PEDAGOGICAL VALUE OF DEVELOPING PLAYING CHESS AMONG PRIMARY SCHOOLCHILDREN

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PEDAGOGICAL VALUE OF DEVELOPING PLAYING CHESS AMONG PRIMARY SCHOOLCHILDREN

Abstract: This article, in accordance with the decrees and orders of the President of the Republic of Uzbekistan, highlights the ways agreed with the resolutions of the President of the Republic of Uzbekistan on teaching chess to younger schoolchildren, the formation of logic of younger schoolchildren through the study of chess, as well as the formation of their personal qualities through the use of chess games. The chess game develops their attention, perception, memory and logical thinking, as well as the ability to make decisions, increases the patriotic spirit, requires attention as a unique means of forming a sense of loyalty to their Motherland, increasing the interest of children and adolescents in chess, their popularization, regular organization of chess competitions in educational institutions, districts and organizations. In this regard, they open the way for chess readers-young people-to master the disciplines at an excellent level.

Keywords: primary school children, chess game, textbooks, programs, methods, abilities, logical memory, personal qualities, spirituality, educational institutions.

Аннотация. Ушбу мақола Ўзбекистон Республикаси Президенти буйруқлари ва фармонлари биноан бошлангич синф ўқувчилариға шахматни ўргатиш орқали уларда мантиқий фиклаш ва шахсий сифатларни шаклантириш, шахмат йўқувларидан фойдаланиш орқали уларнинг дикқати, идроки, таъфқару, хотираси ва мантиқий фикрлашни ўстирishing ва ривожлантириш масалалари багишланган бўлиб, шахматнинг бутуниги ривожланиш тенденцияси унга фақатгина оммалашган спорт тури сифатида эмас, балкниمامлакат ахолиси, айникка, ёшларининг интеллектуал салоҳияти оширувчи, фикрлаш ва карор қабул қилиш кўнимкалари, рухий-маънавий жиҳатдан она Ватанга садокат туйғуларини шаклантириш унинг аҳамияти таъкидланади. Бунда болалар ва ўсмирларнинг шахмат билан шуғулланишти кизиқишини ошириш, уни оммавийлаштириш, бу борада таълим муассасалари, маъхалла ва ташкилотларда шахмат боўйича мусобақаларни мунтазам равишда ташкил этиш, уларнинг аҳамияти таъкидланади.

Қалит сўзлар: бошлангич синф ўқувчилари, шахмат йўйини, дарсликлар, дастурлар, усуллар, кобилият, мантиқий хотира, шахсий сифатлар, маънавий, таълим муассасалари.

Аннотация. Данная статья, согласно указам и распоряжениям Президента Республики Узбекистан, освещает пути, согласованные с постановлениями Президента Республики Узбекистан по обучению шахматам младших школьников, формирование логики младших школьников через изучение шахмат, а также формирование их личностных качеств через использование шахматных игр. Шахматная игра развивает их внимание, восприятие, память и логическое мышление, а также умение принимать решения, повышают патриотический дух, требуют внимания как уникальное средство формирования чувства верности Родному Краю,
повышения интереса детей и подростков к шахматам, их популяризации, регулярной организации шахматных соревнований в учебных заведениях, районах и организациях. В связи с этим, открывают путь шахматным читателям – молодежи – к овладению дисциплинами на отличном уровне.

Ключевые слова: младшие школьники, шахматная игра, учебники, программы, методики, способности, логическая память, личностные качества, духовность, образовательные учреждения.

Introduction. Chess is a complex phenomenon, it is associated with many areas of human life, with various scientific studies, and is considered a subject of science. In order to know exactly the function of chess in the life of society, it is necessary to use the field of history, philosophy, sociology, pedagogy, law, mathematics, art history, morals and other knowledge. They claim that the game of chess has a very rich range of relationships and its active role in everyday life, turning chess into a part of material and spiritual culture, enriching itself with new achievements and valuable qualities every time.

At the same time, for the rapid development of chess in the country, it is necessary to select and qualify talented children and teenagers, radically improve the system of training highly qualified sports managers in the field of chess, create the necessary conditions for the proper promotion of coaches, and form the chess infrastructure.

In 2021, in January, the Presidential Decree "On measures for the further development and popularization of chess, as well as improving the system of training chess players” was adopted.

