



CHESS AS A MECHANISM OF ACCUMULATION OF INTELLECTUAL CAPACITY AMONG PRIMARY SCHOOL CHILDREN

CHESS EDUCATIONAL RESEARCH CENTER

coauthor:

Kristine Tanajyan

Nuneh Gevorgyan

Nelly Melkonyan

Social Experiment

- The aim of the Experiment is to find out the primary-education-level course of chess as a mechanism in favour of accumulating pertinent intellectual resource.
- Social Experiment was carried out on V.A.Shtoff ideas of modeling.

THE TARGET GROUP OF EXPERIMENT

Four target groups were involved in Experiment (2nd-4th)

- The 1st cluster (two groups)- 9 pupil who had high academic progress at the Armenian language and Mathematics, but low achievements at Chess.
- The 2nd cluster (two groups)- 9 pupil who had low scores from the Armenian language and Mathematics, but prominent progress at Chess.



1st Phase

Revealing the decisive factors of motivating alternative way of thinking, visual of thinking, creativity skills to respond problematic situations.



Imagine that together with your group you appear in a forest. You have lost your Way. It is going to darken soon. You have got object of primary and secondary need. Choose and apply the objects in order to respond to the situations that might occur.

Objects of primary and secondary need

A ball



a rope



a loudspeaker



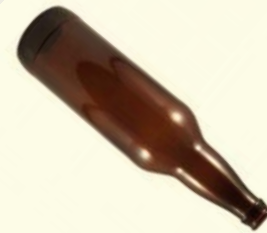
a lighter



a bag



a bottle



a skewer



I would

- use the loudspeakers for creating terrifying voice effects in order to frighten wild animals;
- Use the ball for self-defence a situation;
- Use bags to resist the cold;
- Use the skewer for climbing up the rocks and for defining the location;
- Use the bottle and lighter as details of a torch;
- Use rope for self-defence purposes....

