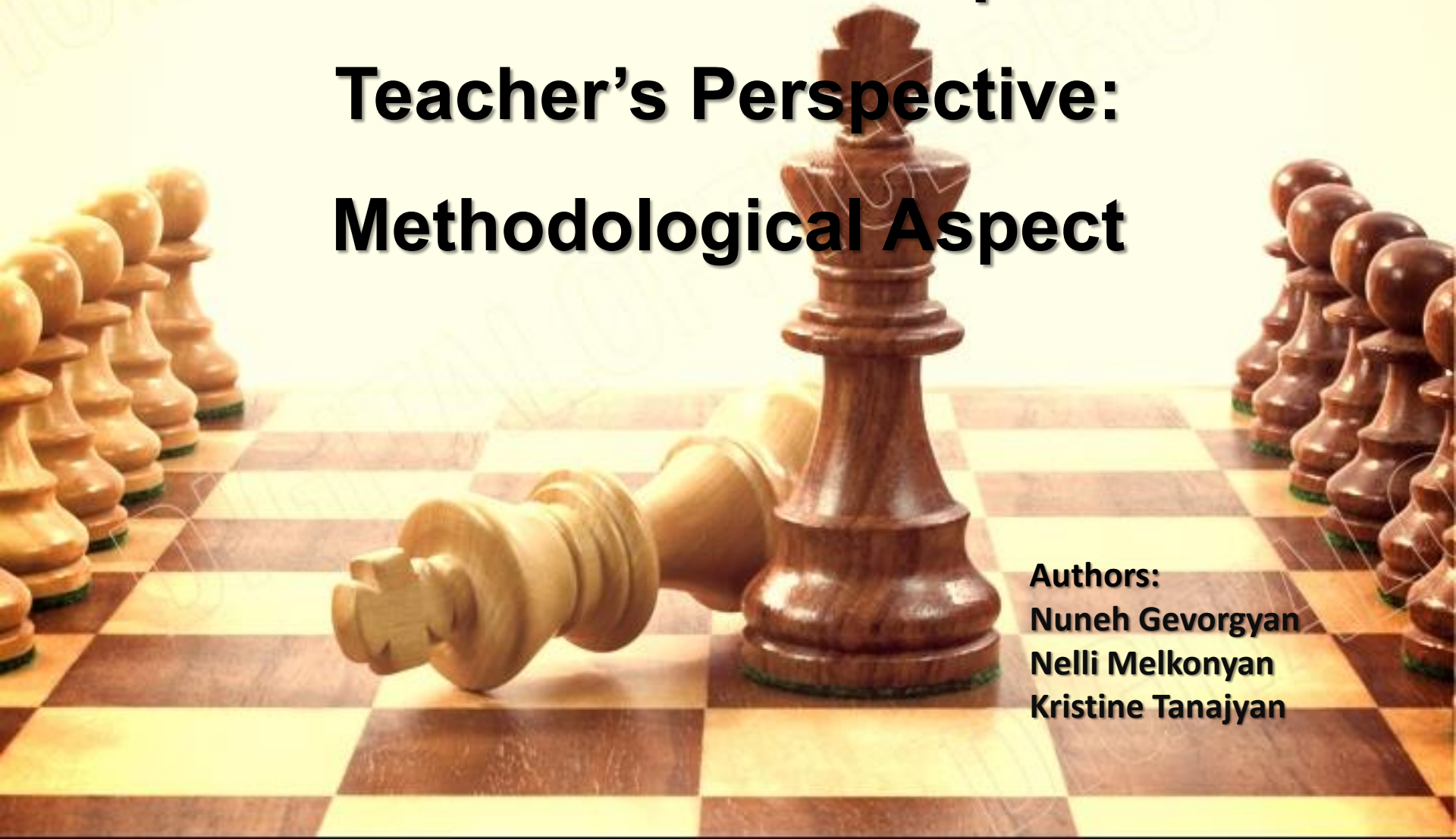


Overcoming Difficulties in Teaching Chess as a School Discipline from Teacher's Perspective: Methodological Aspect



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The aim of the research



The ***theoretical aim*** of our sociological research is to contribute to the enhancement of the efficiency of teacher-pupil interaction developing new approaches as incentives for their development.



