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

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

- Communication: 9
- Intellect: 4
- Emotional stability: 8
- Tendency to rule: 5
- Conscientiousness: 6
- Braveness: 10
- Tactfulness: 7
- Suspiciousness: 7
- Dreaminess: 4
- Uprightness: 6
- Anxiety: 6
- Conservatism: 6
- Conformism: 6
- Behaviour control: 4
- Tension: 4
- Self-esteem: 9
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

- Objective thinking: 9
- Symbolic thinking: 9
- Sign thinking: 11
- Visual thinking: 10
- Creativity: 9
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 \((r = 0.15, P < 0.01)\)
• 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!