

Elective course
PROGRAM
**TEACHING THE CHESS TO THE PUPILS OF GRADES 2-4
AT SECONDARY SCHOOL**
for the pupils of grades 2-4
total – 34 hours, 1 hour a week

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1. Explanatory Note

“Proper development of mental abilities and memory comes with the chess. Playing chess should become a part of mental culture in the life of a child.

What we are talking about is an elementary school, where intellectual education occupies a special place, requiring specific forms and methods of work”.

V. Sukhomlinsky, pedagogue

Elementary school brings key changes: the focus is made on the developing function of training, significantly contributing to the achievement of personhood at junior schoolchildren and their better self-actualization.

Proper process of teaching chess basics to children may make the education routine an exciting experience, making it unconstrained, supporting sustainable interest to the knowledge, allowing the use of diverse instruction forms. Active efforts of the pupils themselves become a critical factor at training sessions, as they watch, compare, classify, group, make conclusions and define consistent patterns.

Chess at elementary school opens extensive opportunities for club activities as well, bringing it to a higher quality level, benefiting the improvement of children’s psychical processes and such qualities as perception, attention, imagination, memory, reasoning, fundamentals of willed behavior control.

Teaching chess from early ages helps many children keep pace in their development with their peers, and, in particular, those living in rural areas and studying at rural ungraded schools, opening the door to the creativity for thousands of children with communication difficulties. Expansion of social network, possibilities for full-fledged self-expression, self-actualization enables these children to open up and overcome the sense of imperfection they put in their head.

Chess in itself remains, first of all, a game. That said, children perceive it as a game, notably at early stages of training. Now chess has become professional sports, and, besides, all children’s competitions are of sport nature. Therefore, personality of a child is developed through playing chess in its sport context. Sports produces a range of human qualities required for the social life: motivation, will, persistence, patience, attention focusing, courage, reckoning, ability to make prompt and wise decisions in the changing environment etc. Chess, combining elements of science and art, may generate those qualities at pupils more efficiently as compared to other sports. Formation of these qualities, naturally, requires motivation, and any loss in chess and the lessons derived may create strong motivation for a child to develop certain sides of their character.

Social significance of chess, and their increasing popularity may be proved by such cogent arguments as creation of international organizations seeking to popularize and promote chess, world chess Olympiads and multiple international competitions. Chess are becoming more serious activity for a large number of people, helping self-actualization of an individual in any business environment, supporting harmonious personality development.

Chess is more than just a game, making children feel happy and pleased, it is an efficient means of their mental development, formation of inner strategy, an ability to act mentally.

Playing chess develops eye-mindedness, contributing to logical thinking, instilling diligence, thoughtfulness, tenacity of purpose. A child learning this game, becomes more focused, self-critical, makes a habit to think independently, take decisions, fight to a finish, take courage to face failures. Experimental evidence was obtained that children involved into the fairy world of chess, make better

progress at school. Besides, chess have a positive effect on improvement of various mental processes and such qualities as perception, attention, imagination, memory, reasoning, fundamentals of willed behavior control.

A. Alekhin wrote: *"Chess is more than just a knowledge and logic, it is also a deep fantasy. With chess I brought up my character. Chess is more than just a model of life, it is also a model of creativity. First of all, chess teaches you to be objective. In chess, you can become a great master, only understanding your mistakes and shortcomings. Just like in real life "* (1924)¹.

Ancient sages formulated the essence of chess this way: "Win comes with reasoning".

Chess develops most important qualities, which made it socially important since long ago, and this is one of the best and most absorbing leisure activities ever contrived by human beings.

Hence, applicability of this program is in its aim to arrange in-depth leisure activities for pupils, meeting their needs in active forms of cognitive activity and arises from a number of factors: growth of neuro-emotional overload, increase in pedagogically neglected children.

The focus of modern concept of general education is on the idea of developing child's personality, formation of their creative abilities, and cultivation of important personal qualities. All those and many more aspects are affected by the process of learning to play chess.

Another strength of chess is that this game is for everyone!

At every stage, life makes us hold our ground, take vigorous actions, show endurance and firmness, cautiousness and boldness, ability to dream up and ability to control imagination, based on the circumstances. Same things are required in chess. It is multifaceted and has a huge emotional potential, it makes the struggle an exciting experience, and it also requires the ability to mobilize, and concentrate attention, appreciate time, maintain self-control, identify lies and truth, and criticize both the opponent and ourselves.

Chess is a great school of creativity for children, it is a unique tool for developing their creative thinking.

Chess is an inspiration and a disappointment, a unique way out of loneliness, active leisure, a thirst for communication and self-expression. As Jose Raúl Capablanca said: "Chess is more than just a game. This is an intellectual pastime, featuring certain artistic properties and many elements of the science. For mental work, chess means the same as sports for physical improvement: a pleasant path of exercise and development of individual properties of human nature...»².

However, a target to build a grandmaster from a child is not a priority in this program. And if the child does not achieve outstanding sports results in chess, then this is not considered a life failure.

Program objective:

Creating conditions for personal and intellectual development of pupils, forming a common culture and arranging meaningful leisure time by learning to play chess.

Tasks:

- formation of a common culture of pupils;
- creation of conditions for the formation and development of key competencies of pupils (communicative, intellectual, social);
- formation of universal methods of mental activity (abstract-logical thinking, memory, attention, creative imagination, the ability to perform logical operations).
- development of moral, intellectual, physical, aesthetic qualities, initiative, independence and responsibility;
- cultivation of the need for a healthy lifestyle.

Program participants:

¹ A. Alekhin, 4th World Chess Champion "On the Way to Higher Chess Achievements", Minsk, 1982.

² Jose Raul Capablanca - (1888-1942), a Cuban chess player, a chess writer, a diplomat. The third world chess champion (1921 -1927), one of the strongest chess players in the world in 1910-1930, the winner of many international tournaments. The author of the book "My Chess Career" (Russian translation of 1924), "The Last Chess Lectures", ed. "Physical Education and Sports", 1976.

Program participants are pupils of grades 2-4 who attend general education school. Maximum number per a group corresponds to the normative indicators and norms of SanPiN. Class hours do not exceed 1 hour per week.

Principles of making up a program and methodics

Training is based on general principles of methodology:

- Principle of developing activities: the game is not for the sake of the game, but for the purpose of developing the personality of each participant and the whole collective;
- Principle of active involvement of each child in the game activity, rather than passive watching from the outside;
- Principle of accessibility, consistency and systematic presentation of program material.