By the same decision, the practice of organizing the training of students of 150 general education schools in chess will be carried out as a result of the accumulated experience, and an additional 150 schools (including 10 schools of the Republic of Karakalpakstan and regions (except for the Tashkent region), 15 schools of the Tashkent region and the city of Tashkent) will specialize in chess; in the corresponding 1000 secondary schools in the framework of the subject "physical culture", students of grades 2, 3 and 4 are taught chess on the basis of an 18-hour plan, and they are provided with methodological assistance in the framework of the subject "physical culture", students of grades 2, 3 and 4 of all other schools are identified[1]

Literature analysis

Development of methodological foundations of primary education in the chess game. Modern children's chess pedagogy is divided into two main areas. The first is to train with children in different sections in order to improve the sport and achieve high results. The second is the passage of chess training in schools as an extracurricular activity or in the form of training sessions in order to ensure the development of intelligence and chess of students of different ages. Currently, chess training programs have been developed, which are reflected in textbooks, methodological recommendations, combinations and sets of exercises. The question of learning to play chess worried many famous chess players of the past, because chess has not yet become as popular as it is now, and there were no theoretical developments about the benefits of chess and the development of their children's thinking, their importance. He believes that the ability to play chess can be associated not only with memory, but to learn to play chess, it is necessary to develop logical qualities of thinking. Lasker emphasizes the importance of mastering the rules of chess, which combine and systematize a large number of special cases; gives recommendations on the hours of training necessary to achieve a certain skill.

H. R. Capablanca proposed a program of preparation for the game and noted that you need to start chess with the last game (with the endgame). His textbook is distinguished by the variety of selected positions and their in-depth analysis, as well as the absence of issues that are waiting to be resolved. This training is designed to provide an understanding of the parties and their analysis for their integrity. [2] The textbook, created by the outstanding chess player of the late 19th century, R.
Reti, is considered interesting, because the author in it highlighted the principles of chess art in its historical development. This work is a textbook on the game of chess, and not an author's collection of games of past and modern chess players. It clearly considered the practical options on the basis of which the general principles of the game of opening and middlegame (the beginning and middle of the chess game) are defined. The central concept for Reti is the authenticity (reality) of a chess game.

The textbook "The World of Chess Magic", created by the end of the 20th century by the great chess player, world champion, international grandmaster Rustam Kossimzhonov, is interesting because the author enlightens the popularization of chess by studying his children's chess world. Thus, the first chess training programs are enriched with recommendations, individual tips for improving the playing technique of chess players with different skills. Chess educational literature was for everyone who wanted to master this game, but it was mainly intended for adults. Currently, the development of programs and techniques in chess is carried out in accordance with certain pedagogical principles, taking into account the requirements for the contingent of students (age, level of training, etc.), determining the duration and speed of training.

In her work, Mavlonova gives recommendations on the organization of classes with young people in primary schools. In her opinion, the problem is not that the study of chess theory is incredibly difficult for 7-year-olds, but on the contrary: "The proposal should be to choose an effective teaching method for this age, taking into account the peculiarities of the development of children's thinking." She emphasizes that when organizing a training session, focusing on more game moments, it is necessary to continue playing, even if all the rules of chess are unknown. The use of the inductive method in the presentation of the material, that is, the transition from the particular to the general.

Limiting information about general concepts

After a step-by-step review of the rules and objectives of the game, you need to study the combinations and simple endgames, and then pay attention to the openings. According to R. Mavlonova, children of primary school age do not understand the essence of the opening structures (schemes), because they are not ready to assimilate information,[6] but it is possible to teach materials that are acceptable to the minds of young students. B. Fischer, D. Mosenfelder and S. Margulis created interesting approaches to teaching chess. The authors called the developed method a programmable learning method, the essence of which is the active participation of the student in the educational process. The program consists of lessons. Each lesson provides a lot of information and usually requires a response from the student. Stylistically selected positions and drawings in the reference book are significant. The disadvantages of the textbook include the lack of chess records in the training process. The textbook is intended for students who know how to play chess and want to improve the technique of the game.

The training programs for young chess players developed by G. Ya. Gorenstein, V. V. Zak, A. N. Kostev, G. Ya.Levenfisch, and M. Mukhitdinov are considered popular and recognized. Of particular interest are the methodological recommendations created by Grishin for teaching 4-6-year-olds chess in kindergarten. The educational information presented in the work of M. Mukhitdinov has a broad interpretation, in which the author introduces students to the basics of chess in accordance with modern principles. It should be noted that some chess textbooks describe the movements of chess pieces and sections of the rules of the game, which means that this situation should be remembered. The tasks set for solving begin from the moment when the reader knows the basics, the basic rules of the chess game. Existing programs, methods, and textbooks are widely used by coaches. But, as a rule, they use only detailed individual themes, while the style in its integral version is not taken as a basis.[7-8]

Research methodology
I. Specific style of teaching chess to children aged 5-8 years. The author is a supporter of the direction of development of chess training. In the course of training, he performs tasks on a chessboard of parts, non-standard didactic games, staged by the author's didactic fairy tales ("Boastful Kittens", "Chessboard", etc.), offers to study the possibility of each chess piece separately (to allocate 2 hours to study each piece), to use more in the educational process the state of the game, in which a limited number of chess pieces participate, not to rush to learn checkmate and other chess terms. In the first year of study, chess lectures are not used when explaining chess topics.[9] The training takes place at the initial stages in an entertaining form and is enriched with fairy-tale characters that are not typical for chess. M. Khayilaev recommends a series of lessons in which he emphasizes that the organization of the game with a set of chess pieces should take place from the 29th lesson.