The ***practical aim*** of the research is to submit the teacher-pupil interaction problems and the ways of overcoming them – within the framework of teaching chess as a school subject and from teacher's perspective – to the respective research.



The ***practical aim*** of the research is to unearth the factors and the cause-reason connections between the factors that motivate the strengths and weaknesses of teacher's behaviour through analysing the video recordings of the lessons of chess.



The survey method

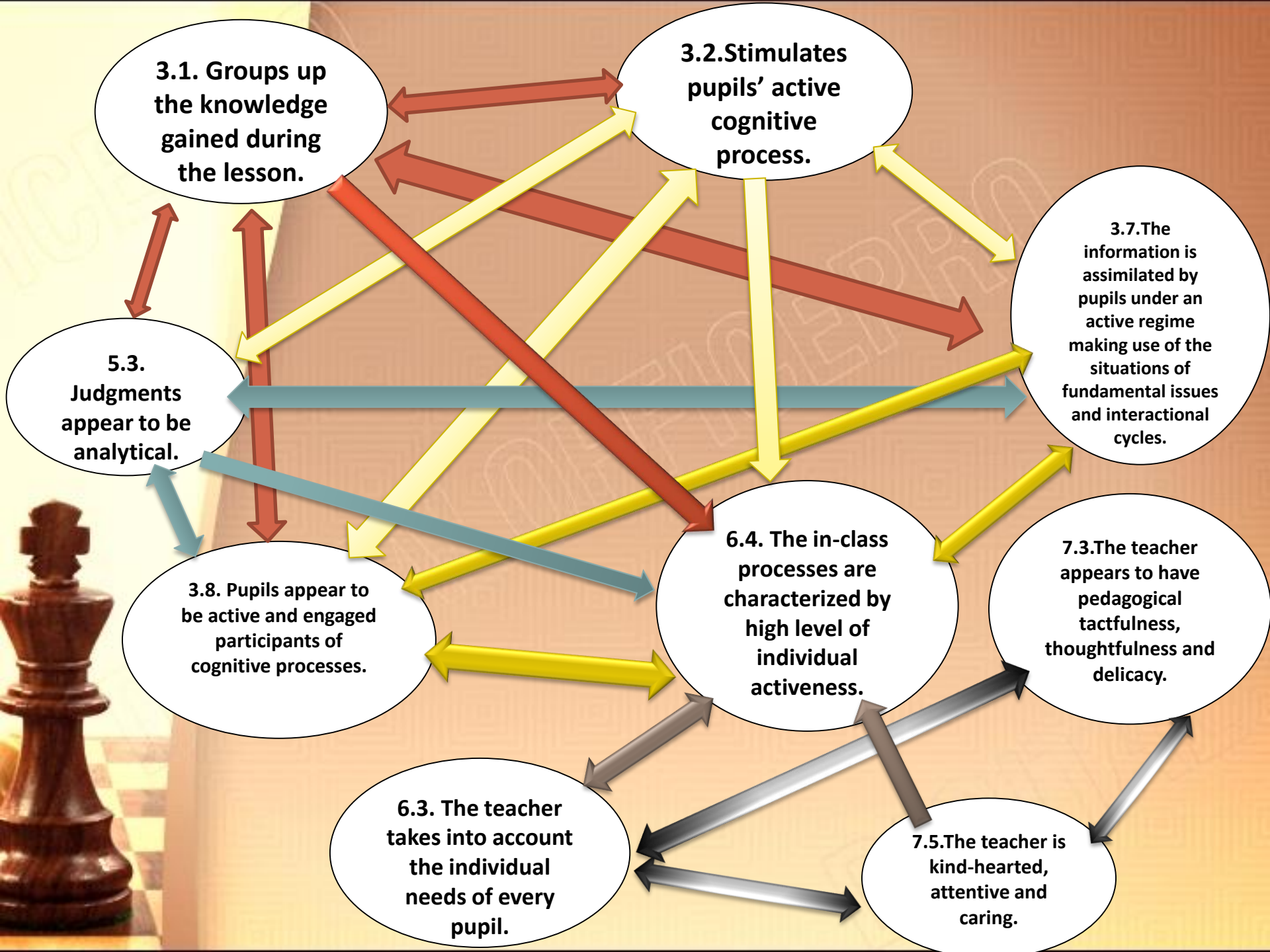


In-depth interview



Content-analysis





**3.1. Groups up
the knowledge
gained during
the lesson.**

**3.2. Stimulates
pupil' active
cognitive
process.**

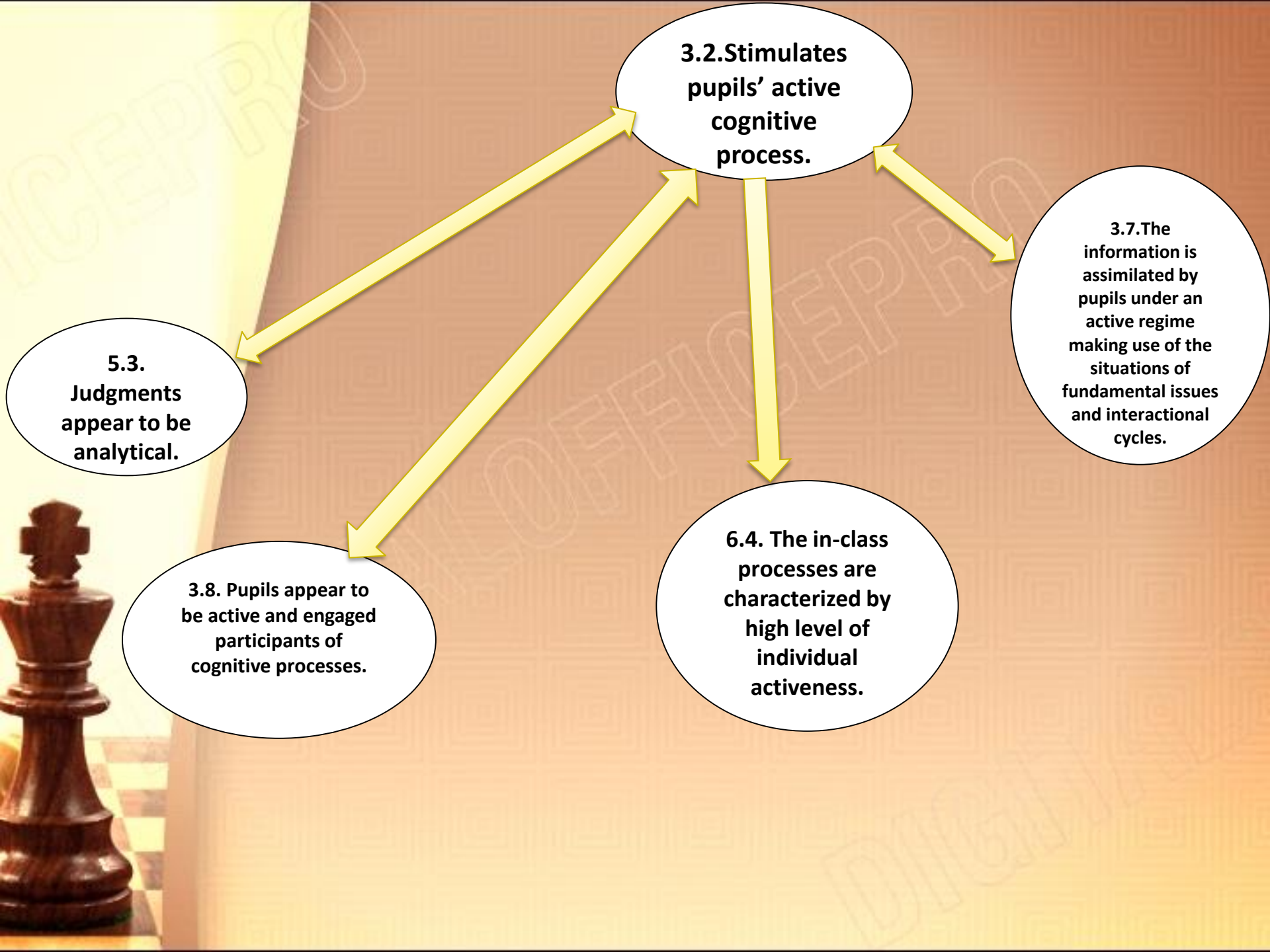
**5.3.
Judgments
appear to be
analytical.**