The basis for arranging the work with children in this program is a system of didactic principles:

- Principle of psychological comfort - creation of an educational environment that ensures the removal of all stress factors of the learning process;
- Principle of mini-max - ensuring the possibility to improve the level of each child at their own pace;
- principle of a holistic view of the world - with the introduction of new knowledge, its relationship with the objects and phenomena of the surrounding world is revealed;
- Principle of variability - cultivation of the ability to exercise their own choices and they are systematically given the opportunity to choose;
- Principle of creativity - the learning process is focused on the child's acquisition of their own experience of creative activity.

The principles outlined above integrate modern scientific views on the basics of arranging developmental learning, and provide solutions to problems of intellectual and personal development. This makes it possible to expect manifestation in children of a sustainable interest in chess, emergence of the skills to build an inner strategy, to develop spatial perception, purposefulness, perseverance in achieving the goal, teaching them to make independent decisions and be responsible for them.

Key teaching methods:

Chess thinking in a child is formed through a series of stages from the reproductive repetition of algorithms and schemes in standard positions, to the creative application of knowledge in practice, implying, often, a rejection of the generally accepted stereotypes.

At the initial stage, gaming, visual and reproductive methods prevail. They are applied:

1. When chess pieces are introduced.
2. When studying a chessboard.
3. When learning the rules of the game;
4. When realizing the material superiority.

An important role is played by the general principles of playing the game at various stages of the chess game, where the productive method becomes the main one. To realize their idea on the chessboard, a pupil masters tactical arsenal of chess, as a result of which the following algorithm of thinking is formed: position analysis - motive - idea - calculation - move. The productive method plays an important role in the future when studying the debuts and fundamentals of the positional game, especially when studying the typical positions of middlegame and endgame.

Basic forms and means of teaching:

1. Theoretical classes.
2. Didactic games and tasks, game exercises;
3. Practical game.

Results of educational activities:

Personal growth, intellectual and social development of the child, the development of communication skills, initiative, tolerance, self-reliance.

Acquiring theoretical knowledge and practical skills in a chess game.

Mastering new activities (didactic games and tasks, game exercises, competitions).

The final result of training is the ability to play the chess game according to the rules from start to finish. This implies certain reliability of knowledge and ability to apply them in practice.

2. Detailed curriculum

Course subject "Chess, grade 2"

I. Chessboard - 4 hours

The first acquaintance with the chess kingdom. Chessboard. White and black squares. Rank, file, diagonal. The center of the chessboard. Notation.

Educational games and game tasks.

"Rank". The two players take turns filling one of the ranks of the chessboard with cubes (tokens, pawns, etc.)

"File". The same is done, but this time one of the files on the chessboard is filled.

"Diagonal". The same is done, but this time one of the diagonals on the chessboard is filled.

II. Chess pieces - 2 hours

White pieces. Black pieces. Rook, bishop, queen, horse, pawn, king. Comparative strength of the pieces. Value of chess pieces (N, B = 3, R = 5, Q = 10). Starting position (starting position). The location of each of the pieces in the starting position; rule "Queen gets her color."

Educational games and game tasks.

"Magic pouch". In the opaque pouch one by one, all the chess pieces are placed, each of the pupils tries to determine by touch the hidden piece.

"Guess it". The teacher verbally describes one of the pieces, the children must guess what kind of piece it is.

"Secret piece". All pieces stand on the table in a row, the children take turns calling all the chess pieces except the secret one, which is selected in advance; Instead of the name of this piece they should say: "Secret."

"Nick it". The teacher thinks of one of the pieces, and the children are trying to guess which figure is conceived.

"Find common features". The teacher takes two chess pieces, and the children say how the pieces resemble each other, what is different (color, shape).

"Big or small". The teacher puts six different pieces on the table. Children one by one go out and call the tallest pieces and put it aside. Soon all the pieces are arranged according to their height.

"Who's stronger?". The teacher shows the children two pieces and asks: "Which piece is stronger? How many points?"

"Both armies are equal". The teacher puts on the table from one to five pieces and asks the children to place on their boards other sets of pieces so that the sums of points in the armies of the teacher and a pupil would be equal.

"Pouch". Pupils take one by one pieces out of the pouch and gradually arrange the initial position.

"Yes or No". The teacher takes two chess pieces, and the children answer if these pieces stand side by side in the initial position.

"Look out!". The teacher speaks any phrase about the initial position, for example, "The rook stands in the corner," and throws a ball to some of the pupils; if the statement is true, then the ball should be caught.

III. Moves and captures – 17 hours (the key subject of the training course)

The rules of the move and capture of each of the pieces. "Undermining" game. White-square and black-square bishops, bishops of the same and opposite colors. The exchange. Minor and major pieces. Rook, knight, bishop, queen and king pawns. En passant. Pawn promotion.

Educational games and game tasks.

"Undermining" game– the most important game of the course. It is here that all the advantages of chess begin to "work" for a pupil - an internal strategy, an analytical and synthetic function of thinking,

etc. is formed. The teacher plays with the pupils using a limited number of pieces (most often the piece against the piece); the one who destroys all the enemy's pieces wins.

“One man can make a team”. A white piece must beat all the black pieces on the chessboard, destroying each piece (black pieces are deemed bewitched, immovable).

“Labyrinth”. A white piece must reach a certain square of the chessboard avoiding "mined" squares, while not jumping over them.

“Get over the sentries”. A white piece must reach a certain square of the chessboard avoiding "mined" squares and the squares under the attack of black pieces.

“Carry off the sentries”. A white piece must beat all the black pieces; a player selects such a pattern of moves on the chessboard so that they never get under attack of black pieces.

“Short cut”. Making a minimum number of moves, a white figure must reach a certain square of the chessboard.

“Attacking the enemy piece”. A white piece must attack a black piece in one move, but in such a way as to avoid an attack.

“Double attack”. A white piece must attack at the same time two black pieces, but so as to avoid an attack.

“Capture”. Of the several possible captures, a player must choose the best - to beat an unprotected piece.

“Defence”. One white piece should protect another one, standing under attack.

Notes. All educational games and tasks from this section (even those seemingly strange at first glance, like the "Labyrinth", etc., where there are "bewitched" pieces and "mined" squares) simulate certain situations in a form understandable to children, such situations as faced by chess players in the game over the chessboard. At the same time, all games and tasks are entertaining and developing, they effectively contribute to the training of figurative and logical thinking.

