



Influence of Chess on Psychological Processes among Children with Special Educational Needs



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Implementation of chess in education is destined at:

- the improvement of schoolchildren's academic skills;
- the development of schoolchildren's psychological processes (memory, attention, mental activity, perception, imagination, etc.);
- the development of emotional-volitional characteristics and regulating the conduct.





Main aim of the study

To explore the influence of chess on the development of psychological, emotional-volitional processes among the children with special educational needs.





Major research issues:

1. To investigate and analyze the peculiarities of psychological processes among children with special educational needs at the lessons of chess;
2. To study and develop the respective system of psychological and pedagogical methods, means and techniques for positive impact of chess on psychological processes among children with special educational needs;
3. To evaluate the influence of chess on the development of psychological processes among children with special educational needs.





Research stages

The first stage of the research was meant to reveal the peculiarities of psychological processes among children with special educational needs;

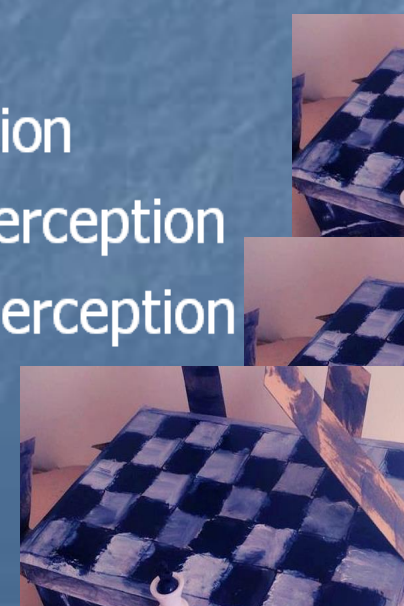
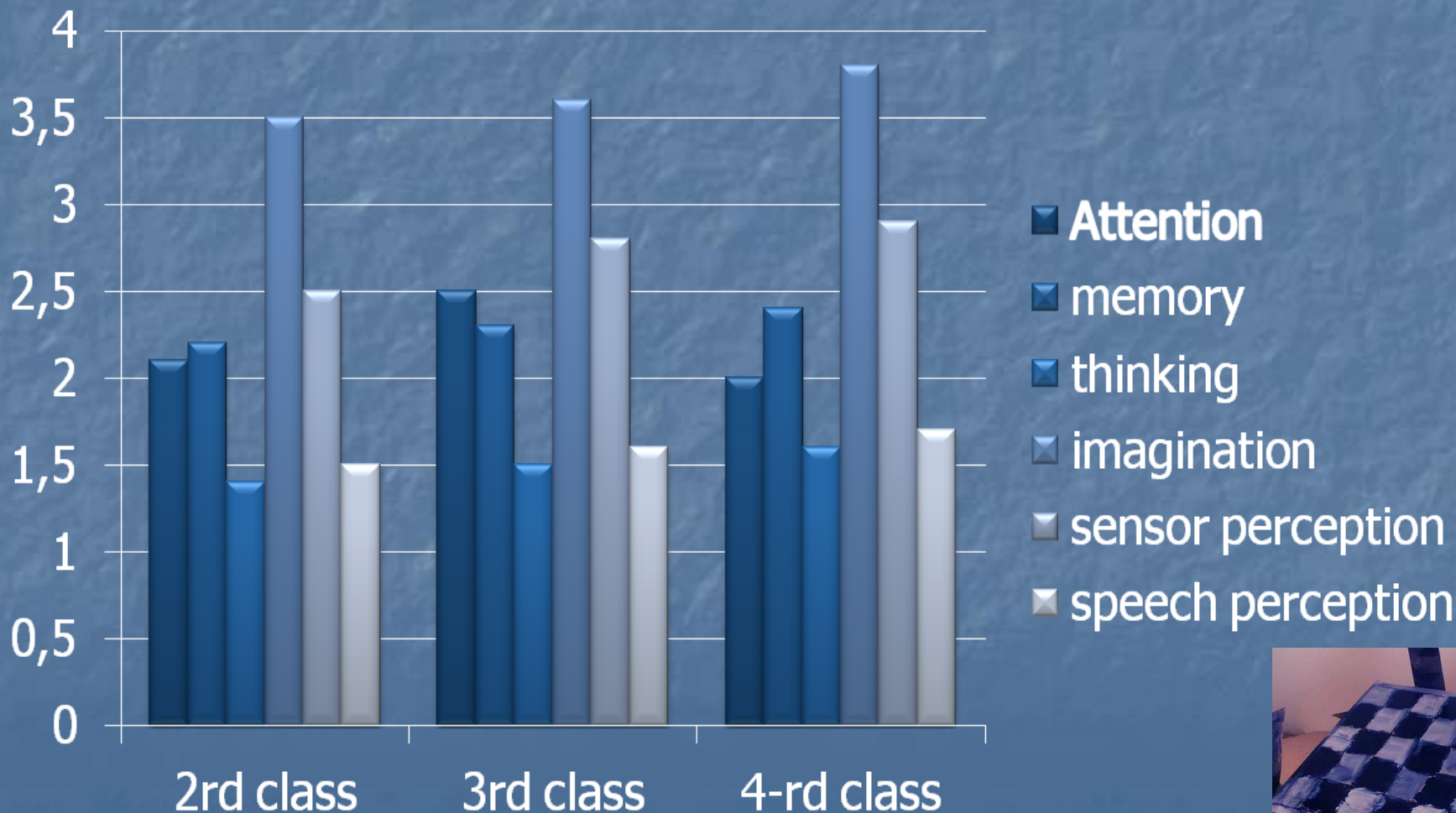
The second stage was designed to reveal the potential influence of chess on the development of psychological processes among children with special educational needs;