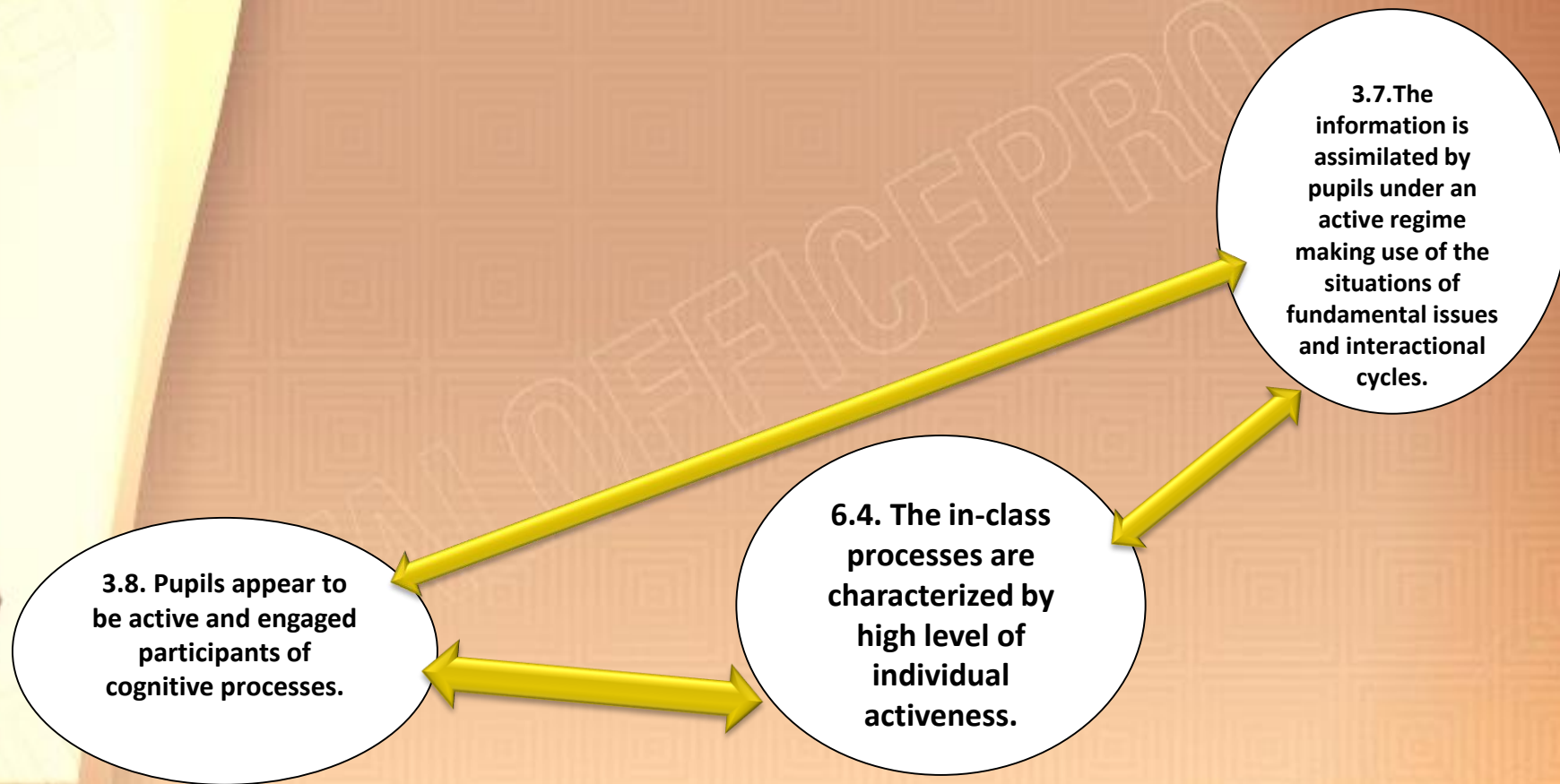
**3.7. The
information is
assimilated by
pupils under an
active regime
making use of the
situations of
fundamental issues
and interactional
cycles.**

