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DISTINCTIVE FEATURES OF THE NEW STANDARD OF THE "CHESS" SUBJECT

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SUMMARY

The statement of the problem and the purpose of the study.

At various stages in the origin and evolution of society, different demands have been placed on the educational system and its content. As we all know, in the past, knowledge was all that mattered. Then it became evident that knowledge alone was insufficient. It is essential not just to recognize what you know, but also how you can use your knowledge. The skills were much more crucial at that point. However, gradually it became evident that this was unsatisfactory; because it is crucial for what purpose a person uses his/her knowledge and abilities, as well as how he/she reacts to certain changes. Views and attitudes also became influential at this stage. Today's world is growing more and more reliant on the integration of information, skills, attitudes, and abilities (competences). And here are Armenia's new general education standards, which were developed in 2021 and are based on capabilities.

Within this article, we discuss the importance of competence-based education, teaching principles/methods, and the eight skills that form the foundation of the Republic of Armenia's general education standard. The reflection of these competences in the standard of chess taught as a compulsory subject in the 2nd-4th grades of the Republic of Armenia's secondary schools is also introduced; some of the final results presented to the elementary school graduate are also shown, as are the requirements for the "Chess" subject.

We've also conducted a thorough comparative analysis of the new and current standards of the "Chess" subject.

The findings of the analysis of the questionnaire developed by us during the testing of the new standard and sent to instructors are also included in the article. Teacher input can aid in the development of a teacher training module.

Keywords: Competences, Competence-Based Education, Teaching Principles, Elementary School Outcome, Standards of the “Chess” Subject, Final Outcome of the “Chess” Subject.

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The essence of education based on competencies:

Armenia's new school education standards, which will be adopted in 2021, are based on competences.¹

Different requirements have been addressed to content challenges at various points in the history of the educational system. Previously, only knowledge was valued. Then it became evident that just knowledge was insufficient. What you know is crucial, but so is what you can accomplish with what you know. Viewpoints became significant at this point. Competencies, which are based on the integration of knowledge, skills, and attitudes, are becoming increasingly common in today's world. The 1996 report of Jacques Delors⁴, former director of UNESCO, in which he proposed the four pillars of education, was influential in the development of competency-based education. It comprises:

1) learning to Know, 2) learning to do, 3) learning to Be, 4) learning to Live Together.

Delors broadened the breadth of educational requirements with this report. It is critical because the individual in the twenty-first century must be adequately equipped to confront the difficulties. Modern man has numerous opportunities to act. As a consequence, it is vital that the educational system has the vision to turn knowledge, skills, and attitudes into action. The following formula illustrates this concept:

Competence = Knowledge + Skills + Attitudes = Action.

Competence is defined as skillful application of knowledge and values in one's own activities.

Mulder defines competence as "an integrated combination of knowledge, skills, and attitudes that come together to tackle specific challenges in a particular context."³

1. **Knowledge** consists of facts, numbers, ideas, and theories that contribute to the comprehension of a given subject and problem.
2. **Skills** are the ability to perform particular activities and apply your knowledge to obtain desired outcomes.
3. **Attitudes** are principles on the basis of which a person responds to ideas, people and events.

Some professionals also include values and motivation in the formation of competencies.

The Armenian state standard for general education, which is based on 8 competencies, was established in 2021. They are as follows: 1) language competency and literacy, 2) competency of "learning to learn", 3) self-awareness and social competency, 4) democratic and civic competency, 5) digital and media competency, 6) mathematical and scientific-technical competency, 7) cultural competency, 8) economic competency.

The primary purpose of competence-based learning is to develop an individual capable of understanding and evaluating various circumstances, solving issues, and expressing a civic attitude by combining knowledge, skills, and attitudes.

The principles of competency-based teaching are as follows:

1. In the educational process, provide a safe, supporting, and growing atmosphere.
2. Build education on fundamental and long-term concepts.

