

# RESEARCH OF THE PERSONAL QUALITIES AND CHARACTERISTICS OF THINKING OF THE CHESS TEACHERS

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# Teaching chess as a mandatory subject in schools

Since adding chess to school curricula, we have implemented multi-stage research.

As a result, it was found that teaching chess in schools contributes to students'

- intellect,
- creativity,
- memory,
- attention,
- watchfulness.

# THE PUBLISHED WORKS

- Aghuzumtsyan R., The Impact of Chess Lessons on Formation and Development of the Students, International Conference Chess in Schools, Yerevan, Zartprint LLC, 2014, 136 p., P.87-97.
- Psychological manual for teaching chess, R. Aghuzumtsyan, S. Poghosian, K. Khodabakhshyan and others., Yerevan, Tigran Mets, 2011, 48 p.
- Aghuzumtsyan R., Poghosyan S., Chess as obligatory school subjects, Public Administration, Scientific journal, Yerevan, 2014, p. 235-245
- Aghuzumtsyan R., Poghosyan S., The impact of chess on the development of creativity and intelligence in early school years, Armenian journal of mental health, 2, Yerevan, 2013, p.26-30
- Aghuzumtsyan R., Poghosyan S., Psychological problems of school chess education, International scientific and practical conference, Chess education – an important resource of a world education system", Khanty-Mansiysk, 2013, p. 264-271



# THE PURPOSE OF RESEARCH

to reveal chess teachers' thinking  
characteristics and personal qualities.

# THE METHOD OF RESEARCH

- The testing method
- R. Cattell's personality factors tests
- J. Bruni's thinking style and the level of creativity revealing test

# THE SELECTION OF A RESEARCH

300 chess teachers from 5 regions of Armenia:

- Yerevan city ( $n = 38$ ),
- Kotayk ( $n = 58$ )
- Ararat ( $n = 50$ ),
- Aragatsotn ( $n = 52$ ),
- Armavir ( $n = 102$ ).

