

REFLECTION ON THE EXPERIMENTAL MODEL OF A CHESS TEACHER'S COMPETENCES
(analyses and interpretations)

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DOI: 10.24234/scientific.v1i46.136

ABSTRACT

Chess teaching approach in junior classes of primary schools is discussed in the article, considering it as a leading educational activity, as it completely reflects the essence of psychological renovation. Chess education is considered to be the unique display of resistant process of aimed unification of educational activity, the result of which are the actions with certain characteristics (scientific, systematic, generalized, etc.). The idea of junior school education can be newly interpreted in the process of chess teaching. In this context the model of professional competences of a chess teacher, which is the means of the formation of academic activity, must be considered and checked in primary schools as well. Thus, the purpose of the research is to reveal the real place of teaching of chess as a leading activity and to suggest a new model of competencies with the perspective of cognitive block and activation of cognitions. During the research, the following methods have been used: theoretical analysis, modeling, combination of empirical studies. It has been revealed that chess education in primary school is built with the mechanism of combining suitable learning activities, which in its cognitive nature reflects the entire element of the competences of the chess teacher.

Key words: leading educational activity, universal teaching activity, comparative analysis, a model of a chess teacher's competences.

INTRODUCTION

Problem Statement

1. The involvement of chess in the primary school:

The concepts of educational activity and developmental learning suggested by D. B. Elkonin, V. V. Davidov and their followers in the 60-70ss of the last century could not have sufficient evidence, because they could not predict or take into account the fact that there may be significant changes in the primary school introducing of a new subject (Эльконин Д. Б., 1961; Давыдов В. В., 1996, 1987).

2. **Psychological innovations** (attention, planning and reflection) were observed in the 70s only in experimental school studies. Therefore, the authors could not predict the effectiveness of chess teaching currently taught in schools and its cognitive potential. Thus, it is necessary to discuss the problem in a new way and connect it directly with two important ideas of chess: psychological innovations and the competences of the chess teacher, as a result of which the real potential of chess will become clear within the framework of the new interpretation of the concept of educational activities.

The 21st century is the time of knowledge and information technologies. As for knowledge, it can be stated that although the stock of knowledge is constantly expanding, it does not lead to a systematic and multifunctional application of knowledge in various spheres of human activity, because education with the individual-oriented content is not yet aimed at creativity. In addition, the teaching of a number of academic subjects in public schools directly leads to the quantitative growth of knowledge, and not to the multi-layered qualities of assimilation of knowledge or simply to the real quality of education, as a result of which the complex approach of logical thinking and creativity, the multi-dimensionality of the study of phenomena, the strong analytical and synthesis processes, reflection and other qualities are not particularly manifested during learning. In various models based on teaching theories, the learner's motivation, learning goals, teaching methods, psycho-pedagogical conditions and educational technologies are not simultaneously combined and not fully represented. Each of the listed ones content-wise requires the organization of some new activity, while the included learning processes do not automatically form the educational potential that can motivate 77 learners and be purposeful. In a practical sense, this problem has been personified for centuries at the level of the educator, because he/she should especially arouse interest in the taught subject. As a result, it turns out that the independent observations of objective and subjective factors significantly reduce the essential indicators of the attitude towards education, which affect the quality of education. Meanwhile, the models of learning activities, however different in terms of content, include analyzes of specific situations, learning activities, process management control and evaluation components. Perhaps it would be appropriate to state that all this is difficult to implement in the same activity structure, because they must be modeled at the level of functions in different forms and types of activity. As a sample of similar activities, various educational games are proposed, because they arouse interest and have cognitive, behavioral and emotional components, the real potential to motivate the learner. However, the active introduction of didactic games and the introduction of innovative technologies did not significantly affect the quality of education, because their structure and functions could not be fully included in the organization of the same educational activity, and the separate lessons, not having a 'common core', were not internally united. The link of 'Science-Education-Practice' chain was practically not connected (Гальперин П. Я., 1965). Educational activity with its structure and functions did not lead to creativity or the formation of critical thinking. Now let's observe if there is an academic subject among the subjects taught in junior high school, which with its content, structure and cognitive potential can lead to educational values. formation, summarizing all the components of educational activities and the interests and attractiveness