IV. Purpose of a chess game – 7 hours

Check. Concept of Check. Defence against the check. Mate is the goal of the chess game. Linear mate. Tasks for mate in one move. Stalemate. Draw. Stalemate and other draw cases. Mate in one move. Long and short castling and its rules.

Educational games and game tasks.

“Check or not”. A number of positions are given where pupils should determine whether the king is under the check or not.

“Check”. It is required to declare a check to the enemy king.

“Five checks”. Each of the five white figures must declare a check to the black king.

“Defence against the check”. The White King must protect himself from the check.

“Mate or not”. A number of positions are given where pupils must determine whether a mate is delivered to the black king.

“Mate in one move”. It is required to deliver a mate to the enemy king in one move.

“Castling”. A number of positions are given where pupils should determine whether it is possible to castle or not.

V. Playing all the pieces from the initial position – 2 hours

Chess game. The beginning of the chess game. Ideas about how to start a chess game. Short chess games. Scholar's mate. Protection from the scholar's mate.

Educational games and game tasks.

“Two moves”. In order for a pupil to learn how to create and implement threats, he/she plays with the teacher as follows: for each move of the teacher a pupil reacts with his/her two moves in a row.

By the end of the first year course, children should know:

- Chess terms: white and black square, rank, file, diagonal, center, game; initial position (starting position), white, black, move, capture, stand under attack, en passant, castling (long and short); check, mate, stalemate, draw;
- Names of chess pieces: rook, bishop, queen, knight, pawn, king, rules of move and taking each piece.

By the end of the first year course, children should be able to:

- navigate on the chessboard;

- play each piece separately and in combination with other pieces without violating the rules of the chess code;
- correctly place the board between partners and correctly arrange the starting position;
- distinguish the rank, the file and the diagonal;
- castle;
- deliver a check, mate;
- solve elementary problems on the mate in one move.

Course subject “Chess, grade 3”

I. Review – 2 hours

Chess board. Rank. File. Diagonal. Names of pieces. Initial arrangement of pieces. The rules of the move and taking each piece. Attack. Protection. Check. Purpose of the game. Castling. The rule of pawn promotion. En passant. The idea of how to start a game. Scholar's mat. Protection from scholar's mat. Notation.

Educational games and game tasks.

“Rank”. The two players take turns filling one of the ranks of the chessboard with cubes (tokens, pawns, etc.)

“File”. The same is done, but this time one of the files on the chessboard is filled.

“Diagonal”. The same is done, but this time one of the diagonals on the chessboard is filled.

“One man can make a team”. A white piece must beat all the black pieces on the chessboard, destroying each piece (black pieces are deemed bewitched, immovable).

“Labyrinth”. A white piece must reach a certain square of the chessboard avoiding "mined" squares, while not jumping over them.

“Attacking the enemy piece”. A white piece must attack a black piece in one move, but in such a way as to avoid an attack.

“Capture”. Of the several possible captures, a player must choose the best - to beat an unprotected piece.

“Defence”. One white piece should protect another one, standing under attack.

“Check”. It is required to declare a check to the enemy king.

“Defence against the check”. The White King must protect himself from the check.

“Mate or not”. A number of positions are given where pupils must determine whether a mate is delivered to the black king.

“Mate in one move”. It is required to deliver a mate to the enemy king in one move

“Castling”. A number of positions are given where pupils should determine whether it is possible to castle or not.

II. Mate to a lonely king - 5 hours

Mate by two rooks to a lonely king. Mate by the queen and the rook against the king. Mate by the Queen. Linear mate by a rook to a lonely king. Square mate by a rook. Mate by two bishops. Mate by a bishop and a knight (final positions). An impossible task for two knights.

Educational games and game tasks.

“Check or mate”. A pupil must determine whether the player is delivered a check or mate.

“Mate or stalemate”. It is necessary to determine whether mate or stalemate is delivered.

“Mate in 1 move”. A pupil must mate one of the kings in one move.

“Mate in 2 moves”. It is required to mate the enemy's king in two moves.

“To the farthest line”. A pupil must make such a move that the enemy king had to retreat to one of the extreme files or ranks.

“To the corner”. A move should be made so that the enemy king was forced to retreat into a corner.

“Smothered king”. It is necessary to make such a move, after which the enemy king will have the least number of squares for retreat.

III. Interaction of pieces - 4 hours

Mate, based on the interaction of pieces: Interaction of major pieces (battery queen and rook, rook and rook). The interaction of the Queen and a minor piece (battery queen and bishop, queen and knight). The interaction of the queen and a pawn, the interaction of the queen and the king. The interaction of the rook and a minor piece (battery rook and bishop, rook and knight). Interaction of minor pieces (battery bishop and knight, knight and knight, bishop and bishop).

Educational games and game tasks.

“Mate or not”. A pupil must determine whether a mate is delivered to the enemy king.

“Check or mate”. A pupil must determine whether this move is simply a check or whether the king is mated.

“Mate in 1 move”. Making his/her own move a pupil must mate the enemy king.

“Defence against the mate”. It is necessary to find protection against the threat of mate in 1 move.

“Make threat of mate”. A pupil must find such a move, after which the enemy king will face mate in 1 move.

“Mate in 2 moves”. A pupil must first deliver check in one move to the king or create a threat of mate in 1 move, and deliver mate with the second move.

IV. Winning the material – 9 hours (the key subject of the training course)

Double attack with a pawn, a bishop, a rook, a king, a queen and a knight. Ways to protect against double attack. Skewer by linear pieces. Absolute pin. Relative pin. Methods of protection against the pin: retreat, forcing back, overlap. Discovered check. Discovered attack. Double check. Protection against double check.

Educational games and game tasks

“Make a double attack and win the material”. A pupil must find a move when one piece attacks two enemy pieces at once.

“Double attack with check”. It is required to find a double attack to the enemy king and another piece.

“Make skewer and win the material”. A pupil must find a skewer, leading to the win of the enemy piece.

“Pin the enemy piece”. An enemy piece should be pinned.

“Identify which of the enemy pieces is pinned”. A pupil must find a piece, which is pinned.

“Increase the number of attacks on the pinned piece”. It is necessary to attack the pinned piece again to win it.

