



CHESS IS A POSITIVE INFLUENCE ON THE FORMATION OF STUDENTS' CREATIVITY IN GENERAL SECONDARY SCHOOLS

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Annotation

The article states that chess, like modern teaching methods, is one of the tools that form the creative abilities of students in the system of general secondary education.

Keywords: creative, education, knowledge, technology, methodology, intellectual, ability, tool, formation, development.

Аннотация: Мақолада замонавий таълим методикалари каби шахмат ҳам умумий ўрта таълим муассасалари ўқувчиларнинг креативлигини шакллантирувчи воситалардан бири эканлиги ҳақида фикр юритилган.

Аннотация: В статье утверждается, что шахматы, как и современные методы обучения, являются одним из инструментов, формирующих творческие способности учащихся в системе общего среднего образования.

Калит сўзлар: креатив, таълим, билим, технология, методика, интеллектуал, қобилият, восита, шакллантириш, ривожлантириш.

Ключевые слова: творческий, образование, знание, технология, методология, интеллектуальный, способность, инструмент, формирование, развитие.

Introduction

In today's rapidly changing world, the pace of growth and development of each country in the socio-economic sphere depends in many respects on the activities of physically healthy, spiritually mature, mentally advanced, intellectually gifted, logical thinkers and creative thinkers. This, in turn, puts on the agenda the implementation of specific qualitative changes in the education system.

In raising the education of young people to a new level of quality in general secondary education, which is one of the components of the system of continuing education, it is important that the teacher's social competencies meet the requirements of society.





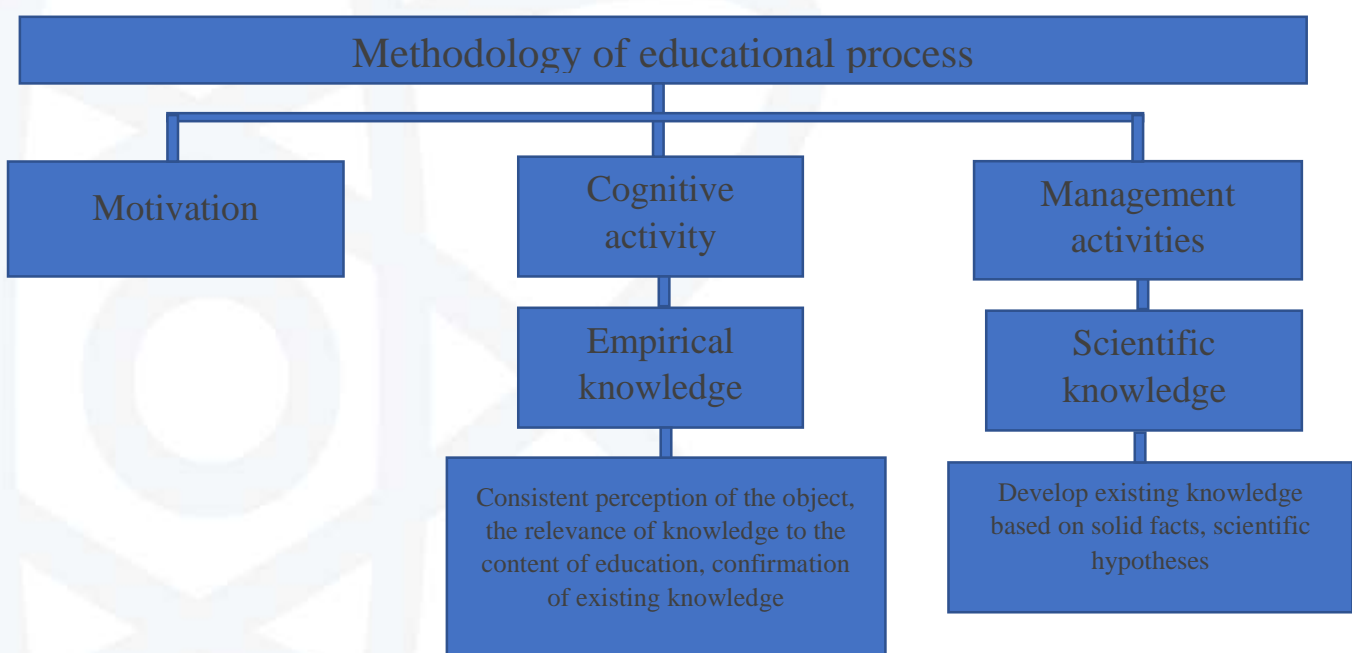
Because today in the school it is a requirement of the time to organize the educational process aimed at the formation of creative thinking students. Therefore, the teacher must have methodological knowledge that will guide students to the formation of creativity, that is, to base their activities on a number of modern educational technologies, such as “Brainstorming”, “Project”, “6 hats”.