The third stage was to evaluate the outcomes of positive impact of chess on the development of psychological processes among children with special educational needs.



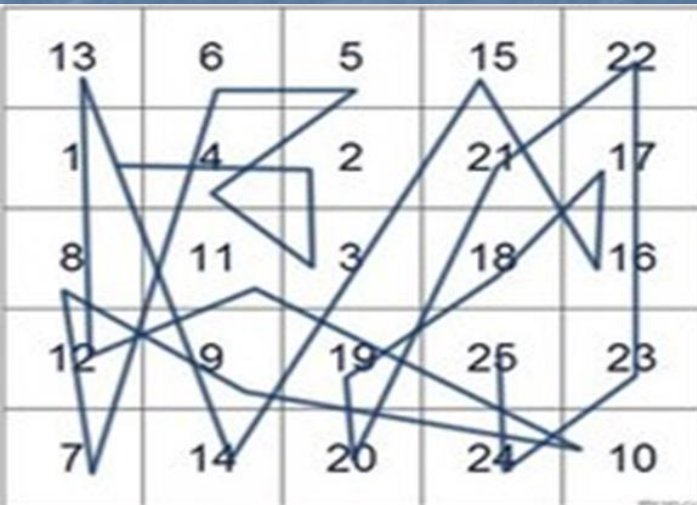


First stage of research: results.





For developing attention of children with special educational needs it was used 1.



Task 1.

Look at the board during 35-40 seconds (20 second on average) and remove from the board only the black pawns or the rooks.





For developing attention of children with special educational needs it was used. 2.

2	22	23	12	18
25	20	1	15	10
11	19	5	14	16
8	7	3	4	24
17	9	13	21	6

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Task 2.

After looking at the board for 25-30 second, we ask the children to take one black knight and two white pawns and then to remove only the queen on the black square, etc.

У4 3.



У4 4.

Video on attention issues





For developing attention among children with special educational needs...

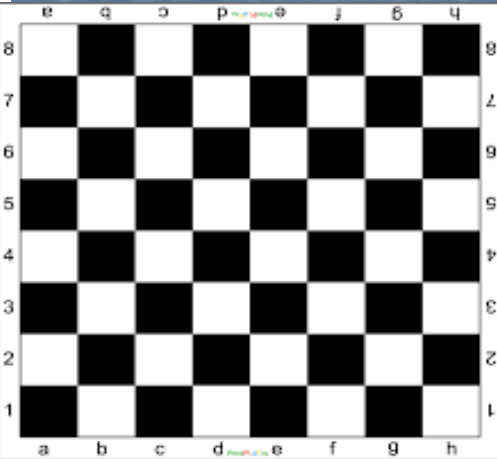
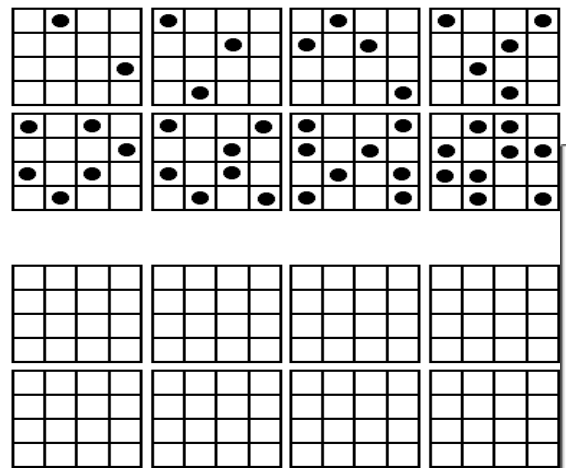




