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PHILOSOPHY OF CHESS EDUCATION: THE ARMENIAN EXPERIENCE

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The article shows the experience and features of the introduction and development of the chess subject in the Republic of Armenia. The article is based on the analysis of materials, documents, and data obtained from expert interviews, observations of the educational environment. The experience of introducing chess is a new phenomenon in the education system of the Republic of Armenia, which has a tradition of about ten years. Such programs and projects are aimed at modernizing education, an index of accessibility, improving the quality of education. The Armenian model of including chess as an educational subject has a conceptual significance for the educational system, it is aimed at solving the following educational problems: It should be mentioned that Armenian chess education in the field of general education is currently at the stage of development, the stable foundations, and principles of which are firmly laid and pursue certain goals. We can say that the introduction of chess has required a wide range of human, cultural, and social potential.

Key words: chess education, critical thinking, problem -solving, social values, primary school.

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The issue of ensuring and improving the quality of education requires continuous work, consistency with reforms, especially nowadays. Today the effectiveness and quality of educational reform depends not only on a comprehensive and detailed study of the new programs and projects being introduced, but also on the demands of different stakeholders in the education sector, the educational environment, the period, and the relevance of a particular society. This issue is more sensitive in the field of general education when it comes to ensuring the quality of education in primary school, the implementation of educational reform projects and programs.

In the field of general education in the Republic of Armenia, the processes of ensuring the quality of education and reform policy have continued. Such programs and projects are aimed at modernizing education, accessibility index, improving the quality of education. In this

context, state standards of general education of the Republic of Armenia have been developed, new curriculums and new educational subject groups have been approved.

In 2011 chess entered the basic secondary schools, completing the list of subjects of the 2nd, 3rd and 4th grades in the primary school. The aim of the article is to show the experience and peculiarities of the introduction of the Chess subject in the Republic of Armenia.

Based on the points mentioned above, the following issues have been raised in the work:

- ✓ To find out the human, cultural, social potential of the Chess curriculum
- ✓ To identify the obstacles encountered during the introduction and operation of the curriculum and ways to overcome them
- ✓ To analyze the impact, results and effectiveness of chess education in the learning process
- ✓ To assess the potential of chess as an educational subject in the context of socio-cultural conditions in Armenia

Methodology. The article is based on the analysis of materials, documents and data obtained from expert interviews, observations of the educational environment.

Information on the peculiarities of the organization of chess education, environmental factors was collected through observations, which was significant for the contextual analysis of chess education. The study of the key components of chess in education - textbooks, methodological manuals for teachers, procedural criteria, training modules - was carried out by the method of document analysis, and the technique of secondary data analysis was used. Expert interviews were conducted with 10 experts in order to analyze chess education in depth, to evaluate its effectiveness and perspectives. The participants of the interviews are chess education experts and leading specialists, who were selected in accordance with the following criteria:

- ✓ Participation in "Chess in School" projects and programs
- ✓ Experience of scientific-research work in the field of chess education
- ✓ Existence of scientific works on the philosophy and policy of education.

It should be noted that the experts are from different gender, age and professional groups. The wide range of professionalism and employment has made it possible to bring out the views of experts in the fields of sociology, psychology, pedagogy and education, as well as those in charge of education in state bodies on the issues and problems raised.

The introduction of chess in the field of general education

The experience of introducing chess is a new phenomenon in the educational system of the Republic of Armenia, has a tradition of about ten years. It was introduced in accordance with the procedures of other general education subjects, passing through several stages. The peculiarity of the introduction in the first stage was related to the professional teaching potential. The introduction of chess in the daily life of the primary school student pursues the solution of a number of problems, which are aimed at the implementation of the strategy of reforming the educational system of the Republic of Armenia. The Armenian model of including chess as an educational subject has a conceptual significance for the educational system, it is aimed at solving the following educational problems:

- ✓ To educate a harmoniously developed and socially responsible person

- ✓ To introduce and develop new teaching methods and methodological techniques, which will create an opportunity to stimulate educational motivation and increase the level of students' involvement in the educational process.
- ✓ To shape and develop common basic learning and thinking skills and abilities
- ✓ To contribute to the discovery and development of students' special abilities and talents.

In a number of international studies, the Armenian model of introducing the subject of Chess is considered successful. Particularly in FIDE-EDU IN SCHOOLS SURVEY report it is characterized by the features of state support, high control and coordination]. Within the framework of the Armenian model, special attention is paid to the connections and interdisciplinary influences of Chess and other subjects.

Analyzing the expert data, it can be argued that the primary principle of the introduction of chess education is the formation of chess thinking, the second principle is to increase the efficiency of learning other subjects of general education through chess thinking. The next principle is to ensure the harmonious development of the person, which is manifested in the development of intelligence and emotional intellect. By the way this is also stated by the experts.

"Chess is a subject that constantly sets goals in different changing situations, overcomes obstacles, has emotional feelings, controls those emotional feelings, and ultimately now we have a lot of research showing that emotional intelligence of a student studying chess is pretty high. "
(Expert –psychologist 55y.)