Thus, the methodology includes interesting educational tasks in which the cognitive abilities of children of primary school age are poorly evaluated, and the training is not carried out at the optimal level of complexity for this age.

M. Khayilaev developed a methodology for teaching young chess players based on the ideas of developing education. The technique is aimed at mastering the techniques of reflexive activity aimed at improving the efficiency and quality of training of young chess athletes. The central concept that should be formed among readers (according to the author) is "position assessment".[10]

In some countries of the world (Israel, Spain, Italy, the Czech Republic, Sweden, etc.), the direction of teaching children chess in the course of school education is being developed, special state programs are being adopted and implemented. The possibilities of using chess as an effective means of developing and educating the cognitive abilities of schoolchildren are considered by the authors of the book "chess for school". It was noted that the introduction of chess in general education schools in our country is very slow.

"The difficulty lies in the fact that the methodology of teaching chess, especially for beginners, has not yet been developed, and the very idea that they decided to teach this game to children raises natural doubts not only about the correctness of the training, but also will force them to prepare their own personal methodological materials.

The coach who served in Uzbekistan, grandmaster Georgy Azaamov, believes that the lack of textbooks (written specifically for schools) and the lack of teachers who have received professional training, slow down the process of introducing chess in schools. In his opinion, many programs for teaching children chess are just a way to teach them to play, and now there are no scientifically based programs for chess. Thus, at present, the educational chess literature is presented in a wide range: from individual recommendations for conducting classes with children of different ages to various methods of teaching chess, taking into account the level of training involved in this sport. The considered textbooks, programs, and methods of the chess game are aimed at improving chess players of different levels, the task of purposeful development is not set, but only educational tasks and the game itself are solved to the extent that this development is provided for; or if you do not fully take into account the cognitive capabilities of children of primary school age, then the chances of these students to learn chess as a means of social development are reduced. The success of school chess depends on the development of an effective methodology for initial chess training, which is aimed at taking into account the level of educational development and cognitive development of students.[11]

Analysis

The development of the intelligence of children of primary school age is carried out in several different directions: mastering and active use of speech as a means of thinking; mutual enrichment and interrelation of all types of thinking; visual-effective, verbal-logical; relatively independent development in the intellectual process of two stages and the allocation of the necessary information; preparatory and executive. At the stage of preparation for solving the problem, its conditions are
analyzed and a plan is developed, and at the stage of execution, this plan is practically observed and implemented. The resulting result is related to the condition and the problem. The first of these areas is associated with the formation of speech in children, its active use in solving various tasks. If the child utters a thought, expresses it in words and can name the result, then this direction will be completed successfully. The second direction of development is successfully implemented when children are given well-developed practical actions, as well as the ability to work with images, tasks that require reflection at the level of logical abstraction. If any of these aspects are not properly oriented, the intellectual development of the child will continue as a one-sided process. With the predominance of practical actions, visual-active thinking develops more, but figurative and verbal-logical thinking may lag behind. Simply by focusing on the ability to think out loud, children often fall behind from a lack of practical thinking and the world of imagination. All this can interfere with the overall mental development of the child. Thus, the theoretical analysis of the cognitive development of children of primary school age allows us to determine the psychological components of the cognitive processes of children of a certain age: visual-practical and visual-imaginative thinking, imaginative memory, the predominance of memorization.

**Results**

Psychological and pedagogical conditions that promote the development of younger students in the process of learning chess.

The conducted theoretical studies allow us to form the following psychological and pedagogical conditions that contribute to the intellectual development of younger schoolchildren in the process of learning chess:

1. The use of various types of information encoding in the educational process: effective, visual, symbolic and marking.
2. Learning to perform tasks and work with graphic models according to the scheme, using modeling methods and schemes in the educational process.
3. In the educational process, the use of special techniques for memorizing the subject of study; the translation of information into another coding language; the introduction of emotional sources, the independent formation of positions based on specified internal patterns in order to achieve “result generation”. Limiting the memorization of educational material and relying on stimulating the development of the understanding process.
4. The use of methods aimed at fading the mental movement of students in the educational process. Organization of relations of pedagogical cooperation in the educational process.

**Conclusion**

Instead of a conclusion, we can say that the game of chess serves as an important factor in strengthening memory in younger schoolchildren, confusion in thinking. The views expressed above were expressed by a number of scientists who, in their research work, expressed their scientifically based views on the education of younger schoolchildren in accordance with social development, the formation of their consciousness, thinking and worldview at the level of modern requirements. Based on them, we have developed the following recommendations for the organization of chess games in primary school children:

- reliance on domestic methodological, historical and logical sciences in the development of a system for the development of logical thinking, mental abilities of primary school children based on the game of chess;
- find a relatively new approach to the development of logical thinking skills based on the use of chess games in primary school children;
- determining the role and place of chess games in practical and theoretical training;
- development of modern forms and principles for the development of logical thinking skills based on the use of chess games in primary school children;
- holding of annual chess competitions among school youth based on level differentiation: school, district, regional, republican levels;
- creation of a Republican chess school among talented, logical-thinking children.

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