characteristic of game situations. For this purpose, the programs, standards, textbooks and educational manuals of all subjects taught in primary school were studied in order to find out the abilities of both creativity and independent decisions or solutions. As a result of it, we can say, that only mathematics and chess have an evidential nature, with the only difference that the possibilities of chess as a live game are relatively more. Below we will discuss the educational model of chess and try to prove the unique psychological function of chess in the context of educational activities. Since 2011, the introduction of Chess as an academic subject in public schools in RA was a truly revolutionary step in many ways. Much has been written about this in the press, public speaking and scientific articles. However, in this case, we are more interested in the model of the so-called chess teacher, who has an exceptional role in educational activities, considering that it includes structural and functional components that lead to logical thinking and creativity, and on the other hand, they act as tools for the formation of volitional qualities and management of the emotional sphere. Multiple chess champion Anatoli Karpov notes: 'Chess teaches time control, analysis, planning and self-discipline'. Meanwhile, the listed qualities, as desired results, can be purposefully formed at the level of the leading educational activity, if it includes compatible educational activities comparable to each other, which lead to the formation of psychological innovations. This approach makes it possible to give chess education a new psychological meaning. A lot has been written about it, but it has not been considered in the framework of any concept of education and no scientific justification has been given. That is the reason that many factors and conditions are mentioned in scientific methodical researches, which are not organized around any axis and are not discussed in the context of the academic activities of primary schools. Therefore, the problem of leading activity and psychological innovations is also left out. Nevertheless, although there are clear positions about the purposefulness of teaching chess and especially in the direction of process control and planning, it has not yet become a serious subject of theoretical analysis.

DISCUSSION

Observing chess education in the context of suitable educational activities, an opportunity is provided for a logical to make a transition to the field of competences of a chess teacher.

1. Relationship between competencies and cognitive framework

The basis of the current classifications of competencies is mostly built from the perspective of professional education standards and certain fields (social, cognitive, personal, etc.), and in this context, the options offered by various authors regarding the pedagogue's competencies also feel overly general formulations that correspond to the 21st century competences. Thus, in those competencies, the 'Cognitive competencies' block was singled out, which includes many abilities (planning, creativity, etc.), while it is not taken into account that each competency within the scope of a specific profession, while being identical in terms of content, is characterized by specific features. The ability as action(s) has its own characteristics, because the action is always performed at one or another level and has a specific degree of generalization, with the

involvement of possible operations and different degrees of mastery, while in the subject plan or professional activity, it is necessary to separate those competencies typical to a profession, that demonstrate not only desired outcomes, but also dynamic development of competencies that are necessary not only for training, but also for evaluating current achievements and organizing correction work. That is why the competencies of a chess teacher must be considered separately and distinguished from the general formulations of the competencies of a pedagogue, although some competencies can also be identified in terms of formulation in the context of pedagogical activity competencies. In order to develop the competences of a chess teacher, a competence map was drawn up in advance. Theoretical and practical studies have shown that in the case of chess training, we mostly deal with three essential components of the cognitive sphere. Let's justify why the cognitive block and cognitions receive special attention in our discussions. The essential reason for this is not limited to the peculiarities of chess as an intellectual game. The psychological phenomenon of chess is hidden in many processes, emotional states and behavioral manifestations. In the case of chess, it is appropriate to say: intelligence, thought, rational choice of chess moves, game planning, etc., are at work from beginning to end. Accepting the priority of the cognitive block in the list of 21st century competencies, we also add cognitions so that in the case of teaching chess, not only the variety of knowledge, but also contradictory ideas, which can also hinder the selection of adequate moves, become observable.

2. Theoretical implications of the model of chess teacher competencies

Understanding the essence of teaching chess as an intellectual game, must be included in the assessment of a chess teacher's competences, if the cognitive field and cognitions are considered as a sufficient basis for the axis of competences, around which methodical, emotional and personal competences are surrounded. From this point of view, we distinguish:

2.1. Cognitions and cognitive block

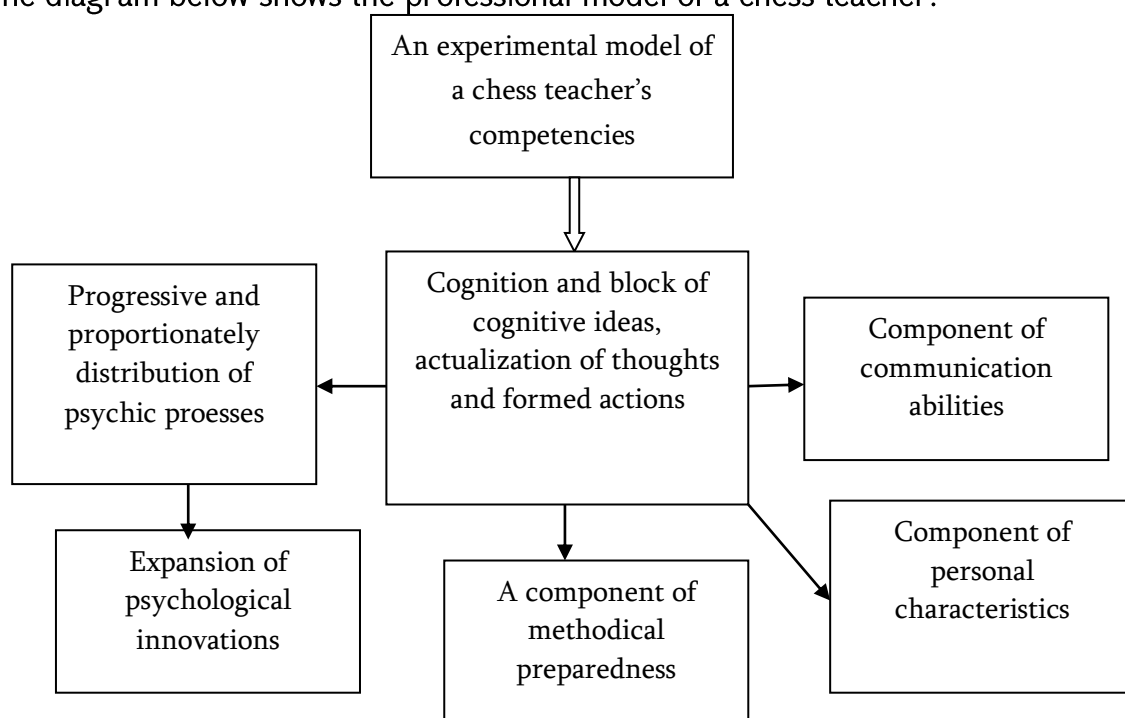
Through this structure, all ideas about chess are revealed, both as knowledge and as an ability. In general, from the perspective of educational psychology, the separation of knowledge and ability, especially in the case of teaching chess, is full with serious dangers, because in fact, knowledge is deprived of being part of the activity and becomes superfluous and almost useless content. Therefore, we consider knowledge only within the framework of cognitive activity. In this approach, chess learning is also considered as an activity of the chess game, exclusively an independent part of an epistemic or cognitive nature. In addition, attention, memory, thinking and imagination, planning of steps, reflection, etc. are also included in cognitions. We believe that the components described below should also be included in the cognitive block, because the term 'knowledge' has a broad and comprehensive content. Besides, the experimental study of a chess teacher's competencies will also be meaningful.

2.2. Communication component. It is mostly manifested not only at the verbal level, as original communication, gaining experience. Through facial expressions and movements, contact is also established with one's partner, and at the verbal level also with classmates or the teacher. The analyzes of chess moves and different positions, as an experience, are gained through active communication, so let's consider it as a part of the cognitive block.

2.3. Personal component. The cognitive block is often considered separately, separate from the person. In this case, the person is separated from the sphere of his cognitive ideas, as a result of which the subject of the activity isn't considered. Observing the manifestations of the emotional sphere and volitional qualities in the context of the actual activity of chess, the perception of the meaning of teaching chess will become more effective, because it will more be oriented to the acquisition of new experience, personal growth, self-control, restraint and determination.

2.4. Methodical component. They are the instrumental components through which specific and purposeful actions (offensive, defensive, etc.) are performed.

The diagram below shows the professional model of a chess teacher.



CONCLUSION

Thus, the direction of the development of the theoretical foundations of the experimental model is determined by the perspective of the psychological activation of various competencies, at the expense of the cognitive sphere and purposeful guidance of cognitions.

The experimental model of a chess teacher's competencies (cognition and cognitive notions: thoughts, actions, reflection of arguments) directly characterizes the professional competencies of a chess teacher.