It is clear from the analysis of research materials that chess is not only a game, but also has a great potential for general education. Chess contains both scientific, aesthetic and sports elements, which are the main aspects of general education.

"You know, for example, basketball can also develop the skill you mentioned, or checkers, there are different board games, why chess? Look, for example, if we make football or basketball a compulsory subject in general education, first we do not have that infrastructure. One of the advantages of chess is that it does not want a lot of resources, and a country like Armenia that cannot build 1400 basketball or football fields in every school. In other words, we have to make this calculation that chess is very convenient for countries that do not have great financial resources." (Expert of education -50y.)

Speaking of resources, it should be noted that the achievements of the Armenian chess culture, the public predisposition to chess, as well as the intellectual potential, the presence of a large number of chess players, their popularity can be considered for the introduction of the subject of chess. As a result of the latter, the perception of chess as a value and national strength was formed.

Speaking of resources, it should be noted that the achievements of the Armenian chess culture, the public predisposition to chess, as well as the intellectual potential, the presence of a large number of chess players, their popularity can be considered for the introduction of the subject of chess. As a result of the latter, the perception of chess as a value and national strength was formed.

However, the introduction of chess as a subject in general education has been accompanied by certain obstacles and risks. According to the data received, among the obstacles

was the public concern about the workload of students, the fact that chess with its complexity and science pretended to be among the main subjects of general education. The next most difficult obstacle to overcome is the attitude of the parents due to the low level of chess knowledge and awareness. According to the survey, although the majority of students (88%) were enthusiastic about chess, parents still had concerns and reservations. These fears were partially justified and were related to the ambiguity of the pedagogical principles of the chess field, the incompleteness of the methodological guidelines, and the lack of pedagogical knowledge of the chess players in the initial period. Taking into account the above-mentioned obstacles, a number of works have been carried out by different structures. The role of the Chess Academy of Armenia, the Academy of Sciences of the Republic of Armenia (formerly the Ministry of Education and Science), the Chess Research Institute and the ASPU was especially emphasized by the experts. These institutions have trained chess teachers to develop pedagogical knowledge and skills.

According to the experts, the main goal of the training concept of teachers teaching the subject "Chess" is to develop and develop the communication skills of teachers teaching chess, to ensure their methodological armament, the development of pedagogical-psychological skills.

"The concept of training is divided into two parts, the first is the chess section, where the methodologists with years of experience are responsible, and at the same time pedagogical psychologists are responsible for the pedagogical-psychological aspect." (Expert of Developmental psychology -60y.)

Particularly important during the trainings was the emphasis on the role of chess in the development of students' mental and thinking abilities.

The role of chess education in the development of knowledge and skills.

The fact that chess is an intellectual game is discussed in the existing chess literature. In addition to the above, in order to understand the role of chess in education, it is necessary to reflect on the connection between the development of thinking during learning and chess [1, p. 36-42]. Human thinking develops when it works in two basic modes, concentration-dispersion, which must be replaced on a regular basis. This process is fully expressed in the framework of chess thinking. According to one of the experts: **If we go back to the chess game, we will see that when a chess player thinks about his step, he is focused, when he makes a move, he disperses a little and it is proved that if the brain works like that, like focusing and dispersing again and again, the results get even better.**

In other words, chess develops learners' thinking skills and thinking types. In particular, experts highlight the possibility of developing divergent / alternative thinking through chess. Chess education allows the learner to see multiple solutions to the problem, to choose the effective option in that multiplicity [2, p. 22-29]. The development of divergent thinking is closely linked to the creative mind. Creativity is defined as the ability to look at and solve a problem from a particular perspective. It is a creative process that allows you to discover connections, overcome new challenges and look for unusual, original, new solutions [3, p. 5-7]. Teaching chess contributes to the flexibility of the standards of creative thinking, the development of original qualities and heuristic abilities. The next criterion of creative thinking

is imagination, the development of which we can promote through chess education. Chess requires the ability to visualize [4, p. 64], that is, to develop visual perception, to develop the necessary image individually or as a whole. Visualization is the ability to help a person create ideas before any situation, to try to visualize the situation in great detail before reaching it.

The basic and classic chess ability is the calculation, which, according to experts, is obviously developed through chess thinking.

"Before deciding on the next step, you must not touch the pieces, that is, when you touch any piece you have to step on it, it means that the student is obliged to think in detail and calculate all the consequences that his action may bring." (Expert – teacher-trainer -35y.)

The results of a number of studies show that the process of chess education promotes critical skills, the ability to predict, plan, and compare, and develops algorithmic-logical thinking [5, p. 105-118].

Expert data also speaks of other qualities that are developed when teaching chess: **"Children who succeed in chess, be it in the form of numbers, be it in terms of solving purely chess problems (we are talking about educational chess), here their reflex is much higher, the ability to weigh."** (Expert –psychologist-researcher 40y.)