3. To ensure the ongoing and spiral teaching of essential and lasting ideas at all levels of education.
4. Always provide material in the perspective of the wider context. Connect the material to essential concepts.
5. Use examples to teach crucial concepts and relate those to the learner's personal experience as much as possible.
6. Implement the graduation principle, bringing the learner to the level of autonomous learning and mastery of the material.
7. Allow pupils sufficient time and opportunities to put what they've learned into practice.
8. Assist with mistake correction and development through formative assessment
9. Demonstrate judgment and creativity when planning and implementing teaching, taking into account the uniqueness of each classroom and class.
10. Create an opportunity for learners to teach each other by building a learning community.
11. Incorporate research elements into the teaching process to understand what occurs to students as a consequence of their learning, what works, what doesn't, and what can be reviewed in the future.

Matching the results of the elementary school and the "Chess" educational subject.

Along with the development of new educational standards, from 2019 the standard of "Chess" educational subject was also revised.⁴ It should be noted that since 2011 the subject of "Chess" has been taught in the 2nd-4th grades of all schools of the Republic of Armenia. The expected final results of the elementary school (grades 1-4) were derived from the 8 competencies envisaged by the standard of general education. (Outcomes are about what the student should be able to know, what values and attitudes the elementary school graduate should have.) These generic results were derived from the subject outcomes.

In this article, we will present some of the outcomes and requirements presented to elementary school graduates for the subject of "Chess," which will allow chess teachers to have a clearer idea of the relationship between competencies and outcomes, will be visible, and we believe will be useful in shaping students' expected outcomes. Thus.

- **The Outcome of Elementary School** is to communicate freely in both written and oral literary Armenian, to read, grasp, and reproduce basic fiction and informational texts, as well as the main concept of the text. (In the case of national minorities, it may also be in their native language, and in the case of special educational needs, through appropriate alternative communication).

The corresponding outcome of the chess subject: Read the chess texts and problems; understand the requirement trying to solve them. Interpret chess concepts. Try to understand the main idea of the lesson.

- **The Outcome of Elementary School** is to use the knowledge and skills to measure, count, compare, describe objects, evaluate their quantitative, qualitative and spatial simple ratios.

The corresponding outcome of the chess subject: Ability to compare chess pieces according to approximate values and situation, also to count and present the

quantitative and qualitative differences of the field, pieces, steps and other concepts, and compare them.

- **The Outcome of Elementary School** is to recognize and draw geometric figures, and have a basic spatial idea.

The corresponding outcome of the chess subject: Show and name the lines and parts of the field. Use a pawn's square. Checkmate with 2 bishops, using triangle. Checkmate with rook, using the rule of square and rectangle.

- **The Outcome of Elementary School** is to build basic physical and mathematical models.

The corresponding outcome of the chess subject: Build models with tactical tricks. Endgame checkmate with Queen and Rook, checkmate with 2 Rooks, checkmate with 2 Bishops. Checkmate with Queen and checkmate with Rook builds endgames according to trained models.

- **The Outcome of Elementary School** is to provide simple reasoning, generalizations and simple classifications when expressing thoughts .

- **The corresponding outcome of the chess subject:** Prove the steps taken, ability to make generalizations in different end-games, in typical positions, ability to make simple classifications based on the basics of opening, mid-game and end-game.

- **The Outcome of Elementary School** is to demonstrate logical and creative thinking, be able to reflect and respond to the work created by oneself and others.

The corresponding outcome of the chess subject: Perform logical steps during the game. Create checkmate positions. Implement plans during the game opposing the opponent's plans.

- **The Outcome of Elementary School** is to prioritize learning by demonstrating curiosity.

The corresponding outcome of the chess subject: In the 2nd grade, game teaching is carried out, the learner appreciates the role of knowledge; in the first half of the lesson, the learner receives and perceives knowledge; and in the second half of the lesson, the learner participates in the appropriate theme game, using his or her knowledge. The learner values attention and knowledge since these are the keys to triumph.

Comparison of previous and present standards. The author group assigned itself the task of researching this new educational document, comparing it to the previous standard, noting parallels and differences, identifying new approaches, and putting the standard to the test both in the classroom and in the teacher-student educational process, identify issues, devise solutions, and seek methods to improve.