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ԱՄՓՈՓՈՒՄ

ԱՆԴՐԱԴԱՐՁ ՇԱԽՄԱՏԻ ՈՒՍՈՒՑՉԻ ԿՈՄՊԵՏԵՆՑԻԱՆԵՐԻ ՓՈՐՁԱՐԱՐԱԿԱՆ ՄՈԴԵԼԻՆ

(վերլուծություններ և մեկնաբանություններ)

ԿԱՐԱՊԵՏՅԱՆ Վ., ԱՄԻՐԱՂՅԱՆ Մ.

Հոդվածում մեկնաբանված է շախմատի ուսուցման հիմնական գործառույթը կրտսեր դպրոցում դասավանդվող ուսումնական առարկաների դասավանդման շարքում՝ այն դիտարկելով որպես առաջատար ուսումնական գործունեություն, քանի որ ամբողջապես արտացոլում է հոգեբանական նորագոյացումների էությունը: Շախմատային կրթությունը դիտարկվում է որպես համապիտանի ուսումնական գործողությունների նպատակամետ համադրման շարունակական գործընթացներ, որոնք հանգեցնում են կոնկրետ բնութագրիչներով գործողությունների (գիտական, համակարգված, ընդհանրացված և ամրակայված գիտելիքներ): Կրտսեր դպրոցականի ուսումնական գործունեության հայեցակարգը նորովի կարող է մեկնաբանվել շախմատ ուսումնական առարկայի յուրացման գործընթացում: Այս համատեքստում դիտարկվում է նաև շախմատի ուսուցչի մասնագիտական կոմպետենցիաների մոդելը, որը համապիտանի ուսումնական գործողությունների ձևավորման միջոց է և պետք է կրտսեր դպրոցում ենթարկվի փորձարարական ուսումնասիրման: Այսպիսով, հետազոտության նպատակն է բացահայտել շախմատի դասավանդման իրական տեղը՝ որպես առաջատար գործունեություն և առաջարկել կոմպետենցիաների նոր մոդել՝ ճանաչողության ակտիվացման հեռանկարով: Հետազոտության ընթացքում կիրառվել են հետևյալ մեթոդները՝ տեսական վերլուծություն, մոդելավորում, էմպիրիկ ուսումնասիրությունների

համակցում: Բացահայտվել է, որ շախմատային կրթությունը տարրական դպրոցում կառուցված է համապատասխան ուսումնական գործունեության համադրման մեխանիզմով, որն իր ճանաչողական բնույթով արտացոլում է շախմատի ուսուցչի կոմպետենցիաների ամբողջությունը:

Հիմնաբաներ՝ առաջատար ուսումնական գործունեություն, համապիտանի ուսումնական գործունեություն, համեմատական վերլուծություն, շախմատի ուսուցչի կոմպետենցիաների մոդել:

РЕЗЮМЕ

РАЗМЫШЛЕНИЕ НАД ЭКСПЕРИМЕНТАЛЬНОЙ МОДЕЛИ КОМПЕТЕНЦИЙ ПРЕПОДАВАТЕЛЯ ПО ШАХМАТАМ (анализы и интерпретации)

КАРАПЕТЯН В., АМИРАГЯН М.

В статье описывается место преподавания шахмат в младших классах начальной школы, считая его ведущей учебной деятельностью, поскольку она полностью отражает суть психологического обновления. Шахматное образование рассматривается как уникальное проявление непрерывного процесса целенаправленного объединения образовательной деятельности, результатом которой являются действия с конкретными характеристиками (научными, систематическими и обобщенными знаниями). Понятие младшего школьного образования можно по новому интерпретировать в процессе обучения шахматам. В этом контексте модель профессиональных и личностных компетенций учителей является средством формирования учебной деятельности младших школьников. Таким образом, цель исследования – выявить реальное место обучения шахматам как ведущей деятельности и предложить новую модель компетенций с точки зрения когнитивного блока и активации познаний. В ходе исследования были использованы следующие методы: теоретический анализ, моделирование, сочетание эмпирических исследований. Выявлено, что шахматное образование в начальной школе строится на механизме сочетания подходящих учебных действий, который по своей познавательной природе отражает весь элемент компетенций учителя шахмат.

Ключевые слова: ведущая учебная деятельность, универсальная педагогическая деятельность, сравнительный анализ, модель компетенций учителя шахмат.