In this regard, Professor L.A. Amirova stressed the importance of effective use of creative educational technologies in the formation of research competencies of students in the school education system [1].

On the formation of students’ creativity in the pedagogical process, FT Exsonova expressed the following views: one of the main tasks of pedagogy is to create conditions that ensure the full development of creative activity of all children. At the same time, it is necessary to identify students who show deep interest, aspirations and abilities in certain areas, to give them all the opportunities for further development. For this, it is important to create conditions for the development of creative activity of students. In this regard:

1. Preparation of students for innovative activities for the development of creative activity.
2. Establish collaborative activities between teachers and students.
3. The use of innovative cognitive technologies in the development of creative activity [2].

We also agree with the above scholars on the following structure aimed at shaping students’ creativity.





Modern pedagogical technologies involve the organization of the learning process in collaboration with teachers and students. The following structure is considered in the organization of the educational process on the basis of the above structure.

- Ensuring the active participation of students in the learning process by motivating them in the educational process and creating a humane, democratic environment;
- To determine the level of empirical knowledge of students by determining the level of their understanding of the problems posed by the teacher;
- Development of scientific knowledge on the basis of solid facts and scientific assumptions aimed at shaping the creativity of students on the basis of modern methods of knowledge.

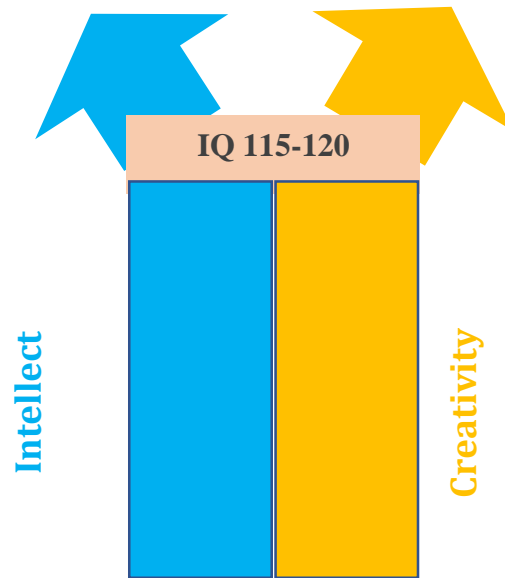
If the above aspects and requirements are not adequately met, the learning process will not yield the expected result.

Thus, the success of the educational process depends on the teacher's ability to create organizational and pedagogical conditions, the correct choice of teaching methodology and the activity of students. The creation of such organizational and pedagogical conditions in the educational process forms the intellectual potential and creative abilities of students.

American scientist J. Guilford came to this conclusion by analyzing his intellectual and creative abilities in his research. These skills have been found to be manifested separately in certain relationships, even though the learning process takes place over a period of time. He emphasized that the basis of these abilities is knowledge, memory, convergent and divergent thinking and evaluation. He also acknowledged that the basis of these abilities is the qualities of knowledge, memory, convergent and divergent thinking and evaluation. J. Gilford connects conventional thinking with intellectual ability, divergent ability with the process of creative thinking. In his view, convergent thinking is focused on choosing a solution to one of several alternative solutions to a problem, while divergent thinking is focused on finding all the unconventional solutions to the problem. The researchers found that the IQ and divergent thinking of the IQ were divergent, and that when the IQ was low, divergent thinking was also low, and when the IQ was high, divergent thinking may not be high [3,4].

To describe the relationship between intellectual and creative abilities, E.P. Torrens (1962) suggested the use of "boundary theory", that is, up to the IQ = 115-120 points, that intelligence and creativity are one factor, and that intelligence and creativity are separate factors from further growth [4]. This concept is illustrated in the following figure.





Based on the above considerations, we can say that the formation of students' creative thinking skills in the educational process creates the necessary conditions for finding solutions to the problems posed by the content of education.

Chess is one of the most important tools for shaping students' creativity, as well as methods aimed at enabling students to develop their creative abilities in the learning process. This is because achieving positive results based on clear ideas and thoughtful actions in a game of chess, failure of well-thought-out ideas and actions can be seen as a teaching methodology in education.

Kennedy (1998) argues that the game of chess develops cognitive abilities and combines different types of thinking, as well as helps to bridge differences between students in different socio-economic contexts. The basic premise is that cognitive development is at the heart of the human intellect, and teaching chess to students helps improve their cognitive abilities. (Ericsson, 1988; Scholz et al., 2008) [5].

The American politician, scientist Benjamin Franklin wrote that it is possible to acquire and strengthen the valuable qualities of the mind throughout human life by playing chess. According to him, it is possible to learn important life skills such as foresight and caution by thinking about the consequences before making moves in chess and by not making hasty moves in chess [6].

In short, chess can also be considered as one of the important tools aimed at improving the quality of education in secondary schools.



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