WEB OF SYNERGY:
International Interdisciplinary Research Journal
Volume 2 Issue 4, Year 2023 ISSN: 2835-3013
https://univerpubl.com/index.php/synergy

Pedagogical Necessity of Developing Intellectual Abilities of Schoolchildren During Chess Teaching

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Article Information

Received: February 18,2023
Accepted: March 19,2023
Published: April 18,2023

Keywords *pedagogical activity, educational approaches, chess, intellectual ability, school education.*

ABSTRACT
In this article, new modern educational approaches and technologies based on the creation of the most favorable psychological and pedagogical conditions for the development of intellectual and creative thinking of students, including the pedagogical necessity of developing the intellectual abilities of schoolchildren in the process of teaching chess. thought about.

The reforms carried out in our republic are aimed at gradually introducing new modern educational approaches and technologies, including chess, into the primary education program, based on the creation of the most favorable psychological and pedagogical conditions for the development of the intellectual and creative thinking of each student. The decrees signed by the Honorable President Shavkat Miromonovich Mirziyoev provide for the creation of necessary conditions for the intellectual and cultural development of the young generation, including the implementation of the "Chess at School" project, within the framework of which primary classes in general secondary schools priority tasks such as "to increase the coverage year by year by further developing the system of teaching chess for students" have been set. In addition to this, the need to accelerate the development of the theoretical and methodical foundations of the science of chess in order to improve the quality of education in the school is highlighted.

There are specific psychological and pedagogical mechanisms of the intellectual development of the student's personality, some aspects of these mechanisms are described by scientists of our country B. Abdullaeva, B. Adizov, E. G'oziev, R. Djuraev, A. Makhmudov, Z. Nishonova, R. Safarova and others cited in their research.

Intellectual development of elementary school students is understood as the process and result of their mental activity, which includes logical thinking, the formation of mental actions, self-control, and the ability to change received information and indicates the availability of the ability to apply[1].

The Russian scientist B. T. Likhachev in his studies showed that intellectual development is the ability to master various types of intellectual activity (theoretical, practical, creative, empirical) [2]. Psychologist L.S. Vygotsky distinguished two levels in the child's intellectual development - the current, formed level (actual level), the quality of immediate development (developmental level). The range of proximal development is the types of activities that the child cannot yet perform independently, but can do with the help of adults. According to L. S. Vygotsky, the educational process is based on the actual level of the child and should be directed directly to the level of the developmental framework [3].

Yu. K. Babansky believes that intellectual skills are manifested in the child in the following characteristics: receiving information while concentrating his thoughts in one place, logically thinking about educational material, independently completing tasks, self-control and others[4].

YE. According to N. Kabanova-Meller, an important feature of intellectual development is the use of rational methods of mental activity [5]. A characteristic feature of intellectual development is the acquisition of intellectual skills. They can be divided into two groups: general and special. General intellectual skills include the ability to express thoughts, listen, read, write, work with literature, and special skills include the ability to calculate in the field of mathematical sciences, the ability to listen to music and read notes, and so on. Our psychologist scientist E. According to Ghaziev, in the process of education, perception becomes purposeful perceptual activity and becomes more and more complex, as a result, the student develops the ability to observe, control, and differentiate. The development of perception takes place under the direct guidance of the teacher. One of the important means of developing perception is to develop the skills of distinguishing the similarities and symptoms of things and events [6].

Among our psychologists, V. Karimova, R. Sunnatova, R. Tojiboeva conditionally divide academic subjects that affect the formation of human thinking into two groups[7].

The first of these are academic subjects that directly form movement skills and abilities (physical education, painting, writing, music, etc.). The second is academic subjects (mathematics, physics, geography, history, literature, etc.) that force you to think and understand imaginatively. Academic subjects in the first group teach the student to behave boldly, gracefully, intelligently for independent thinking. Second academic subjects are difficult for students, and these subjects allow thinking, reasoning logically, understanding abstraction, understanding the essence of things and events that are not actually in front of the student's eyes [4].