“Find a piece that has fictitious defence”. It is required to find a piece that has fictitious defence by a pinned piece.

“Achieve material advantage using the pin”. A pupil must find a way to win a piece using the pinned position of one of the enemy pieces.

“Remove the pin” It is required to find a move to remove the pin.

“Achieve material advantage by delivering discovered check”. By delivering discovered check it is required to win the enemy piece.

“Deliver double check”. A pupil must find a move, when the check is delivered by two pieces at once.

“Mate to the king by double check”. It is required to deliver mate in 1 move using double check

“Achieve material advantage using one of the tactical maneuvers” A pupil should on his/her own identify which tactical maneuver may be used to achieve material advantage.

V. Elementary pawn endings – 3 hours

King and pawn against the king. The rule of "Square". Opposition in the pawn ending. Types of opposition. Capture the key square and the harmful rule of the check.

Educational games and game tasks.

“Build the pawn square”. A pupil must build a square of a passed pawn either by way of counting the squares or by diagonal method.

“Is the king in the pawn square?”. It is required to define whether the king is in the square of a passed pawn.

“Would the pawn be promoted to the queen?” A pupil must define if the pawn may be promoted to the queen or it would be stopped by the enemy king.

“Stop the pawn”. The king should enter the square of a passed pawn.

“Opposition or not”. It is required to define if the given arrangement of the kings is an opposition.

“Name the type of the opposition”. A pupil must define the opposition type.

“Take the opposition”. A pupil must take the opposition by his/her move.

“Use a reserve move of the pawn to take the opposition”. It is required to pass the move turn to the enemy using a reserve move of the pawn.

“Define the key squares of the pawn”. It is required to define the key squares of the passed pawn.

“Take the opposition and go to the key square of the pawn”. A pupil must use the first move to take the opposition and then go to the key square of the pawn.

“Take the opposition and move the pawn without check” It is required to take the opposition, and then to move the passed pawn to the next to last row without check.

VI. Basic rules of the Opening game– 3 hours

Start of the chess game. Ideas about how to start a chess game. The principle of rapid development. The principle of struggle for the center. The principle of security of the king. Short chess games.

Educational games and game tasks.

“Enter the piece into the battle”. A pupil must make a move entering his/her piece to the advantageous position.

“Take the center”. A move of the pupil’s pawn must take one of the central squares.

“May I castle?”. A pupil must define whether he/she may castle at the given moment.

“Where to castle?”. It is required to define the direction where it is advantageous to castle from the point of the king’s security.

“Mate in 1 move to the uncastled king”. Find the way to mate in 1 move to the king stuck in the center.

“Mate in 2 moves to the uncastled king” Find the way to mate in 2 moves to the king stuck in the center.

“Would the whites be mated in 1 move, if they castle?” A pupil must define if it is safe to castle .

By the second year end children should know:

- Chess terms: linear mate, double attack, skewer, pin, discovered attack, discovered check, double check, opposition, square rule, key square;
- Methods of mating a lonely king, schemes of mate attacks based on the interaction of pieces, elementary tactical maneuvers, basic principles of playing elementary pawn endings, basic principles of playing in the Opening;
- Rules for playing chess, rules of conduct during the game;

By the second year end children should be able to:

- Mate a lonely king by the two rooks, queen and a rook, by the queen with the help of a king, by the rook with the help of a king;
- Mate with a single piece, use the interaction of pieces for mate attack on the king;
- Gain material advantage using elementary tactical maneuvers;
- Promote the pawn to the queen in elementary endings a king and a pawn against a king;
- Solve elementary tasks for mate in 1, 2 moves, for the win of the material.

Course subject “Chess, grade 4”

I. Review. – 2 hours

Mate to a lonely king by various pieces. Mate based on the interaction of pieces. Using tactical maneuvers to win the material: double attack, pinning, skewer, discovered attack, discovered check. Elementary pawn endings: a king and a pawn against a king. Three principles of playing the start of the chess game: rapid development of pieces, fight for the center, safety of a king.

Educational games and game tasks.

“Mate in 2 moves”. It is required to mate the enemy’s king in two moves.

“To the farthest line”. A pupil must make such a move that the enemy king had to retreat to one of the extreme files or ranks.

“To the corner”. A move should be made so that the enemy king was forced to retreat into a corner.

“Smothered king”. It is necessary to make such a move, after which the enemy king will have the least number of squares for retreat.

“Make a double attack and win the material”. A pupil must find a move when one piece attacks two enemy pieces at once.

“Make skewer and win the material”. A pupil must find a skewer, leading to the win of the enemy piece.

“Achieve material advantage using the pin”. A pupil must find a way to win a piece using the pinned position of one of the enemy pieces.

“Achieve material advantage by delivering discovered check”. By delivering discovered check it is required to win the enemy piece.

“Mate to the king by double check”. It is required to deliver mate in 1 move using double check

“Achieve material advantage using one of the tactical maneuvers” A pupil should on his/her own identify which tactical maneuver may be used to achieve material advantage.

“Would the pawn be promoted to the queen?” A pupil must define if the pawn may be promoted to the queen or it would be stopped by the enemy king.

“Promote the pawn to the queen”. A pupil based on the gained knowledge and skills should promote the pawn to the queen.

“Enter the piece into the battle”. A pupil must make a move entering his/her piece to the advantageous position.

“Take the center”. A move of the pupil’s pawn must take one of the central squares.

“May I castle?”. A pupil must define whether he/she may castle at the given moment.

“Mate in 2 moves to the uncastled king” Find the way to mate in 2 moves to the king stuck in the center.

II. Stages of the chess game and principles of playing - 3 hours

Three stages of the chess game and their strategic goals. Basic principles of playing in the opening. Basic principles of playing the middle game. Basic principles of playing the end game.

Educational games and game tasks.

“Define the stage of the chess game”. A pupil must define in any given position what the stage of the chess game is.

“Improve position of your pieces”. It is required to define which piece in a given position holds passive position and find the way to move it to a more advantageous place.

“Define the object of attack”. It is required to define weak point in the arrangement of the enemy pieces and a way to attack it.

“Activate the king”. A pupil must find the way to move the king in the ending to an active position.

“Define the passed pawn”. It is required to define which of the pawns is passed.

“Stop the passed pawn of the enemy”. It is required to find the way to stop the passed pawn of the enemy.

