



DEVELOPMENT OF AN EFFECTIVE METHOD OF INDIVIDUAL CHESS TRAINING FOR CHILDREN OF JUNIOR SCHOOL AGE

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Annotation: *The article presents the data compiled for the development of an effective methodology for individual chess teaching for children of primary school age. Recommendations have been developed for an effective methodology for individual chess teaching for children of primary school age. The methods used to improve the methodology for individual primary chess teaching allow for the coordination of classroom activities, extracurricular activities, club activities, and training sessions.*

Key words: *Chess, research, control group, experimental group, methodology, debut, middle game, endgame, individual, beginner training, combination, position, positional analysis, etude, maneuver, etude, variation, improvement.*

RELEVANCE OF THE STUDY

Currently, chess remains one of the most popular sports in the world. Currently, professional chess athletes have a sufficient number of chess clubs, and at the same time, a system for introducing chess lessons in secondary schools and kindergartens is constantly being developed and tested. The modern Uzbek chess school remains one of the leaders in the world. This position is confirmed by the fact that Uzbek chess players, like chess players from the CIS countries, are objectively the strongest in the world and, continuing the traditions of their chess school, occupy the first places in the world ranking system. And in turn,

chess is a popular and favorite sport among children. Chess schools, clubs and courses throughout our country are actively working with young chess players. Young chess players are achieving great success in the field of sports. We believe that chess should enter the life of a primary school student as one of the elements of spiritual culture, and it should be noted that the importance given to this game in considering the possibilities of influencing the upbringing of a child is very great. The relevance of the research topic is associated with the need to improve the system of professional training of young chess



players and revise the structure and content of the educational process.

Due to the constant interest in chess in our country, in recent years the problem of improving the entire system of chess education has been actively discussed. It is a universally recognized fact that a modern system of training young chess players should be built taking into account all the mental processes of the child, his activity, individual psychological characteristics. The relevance of this approach is evidenced by the fact that training young chess players taking into account the individual characteristics of their mental development allows each student to realize himself, to reveal all internal resources to the maximum, and at the same time creates an opportunity for chess players to express themselves and realize themselves. Understanding what is happening and determining where and how to help each student is the primary task of every coach working with children.

During training, it is especially important to take into account the individual characteristics of the chess player, since training begins at the age of 6-7, which is important for the development of mental processes such as memory, attention, thinking, and the coach has a great opportunity to purposefully influence the development of all these processes, helping the student to fully realize himself as a professional chess player. Thus, one of the most

relevant and important areas of increasing the efficiency and quality of training young chess players, in our opinion, is the use of an individual approach in organizing training sessions with beginner chess players, which allows influencing the mental development of children.

Decree of the President of the Republic of Uzbekistan No. PF-6099 dated October 30, 2020 "On measures for the widespread introduction of a healthy lifestyle and further development of mass sports", No. PQ-3906 dated August 9, 2018 "On additional measures for the development of chess in the Republic of Uzbekistan", No. PQ-4954 dated January 14, 2021 "On measures for the further development and popularization of chess and improving the system of training chess players", No. PQ-347 dated August 5, 2022 "On additional measures for the further popularization and development of chess", No. PQ-150 dated May 8, 2023 "On the This study will, to a certain extent, serve to implement the tasks set before us in the resolutions "On comprehensive preparations for the 46th World Chess Olympiad and measures to transform chess into a mass movement" and other regulatory legal acts on physical education and sports.

The purpose of the study. To develop proposals and recommendations for improving and organizing the methodology of individual primary chess teaching for children of primary school age.



The task of research.

Experimentally substantiate methods, ways, tools, and approaches for improving the methodology of individual primary chess teaching for children of primary school age.

Research object. The training process conducted in chess clubs and departments of sports schools in the Khorezm region was selected.

Research methods. The research used methods such as analysis of scientific and methodological literature, questionnaire survey, pedagogical observation, pedagogical testing, pedagogical experiment, and mathematical statistics.

Subject of research: Methods, ways, tools, and approaches to improving the methodology of individual elementary chess teaching for children of primary school age.