The work was conducted in several stages. A comparative study of the criteria was undertaken in the first step. A variety of conceptual, structural, and content characteristics have been highlighted in this article. Let's have a look at them.

Table 1. Comparative analysis of current and new standards. Conceptual and structural differences.

	The current concept and standard of the "Chess" subject	The new concept and standard of the "Chess" subject
1	Three level	One level
2	The intended outcomes are broad and non-measurable. For example, the student has an idea, identifies it, knows it, and so on. The verb "to know" describes the end results of the topics of the end games, for example, to know the checkmate positions of the rook.	Expected outcomes are expressed using active verbs that indicate activities that demonstrate that the learner has achieved the desired consequences. For example, the learner will take a step, create, remark on it, evaluate it, plan it, and so on, create checkmate positions by rook, announce checkmate with the rook.
3	It is mostly based on the acquisition of knowledge.	The standard is based on the development of competences.
4.	The anticipated outcomes are based on the chess content.	There are a number of broad cross-cutting notions that create interdisciplinary links and assist the elementary school learner in forming a comprehensive image of the world.
5.	There are thematic written modules.	There are 2 project works in 3rd and 4th grades, which replace thematic written modules.
6	The standard is based on an equal ratio of theoretical knowledge and practical tasks.	The standard is based on a theoretical knowledge to practical task ratio, with the practical component taking precedence.
7.	The practical tasks are exclusively related to the solution of chess problems.	Practical tasks are various: <ul style="list-style-type: none"> • "tiny" themed games • Chess "live" game • Chess solving problems • educational projects • discussions, debates • competitions.
8	There is a discrepancy between the current standard - textbook - workbook content and requirements.	The standard-textbook-workbook, compliance with the content link and requirements.
9.	The standard is generalized.	The objective of the themes, the final outcomes, the time, the methods for reaching the outcomes, the interdisciplinary linkages, and the crossing ideas are all clearly stated in the standard.
10	The themes and times are specified in a logical order, limiting the teacher's freedom to act and make decisions.	The teacher is allowed sufficient flexibility to chose, make decisions, and innovate. For example, the teacher determines the order in which the pieces are taught, as well as the amount of time allotted.:

As can be seen, the new standard has only one level and is easy to accomplish; it generates measurable results; it is based on the development of competences, it includes general cross-concepts that emphasize interdisciplinary connections; the practical component takes precedence over theoretical knowledge; and the teacher is given freedom. Let us now compare the content of existing and new standards.

Table 2. Comparative analysis of current and new standards. Differences in content.

	The current concept and standard of the "Chess" subject	The new concept and standard of the "Chess" subject
2nd grade		
1	The end result of the role of the king is missing. Regarding the king, there are two rules.	There is an end to the role of the king Regarding the king, the rules are various.
2	The mid-game principles are lacking.	There are mid-game principles adopted.
3	Introduce subjects such as eternal chegkmate and others.	Comment about the significance of the eternal checkmate. It's tough , therefore it's been moved to the third grade program.
4	Checkmate with one rook.	It is tough and has been transferred from 2 to third grade program.
5	Know the "fork" tactic with the knight	Create a double attack with the "fork" initially with all the pieces, then with the knight at the end, preserving the notion of "moving from simple to complex."
6	Checkmate at the final horizontal, "Child checkmate" themes. The themes are unrelated to the entire curriculum, and the learner is unsure when to employ them.	They are challenging, and they are included into the fundamentals of the game at the opening and middle, so that the learner grasps the meaning and applies it during the game.
7	Theme with a Hanging piece.	The theme is integrated in "Double Stroke" and "Draw" themes.
8	"Open attack" tactical trick.	It is tough and has been transferred from 2 to third grade program.
9	The types of "draw/tie". Complex rules that the pupil must memorize.	There are several rules that the pupil should not memorize. The learner establishes "a tie" with all of the pieces.