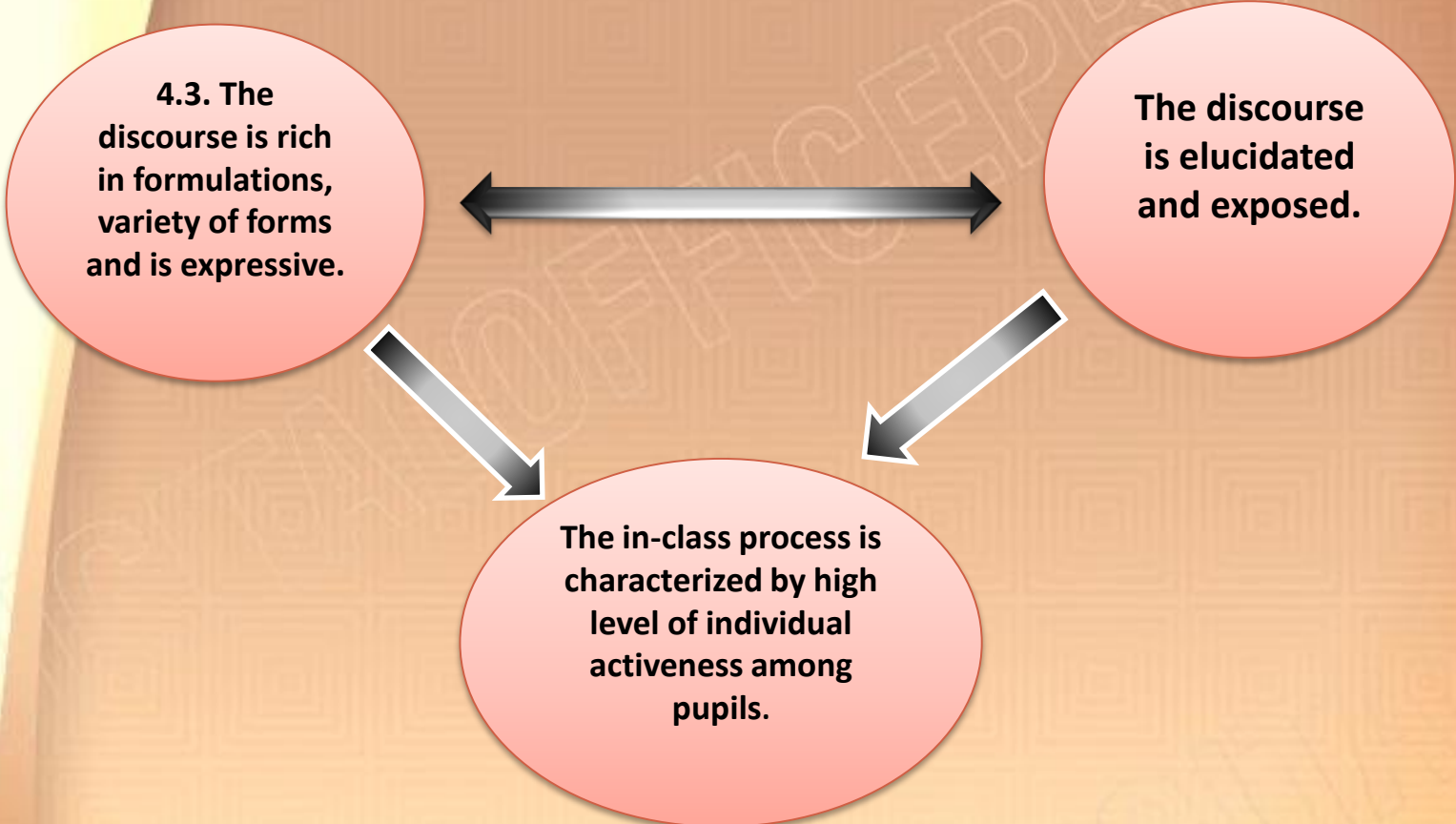
**3.8. Pupils appear to
be active and engaged
participants of
cognitive processes.**