III. Basics of the Opening - 4 hours

10 rules of playing the Opening game. Violation of the opening principles: early entry of the queen and rooks, aimless moves of pawns; repeated moves of the same piece; leaving the king in an insecure position.

Educational games and game tasks.

“Mate in 1 move in the opening”. It is required to take advantage of an error in the opening and deliver mate in 1 move.

“Mate in 2 moves in the opening”. It is required to take advantage of an error in the opening and mate in 2 moves.

“Catch the queen”. It is required to take advantage of disadvantageous position of the queen and win it.

“Catch the rook”. It is required to take advantage of disadvantageous position of the rook and win it.

“Enter one piece into the battle”. A pupil must define which of the pieces has not yet entered the game and enter the undeveloped piece into the game.

“Mate the unprotected king”. It is required to take advantage of an unprotected or restricted position of the enemy king and mate it.

“What error is made in the opening?” A pupil defines in any given position what error is made in the opening.

IV. Advantages in the chess game – 2 hours

Material advantage. Ways to realize material advantage: position simplification by way of exchange and transition into winning ending; organizing an attack on the king or weak objects by superior forces. Positional advantage. Types of positional advantages: space advantage, development advantage. Simple ways to realize the space advantage.

Educational games and game tasks.

“Who has a material advantage?” A pupil defines which of the parties has a material advantage.

“Realize the material advantage”. A pupil must find the way to realize the material advantage.

“Find the way to transition into the winning ending”. It is required to find advantageous position simplification and transition into the winning ending.

“Organize an attack by superior forces on weak objects of the enemy”. It is required to attack the weak enemy object, increasing the number of attacks on it.

“Attack the enemy king by superior forces”. A pupil must offer a way to attack the enemy king by his/her superior forces.

“Take advantage of restricted position of the enemy pieces and end the game”. It is required to mate the enemy king smothered by its pieces.

“Take advantage of the underdevelopment of the enemy pieces and end the game”. It is required to mate the enemy king left without support of its pieces.

V. Chess combination – 8 hours (the key subject of the course)

Components of the chess combination: coercion, forced options, sacrifice, theme and motif of the combination. Combinations for decoy. Combinations for blockade. Combinations for deflection. Combinations for space or line clearance. Combinations for the destruction of a defender. Combinations for the destruction of the king’s protection. Combinations for forcing the king into the center.

Educational games and game tasks.

“Define the motif and theme of the combination”. A pupil must define the motif and theme of the combination.

“Mate in two moves using the decoy”. Using the sacrifice it is required to decoy the enemy king into the disadvantageous position and mate it.

“Mate in two moves using the blockade”. Using the sacrifice it is required to force the enemy piece to take disadvantageous position, taking up the retreat squares from the king and mate it.

“Mate in two moves using the deflection”. Using the sacrifice deflect the piece from the protection of an important square and mate the enemy king.

“Mate in two moves using the space or line clearance”. Using the sacrifice it is required to clear an important square or line, which are necessary for another piece to mate the enemy king.

“Mate in 2 moves by destroying the defender”. It is required to destroy the protecting piece and deliver mate to the enemy king.

“Mate in 2 moves by destroying the king’s protection”. A pupil must use the sacrifice to destroy the king’s protection and mate it.

“Mate in two moves by forcing the king into the center”. A pupil must use the sacrifice to draw the enemy king into the center and mate it.

VI. Attack on the king. – 4 hours

Basic methods of attacking the king. Protection of the king. Piece protecting the king. Methods of attacking the uncastled king: drawing the king. Methods of attacking the king in case of one-way castling: piece attack. Methods of attacking the king in case of multi-way castling: pawn assault or piece attack.

Educational games and game tasks.

“Which of the parties is ready for the attack of the enemy king?” Pupils must define which of the parties have prerequisites for the attack on the king.

“Attack the uncastled king”. A pupil must find the way to attack the king stuck in the center.

“Attack the king at one-way castling”. It is required to mount attack on the king at one-way castling.

“Attack the king at multi-way castling”. It is required to mount attack on the enemy king at multi-way castling.

By the third year end the children should know:

- chess terms: opening, middle game, end game, material advantage, positional advantage, chess combination, sacrifice, forced option, deflection, decoy, blockade, defender destruction, destruction of the king’s protection, drawing the king, strategy, open line, strong square, weak square, doubled pawn, isolated pawn, mobility restriction;

- basic principles of playing the opening game, middle game, end game, methods of realizing the material and positional advantage, what the chess combination is and what components it has, basic themes and motifs of chess combinations, basic concepts of the chess strategy;

- rules of playing chess, rules of conduct during the game;

By the third year end the children should be able to:

- accurately define the stages of the chess game, play the opening game according to basic opening rules;

- realize the material advantage;

- solve elementary chess combinations for deflection, decoy, blockade, defender destruction, space (line) clearance, destruction of the king’s protection;

- play the chess game from the start to the end, avoiding gross errors and not violating basic chess principles.

3. Planned hours

Curriculum “Chess, grade 2”

No.	Name of section and topics	Number of hours		
		Theory	Practice	Total hours
I	Chess board	4 hours	15 minutes at each lesson	4 hours
II	Chess pieces. Initial arrangement of pieces	2 hours		2 hours
III	Moves and capturing pieces	17 hours		17 hours
IV	Purpose of chess game	7 hours		7 hours
V	Playing with all pieces from the starting position	2 hours		2 hours
VI	Summary. Final Lessons	2 hours		2 hours
	TOTAL	34 hours		34 hours

Syllabus “Chess, grade 2”