Research results and their discussion. Modern education is aimed not only at arming children with knowledge, but also at ensuring their intellectual, logical and social development. From this point of view, the educational and educational significance of the game of chess is increasing. Especially for children of primary school age, chess is not only a means of recreation, but also a powerful pedagogical tool that develops the ability to form thinking, strengthen memory, and make the right decisions in problem situations. This age is the most important stage in the formation of a child's

personality, and through chess they have the opportunity to develop such personal qualities as concentration, logical thinking, patience, willpower, and self-control. This study serves to further improve the educational process by identifying the level of readiness of children of primary school age for chess, the process of formation of special chess-related qualities, and the initial results.

Children of primary school age (usually 6-10 years old) are a very important and suitable period for learning chess from the point of view of physical and intellectual development. At this age, children begin to form special qualities inherent in chess, such as analysis, memory, logical thinking, discipline and patience. Studying the level of their formation and state of readiness for chess is of great importance from a pedagogical and psychological point of view. The main psychological and intellectual qualities necessary for successful mastery of chess are:

- The ability to focus and maintain attention - the ability to concentrate throughout a game - plays an important role in the game of chess.

- Memory (through sight and hearing) – necessary to remember opening options, opponent's moves, and anticipate future situations.

- Logical and strategic thinking - being able to analyze the consequences of each move and compare options.



- Problem-solving skills - finding the right solution to difficult situations that arise during the game.

Willpower qualities - acceptance of defeat, patience, discipline, and goal-orientedness.

The formation of these qualities directly depends on the individual approach, the methodology of the coach and the personal character of the children. Special criteria are developed to determine the level of chess preparation:

Theoretical knowledge - knowledge of simple openings, basic rules of movement.

Practical skills - ability to independently play elementary games on a chessboard.

Problem-solving skills - ability to checkmate, defend, find simple combinations. The ability to analyze complex positions - predict 2-3 moves.

Behaviour in a tournament situation - the ability to use time wisely, treat the opponent with respect.

The level of development of these skills is different for each child and is assessed through observations made in the first two months.

Based on questionnaires and observations, after 1–2 months of training, children's attention and memory indicators increased by 15–20%, 40% of students moved to the initial stage of mastering chess problems, while the rest showed gradual development, the formation of a culture of discipline, patience and self-control during the game

was significant, most children developed a sense of competitiveness, and the average level of preparation based on numerical tests and training was 5.6 points on a 10-point scale. It was determined:

Teaching chess at a young school age not only develops a child intellectually, but also socially. Therefore: at the initial stage, it is important to create a program that is appropriate for each child's abilities based on a differentiated approach, game-based teaching methods are effective and increase their motivation, the inclusion of elements of psychological preparation in chess classes ensures the balanced development of children, and constant monitoring and evaluation of results helps to adjust the curriculum.

Success in chess depends largely on a player's positional thinking and combinational vision. These skills are a key component of chess education, even for elementary school students.

Combination vision is the ability to quickly and accurately identify tactical opportunities that arise during a game. It includes sensing sacrifices, finding tactical breakthroughs, recognizing hidden threats, and anticipating forced continuities. This skill strongly develops a child's visual and analytical thinking.

Calculating options is the process of mentally imagining the sequence of moves that can be made by the pieces on the board, without actually moving them, and evaluating their consequences in



advance. This skill plays an important role in developing attention to detail, memory, and logical analysis.

Positional intuition is the ability to make strategic decisions based on an intuitive, experiential understanding of a game situation, rather than relying on deep calculations of options. Positional intuition helps develop strategic thinking in children.

Positional assessment and analysis is a fundamental intellectual skill that allows a child to identify the strongest moves, assess available resources, and develop a long-term game plan. Through

this skill, a child learns to approach the game holistically.

On this basis, the systematic formation and development of the above skills in the game of chess is of great importance in expanding the intellectual potential of primary school students, developing a culture of thinking, and deepening logical thinking.

Based on the above situation, at the beginning of the study, the initial results of the formation of special chess qualities of the participants of the control and experimental groups were studied using the expert assessment research methodology (see Table -1).

