

Analysis of Existing Problems in the Methodical Organization of Primary Education in Chess

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Annotation: This article describes the uniqueness of theoretical and practical game methods in chess, important ways to familiarize students with game techniques, and information about the theories of our republic and foreign scientists in this regard.

Key words: Imagination, young features, abstract concepts, perseverance, attention, memory, chess pieces.

A number of authors focused on the selection of theoretical materials necessary for teaching a beginner chess player when creating textbooks for elementary education, but insufficient attention was paid to the problems of methodical organization of elementary education. [Голенищев В.Е. Программа подготовки юных шахматистов 4 и 3 разрядов. - М.: издание всероссийского шахматного клуба, 2000.-62с.; Гришин В.Г. Малыши играют в шахматы. - М.: Просвещение, 1991. - 158 с.; Журавлев Н.И. В стране шахматных чудес. - М.: АО Международная книга, 1991.- 128 с.; Журавлев Н.И. Шаг за шагом. - М.: ФиС, 1986. - 269 с.;].

In our opinion, G.Ya. Levenfish poses one of the most important questions of teaching chess: how should theoretical lessons and practical games be methodologically? In his opinion, despite the uniqueness of chess, their study should be conducted in accordance with the basic principles of pedagogy. Therefore, he recommends the mechanism of chess fighting, first between small forces (with a few chess pieces) and gradually moving to more complex positions. Starting with simple positions helps the student to understand the exact meaning of each chess piece's move. After that, it is necessary to give general instructions on how to develop chess pieces in the initial period of the game (debut) and give practical advice on avoiding mistakes, G. Yes. Levenfish. The author states that it is not appropriate to study the debut (the initial period of the game) in more detail, and that studying the theory in the debut causes a certain degree of difficulty for the students. This is because students cannot yet imagine what the situation will be like on the board after 2-3 moves. This ability to imagine can be developed in students gradually with the help of special exercises. For this, students should perform exercises aimed at memorizing the location of soldiers and infantry. For this, students must clearly imagine all the areas of the empty board. The author recommends placing the exercises in order of difficulty. First, simple exercises are offered to strengthen the rules. This is followed by tasks with a hidden meaning. A necessary quality of a strong chess player is the ability to see danger. First of all, he should learn to see his one-move shots (mote in one move). The author says that in order to learn these things, the student must first develop attention. [Levenfish G.Ya. Kniganachin V. G. Zach emphasizes that it is necessary to take into account the specific characteristics of the child's psyche when teaching chess. Children have bright and clear imagination. Therefore, they accept abstract concepts without difficulty and without any interest. ayushchegoshakhmatista. - М.: FiS, 1957. - 360 p.].

The author believes that it is not enough to know the debut options, to be familiar with the usual positions in the last period of the game (endspil), to be able to quickly and accurately calculate the combination. He believes that it is important to try to teach children to think correctly, to instill in them the aesthetic aspects of chess.

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V. G. According to Zak, it is very important for the child's personality to be formed in the learning process, so he learns not only to think correctly, persevering and self-critical, but also to enjoy the beauty of chess ideas.

The author considers that it is appropriate to describe different topics deliberately, not separately, but based on the purpose of the game, as a whole. First, many common combinations and even endgames come from certain debuts. Secondly, it is very important that children perceive the material not in an abstract way, but in a practical game environment.

V. G. Zach emphasizes that the correct division of children into groups and small groups is of great importance when organizing lessons with chess beginners. He suggests dividing each group into two, if necessary three small groups, so that each student feels like a full-fledged member. This is an attempt to implement an individual approach in a unique way. As the author notes, the teacher may face serious difficulties in determining the amount of knowledge that students need. The amount of new knowledge affects the development of children's interest in chess. How can a teacher determine that the material presented is not too difficult, but that it is not elementary knowledge for the student? to the question, the author believes that it is appropriate for the teacher to study the individual characteristics of each student.

Yes. Rokhlin advises the teacher to use an individual approach when organizing classes with new learners, depending on the capabilities of the students and presenting the material. He emphasizes that the teacher should take into account individual capabilities and apply a differentiated approach to them, correctly divide theory and practice, select tasks for independent work. A teacher's success largely depends on his ability to find an individual approach to each student.

According to the author's opinion, the purpose of the lessons is not only to teach chess, but also to create pedagogical conditions for the manifestation of students' creative abilities, to use chess as a means of stimulating creative activity, to create an opportunity for intelligence, and to expand the general outlook of each student. The author, first of all, emphasized that practice and theory should be properly divided when planning chess lessons. He recommends limiting the first year's plan to teaching the rules of chess, moving and winning chess pieces, and opening debuts.

He noted that the practical game should be superior to the theoretical training and that the theoretical materials should be arranged according to certain pedagogical requirements.

The analysis of educational literature on chess shows that these sources do not take into account the specific characteristics of children's psychology. V. Malkin wrote: "... many abstract concepts are poorly received by children, they are incomprehensible, difficult and uninteresting."

At the same time, the development of mental processes in children during the game of chess and their influence on the mastery of chess have been emphasized in many studies. Professor P. A. In one of his researches, Rudik noted that a good chess player has the following qualities

- strong memory;
- analytical thinking (ability to analyze);
- the ability to generalize (the ability to logically connect and evaluate situations);
- Strong will, etc.

French psychologist A. Bine (1894) came to the conclusion that "memory is the main condition of the ability to play chess" as a result of the analysis of the results of questionnaires conducted with the great chess players of his time.

N.V. Krogus emphasizes that not mechanical, but semantic (logical) memorization is of particular importance in teaching chess. When the game is played, the chess player has not only a visual and sensory image. Thoughts and emotions play an active role in memory.



This "complex" concept explains why chess players can repeat a game they played not only the next day, but many years later. Attention in the art of chess is closely related to memory. At critical moments of serious options analysis, these two functions often come together.

It is known that the physiological basis of attention is the emergence of an optimal focus of excitation in the cerebral cortex, which, according to the law of negative induction, leads to a more or less deep decrease in the activity of other surrounding areas. Undoubtedly, only a selected active state of a person's mental activity becomes a necessary condition for the best reflection of reality and self-control in many cases.

It is appropriate to use them in the process of teaching chess. But none of them are recognized as textbooks for elementary chess teaching.

The main reason for this is the generally accepted opinion that the intellectual and personal development of a chess player repeats the history of chess as a whole. In this regard, it is taken for granted that a young chess player should thoroughly master various techniques at the first stage of training, and only after mastering them to a certain extent, move on to strategy.

It should be noted that for a long time the study of chess was based on such views. The first world champion V. Following Steinitz's teaching on the importance of strategy in the game of chess, it was recognized that strategy is as important as tactics in chess and that it should be inculcated in the student from the very first steps of chess education.

The content of modern training of chess players is organized according to the type of spiral empirical training. In the first stage, students are introduced to the concepts of debut (beginning of the game), middleshpil (middle of the game) and endshpil (end of the game) and have basic knowledge about this stage of the game.

At the next stages of learning chess, they will encounter these stages of the game (debut, middle game, and endgame) and learn how to play in these stages of the game, get acquainted with its tactics, and deepen their knowledge. The next stages of mastering chess will be related to playing strategy in the debut, middlegame and endgame. Didactic and methodical aspects of individual teaching of chess in elementary school will be improved on the basis of researches and published books of chess players, pedagogues, and scientists.

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