native games, as a pleasurable physical activity with moderate to low intensity, can have numerous positive effects on children's physical literacy and cognitive functions.<sup>54</sup> Additionally, local native games have sporting advantages that

align with the cultural, artistic, and regional tendencies of various areas, making them one of the best agents for providing enjoyable and wholesome entertainment.<sup>53</sup> Local native games can enhance physical literacy in children.<sup>37,55</sup> Local native games can boost the level of physical activity, which is a central part of physical literacy.<sup>1</sup> The role of schools in expanding physical literacy through school exercises and sports activities is deemed crucial.<sup>26</sup> Using specialized and trained teachers alongside a well-designed curriculum in schools can be essential for developing children's physical literacy.<sup>56</sup>

From an ecological perspective, the time span in some parts of the internal flow of information through the brain and other cognitive structures is not defined; rather, the information is received simultaneously as a conceptual model by the motor system. Local native games can be a platform for an ecological approach. In other words, in these types of games, the information regarding an action is not fully accessible before executing the movement. A vital example is the visual flow when children are playing physical games; they do not prepare in advance for the unpredictable movements of the opponent. Consequently, emphasizing the ecological approach, games can enhance direct perception.<sup>57</sup> In most local native games, an individual requires ecological information. Thus, they should understand the fluid flow of information and use it concurrently during motion execution.<sup>57</sup>

Some evidence suggests that local native games, as pleasurable physical activities with moderate to low intensity, can have significant positive effects on children's physical literacy and cognitive functions.<sup>54</sup> Here, one can refer to a study that involved 12 traditional Iranian games like "Haft Sang," "Vasti," "Adil Manj" (Window game), "Zoo" (Liver game), "Dal Polan," "Joozan," "Tanur Garmeh," "Tarnabazi (Belt game)," "Tazadan," "Elkhter (Cockfight)," "Elk" and "Dolk," "Balablandi". The efficacy of these traditional games in promoting physical literacy has been demonstrated. These games are group-oriented, and while effective interaction with others enhances confidence and collaborative capability in physical activities, motivation, self-confidence, physical competence, and effective interaction grow. For instance, when individuals have satisfying experiences

from playing games, they will feel good and experience high self-confidence.<sup>40</sup> Furthermore, awareness of the physical aspect, coupled with self-esteem, strengthens the expression and articulation of opinion, and compassionate cognitive interaction with others.<sup>52</sup>

Knowledge and perception will be enriched through the involvement of all dimensions.<sup>52</sup> Overall, physical literacy is strengthened by the following factors: A better understanding of the nature and importance of physical literacy, especially for professionals involved in physical activity. Realizing the overall nature of the individual, or challenging the dualistic view that undermines the importance of the physical aspect. Effort to establish terms of unity (monism) that do not see the physical aspect merely as an object. Having a passion and eagerness for physical activity, through strategies to boost motivation, self-confidence, and activity. Increasing opportunities to engage in children's games.<sup>58</sup> Future research will delve into these games more thoroughly and specifically.

## CONCLUSION

Games, besides providing a context for most of the learning associated with children's lives, offer them an environment to learn about their own culture.<sup>59</sup> Most traditional games require advanced levels of fine and gross motor skills to be performed proficiently.<sup>60</sup> Such a game significantly reinforces an entertaining and delightful environment, rapidly becoming one of the students' favorite activities.<sup>51</sup>

Moreover, there are limitations in this study that need consideration; factors like facilities, equipment, time, and appropriate encouragement play an essential role in the practice opportunities for children to enhance their foundational skills. Many training opportunities might be lost due to the lack of facilities and equipment in deprived areas. For example, the high cost of purchasing equipment could be one of these limitations or, as mentioned, the unavailability of facilities in deprived areas, including the absence of suitable sports environments. The distances between these areas and educational and sports environments are among other factors leading to these missed opportunities. The lack of proper encouragement can also be added to these factors. A child who

isn't adequately encouraged and guided by those around might become discouraged at the first unfavorable experience and miss out on opportunities. In this regard, time can be the most decisive factor in training opportunities.

Assisting a child in finding appropriate tools and physical situations allowing them to experience various activities and games leads to their growth. Each of these games, based on its execution pattern and skill complexity, will significantly aid in enhancing motor readiness and foundational skills in the early ages. Helping a child to find the right tools and physical situations to experience various activities and games leads to the child's growth. Therefore, it seems logical that local indigenous games, for the mentioned reasons, contribute to the development of physical literacy.

Physical literacy is a capacity within humans that can develop and turn into a skill. An active lifestyle is recognized as the central concept of physical literacy. The multidimensional or holistic nature of physical literacy refers to its mutual influence from all cognitive, psychological, physical dimensions, and other categorizations of physical aspects. The emphasis is on the point that even though physical literacy is more intertwined with the body and its physical aspect, it is not merely limited to it and encompasses all human dimensions. Previous research has also confirmed this finding, suggesting that any form of physical literacy will be related to the unique capacities of individuals.

Based on the conducted studies and the mentioned research, it can be concluded that traditional games influence both physical literacy as a whole and its individual components, leading to their enhancement.

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### *Conflict of Interest*

*No conflicts of interest between the authors and / or family members of the scientific and medical committee members or mem-*

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