Table-1

Analysis of the preliminary results of the formation of special chess qualities of the participants of the control and experimental groups, scores

	Special qualities	Groups	Expert evaluation system		
			X	b	V%
	View combinations in detail	TG	1,6	0,19	12
		NG	1,57	0,21	13,3
	Calculation of options	TG	2,1	0,3	14,2
		NG	2,2	0,35	15,9
	Positional sense	TG	2,5	0,4	16
		NG	2,7	0,32	13
	Position evaluation and analysis	TG	1,7	0,27	15,8
		NG	1,6	0,3	18

Table 1 shows that the special qualities of the test subjects of the experimental group were assessed by experts as follows: in “Ability to see combinations”, the arithmetic mean value

and standard deviation ($x \pm \sigma$) were “1.6±0.19”, and the coefficient of variation (V%) was 12%. In “calculating variants”, the mean value and standard



deviation ($X \pm \sigma$) were “ 2.1 ± 0.3 ” and the coefficient of variation was 14.2%.

The special quality “**Positional perception**” in turn showed a score of “ 2.5 ± 0.4 ” with a coefficient of variation of 16%, and “**Assessment and analysis of positions**” showed “ 1.7 ± 0.27 ” and a coefficient of variation of 15.8%.

The special qualities of the control group participants were evaluated by experts as follows: in the “Ability to see combinations”, the arithmetic mean and standard deviation ($x \pm \sigma$) were “ 1.57 ± 0.21 ” and the coefficient of variation (V%) was 13.3%, in the “calculation of options” it was “ 2.2 ± 0.35 ” and the coefficient of variation was 15.9%. The special quality “Positional intuition”, in turn, showed a score of “ 2.7 ± 0.32 ” with a coefficient of variation of 13%, and “Assessment and analysis of positions” was “ 1.6 ± 0.3 ” and the coefficient of variation was 18%.

If we analyze the preliminary results of the formation of special chess qualities of the subjects of the control and experimental groups above, we can see that both groups returned equal indicators in all parameters and the coefficients of variation were recorded between 12 and 18%. This situation indicates that the indicators of the special qualities of the subjects are equal and the results are not stable, and justifies the possibility of conducting research on the subjects of the control and experimental groups.

In addition, in order to determine the level of chess preparation of the participants of the control and experimental groups, preliminary indicators of the results of solving chess problems were analyzed. The participants were given problems of the chess game parts of the debut, middlegame and endgame (5 problems for each part, see the appendix), and their solving skills were taken into account by experts.

Table-2 Analysis of the initial indicators of the results of solving chess problems of the participants of the control and experimental groups (number, points and %)

	Game parts	Problem solving	TG(n=24)		NG(n=24)	
			Soni,ta	%	Soni,t a	%
	Debut	Full	2	8,4	3	12,5
		partially	4	16,6	2	8,5
		error	18	75	19	79
	Mittelspiel	Full	1	4,1	1	4,1
		partially	2	8	3	12,5



		y		,4		2,5
		error	21	8	20	8
				7,5		3,4
	1	Full	-	-	-	-
		partiall	1	4	2	8,
		y		,1		3
		error	23	9	22	9
				5,9		1,7

- The table shows that the initial results of the experimental group's chess problem solving are that 2 of the participants in the opening game, or 8.4%, solved 5 problems completely, 4 solved 16.6% partially, and 18 solved 75% incorrectly. 4.1% of the participants in the middlegame solved the problems completely, 8.4% partially, and 87.5% incorrectly. None of the participants in the experimental group solved the endgame problems correctly, and 4.1% solved them partially and 95.9% incorrectly.

The initial results of the control group participants in solving chess problems are as follows: 3 of the participants in the opening problems, or 12.5%, solved 5 problems completely, 2 solved 8.5% partially, and 19 solved 79% incorrectly. 4.1% of the participants in the middlegame problems solved completely, 12.5% partially, and 83.4% incorrectly. None of the participants in the

experimental group solved the endgame problems correctly, and 8.3% partially solved them and 91.7% incorrectly.

An analysis of the initial results of the chess problem-solving performance of the participants in the control and experimental groups revealed that the participants in both groups did not have sufficient chess preparation, which is natural, since they were just beginning chess players.

Summary. In conclusion, chess has a significant impact not only on the development of cognitive skills, but also on the socio-personal development of children and adolescents, as well as on the formation of problem-solving and adaptive skills. However, the results of the study show that chess is often chosen by students who are well-adapted to the school environment, which means that this game does not sufficiently reach other groups where it could potentially benefit.

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