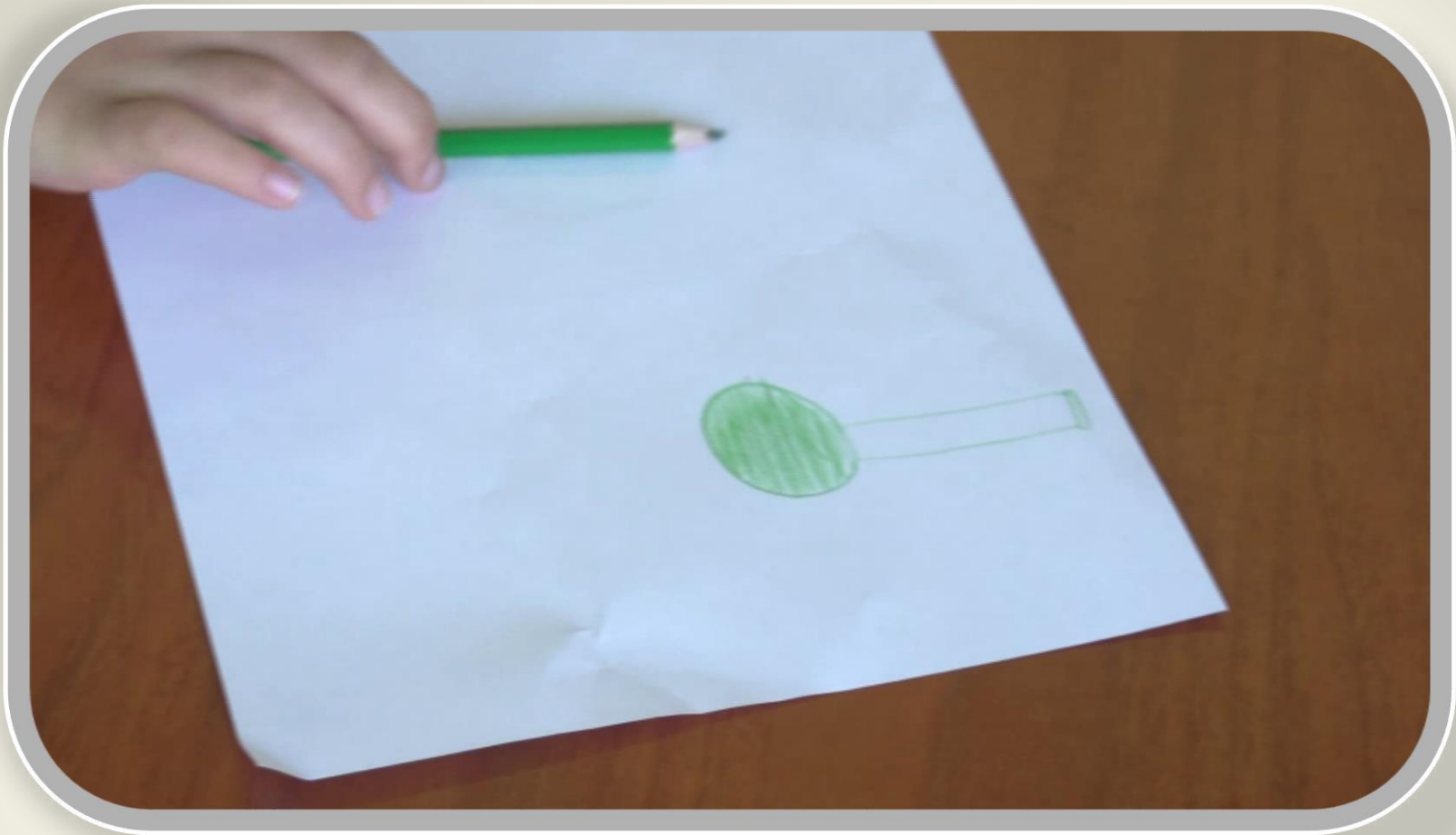
Stereotypical use of objects



Good at Chess,
poor at Armenian
and Mathematics



Good at
Armenian and
Mathematics,
poor at Chess



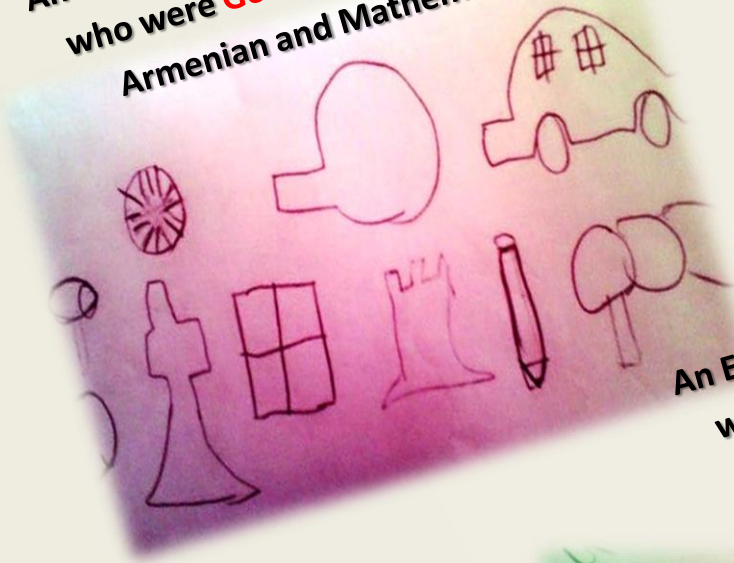
2nd Phase

The aim of this phase was destined at revealing the ability to grasp the other people emotions, feelings, mood changes and to respond to them.

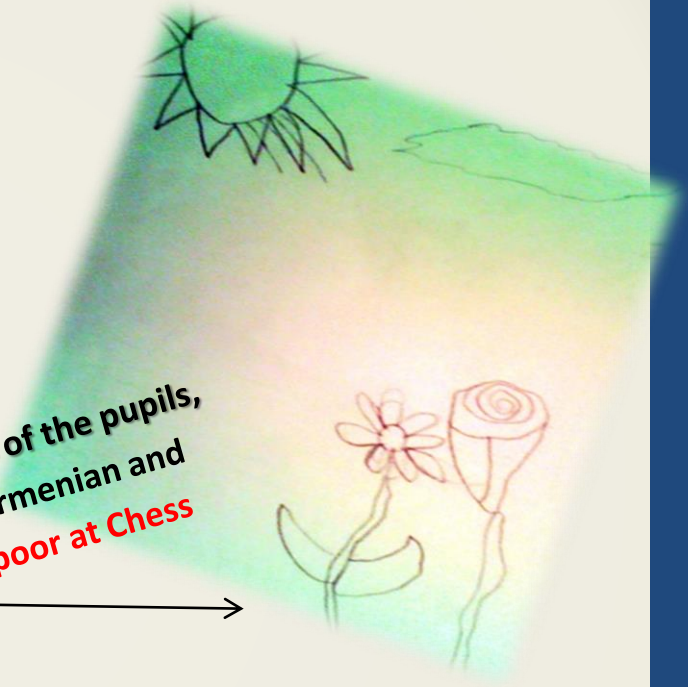
The pupils were suggested psychological-pedagogical exercise which was best on fair work in the respective groups.

The results of the Exercise “Complete Figures”

An Example of pictures of the pupils,
who were **Good at Chess**, poor at
Armenian and Mathematics



An Example of pictures of the pupils,
who were good at Armenian and
Mathematics, but **poor at Chess**



Functions of Chess

- *Socialization Function*
- *Cognitive Function*
- *Aesthetical Function*
- *Orienting Function*

**THANK YOU FOR
ATTENTION**