No	Topic	Number of hours			Form of conduct	Educational product
		Total	Lectures	Practice		
1	Familiarization with chess	1	30 min.	15 min.	Story - conversation	Answers to questions
2	Familiarization with chess pieces	1	30 min.	15 min.	Story - conversation	Developing questions about external features of pieces
3	Chess board and pieces	1	30 min.	15 min.	Theoretical and practical lesson	Developing questions. Didactic tasks (find

						errors in the arrangement of the piece)
4	Ranks and files. Rook	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games
5	Rook. Capturing	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games
6	Diagonal. Bishop	1	30 min.	15 min.	Theoretical and practical lesson	Graphic exercise Didactic games
7	Bishop. Capturing	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with capture of the bishop
8	Queen, queen move	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with the move of the queen
9	Queen, capturing	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with capture of the queen
10	Pawn	1	30 min.	15 min.	Theoretical and practical lesson	Solving problems with the pawn move
11	Knight. Knight move	1	30 min.	15 min.	Theoretical and practical lesson	Didactic one-step games with the knight move
12	Knight. Capturing	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with knight
13	King	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with the king's move
14	Marking the board squares and pieces	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks "Name the address", Snipers
15	Final lesson	1	15 min.	30 min.	Control lesson	Competition. Quiz
16	Attack	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games with attack
17	Piece value	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games. Comparative analogy
18	Basic chess rules. Attack and defense of pieces	1	30 min.	15 min.	Theoretical and practical lesson	Developing exercises
19	Attack and defense of pieces. Various protection	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games
20	Protected and unprotected pieces	1	30 min.	15 min.	Theoretical and practical lesson	Didactic games (beat unprotected piece)
21	Double attack	1	30 min.	15 min.	Theoretical and practical lesson	Didactic double attack games
22	Special role of the king. Check	1	30 min.	15 min.	Theoretical and practical lesson	Didactic check or not check. Didactic game - find the piece that announced the check
23	Protection against check	1	30 min.	15 min.	Theoretical and practical lesson	Didactic game demonstration of three ways to protect against the Check
24	Mate	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks - mate or check. Didactic task - what piece

						announced mate
25	Mate in one move	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks - declare the mat to the king using indicated piece (rook, bishop, queen, pawn, knight)
26	Interaction of pieces	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks with coloring
27	Corridor mate	1	30 min.	15 min.	Theoretical and practical lesson	Problem Solving
28	Draw. Types of draw	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks (stalemate or not stalemate)
29	Special move by the king. Castling	1	30 min.	15 min.	Theoretical and practical lesson	Castling didactic task
30	Repeat the king's special move. Special move of the pawn. Capture en passant	1	15 min.	30 min.	Theoretical and practical lesson	Didactic tasks of en passant capture
31	Chess ethics. Rules of conduct during the game	1	15 min.	30 min.	Theoretical and practical lesson	Competition. Quiz
32	Chess game	1	30 min.	15 min.	Theoretical and practical lesson	Answers to questions
33	Opening mistakes	1	30 min.	15 min.	Theoretical and practical lesson	Recording the game
34	Final lesson	1	15 min.	30 min.	Control lesson	Hot-seat questions

Curriculum "Chess, grade 3"

No.	Name of sections and topics	Number of hours		
		Theory	Practice	Total hours
I	Review of the material	2 hours	15 minutes at each lesson	2 hours
II	Mate to a lonely king	5 hours		5 hours
III	Interaction of pieces	4 hours		4hours
IV	Material win	9 hours		9 hours
V	Elementary pawn endings	3 hours		3 hours
VI	The basic rules of the game in the opening	3 hours		3 hours
VII	Game sessions (tournaments)	15 minutes at each lesson.	4 hours	4 hours
VIII	Summary. Final lessons	15 minutes at each lesson	4 hours	4 hours
	TOTAL	26 hours	8 hours	34 hours

Syllabus "Chess, grade 3"

No.	Topic	Number of hours			Form of conduct	Educational product
		Total	Lectures	Practice		
1	Review. Chessboard and pieces. Purpose of	1	30 min.	15 min.	Story - conversation	Answers to questions. Didactic tasks for the review of the material

	the game					
2	Review. Castling. En passant. Opening	1	30 min.	15 min.	Story - conversation	Answers to questions. Didactic tasks for the review of the material
3	Mate to a lone king. Linear mate with two rooks	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for linear mate
4	Mate to a lonely king. Maty by the queen and the rook	1	30 min.	15 min.	Theoretical and practical lesson	Didactic mate queen and rook
5	Mate to a lonely king. Mate by the queen and the king.	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of mate with queen
6	Mate to a lonely king. Mate by the Rook and the King	1	30 min.	15 min.	Theoretical and practical lesson	Didactic mate with rook
7	Mate to a lonely king. Mat bishop and horse, two bishops	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks on mat with bishop and horse, two bishops
8	Final lesson	1	15 min.	30 min.	Practical lesson	Competition for solving problems on the matting of a lonely king.
9	Interaction of pieces. Battery rook + rook, queen + rook	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving problems on a mat using the interaction of heavy pieces
10	Interaction of the queen and a minor piece or a pawn. Battery queen + Bishop, queen + Knight, queen + pawn	1	30 min.	15 min.	Theoretical and practical lesson	Solving problems on a mat using queen interaction and easy piece
11	Interaction of the rook and a minor piece. Battery Rook + Knight, Rook + Bishop	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving problems for interaction between rook and minor piece
12	Interaction of a minor piece: Bishop + Bishop, Knight + Bishop, Knight + Knight	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving problems of mate using the interaction of minor pieces
13	Game tasks	1	15 min.	30 min.	Practical lesson	Holding a tournament
14	Game tasks	1	15 min.	30 min.	Practical lesson	Holding a tournament
15	Game tasks	1	15 min.	30 min.	Control lesson	Task solving competition
16	Winning the material. Double	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for a double attack with a

	attack with a pawn, bishop, rook, king					pawn, bishop, rook
17	Winning the material. Double attack by the queen	1	15 min.	30 min.	Theoretical and practical lesson	Didactic tasks for a double attack with queen
18	Winning the material. Double attack with a knight	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for a double attack with knight
19	Winning the material. Skewer (X-ray)	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of skewer
20	Winning the material. Pinning	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of pinning with the king
21	Winning the material. Pinning (continued)	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of pinning without a king
22	Winning the material. Discovered check	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of discovered check
23	Winning the material. Discovered attack	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of discovered attack
24	Winning the material. Double check	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of double check
25	Game session	1	15 min.	30 min.	Practical lesson	Holding a tournament
26	Final lesson	1	15 min.	30 min.	Practical lesson	Competition for solving tasks: "Make a material advantage using one of the tactics"
27	Elementary pawn endings. King and pawn against the king. Rule of the square	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of determining the square of a pawn
28	Elementary pawn endings. Opposition	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for the opposition
29	Elementary pawn endings. How to promote a pawn to the queen?	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of promoting a pawn to queen
30	Rules of the game in the opening. The principle of rapid development	1	15 min.	30 min.	Theoretical and practical lesson	Didactic tasks for rapid development of piece. Analysis of short games
31	Rules of the game in the opening. The principle of	1	15 min.	30 min.	Theoretical and practical lesson	Didactic tasks of rapid capture of the center. Analysis of short games

	struggle for the center					
32	Rules of the game in the opening. The Principle of the king's security	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for the safe position of the king. Analysis of short games
33	Game session	1	15 min.	30 min.	Practical lesson.	Holding a tournament
34	Final lesson	1	15 min.	30 min.	Control lesson	Quiz questions, quiz

