



Important Aspects of Chess Teaching in Preschool Children

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Annotation: in this article defines profiling tasks for young chess players of the age of 4-6 years. A survey of chess coaches was conducted in order to select the most effective means and methods for teaching children to play chess at the initial stage. The methodology for teaching chess in preschool education institutions has been developed. The basis of the methodology was the complexes of tasks for learning a game of chess taught in a non-standard game form. The technique was aimed at the formation of the ability to solve the simplest logical problems in the shortest possible time. The difficulties have been identified with which preschoolers had to face during classes. The analysis of the testing made it possible to determine the effectiveness of the developed methodology.

Keywords: chess, teaching technique, tasks, preschoolers.

The modern world has entered the era of information technology and in many areas of social life there are changes that make a person high demands on the physical and mental state. A special role is acquired by the ability to quickly understand the large stream of information, the ability to analyze it and draw logical conclusions. It is no accident that today, chess classes are gaining more and more popularity among children. According to a number of experts, this game forms the intellect, develops the ability to think logically, educates children with concentration and the ability to concentrate on the goal [1, 3]. Chess is a sports game and include a struggle that requires extreme will voltage. The infinite number of combinations that occur in the process of a chess party develops in playing orientational abilities, perseverance and accuracy of calculation, in addition, the game of chess gives aesthetic pleasure to the beauty and depth of suddenly detected plans [2, 3]. At the same time, in our opinion, the methods and content of chess classes for preschool children are presented in a rather complex form, which leads to a decrease in the interest of those involved and makes it difficult to teach the process of teaching. Consequently, the development and justification of the methodology for teaching preschool children to play chess is a priority area of the presented work. Purpose of the study: to develop a methodology for teaching chess in a preschool institution.

RESEARCH METHODS AND ORGANIZATION

In the development of the method of teaching chess, the following research methods were used: analysis of scientific and methodological literature, pedagogical observation.

As part of the study, the level of preparedness of the 4-6 years of the first year of study was evaluated. To assess the level of preparedness, tests from the chess program were taken. A survey of trainers was carried out to select the most effective means and methods of teaching chess in preschool children. The features of our methodology were as follows:

- Using the reception of playing out educational situations (a game situation is created in which students can imagine themselves as various fairy-tale characters, you can also revive chess figures, etc.).



- Participation of young chess players in various chess competitions (solving problems, chess puzzles, chess competitions, etc.).
- show in the lessons of original chess fairy tales.
- Application in the classroom of non -standard tasks and games.
- The use of physical education to avoid overwork of children during classes.

RESEARCH RESULTS AND THEIR DISCUSSION

During the survey, it was revealed that 50% of the surveyed coaches consider 5-year age optimal for starting chess training. At the same time, 25% of the coaches argued that earlier than 6 years to give a child to chess is inappropriate, since children in early preschool age lack perseverance. The remaining coaches believe that it is already possible to teach children to chess from two to three years, but in this case, for the greater effectiveness of the lesson, the lesson should be carried out individually. 80% of trainers believe that the duration of chess classes with preschool children should not exceed 30 minutes. The remaining coaches suggest that a chess lesson can last 45 minutes, but in this case it is worth introducing physical education, various interesting tasks, games in order to attract the attention of children. However, during pedagogical observation it was revealed that after conducting physical education, it is quite difficult to force children to concentrate on the proposed material again. Therefore, it is impractical to beginner trainers to conduct physical education in the process of class. Motor tasks should be used at the end of the lesson.

Absolutely all coaches put forward the point of view that in chess classes should be given as little attention to theory as possible, and more time to take practice, i.e. The game of chess, various tasks, games, cartoons, etc. This is due to the fact that children are not able to concentrate on the development of complex theoretical material for a long time. At the age of 4 to 6 years, figurative thinking prevails in children. The study showed that practical classes cause more interest and emotional upsurge in children than theoretical training. According to most respondents, the main tasks of the program of the first year of training are the development of chess history, acquaintance with the chessboard, the ability to find the right decision in a chess game, and knowledge of the value of figures. However, 60% of the coaches believe that in addition to the above students, you can give simple tasks for the mat into one move and testing for the “strength of figures”. From our observations, we determined the following: □ children quickly master the names of chess figures; □ the most difficult thing for children were given the names of such figures as: queen, rook. The children imagined that a rook was a tower or a castle, and a queen was a queen; □ children are far from the first time to remember the arrangement of chess figures. In our case, we devoted about six classes for the arrangement of figures; □ Children almost do not remember the names of the main chess lines on the board. Therefore, in each lesson we tried to mention the name of the lines in various tasks; □ children quickly master the moves of the figures individually; □ the most quickly children master the moves of the boat, elephant, king, pawns; □ the most difficult thing for children was to master the moves of the queen, horse; □ children do not immediately master tasks for the interaction of figures (boat against pawns, elephant against pawns, etc.), but these exercises are necessary for better mastering the material. The results of the test for the definition of “Figure Forces” showed that 20% of children coped with the task “Satisfactory”. The rating of "good" received 60% of the students. 20% of children coped with excellent. As practice has shown, children quickly master the theme of “strength of figures”. This topic is enough to devote one or two classes after young chess players will master the moves of all chess figures. In our observations, we were faced with the fact that during the game children forgot about the “strength” of figures and often changed the most valuable figures. The results of the “mat on one move” revealed that 20% of children coped with the task “satisfactory”. The rating of "good" received 60%



of the students. 20% of children coped with excellent. These results suggest that by the end of the year young chess players successfully coped with the initial course of studying the game of chess. Children were able to fully master the theme of Mat. Young players learned to see the threat of mat and defend themselves from him, set a mat, solve the problems of the mat into one move with different figures. Practice has shown that it is much more difficult for children to master the topic of mats than to determine the strength of the figures. To see the setting of the mat, the child needs to be as concentrated as possible. Children need not only to see their game, but also need to be able to evaluate the actions of the opponent.

CONCLUSIONS

The initial course on teaching a game of chess is quite simple and affordable for preschool children. The peculiarity of the program in the first year of training is that the child only takes the first steps in an interesting and fascinating world of chess. Children get acquainted with the history of the chess game, with a chessboard, figures, learn to perform various tasks where there can be a limited number of figures, and children are also invited to consider game positions on separate fragments of the board so that the child to better learn the proposed material. According to a number of authors, chess can be practiced since 3 years old, but for this, teachers need to present material at an accessible level for children. 2. Based on the data of a survey of coaches, we came to the conclusion that it should start playing chess from five years. Chess classes should last no more than 30 minutes. The main attention should be paid to the practical game, because In children, this causes many positive emotions. About all the coaches listed the same means and methods for teaching the game of chess: riddles, poems, chess fairy tales, logical tasks, cartoons, feature films. The main task in the first year of training in the game of chess is to instill the interest of young chess players. In the first year, children get acquainted with the basics of an ancient game.

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