For developing the memory of children with special educational needs .1.

Task 3.

We ask them to watch and memorize the locations of dots and their arrangement for 30-35 seconds, then reproduce the same arrangement on empty board.



Pic. 5

Pic. 6



For developing sensory perception of children with special educational needs .1.

Task 4.

We ask children to touch the pieces inside a box and try to guess the piece that they are touching without looking into the box.



PIC 7.



PIC 8.





For developing sensory perception of children with special educational needs .2.





For deep perception and development of logic we have made use of some examples from fairy tales .1.

- **Task 1. Continue and complete the idea...**

Once upon a time Once in the forest Suddenly, he met

- **Task 2. Correct the wrong formulation of idea...**

During the heavy rainfall the ground was still dry. Their younger son was left alone at home with his parents. The fox ate all the hens in the village and left the village – absolutely hungry.

- **Task 3. Finish or complete the following idea on chess...**

Every piece in chess... The colours of chess pieces... On the chess board, together with numbers, there are also... There are two sets of every piece, however...

- **Task 4. Correct the wrong formulations and word order mistakes in the following ideas...**

The biggest number in chess is 6. The chess board is colourless. Players can only win in chess. King is an important piece.





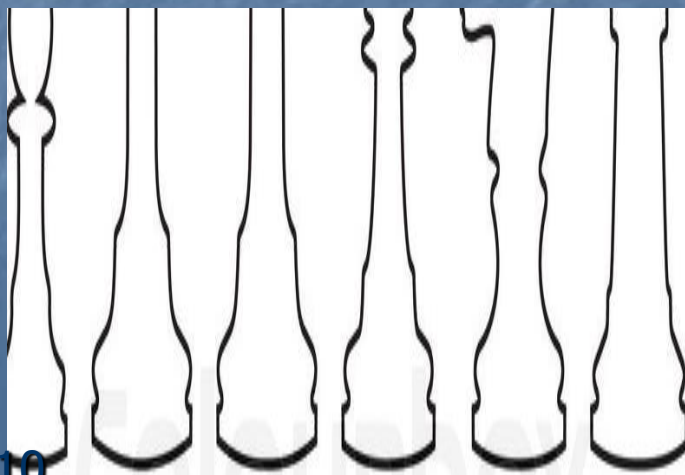
For developing imagination of children with special educational needs it was used.

Task 5

Within 30-40 seconds
complete the images of
chess pieces.



ՆԿ 9.



ՆԿ 10.

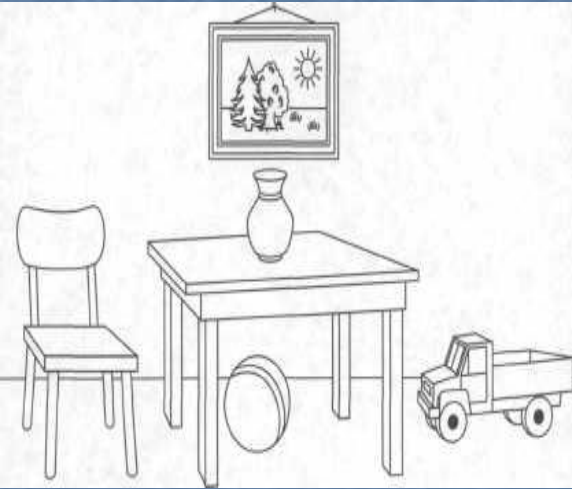




For developing spatial perception of children with special educational

Task 6

- We ask children to stand on a chessboard floor and tell :
- Which piece do you imagine yourself? The king? The pawn? etc.