Curriculum "Chess, grade 4"

No.	Name of sections and topics	Number of hours		
		Theory	Theory	Theory
I	Review of the material	2 hours	15 minutes at each lesson	2 hours
II	Stages of the chess game and the principles of their playing out	3 hours		3hours
III	Basics of the Opening	4 hours		4hours
IV	Types of advantages in the chess game	2 hours		2hours
V	Chess combination (the main theme of the course)	8 hours		8 hours
VI	Attack on the King	4 hours		4hours
VII	Game sessions	15 minutes at each lesson	6 hours	6 hours
VIII	Summary. Final Lessons	15 minutes at each lesson	5hours	5hours
	TOTAL	23hours	11hours	34hours

Syllabus "Chess, grade 4"

No	Topic	Number of hours			Form of conduct	Educational product
		Total	Total	Total		
1	Review. Chess notation. Different kinds of mate	1	30 min.	15 min.	Story - conversation	Answers on questions. Didactic tasks on a mat in 2 moves
2	Review. Double attack, pinning, discovered attack, discovered check, double check	1	30 min.	15 min.	Story - conversation	Answers on questions. Didactic tasks of mate in 2 moves and Winning the material
3	Stages of the chess game	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks to determine the stage of a chess game
4	Basics of the Opening. Rules of the game in the opening	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of mate in the opening, to determine the mistakes made in the opening
5	Basics of the Opening. Errors at the start of the game: early entry of the queen and rook	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for using unreasonable early withdrawal of the queen and rooks in the game

6	Basics of the Opening. Errors at the start of the game: aimless moves with pawns or the same piece	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks to determine the expediency of moves by the same piece or the nomination of extreme pawns
7	Basics of the Opening. Errors at the start of the game: leaving the king unsafe	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for the attack of unprotected king
8	Game session	1	15 min.	30 min.	Practical lesson	Game practice with the recording of the game. Pupil error analysis
9	Final lesson	1	15 min.	30 min.	Practical lesson	Competition for solving problems on the use of errors in the debut
10	Basic principles of middle game	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for basic principles of middle game
11	Types of advantages: material and positional. Simplifying the position using exchange and transition into the winning ending	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for the realization of the material advantage, organizing the attack of the enemy king
12	Types of advantages: material and positional. Advantage in the development of a piece	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks for the realization of the advantage in the development of a piece
13	Basic principles of the end game	1	30 min.	15 min.	Theoretical and practical lesson	Analysis of typical positions. Didactic tasks of the basic principles of end game
14	Game session	1	15 min.	30 min.	Practical lesson	Holding a tournament
15	Game session	1	15 min.	30 min.	Practical lesson	Holding a tournament
16	Final lesson	1	15 min.	30 min.	Practical lesson	Competition for solving tasks for the realization of advantages
17	Chess combination. Sacrifice, combination theme and motif	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks of determining combination theme and motif
18	Chess combination. Decoy	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving decoy combinations
19	Chess combination. Blockade	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving blockade combinations
20	Chess combination. Deflection	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving deflection combinations

21	Game session	1	15 min.	30 min.	Practical lesson	Game practice with recording of the game. Pupil error analysis
22	Chess combination. Space (line) clearance	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving chess combination. Space (line) clearance
23	Chess combination. Defender destruction	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving the combination to destroy the defender
24	Chess combination. Destruction of the king's protection	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. . Solving the combination to destroy king's protection
25	Chess combination. Drawing the king to the center	1	30 min.	15 min.	Theoretical and practical lesson	Didactic tasks. Solving the combination of drawing
26	Game session	1	15 min.	30 min.	Practical lesson	Game practice with the recording of the game. Pupil error analysis
27	Final lesson	1	15 min.	30 min.	Control lesson	Combination solving competition
28	Attack on the king	1	30 min.	15 min.	Theoretical and practical lesson	Analysis of typical positions and short games. Didactic tasks: Attack on the king
29	Attack on the uncastled king	1	30 min.	15 min.	Theoretical and practical lesson	Analysis of typical positions and short games. Didactic tasks of attack on the king stuck in the center
30	Attack on the king at one-way castling	1	30 min.	15 min.	Theoretical and practical lesson	Analysis of typical positions and short games. Didactic tasks of attack on the king at one-way castling
31	Attack on the king at multi-way castling	1	30 min.	15 min.	Theoretical and practical lesson	Analysis of typical positions and short games. Didactic tasks of attack on the king at multi-way castling
32	Game session	1	15 min.	30 min.	Practical lesson	Game practice with recording of the game. Pupil error analysis
33	Final testing	1	15 min.	30 min.	Control lesson	Solution of test tasks for the whole program of the course
34	Final lesson	1	15 min.	30 min.	Control lesson	Quiz questions, quiz

4. Information and guidance

Teacher control

Teacher control includes pedagogical methods. The set of methods is aimed at determining the level of mastering the program material, the degree of formation of skills to master new types of activity, development of communicative abilities, growth of personal and social self-actualization of a child.

Applied methods of teacher control and observation allow controlling and correcting the work of the program throughout its implementation. This makes it possible to monitor the dynamics of the growth

of knowledge, skills and abilities, it allows building an individual development path for every child. Based on the information received, the teacher makes appropriate adjustments to the educational process.

Control is used to assess the degree of achievement of the goal and the solution of the tasks. The control of efficiency is carried out at performance of diagnostic tasks and exercises, by means of tests, frontal and individual interrogations, observations. Control tests are held in a ceremonial competitive environment.

Types of control:

- routine control (assessment of mastering the studied material) is carried out by the teacher in the form of observation;
- Interim control is carried out once a half-year in the form of final test work;
- Final assessment, is conducted at the end of the school year, in the form of testing, task completion;
- test exercises to determine the level of mastered skills, as well as a written survey to determine the volume of mastered theoretical knowledge.

