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METHODOLOGY IMPROVEMENT OF INDIVIDUAL PRIMARY CHESS TRAINING FOR CHILDREN OF YOUNGER SCHOOL AGE

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Annotation: The article presents information and recommendations for improving the methodology of individual initial chess training for children of primary school age. The improvement of the methodology of individual initial chess training for children of primary school age is studied on the basis of pedagogical taxonomy. Methods are given aimed at the formation of special quality components of the methodology of individual initial chess training for children of primary school age by systematizing knowledge, understanding, application, analysis, synthesis and evaluation in accordance with the stages of cognitive development. The methods used in improving the methodology of individual initial chess training allow for the coordination of classroom activities, extracurricular activities, club activities and training sessions.

Key words: Chess teaching methodology, pedagogical taxonomy, primary school age, cognitive development, strategic thinking, special qualities of a chess player, seeing combinations, calculating options, positional analysis, individual education.

Relevance of the study: The extremely high interest and demand for the sport of chess in our republic can be seen from the Resolution of the President of the Republic of Uzbekistan No. PQ-4954 dated January 14, 2021 “On measures to further develop and popularize chess and improve the system of training chess players.” In accordance with this decision, the inclusion of chess as a subject in physical education classes in all secondary schools in our country through the "Chess at School" project is one of the most important steps in raising the growing young generation not only physically healthy, but also intelligent and thoughtful young people. As a result of the special attention paid to the sport of chess, the decision to open a wide path for the organization of private chess clubs in our country serves to expand the scope of students and youth involved in chess. As a result of the comprehensive reforms carried out in our country, we can say about the sensational results achieved by the youth of our country's chess players. The victories of our country's chess players in world championships, world cups, and world chess olympiads have opened the way to another new page in the sports life of our country. Achieving these results requires strong will, strong patience, mental capacity, and many skills that are directly formed at a high level in multi-faceted combination games. And especially in the training of world-class professional chess players - international grandmasters, a professionally improved methodology developed by coaches is systematically used.

The younger school age is characterized by an increase in activity in the development of the mind and psyche relative to physical development. At this age, the child's growth slows down and all efforts are spent on learning, developing personality, and forming character.

The beginning of school education, as an important activity of primary school age, involves the transition from play to learning, and accordingly, entering school brings about the most important changes in a child's life, which dramatically alters his entire lifestyle, his social status in the classroom, and in the family. The main, leading activity becomes learning, the most important task that requires organization, discipline and the will of the child is focused on

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learning, gaining knowledge. This indicates a high need for improving the methodology of individual primary chess teaching for children of primary school age and putting it into practice.

The purpose of the study. is to develop proposals and recommendations for improving and organizing the methodology of individual primary chess teaching for children of primary school age.

The task of research. To empirically substantiate methods, ways, tools, and approaches for improving the methodology of individual primary chess teaching for children of primary school age.

Research object. The training process conducted in chess clubs and departments of sports schools in the Khorezm region was selected.

Research methods. The research used methods such as analysis of scientific and methodological literature, questionnaire survey, pedagogical observation, pedagogical testing, pedagogical experiment, and mathematical statistics.

Subject of research: Methods, ways, tools, and approaches to improving the methodology of individual elementary chess teaching for children of primary school age.

Research results and their discussion. Modern requirements for the organization of sports and educational training of children of primary school age make it necessary to move from a fragmented approach (training focused on separate exercises or scattered topics) to a systematic model aimed at managing development. Chess - as an intellectual sport - determines its effectiveness not only by the volume of training, but also by its goal-oriented nature, compliance with the individual characteristics of the child, the quality of didactic tools, as well as regular monitoring and correction. In this regard, the cyclical (closed) model of training is of great importance. This model reflects a consistent sequence of management stages: analysis of the current level → goal setting → planning → provision of resources and technologies → organization of the training process → motivational support → individualization → control and correction → re-analysis.

The methodological essence of the model is that preparation is interpreted as a controlled pedagogical process, and each link in it performs two tasks simultaneously:

a) ensures the implementation of current tasks;

b) creates a basis for moving to the next stage.

Such logic is consistent with the principles of systematicity, consistency, feedback, and individualization. This is especially important for the 7-10 age group, which is characterized by rapid fatigue, instability of attention, and the leading role of game motivation.

Analysis of the current level of the chess player. The initial condition for designing training is diagnostics, which allows you to determine the level of formation of basic chess competencies and the typology of difficulties. At the younger school age, diagnostic processes should be organized in a gentle (non-stressful) form, mainly in the form of game tasks and mini-tests. The analysis includes: understanding of the rules, elementary tactical and technical actions, stability of attention, the nature of mistakes in games, emotional and volitional stability. The logical function of the block: forming an objective “profile” of the student and determining short-term development priorities.