A number of our pedagogic scientists: B. Azizov, R. Akhliddinov, R. Djuraev, Sh. Researched by Kurbanovlar, A. Makhmudov, U. Musaev, N. Muslimov, R. Safarova, E. Seytkhalilov. In their scientific work, development in general and intellectual development in particular, is characterized by the content of acquired knowledge and the organization of the educational process, knowledge should be systematic and consistent and sufficiently generalized, and education should be based on problem-dialogue and the student it is emphasized that it should be in the role of the subject. Three factors (factors) are provided in the development of a person during the educational process: generalization of students' own experiences; understanding the process of communication (reflection); following the stages of personal development. As soon as the child comes to school, the skills and abilities of educational activities begin to form in him. The primary school's job is to teach him how to learn.

In the course of educational activities, primary school students acquire not only

knowledge, skills and abilities, but also learn to set goals for themselves, find ways to absorb and apply knowledge. Thus, learning motivations, knowledge needs and interests begin to form in them, intellectual activity techniques and skills develop, individual characteristics and abilities are revealed; the skills of self-organization, self-management, and self-esteem begin to develop. They gradually learn to look at themselves from the outside through the eyes of another person, to evaluate themselves[7].

Under the influence of school education, the processes of knowledge and understanding of elementary school students change. They gradually learn to control their mental processes, such as perception, attention, memory, thinking. In psychology, age-related intellectual development refers to qualitative changes in human thinking. In elementary school, thinking becomes the main intellectual function. Psychologists distinguish two main stages in the development of the thinking of elementary school students. In the first stage, students analyze the educational material mainly in visual-practical and visual-expressive form. Sufficient level of development of thinking of elementary school students allows the child to solve problems of objects without practical actions, only on the basis of intellectual imagination.

This type of thinking allows the child to use schematic images, perform actions in his mind - intellectual, that is, visual-expressive thinking improves in schoolchildren, the basis for the formation of verbal-logical thinking and an internal action plan, a new development period of this period is created as one of the formations. This means that the intellectual development of schoolchildren has reached a new level, they have formed an internal plan of action.

Thinking - at the second stage of development, children master the general relationships between the individual characteristics of concepts, that is, classification, they form an analytical-synthetic type of activity, master modeling actions. So, logical thinking begins to take shape. Rapid sensory development of a preschool child indicates an increase in the level of perception in elementary school students. This can be attributed to the development of the child's visual and hearing abilities. By the end of primary school age, they develop the ability to synthesize their learning. Developing intelligence creates the ability to establish connections between perceived elements. This stimulates the further development of perception, observation is manifested as a special activity, observation develops as a characteristic feature. The memory of primary school students develops in two directions: voluntary and orderly. Children are able to memorize learning materials given in a playful manner, involving vivid visual aids or images, etc. that arouse their interest (optional). But they can memorize the learning materials that are not boring to them in an orderly manner. The teaching approach based on voluntary memory is increasing every year.

During this period, students develop their ability to pay attention, and they are able to concentrate even when they are not bored. In this case, they still have a preference for voluntary memory. For them, at this age, it is a difficult process to focus on incomprehensible complex material, get into the essence of events, and control their own activities. The stability of the attention of schoolchildren is short and low. The development of the voluntary attention of elementary school students is based on the organization of the child's actions with the help of a certain pattern, and it is possible to independently manage and control them. actions help. Thus, little by little, the student learns to independently manage the set goal, that is, voluntary attention becomes the leader. These factors also affect the development of other features of attention.[1]