Result assessment:

As a result of testing, each pupil gets the following marks:

Assessment of knowledge of pupils is carried out by converting the points into a five-point system:

- 1) 5 - "Excellent": 90-100 points (90-100%);
- 2) 4 - "Good": 75-89 points (75-89%);
- 3) 3 - "Satisfactory": 50-74 points (50-74%).
- 4) 2 - "Unsatisfactory": 20-49 points (20-49%)
- 5) 1 - "Unsatisfactory": 0-19 points (0-19%)

The final score is displayed as the average score from the sum of the assessments.

Criteria and norms of assessing the knowledge, abilities and skills of pupils

1. Assessment of written home work of pupils.

The answer is rated "5", if:

- the work has been done completely;
- in the logical reasoning and justification of the decision there are no gaps and errors;
- in the decision there are no technical errors (one inaccuracy, a mistake is possible, which is not a result of ignorance or misunderstanding of the educational material).

"4" is given in the following cases:

- the work has been done completely, but the rationale for the decision steps is not sufficient (if the reasoning justification skill was not a special object of testing);
- one mistake is made or there are two or three shortcomings in the sketches, drawings or graphs (if these types of work were not a special object of testing).

"3" is given in the following cases:

- more than one mistake or more than two or three shortcomings in drawings or graphs is allowed, but a pupil has compulsory skills on the topic under test.

"2" is given if:

- significant mistakes are made that showed that a pupil does not have necessary skills in this subject to the full extent.

"1" is given if:

- the work shows a complete lack of compulsory knowledge and skills on the topic being tested or a significant part of the work has been done with a help.

The teacher can raise the mark for the original answer to the question or the original solution of the problem, which are indicative of high intellectual development of a pupil; for the solution of a more complex problem or the answer to a more complex question proposed additionally to a pupil after performing any other tasks.

2. Assessment of written home work of pupils.

The answer is rated "5", if:

- the work has been done completely;
- in the logical reasoning and justification of the decision there are no gaps and errors;
- in the decision there are no technical errors (one inaccuracy, a mistake is possible, which is not a result of ignorance or misunderstanding of the educational material).

"4" is given in the following cases:

- the work has been done completely, but the rationale for the decision steps is not sufficient (if the reasoning justification skill was not a special object of testing);
- one mistake is made or there are two or three shortcomings in the sketches, drawings or graphs (if these types of work were not a special object of testing).

“3” is given in the following cases:

- more than one mistake or more than two or three shortcomings in drawings or graphs is allowed, but a pupil has compulsory skills on the topic under test.

“2” is given if:

- significant mistakes are made that showed that a pupil does not have necessary skills in this subject to the full extent.

“1” is given if:

- the work shows a complete lack of compulsory knowledge and skills on the topic being tested or a significant part of the work has been done with a help.

The teacher can raise the mark for the original answer to the question or the original solution of the problem, which are indicative of high intellectual development of a pupil; for the solution of a more complex problem or the answer to a more complex question proposed additionally to a pupil after performing any other tasks.

3. Assessment of oral answers of pupils

The answer is rated "5", if a pupil:

- fully disclosed the content of the material in the volume provided by the program and the textbook;
- laid out the material in a competent language, using the chess terminology and symbols exactly, in a certain logical sequence;
- correctly made the sketches, drawings, graphs, accompanying the answer;
- showed the ability to illustrate the theory with concrete examples, apply it in a new situation when performing a practical task;
- demonstrated the knowledge of the theory of previously studied related topics, the formation and stability of the skills and habits used in the response;
- answered independently, without leading questions from the teacher;
- there may be one or two inaccuracies in the coverage of secondary issues that a pupil easily corrected after the teacher's observation.

The answer is rated "4" if it satisfies basically the requirements for the "5" rating, but it has one of the drawbacks:

- in the narration there are small gaps that do not distort the content of the answer;
- One or two shortcomings are admitted while covering the main content of the answer, corrected after the teacher's comment;
- there is one error or more than two shortcomings in the coverage of minor issues, which were easily corrected after the teacher's comment.

“3” is given in the following cases:

- the content of the material is incompletely disclosed (the content is presented fragmentarily, not always consistently), but a general understanding of the problem is shown and skills sufficient for mastering the program material are demonstrated;
- there were difficulties or mistakes in the definition of chess terminology, drawings, corrected after several leading questions of the teacher;
- a pupil did not cope with the application of the theory in a new situation when performing a practical task, but fulfilled the tasks of the compulsory level of complexity on this topic;
- with sufficient knowledge of the theoretical material, insufficient formation of basic skills is revealed.

“2” is given in the following cases:

- the main content of the teaching material is not disclosed;
- Pupil's ignorance of the greater or most important part of the training material is revealed;
- errors in the definition of concepts, when using chess terminology, in sketches, drawings or

graphs that have are corrected after several leading questions of the teacher.

“1” is given, if:

- a pupil showed complete ignorance and misunderstanding of the training material studied or could not answer any of the questions posed on the material studied.

General classification of errors.

When assessing the knowledge, abilities and skills of pupils, it is necessary to take into account all the errors (major and minor) and shortcomings.

3.1. Major errors are:

- ignorance of the definition of basic concepts, laws, rules, basic theses of the theory, ignorance of notation, generally accepted symbols for the designation of figures;
- ignorance of names of figures;
- inability to distinguish the main answer;
- inability to apply knowledge, algorithms for solving problems;
- inability to draw conclusions and generalizations;
- inability to use primary sources, textbooks and reference books;
- equivalent errors;
- logical errors.

3.2. Minor errors include:

- inaccuracy of formulations, definitions, concepts, theories, caused by the incompleteness of coverage of the main features of the defined concept or by replacing one or two of these characteristics with secondary ones;
- irrational method of solving the problem or an inadequately thought-out response plan (violation of logic, substitution of some major issues for secondary ones);
- irrational methods of working with reference and other literature;
- inability to solve tasks, perform tasks in general.

3.3. Drawbacks are:

- irrational methods of calculations and transformations;
- careless execution of records, drawings, diagrams, graphs.

Final assessment of knowledge and skills

1. The basis for the presentation of the final assessment of knowledge is the results of the teacher's observation of the daily work of pupils, oral questioning, home and final control work. However, the latter is given the greatest importance.

2. When allotting final marks, both the level of theoretical knowledge of a pupil and the mastery of practical skills and abilities are taken into account. However, a pupil cannot be given a positive final grade if all and most of his/her current home work, as well as final control work, are assessed as unsatisfactory, although his/her oral responses were positively evaluated.

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