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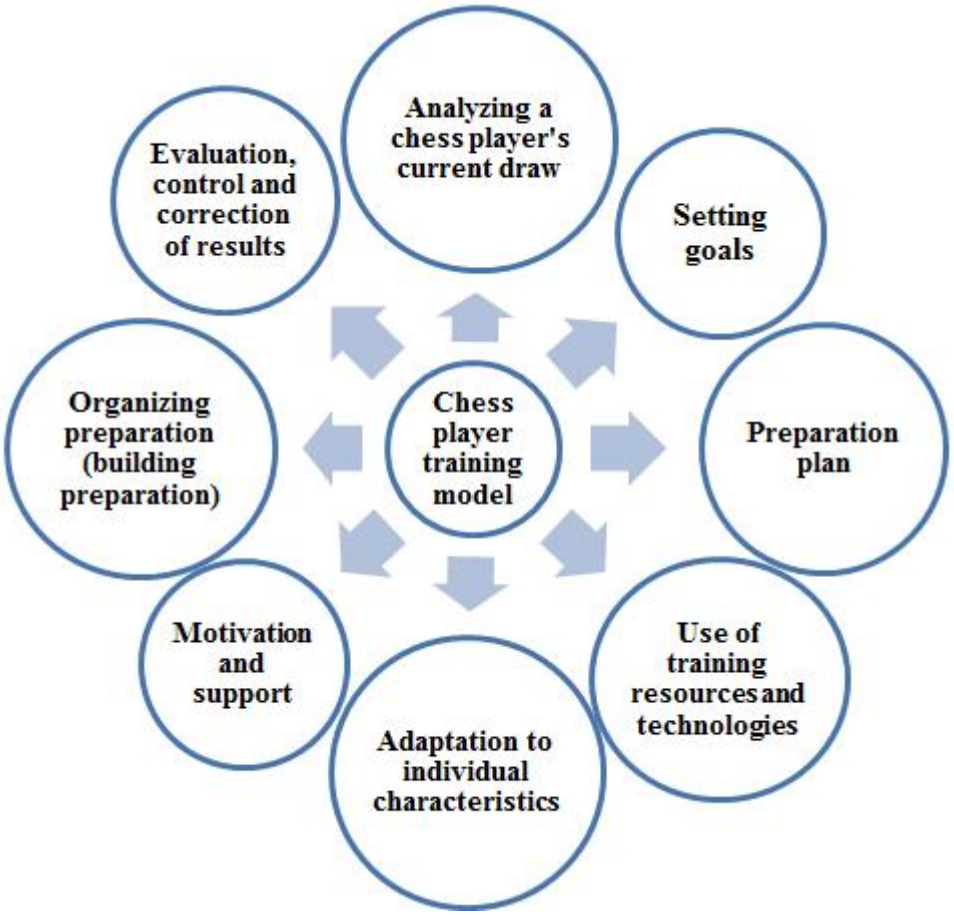

Figure 1. Cyclic model of training chess players of junior school age

Setting goals. Based on the results of the diagnostics, goals are formulated as expected development outcomes over a specified period of time. At the junior school age, goals should be clear, achievable, and focused on building more sustainable skills than on increasing ratings: "checking for threats before moving," "not making simple 'blunders' (very gross mistakes)," "reinforcing typical math constructions." In the structure of goals, it is appropriate to distinguish the following:

a) process goals (consistency, discipline),

b) outcome goals (measuring changes in the quality of decisions),

c) behavioral goals (playing to the end of the game, correct attitude to mistakes/defeats).

The logical function of the block is to convert diagnostic data into controllable routes.

Training plan. Planning means designing the content and sequence of training effects. For 7–10 year olds, a short planning horizon (2–4 weeks) and clear control points are considered reasonable. The plan should provide a balance between tactical practice, game activity, game analysis, and elementary theoretical generalizations. The main principle:

– gradualism: complexity is increased only after basic skills are stabilized.

– the logical function of the block is to "operationally" transform goals into a system of specific tasks and modes

Use of training resources and technologies. The resource block includes organizational conditions (time, training format, availability of coaches and partners), educational and methodological complex (set of problems, cards, visual aids), and digital tools. At a younger age, technologies should be used for a strictly functional purpose: game analysis, interactive exercises, recording progress. It is necessary to limit screen load and exclude the possibility of "unsupervised online play" becoming the main form of training. The logical function of the block: ensuring the feasibility of the plan and the manageability of the training material.

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Building preparation (organizing the process). When organizing a lesson for younger school-age students, it is important to take into account the characteristics of attention and working capacity: the effective duration of one type of activity is on average 7–12 minutes, then a change of activity is required. The optimal structure: "demonstration → short exercise → game practice → analysis → reflection". The introduction of "ritual" elements of the beginning and end of the lesson forms discipline and emotional readiness.

The logical function of the block: to implement the plan in a pedagogically appropriate manner.

Motivation and support. At the younger school age, the motivational component is a system-forming factor, the leading need is emotional acceptance, a sense of success and play activity. Therefore, motivation is supported by a system of "small achievements", encouragement of action and effort (not just the result), the creation of an environment of safe attitude to mistakes ("mistakes are a learning resource") and regular feedback from parents. The logical function of the block: to stabilize the regularity of training and reduce the risk of "fatigue/abandonment".

Adaptation to individual characteristics. Individualization involves taking into account the pace of learning, the predominant type of errors (impulsive or lack of knowledge), the psychological profile (anxiety, competitive tension, risk-taking), and the preference for the format of activity (individual or pair). In practice, this is expressed through individual mini-tasks and variability in the level of complexity. The logical function of the block: to increase the accuracy of the pedagogical impact and the effectiveness of learning.

Control, evaluation of results and correction. The final block implements the principle of feedback. Control includes regular re-testing (tactics/errors), analysis of control batches, assessment of the implementation of the plan and monitoring the psycho-emotional state of the child. At the age of 7–10, control should be of a developmental nature: recording dynamics, discussing achievements, allocating 1–2 priority tasks for the next cycle, eliminating excessive competitive pressure. The logical function of the block: closing the control cycle and updating the new analysis stage.

Thus, the cyclical model provides a transition from random training to a guided pedagogical process; in which each component is aimed at the sustainable formation of basic chess competence, adapted to age capabilities.

In conclusion, the methodological model developed during the study, based on the taxonomy of educational goals and the components of the special qualities of a chess player, is recommended as a scientifically and methodologically sound, practically significant and highly pedagogically effective system for initial individual chess teaching for children of primary school age. This model is suitable for implementation in general education schools, specialized sports schools and additional educational institutions, and can be an effective tool in developing the intellectual potential of students.

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