In the process of education, the student receives a lot of descriptive information, and in order to understand the educational material and master it, he has to constantly imagine the

images given in this information, that is, the education from the very beginning, the development of the student's imagination is an integral part of the development of his intellectual and psychological qualities. For the development of schoolchildren's imagination, their ideas are of great importance. Therefore, the teacher's great work in the classroom is important to collect the system of children's thematic images. With the development of the child's ability to control his intellectual activity, the imagination becomes a more and more controlled process, and his images appear in accordance with the tasks set before him by the content of the educational activity. Thus, the analysis of psychological and pedagogical literature, primary grade allows us to conclude that the age of students is a sensitive period for intellectual development. Motives for studying are formed at this age; cognitive interests; skills and abilities of intellectual activity begin to form; individual characteristics and abilities of children begin to unfold; the process of assimilation of moral and social norms begins; communication skills with peers are formed. The process of intellectualization of all aspects of psychological development (memory, perception, attention, thinking, imagination) begins, including the formation of abstract-theoretical thinking, the formation of a generalized vision of the world, the establishment of relationships between different areas of the studied reality, etc. is of great importance for the child's intellectual development. At the same time, the reflection of skills and competences begins to form, self-organization, self-control, self-regulation and self-regulation. respect develops [3].

All these psychological features of student development are closely related and complement each other. Knowing and taking into account the age-related psychological features of schoolchildren has great potential in the intellectual development of elementary school students. allows you to choose different forms, methods and tools of chess training. Intellectual development is the level of cognitive activity of elementary school students, which is the result of the child's interactions with others. Intellectual development presupposes that the student has a stock of knowledge and a broad outlook. A primary school student should be able to perform logical operations, have perception and semantic memory. Intellectual development includes:

- analytical thinking;
- logical storage of information;
- the process of acquiring knowledge through additional means;
- differential perception;
- the ability to master oral speech and understand symbols.

Intellectual formation of primary school students allows the child to develop:

- formation of mental operations (analysis, synthesis, generalization, comparison, classification);
- formation of reasoning, debating, drawing conclusions skills;
- development of imagination, variable thinking and creative abilities;
- development of the ability to master voluntary efforts, establish relationships with peers and other people.

In pedagogical literature, intellectual development is considered as the process of developing the thinking and intellectual power of elementary school students. From a psychological point of view, intellectual development is characterized by the content of knowledge and the methods by which this knowledge is revealed[6].

The driving factors of intellectual development of primary school students are important. In pedagogy and psychology, driving factors (forces) of intellectual development are understood as needs, motivation, incentives for activity and communication, goals and tasks of teaching and

educating children. The needs are divided into:

biogenic - the need for play and activity, the need for security and emotional connection;

psychophysiological needs - needs for energy restoration, emotional satisfaction and freedom;

social - the need for communication, knowledge and self-esteem, the need to be a person.

Delaying or not fully meeting any of the needs of elementary school students affects intellectual development. An important factor in the driving force of children's intellectual development is motivation.

Motivation has several functions:

- organizes and controls behavior;
- encourages behavior;
- gives it significance and personal meaning (meaning-making function).

In order for motivation to be positive and stable, the functions listed above must be present. The last function is very important. The manifestation of guiding and motivating functions depends on the content of the activity for students. Therefore, it is necessary to pay attention to this function when organizing training and educational activities.

Cooperation with adults is the driving force of a child's intellectual development. Adults are mediators between the child and society. They satisfy the child's needs, serve as a model for emotional relationships. Children's activity in cooperation with adults increases, which creates a new motive that leads to new activities.

In general, intellectual development is not limited to the amount of mental operations and knowledge acquired by the student. Based on this, the following features of intellectual development are activated: an active attitude to the surrounding world, this activity is manifested in the pursuit of knowledge and its application for theoretical and practical purposes.

We are also in favor of teaching chess from the pre-school stage of continuing education. If children of this age like this game, then playing chess will positively affect the child's intellectual and personal development. The child learns to think logically, concentrates, prepares to remember information. In addition, the game of chess develops their will to win, decisive character, emotional stability. Losing the party is an important element of education. By learning to analyze his mistakes, the child gains invaluable experience. The ability to know how to lose and take advantage of it while playing chess is also an important sign of character that one acquires during the game of chess.

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