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## THE ROLE OF CHESS IN THE DEVELOPMENT OF INTELLECTUAL ABILITIES OF SECONDARY SCHOOL STUDENTS (BASED ON COMPUTER TECHNOLOGY)

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### ABSTRACT

*The article provides some comments on the importance of chess (based on computer technology) in the development of intellectual abilities of secondary school students. **Basic terms:** N.N.Moiseev, N.M.Verzilin, E.I.Perovsky, D.O.Lordkipanidze, computer technologies, didactic principle, method, oral, visual, practice, observation.*

**KEYWORDS:** N.N. Moiseev, N.M. Verzilin, E.I. Perovsky, D.O. Lordkipanidze, Computer Technologies, Didactic Principles, Method, Verbal, Visual, Practice, Observation.

### INTRODUCTION

About 60% of the population of the Republic of Uzbekistan are young people. Teaching them to care for our Motherland is one of the highest tasks of all educational institutions. Especially in the development of society, the education of mature young people is very important. In this case, the use of various tools, including games, in the development of intellectual abilities of students from the primary grades of schools is very effective. Today, our young people are regularly involved in games such as football, volleyball, wrestling, chess and checkers. Among them, the introduction of chess as a subject in a number of schools of our country is becoming important in educating young people mentally and spiritually.

Experiments have shown that students who play chess have a 40 percent higher response to intellectual influences. In the words of academician NN Moiseev, intellect is, first of all, the pursuit of a goal, an estimate of it, the planning of resources to achieve a goal. These are the algorithms of the game of chess. Chess gives joy and pleasure to students, enriches their spiritual worldview.

In order to use the intellectual abilities of secondary school students and the great potential of the game of chess in their development, firstly, it is necessary to pay attention to the correct choice of didactic principles and methods, and secondly, to use didactic principles and methods. Ensuring the connection (combination) of theory and practice from the didactic principles, the systematic formation of skills and competencies, as well as the provision of visual aids are very effective in education. Source-based learning methods have been categorized by scholars such as N.M.Verzilin, E.I.Perovsky, D.O.Lordkipanidze into 3 groups (oral, visual and practical).

According to the classification of these scientists, resource-based learning methods are selected in the development of students' intellectual abilities (Figure 1).

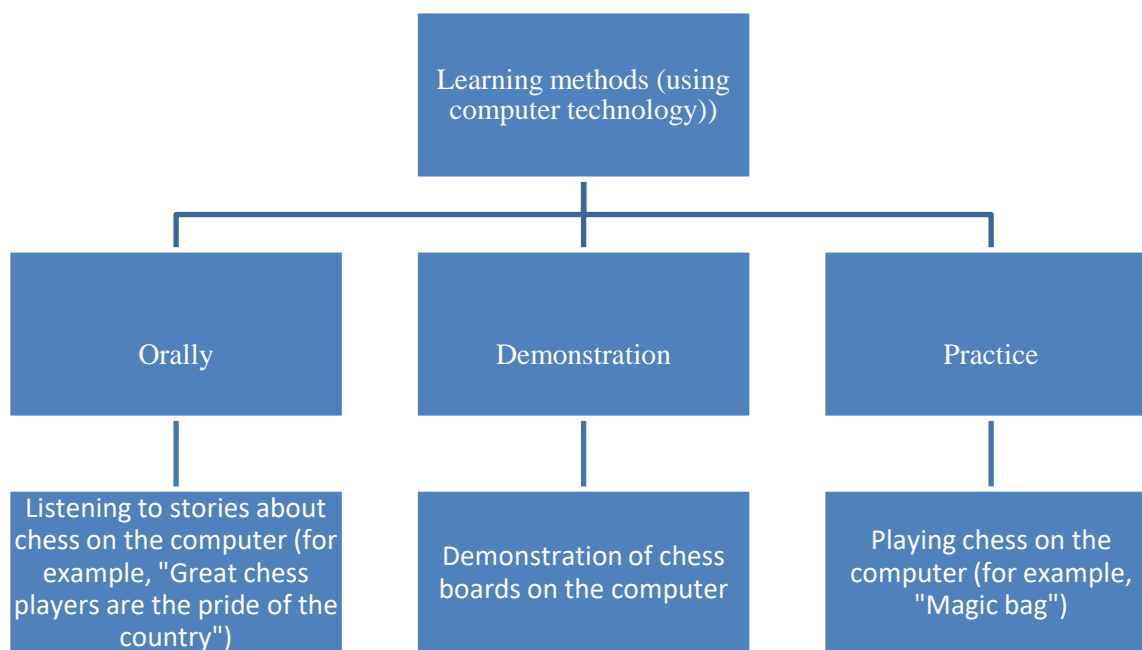


Figure 1. Use of computer technology in the use of resource-based learning methods Listening to the story from the above methods, observation, playing chess with the help of a computer is very important. Through the method of observation, students' behavior during lessons and games, attitude to the opponent (peer), mood, personal qualities are studied.

The above qualities of students can also be studied using the survey method (test form). The form of taking tests from students is especially popular.

1. Which game do you like?

A. I love football. I love chess

2. Are you bored playing chess?

A. for me the game of chess is boring V. i don't get bored of playing chess

3. Do you play chess at home?

A. Yes, we play chess at home. No, we don't play chess at home

4. Have you ever played chess on a computer?

A. I played chess on the computer. I didn't play chess on the computer

5. Is it good to play chess on the computer?

A. Ha V. No.

6. What do you do if your opponent swallows in chess?

A. Congratulations to my opponent on the victory. I am saddened by his victory.

Bukhara city No. 1 Children and Youth Sports School "Chess" circle students Kholmurodaliyev Abdulkhori Bukhara city 21 - secondary school student "Football" 5 other people interested in the game; Bakhtiyorova Robiya, Tohirova Umida, Zoyirov Muhammadziyo, Rakhmonova Shakhlokhon 1st grade and 3rd Shirinov Begzodlar Tests taken from 8th grade students of Bukhara city will be checked and their attitude to chess will be analyzed. The attitude of students who chose 10-40 percent of chess is unsatisfactory, 41-50 percent are partially satisfactory, 51-70 percent are satisfactory, and 71-100 percent are exemplary.

After this method, work will be organized to increase students' interest in the game of chess.

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