10	There isn't a practical game for every topic.	Each topic has a practical "tiny" game and a "live game" associated with it; the games allow the learner to instantly use the new content obtained, to apply the knowledge in the same lesson. The games allow the teacher to determine whether or not the student has learned the new content and come to the conclusion of the lesson.
11	There isn't any live game. The learner solves tasks on his or her own or with the assistance of others.	The subject of "chess" is taught to the child as a game, an engaging battle. Not only does he remember what a mate is, but when he proclaims a mate during practical games, he gets the thrill of producing his own checkmate. In his own game, he notices his mistakes, corrects them, and accepts responsibility for them, but in a "real" game, the learner utilizes his knowledge.
12	The student have to be aware of the fields f2 and f7, as well as the weaknesses of the previous level.	During the real game, the learner employs the f2 and f7 fields, as well as the weaknesses of the previous level. The learner learns by self-organization and by making mistakes. In the game, he applies his expertise.
13	There are no chess fundamentals topics.	The fundamentals aid the learner in understanding the game's goal and meaning, as well as visualizing it as a whole.
14	There are no competitions to reinforce the topics covered.	There are 5 lessons with one-step checkmate problem competitions in which we strengthen the pieces, check, checkmate, stalemate, chess field, fields' names, "draw", "double attack" topics.
15	There are tactical trick employed.	The majority of the tactical techniques have been shifted to the third grade program and are no longer available to the majority of learners. Only connection "draw" and double attack methods are available in the application.
16	There are no lessons on how to set up checkmate positions.	There are five lessons on creating checkmate positions. With three and then 4.5 pieces, the learner develops checkmate positions.
17	There is no practical game. In practice the principles are not applied.	Only by playing, according to game principles, and utilizing the "live game" can the 2nd grader prepare for the 3rd and 4th grades in terms of understanding tactical techniques and thinking about strategic plans, evaluation, planning, and implementation.
18	The subject's gaming potential is not utilized.	One may develop a love for the subject "Chess" by focusing on the gaming aspect of the subject.
3rd grade		

21	Suicidal rook.	The title was changed to "self-sacrificing rook." The emotional maturity of the elementary school pupil was taken into consideration.
22	Assistant checkmate.	This topic is not included.
23	Endgames are overwhelming for learners, and in some circumstances, teachers as well.	The end games are simplified, and the important notions, such as the "idea of collaboration," are taught.
24	All topics were prepared with one, at most two years of experience in consideration.	All topics were written after ten years of testing and investigation.
25	There is no position evaluation.	Position evaluation is a method that is used to guide learners in tactical and strategic circumstances.
26	The strategy section is complicated; it does not evolve from simple to complex idea.	Starting from the second grade, the strategy section evolves in a spiral, eventually integrating into the topics. The strategy section is the summit of chess learning, since it hones the learner's abilities to assess, plan, execute, predict, and avoid the program. It's essential that these topics are only presented when a sufficient foundation of knowledge has been developed.
27	Learn about the world champion's biography and one game.	The strategy of the world champion is being discussed.
28	There aren't many tactical tricks.	There are several tactical tactics. It is the strategy that propels the development of alternative thinking. For example, there are many typical steps and options in the position, but the learner must seek out and do the most unlikely, maybe profound, step or option

As we can see, the new standard is based on the dominance of the chess game aspect, which teaches the fundamentals of the game.

Complex themes have been eliminated from the standard, several tactical tactics have been added, and the strategy section has developed in a spiral while adhering to the sequence principle.

Lesson-competitions have also been created, which review prior information in a fun competitive environment.

The teaching of the end games is based on the concept of collaboration, which creates an acceptable value system for the learners.

To assess the efficiency of the new standard, we created a questionnaire and distributed it to the teachers taking part in the test.

In August 2021, 114 teachers took part in the study. The findings are as follows:

Figure 1. The results analysis of the assessment of the “chess” subject new standards
Question 1. What do you think about the topics of the new standards of “chess” subject?