In parallel with the above-mentioned thinking skills, the influence of chess education is evident in the development of qualities of social values, which is possible from the point of view of mutual understanding and harmony. According to the interviews, chess is a space game, that is, it is so harmoniously formed that almost all spheres of life are included in chess. Chess education has a wide range of opportunities, potential and impact on the harmonious development of a person. Harmonious development, in turn, is related to the recording of a person's maturity, the real conditions of which are created through chess thinking. According to the expert, a person is considered mature, or an individual who is able to make a choice, to be responsible for his own decision and choice.

In this context, chess is very comprehensive. The learner makes the decision on the execution of the step, evaluating the most purposeful and effective one in the variety of steps, after which he / she is going to accept the step and the responsibility for his / her own decisions. And, if necessary, take action and steps to improve and correct those consequences. This shows that chess education provides an opportunity for the learner to develop social responsibility and a number of important qualities in public relations. Secondary analyzes of research materials and existing studies on chess education show that chess education contributes to the development of a number of social values: tolerance, honesty, cooperation, and purposefulness among learners [6, p.36-37].

According to the experimental data, the potential for the development of discipline as a key quality through chess is mostly invaluable.

"I can say that chess teaches discipline, because often we do not like rules, we like self-activity, but chess is one of those games that has clear rules, and through chess, we can also teach children that there are rules in both chess and life." (*Expert of education -50y.*)

Conclusions

Summarizing the above, it can be concluded that Armenian chess education in the field of general education is currently at the stage of development, the stable foundations and principles of which are firmly laid and pursue certain goals. We can say that the introduction of chess has required a wide range of human, cultural and social potential. Chess education in Armenia has a high viability due to the existing professional potential, as well as the existence of a mechanism for sustainable transfer of pedagogical knowledge and the general interest of the public. Despite all this, there are a number of obstacles that have not yet been overcome; they require comprehensive solutions and attention. The fact that there is a field of cooperation on the introduction and development of the chess fable and a common vision among government agencies, education experts and chess specialists, becomes a purposeful basis for the development of chess education prospects. In addition, a research-based policy is being developed in the context of the processes accompanying the introduction of chess education, which is possible for the implementation of new projects and programs aimed at improving chess education.

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ԱՄՓՈՓԱԳԻՐ

ՇԱԽՄԱՏԱՅԻՆ ԿՐԹՈՒԹՅԱՆ ՓԻԼԻՍՈՓԱՅՈՒԹՅՈՒՆԸ. ՀԱՅԿԱԿԱՆ ՓՈՐՁ ՍԱՆԱԶՅԱՆ Բ. Ա., ՍԱՆԱԶՅԱՆ Լ. Ա.

Հոդվածի նպատակն է ցույց տալ Շախմատ ուսումնական առարկայի ներդրման փորձն ու առանձնահատկությունները ՀՀ-ում: Շախմատի ներդրման փորձը ՀՀ կրթական համակարգում նոր երևույթ է, ունի շուրջ տաս տարվա ավանդույթ: Նման ծրագրերն ու նախագծերը միտված են կրթության արդիականացմանը, մատչելիության ցուցանիշի, կրթության որակի բարձարցման արդյունավետությանը: Հոդվածը հիմնված է

փորձագիտական հարցարույցներից, կրթական միջավայրի դիտարկումներից ստացված նյութերի, փաստաթղթերի և երկրորդային տվյալների վերլուծության վրա:

Հայաստանյան շախմատային կրթությունը հանրակրթության ոլորտում ներկայումս գտնվում է բուն զարգացման փուլում, որի կայուն հիմքերն ու սկզբունքները այլևս անխախտորեն դրված են և հետապնդում են որոշակիացված նպատակներ: Կարող ենք ասել, որ շախմատ ուսումնական առարկայի ներդրումը պահանջել է մարդկային, մշակութային, սոցիալական ներուժի լայն ներառում:

Բանալի բառեր՝ շախմատային կրթություն, քննադատական մտածողություն, խնդիրների լուծում, սոցիալական արժեքներ, սկզբնական դպրոց:

РЕЗЮМЕ

ФИЛОСОФИЯ ШАХМАТНОГО ОБРАЗОВАНИЯ: АРМЯНСКИЙ ОПЫТ

ТАНАДЖЯН К. А., ТАНАДЖЯН Л. А.

Статья показывает опыт и особенности внедрения и развития шахматной дисциплины в Республике Армения. Статья основана на анализе материалов, документов и данных, полученных в ходе опросов экспертов, наблюдений образовательной среды. Опыт введения шахмат является новым явлением в системе образования Республики Армения, которая имеет традицию около десяти лет. Такие программы и проекты направлены на модернизацию образования, индекс доступности, повышение качества образования. Армянская модель включения шахмат в качестве образовательного предмета имеет концептуальное значение для системы образования и направлена на решение следующих образовательных проблем: Следует отметить, что армянское шахматное образование в области общего образования в настоящее время находится на стадии развития, прочные основы и принципы которого прочно заложены и преследуют определенные цели. Мы можем сказать, что введение шахмат потребовало широкого спектра человеческого, культурного и социального потенциала.

Ключевые слова: шахматное образование, критическое мышление, решение проблем, социальные ценности, начальная школа.

Approved for publishing by doctor in psychology, professor Vladimir Karapetyan

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