# TESTING PROCESS





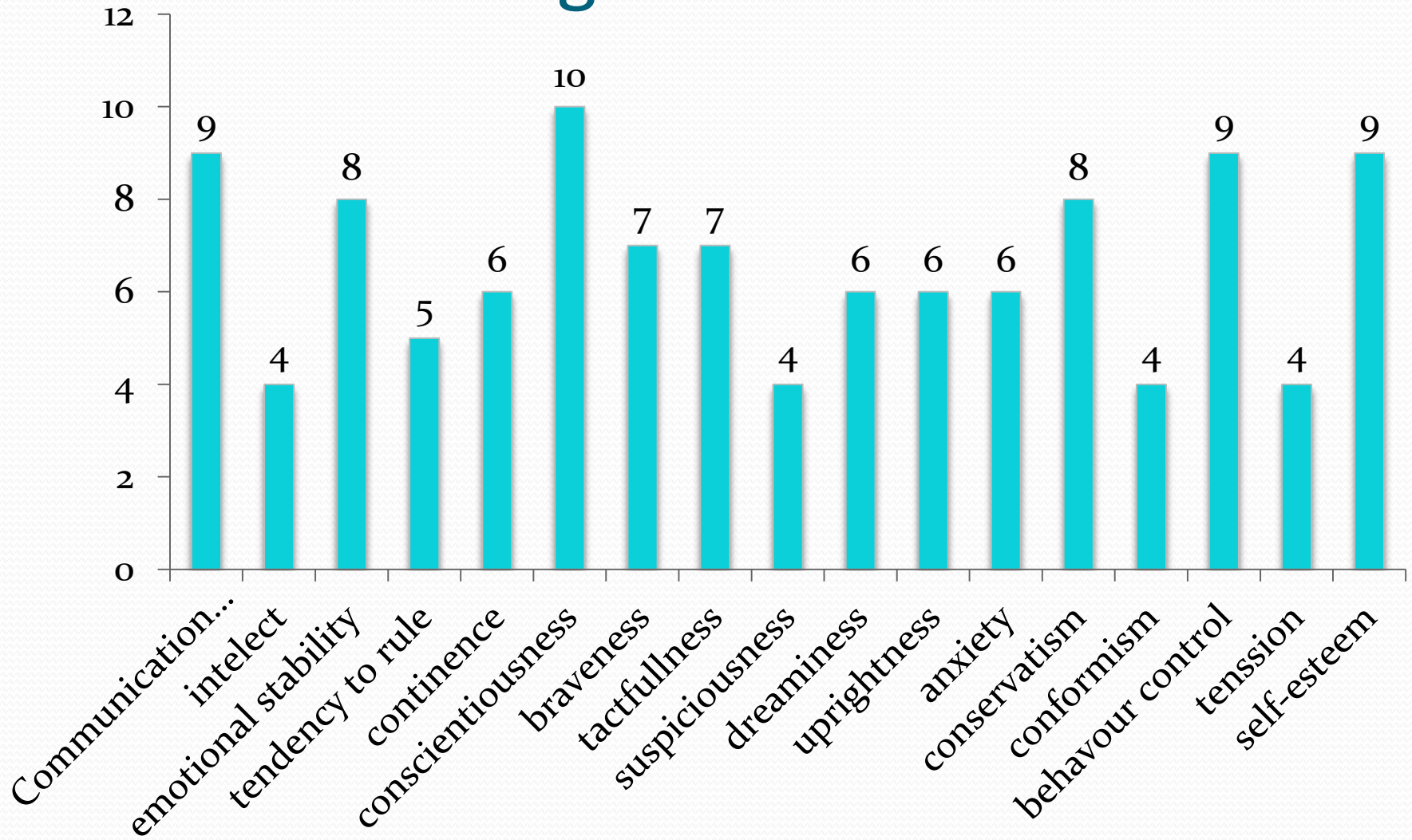




# R.Cattell's test

- intellectual,
- emotional and communicative,
- establishment of interpersonal relationship blocks.