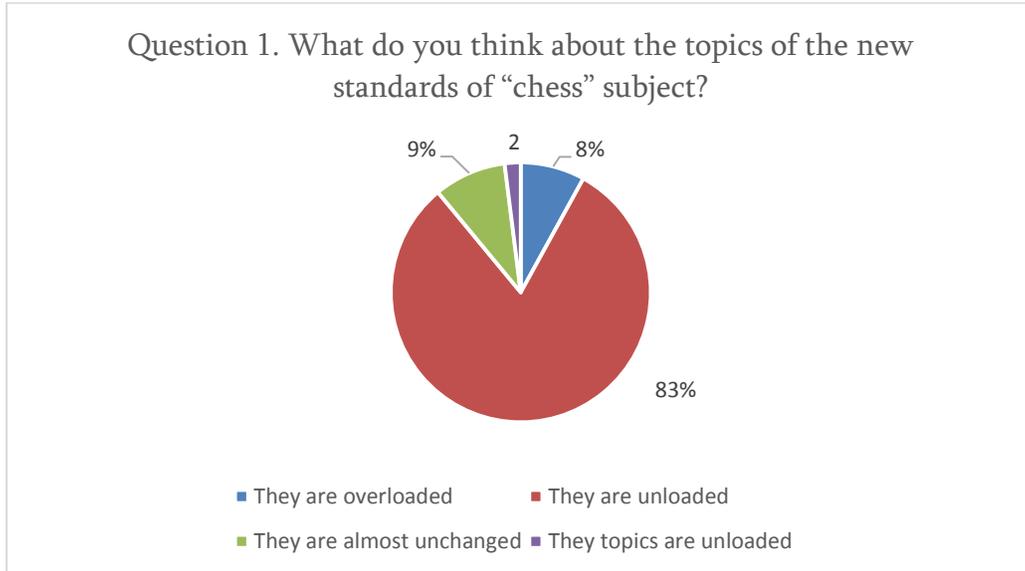


Figure 2. The results analysis of the assessment of the “chess” subject new standards
Question 2. What do you think about the structure of the new standard for the "Chess" subject?

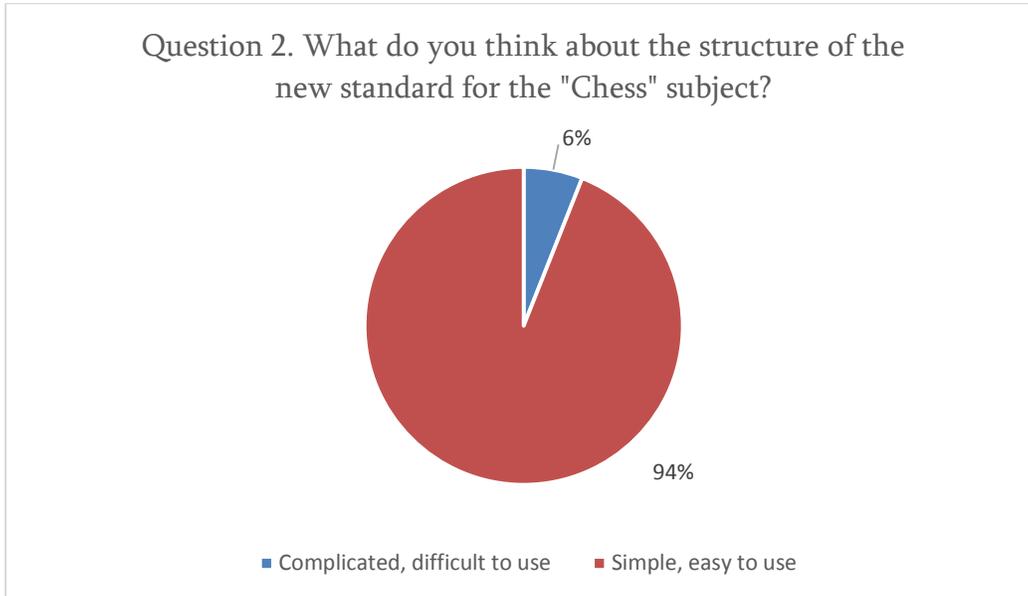
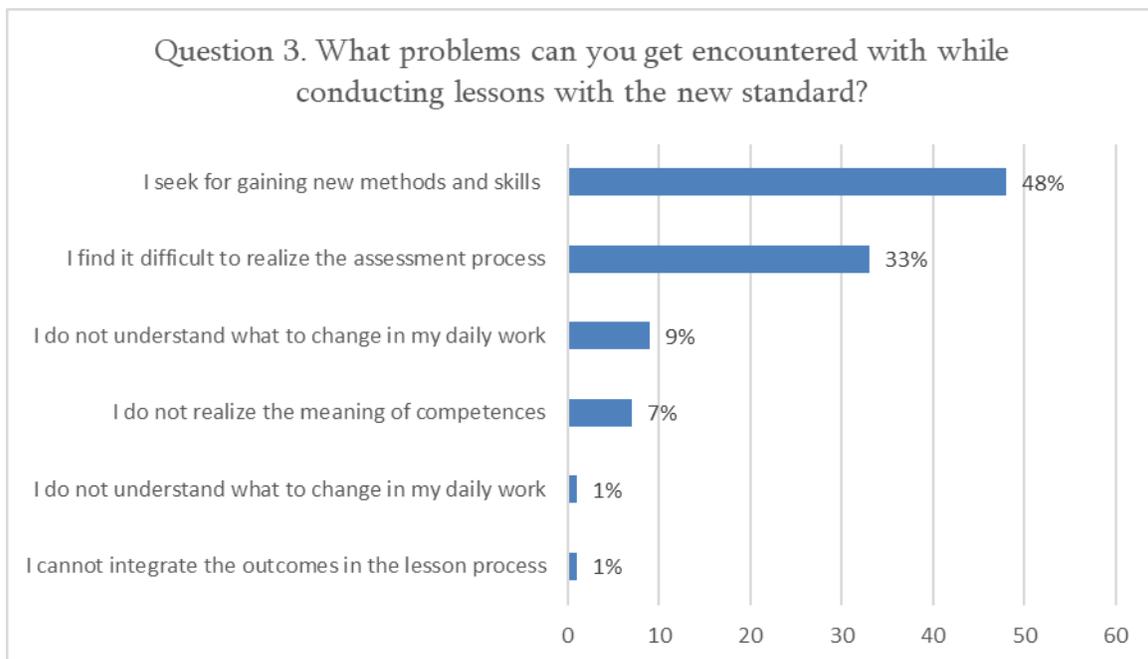