ՆԿ .11



ՆԿ 12.



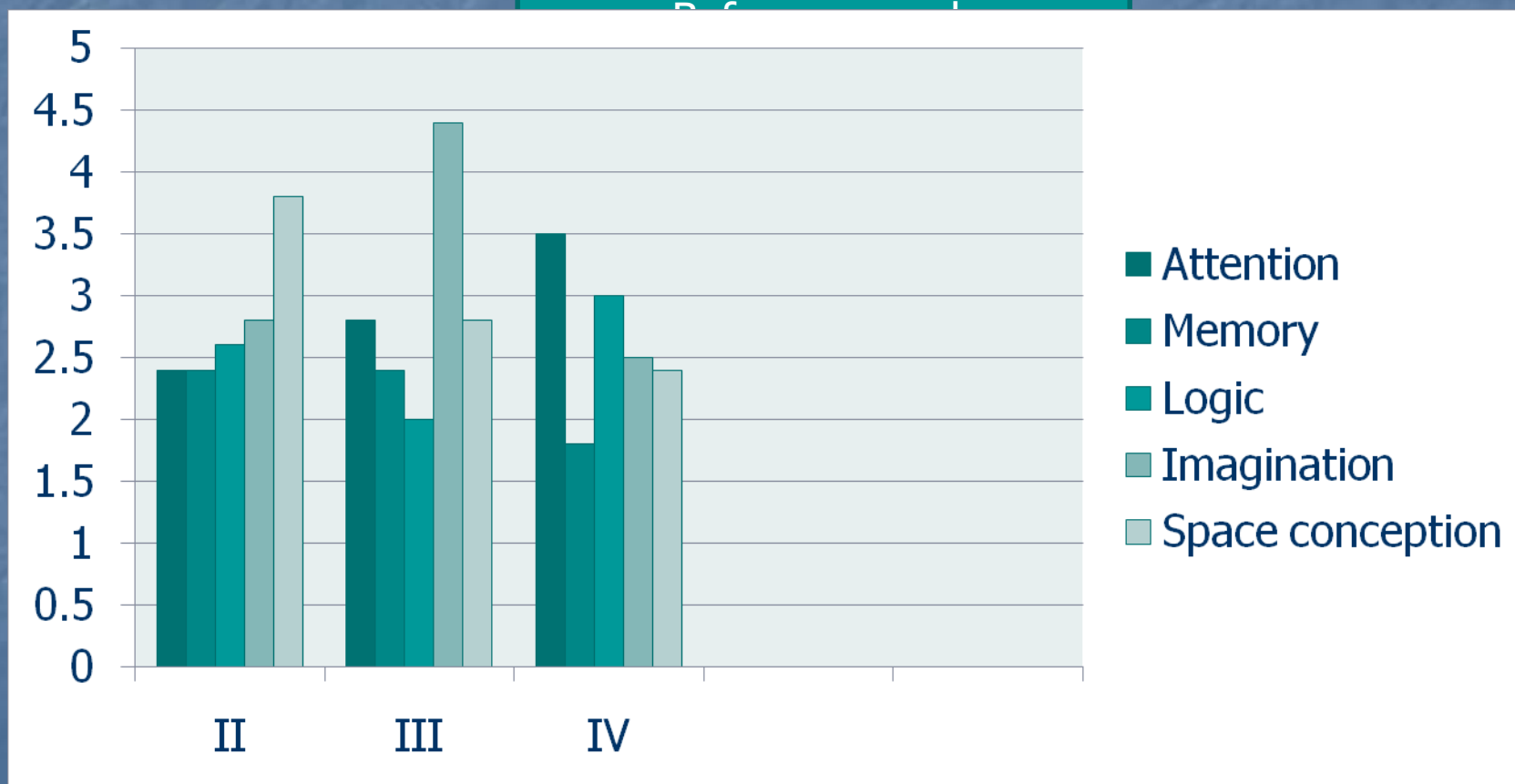


Research results

Indices of psychological processes under study		Number of Children with special educational needs engaged n=19											
		Before the research						After the research					
		2 nd grade		3 rd grade		4 th grade		2 nd grade		3 rd grade		4 th grade	
		Number of Children 9	On average %	Number of Children 6	On average %	Number of Children 4	On average %	Number of Children 9	On average %	Number of Children 6	On average %	Number of Children 4	On average %
1.	Attention	2	22,2	1	16,6	2	50	7	77,7	4	66,6	3	75
2.	Memory	1	11,1	2	33,3	1	25	6	66,6	5	83,3	2	50
3.	Sensory perception	2	22,2	2	33,3	1	25	6	88,8	5	83,3	4	100
4.	Speech perception and logic	2	22,1	3	50	1	25	8	66,6	5	83,3	3	75
5.	Imagination	4	44,4	2	33,3	3	75	8	88,8	4	66,6	4	100
6.	Space conception	3	33,3	2	33,3	2	50	5	55,5	4	66,6	3	75