# R.Cattell's personality factors test's average indicators



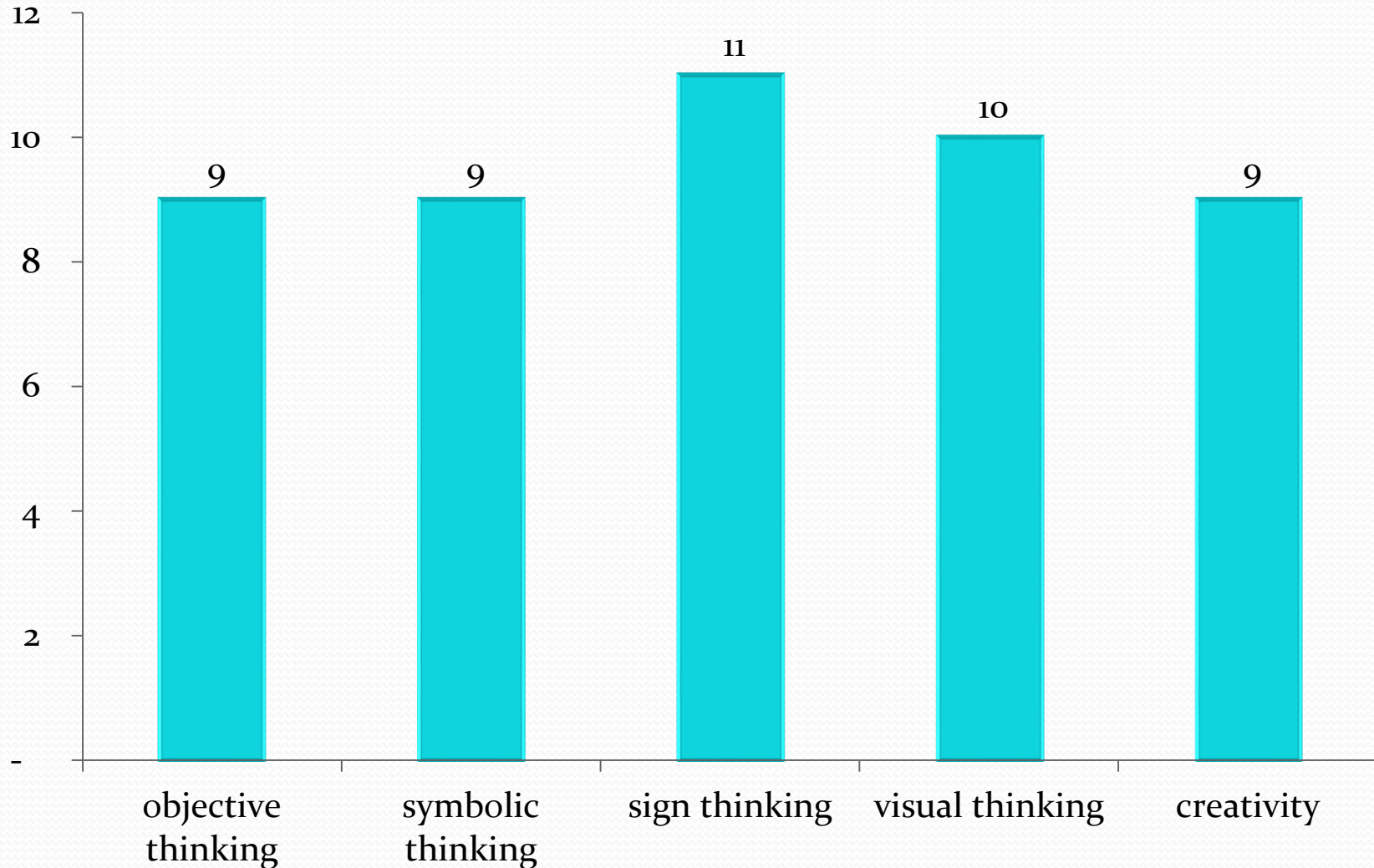
# For teachers are typical

- communicative skills
- average IQ
- emotional stability
- concession
- conscientiousness
- credulity
- conformism
- behavior control
- self-sufficiency

# J. Bruni's thinking style and the level of creativity revealing tests

- Objective thinking
- Symbolic thinking
- Sign thinking
- Visual thinking
- Creativity

# The average indicators of thinking style and creativity level



# For teachers are typical


- Sign thinking
- Visual thinking
- Average level of creativity



# Correlative connection

correlative positive connection

- communicative skills and impulsivity ( $r = 0.23$ ,  $p < 0.001$ ),
- emotional stability ( $r = 0.15$ ,  $P < 0.01$ )
- courageousness ( $r = 0.15$ ,  $P < 0.01$ )


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- intellect and emotional stability ( $r = 0.15$ ,  $P < 0.01$ ),
  - emotional stability and conscientiousness ( $r = 0.22$ ,  $p < 0.001$ ), self-esteem ( $r = 0.21$ ,  $P < 0.001$ )
  - self-esteem and emotional stability ( $r = 0.21$ ,  $p < 0.001$ )
  - courageousness and great flexibility ( $r = 0.21$ ,  $p < 0.001$ )
  - the anxiety and tension ( $r = 0.23$ ,  $p < 0.001$ ),
  - flexibility and creativity ( $r = 0.14$ ,  $p < 0.01$ )

# Negative correlative connection

- communicative skills and
- skepticism ( $r = -0.23$ ,  $p < 0.001$ ),
- dreaminess ( $r = -0.16$ ,  $P < 0.01$ )
- independence ( $r = -0.32$ ,  $P < 0.001$ )
- intelligence and creativity ( $r = -0.19$ ,  $p < 0.001$ ),
- conformism and continence ( $r = -0.20$ ,  $p < 0.001$ )
- emotional stability and anxiety ( $r = -0.29$ ,  $p < 0.001$ )

# Chess teachers' psychological portrait

- communicative skills  $\Rightarrow$  emotional stability  $\Rightarrow$  conscientiousness,
- communicative skills  $\Rightarrow$  credulity  $\Rightarrow$  realism,
- courageousness  $\Rightarrow$  flexibility  $\Rightarrow$  creativity,
- continence  $\Rightarrow$  independence.



Thank you  
for  
your attention!