Figure 3. The results analysis of the assessment of the “chess” subject new standards
Question 3. What problems can you get encountered with while conducting lessons with the new standard?



As can be shown, the majority of teachers consider that the regular topics of the subject "Chess" are unloaded in terms of content and simpler to orient in terms of structure. As for the challenges, it's evident from the responses that teachers need new teaching approaches and abilities in order to organize competence-based learning and shape learners' desired outcomes.

We feel that the findings of the study mentioned above, as well as teachers' feedback, should be taken into account when developing a chess teacher training module.

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ԱՍՓՈՓՈՒՄ
«ՇԱԽՄԱՏ» ՈՒՍՈՒՄՆԱԿԱՆ ԱՌԱՐԿԱՅԻ ՆՈՐ ՉԱՓՈՐՈՇՉԻ
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ԽԱՉԱՏՏՐՅԱՆ Հ.Վ., ԽԱՉԱՏՏՐՅԱՆ Ս. Հ., ՄՈՎՍԻՍՅԱՆ Ն.Ն.

Հասարակության ձևավորման և զարգացման տարբեր փուլերում կրթության համակարգին, նրա բովանդակությանը ներկայացվել են տարբեր պահանջներ: Ինչպես գիտենք, նախկինում կարևորվում էր միայն գիտելիքը: Այնուհետև, պարզ դարձավ, որ միայն գիտելիքը բավարար չէ. կարևոր է ոչ միայն այն, թե ինչ գիտես, այլև այն, թե ինչ կարող ես անել քո իմացածով: Այդ փուլում ավելի կարևորվեցին նաև հմտությունները: Բայց աստիճանաբար պարզ դարձավ նաև, որ դա էլ բավարար չէ, քանզի կարևոր է, թե ինչ նպատակով է մարդն օգտագործում իր գիտելիքներն ու հմտությունները, ինչ ձևով է արձագանքում տարբեր զարգացումներին: Այս փուլում կարևորվեցին նաև դիրքորոշումները, վերաբերմունքը: Գիտելիքների, հմտությունների, դիրքորոշումների ինտեգրման հիման վրա, այսօր աշխարհում մեծ տարածում են ստանում կարողունակությունները (կոմպետենցիաները): Եվ ահա Հայաստանի հանրակրթության 2021 թվականին հաստատված նոր չափորոշիչները հիմնվում են կարողունակությունների վրա:

Ներկայացվող հոդվածում մենք անդրադառնում ենք կարողունակությունների վրա հիմնված կրթության էությանը, դասավանդման սկզբունքներին, ներկայացվում են այն 8 կարողունակությունները, որոնք ընկած են ՀՀ հանրակրթության չափորոշիչի հիմքում: Քննարկվում է նաև այդ կարողունակությունների արտացոլումը ՀՀ հանրակրթական դպրոցների 2-4-րդ դասարաններում որպես պարտադիր առարկա դասավանդվող շախմատի չափորոշչում, կոնկրետ ցույց են տրվում տարրական դպրոցի շրջանավարտին ներկայացվող մի քանի վերջնարդյունքներ ու դրանցից բխող պահանջներ «Շախմատ» ուսումնական առարկայի համար:

Մեր կողմից կատարվել է նաև «Շախմատ» ուսումնական առարկայի նոր և գործող չափորոշիչների բազմակողմ համեմատական վերլուծություն:

Հոդվածում ներկայացված են նաև նոր չափորոշիչի փորձարկման ընթացքում մեր կողմից կազմված և ուսուցիչներին տրամադրված հարցարանի վերլուծության արդյունքները. ուսուցիչների արձագանքները կարող են օգտակար լինել ուսուցիչների համար նախատեսվող վերապատրաստման մոդուլի մշակման ժամանակ:

Բանալի բառեր. Կարողունակություններ, կարողունակությունների վրա հիմնված կրթություն, դասավանդման սկզբունքներ, տարրական դպրոցի վերջնարդյունք, «Շախմատ» ուսումնական առարկայի չափորոշիչ, «Շախմատ» ուսումնական առարկայի վերջնարդյունք:

РЕЗЮМЕ
ОТЛИЧИТЕЛЬНЫЕ ОСОБЕННОСТИ НОВОГО СТАНДАРТА ПРЕДМЕТА
"ШАХМАТЫ"

ХАЧАТРЯН Э. В., ХАЧАТРЯН С. О., МОВСИСЯН Н.Н.

На разных этапах становления и развития общества к системе образования и его содержанию предъявлялись разные требования. Как известно, раньше первенство отдавалось только знаниям. Очень скоро стало ясно, что одних знаний недостаточно: важно не только то, что вы знаете, но и то, что вы можете сделать на основе этих знаний. На этом этапе была дополнительно усилена роль навыков. Но постепенно стало понятно, что и этого мало, ведь важно также с какой целью человек использует свои знания и умения, как он реагирует на разные события. На этом этапе стали использоваться также позиции и установки. На основе интеграции знаний, умений и установок на сегодняшний день в мире широкое распространение получают умения (компетенции). И вот, новые стандарты общего образования в Армении, утвержденные в 2021 году, основаны на компетенциях.

В представленной статье мы обращаемся к сути образования, принципам обучения, представлены 8 умений, которые лежат в основе стандарта общего образования РА. Обсуждается также отражение этих умений в стандарте шахмат, который преподаются как обязательный предмет во 2-4 классах общеобразовательных школ РА.

Нами также представлен всесторонний сравнительный анализ новых, действующих стандартов предмета «Шахматы».

В статье также представлены результаты анализа анкеты, предоставленной нам учителями во время тестирования нового стандарта. Отзывы учителей могут быть полезны при разработке учебного модуля для учителей.

Ключевые слова: умения, образование, основанное на умениях, принципы преподавания, конечный результат школы, конечный результат предмета «Шахматы», стандарт учебного предмета «Шахматы».

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