**6.4. The in-class
processes are
characterized by
high level of
individual
activeness.**









**4.3. The
discourse is rich
in formulations,
variety of forms
and is expressive.**

**The discourse
is elucidated
and exposed.**

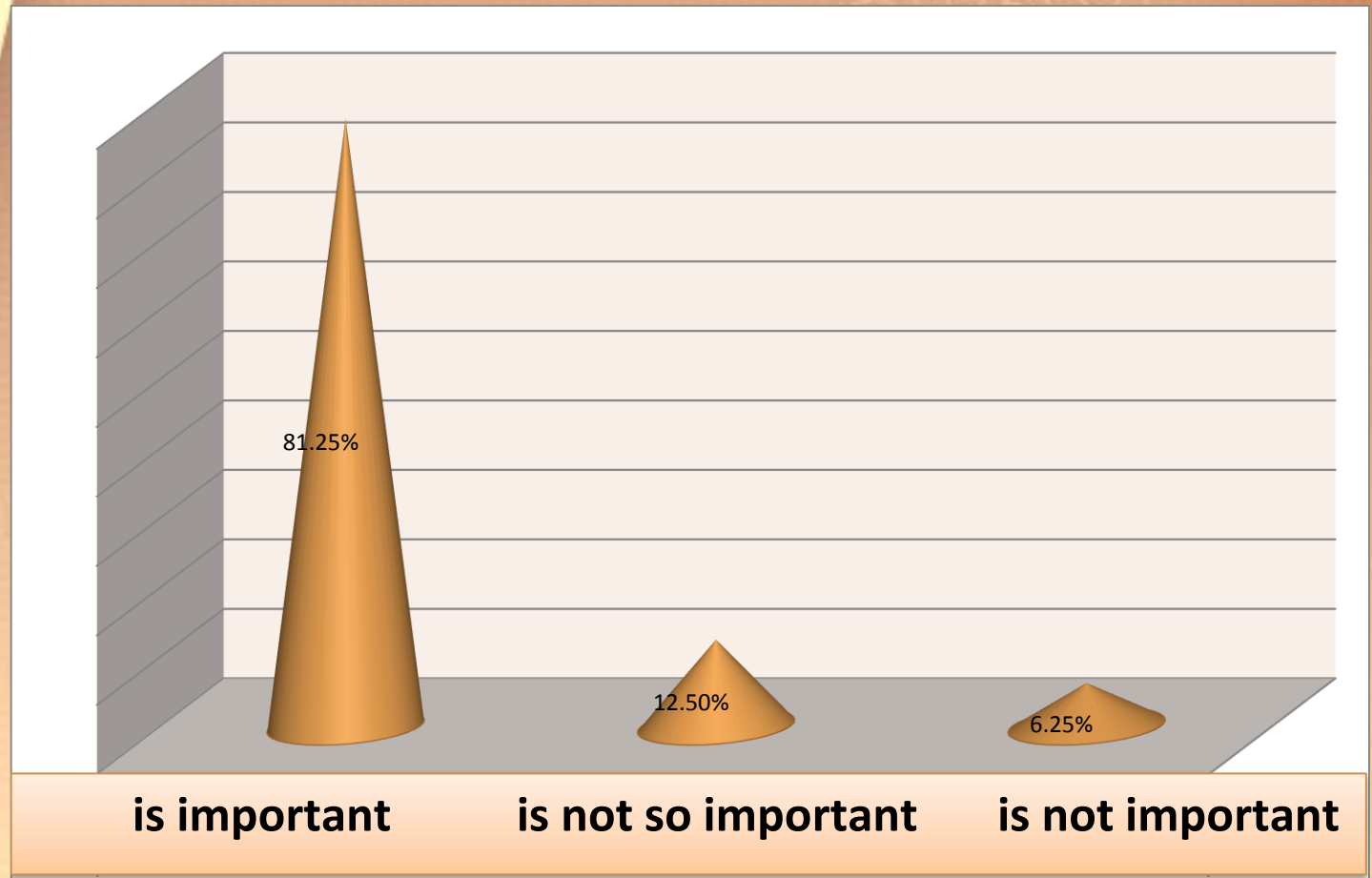
**The in-class process is
characterized by high
level of individual
activeness among
pupils.**