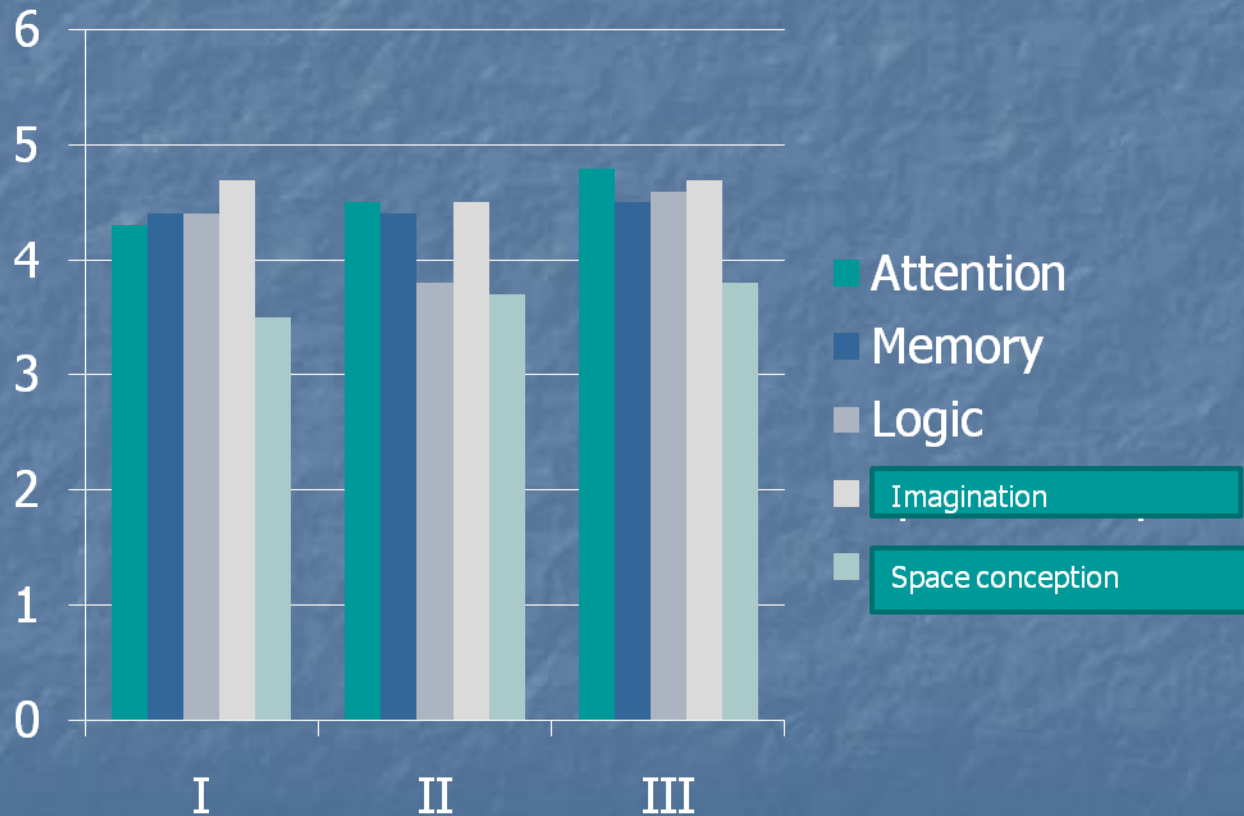


Psychological processes among the 2nd-4th -grade Schoolchildren with special educational needs before the research





Psychological processes among the 2nd-4th-grade Schoolchildren with special educational needs after the research





Resources

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THANK YOU!!!

DZIĘKUJEMY!!!

СПАСИБО!!!