Factors that increase efficiency

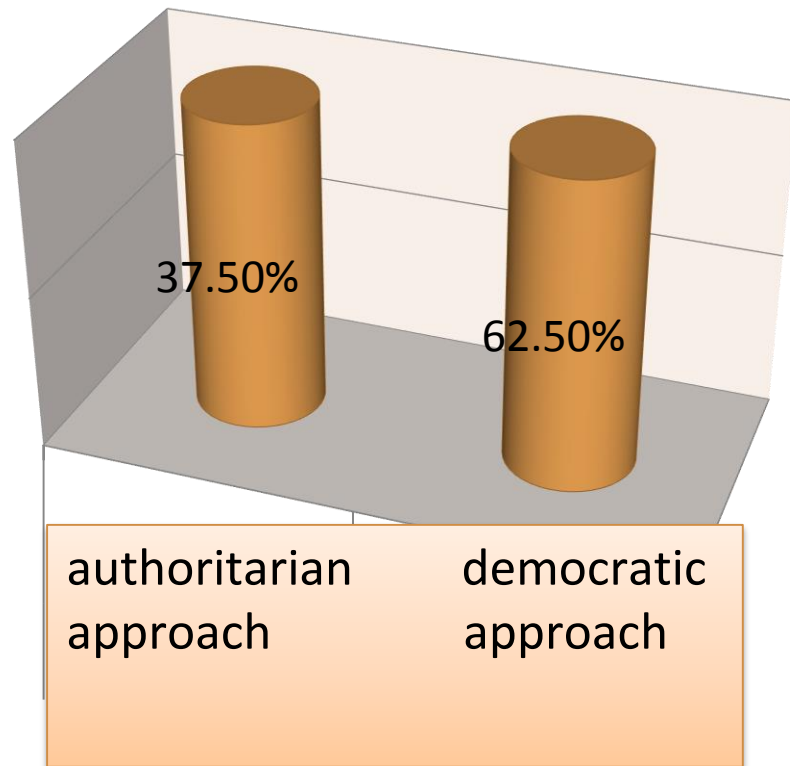
In order to enrich the lesson with all the aforementioned factors that add up efficiency, the majority of teachers involved in the survey (87.5%) highlighted the significance of pair work among pupils, namely the precondition of cooperation-based communication among the pupils.



Involvement of parents



Pedagogical approaches



Suggestions

- Primary-school pupils' active engagement from the very first lesson. They act with real chess, they decode and project the pieces on the demonstrational board onto the real board or their copy book. This might contribute to an automatic or involuntary memorization of the educational material delivered.
- Use of activating, motivating and encouraging methods in the work with primary-school pupils. This might cause some discrepancies, especially, from the followers (henchmen) of traditional education patterns who see similarities and direct correlations between pupils' free self-expression and disorganization and disorder problems.
- The study of the pedagogical experience conducted during chess lessons allows inferring that the implementation of situational modelling component might be of considerable significance for educational process efficiency increase.
- Establishment and safeguarding of trilateral cooperation Parent-Child-Educator through the interaction among the above-mentioned parties («parents' engagement»).
- Clear lesson planning. The teacher must visualize the lesson beforehand, schedule the time to be spent on different lesson sections on theoretical and practical issues to be discussed, anticipating different situations to face through premeditated approaches as guidelines.
- A teacher of chess must preferably be a ranked (rated) chess player with pedagogical qualification. An educationist, no matter how skillful s(h)e might be or how much s(h)e might have mastered the respective techniques, without profound knowledge in chess, wouldn't be able to introduce the whole complex world of chess in an expressive way.



**THANK YOU FOR
ATTENTION!**

