

90 - PRACTICE OF CHESS FOR STUDENTS OF SECOND YEAR OF EDUCATION OF A PUBLIC SCHOOL: A POSITIVE EXPERIENCE

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INTRODUCTION

It is known that the school is a place of learning numerous transfers, the relationship between knowledge and individuals. One of their main assumptions is to make a quality education, and there are several educational activities and games that help learning and development of students. According to Araújo (2006), "the importance of play in education has had several versions over time and are remembered as attractive alternatives for solving problems of educational practice."

According to Niederle and Minato (1999, p.62)

The power of play to create imaginary situations allows the child to go beyond reality, which contributes to their development. In the game the child is more than it actually allows you to take advantage of their full potential. In it the child takes initiative, plans, executes, evaluates, finally, learn to make decisions, internalize its social context in the theme of make-believe. He learns and develops.

The game must be applied for teaching purposes, assisting in the educational process and the integral development of students. Niederle and Minato (1999, p. 66), "adding that while play activity in thinking through educational means thinking less in the play by play, but the game as a working tool, as a means to achieve predetermined goals." Thus, the educator can develop through the game concepts with children, and it is important to choose the game, its features and characteristics of the class to which the game will be applied.

Whatever the type of game, all have their importance when used in an educational manner. One of those games that has received attention through its value as a pedagogical support is chess.

Historians believe that the most accepted theory is that chess originated in India around the sixth century AD was known as "playing army" or "Chaturanga" and could be played by two or more players. The Arabs after deep studies about the game realized that he was well related to mathematics, wrote several treatises on this and apparently were the first to formalize and write its rules. As main features, chess is a game board forming 64 squares, with eight rows and eight columns, half light and half dark, played between two people, one has the clear parts and other dark parts. Each player has sixteen pieces and each piece has a characteristic movement. The goal is for the opponent in checkmate, which occurs when the opponent's king is in check and no movement can be made to escape the check.

Chess school

Chess in Brazil is growing every day, mainly because the schools are adopting projects of this kind of specific programs or as a curricular subject. According to Araújo (2006)

Among the many skills that are developed for chess, the immense merit of the game is that it responds to key concerns of the modern education: to enable students to enhance their progress at their own pace, thus enhancing personal motivation and academic achievement.

To Bastos Junior and Roman (2008, p.2), "chess can be considered in addition to a game, sport, art or science that offers its practitioners, the trial and organized thought." Chess can also be teaching a sport, given that it is a practice that accepts and values differences, can be practiced by both sexes in all ages and from many different socio economic levels.

Bastos Junior and Roman (2008) believe that chess helps and stimulates intellectual activity, and most importantly, helps children in the solutions of problems, which is looking to know and understand the reality that presents itself.

The game of chess can help in the areas of work which at times are not developed in the classroom. In addition to the memorization of mathematical logical thinking, coordination and perception. To (Rao 2005, apud Oliveira Castilho, p.1), other skills can be developed the habit of the practice of chess, including: concentration, attention, patience, analysis and synthesis, imagination, creativity, organization studies, among others.

Ferracini (1998, p. 23), adds features such as reflection, intuition, observation and strategies are developed with the game of chess, but always accompanied by respect, discipline and understanding of rights and duties. These aspects of the moral development of students are key to their friendship group in the classroom or in other environments.

To mount a strategic move, you have reason to think further, imagine. Along the same line Ferracini (1998, p.23) argues that

Chess teaches caution because it sees the future; circumspection, since it is necessary to study the entire board, prudence, because we avoid making moves very fast, and, finally, we learn by chess the basic rules for life: no discouraged when all seems lost, hope and reason to promote a turnaround, time is the best remedy to solve the problems.

There are several projects around the world who are already using chess as a tool available to students. Besides being a resource that facilitates education, according to Birth (2006, p.22), chess is a far cheaper to bring quality schools. Can be built with alternative materials in a multidisciplinary educational activity draft. Among the different ways of practicing chess, and Oliveira Castilho (p.4), have three: the chess practiced as a leisure activity, practiced in the clubs, aimed primarily for competitions, and chess as a teaching tool.

According to these authors, chess play is used mainly for their physical or mental rest. For children, however, play is all a commitment for which they fight and struggle to make the best possible way.

The second alternative is to work the game of chess is like a preparation for competition. To this are given technical

openings, middle and end game, to which the student specializes in a particular strategy to achieve the desired won championships as individual and collective.

The third way is the teaching of chess as a teaching method, or teaching chess. The teacher then works with the focus chess or work to develop skills in which students have difficulties and compromises mostly their school performance.

On the role of educator, it is extremely important to differentiate these three types of practice of chess, in view of the real goals for this practice. According to Veloso Silva (2008, p.21), the playful can always prevail in a chess class, since it is really a class, intentional, organized, structured and planned. However, regardless of method used, (recreational, competitive or teaching), to learn chess students intuitively develop some important skills for a better student.

Chess teaching is actually one more resource available to the educator. The practice of chess in schools brings many benefits, not only students but also teachers. What is needed is the fact that the educator learn to exploit it in every way possible in the classroom, always trying to extract the content from the game.

Oliveira Castilho (p.7) present in their studies, experience the practice of chess observed by other authors as a pedagogical tool in many countries. Among them Russia, France, England, Argentina, Cuba, Spain, Mexico and Venezuela, chess is widely used in the form of projects or extracurricular subjects that are embedded in schools seeking benefits, advantages and virtues. These projects serve mainly to help improve student performance inside and outside the classroom, and improvement in school performance, concentration and attention of students. In Romania, chess gets to be a compulsory school subject grades in math and 33% depending on the performance of students in class chess.

Faced with these situations, this research aims to:

** Check how the practice of chess can be used as a pedagogical tool in a second year of elementary school, a state school education in Caxias do Sul, and their contribution in developing the moral aspects of the learners.*

METHODOLOGICAL PROCEDURES

Firstly, through a dialogue with the school board, sought to introduce the topic to be worked, the goals with this project, as well as the manner in which the classes would be developed. Secondly, there was the conversation with the classroom teacher, and an interview with the same.

Through this interview, we knew a little more about the reality of class. The second year of elementary school is comprised of 28 students, 15 girls and 13 boys, aged between seven and eight years. According to reports from the teacher, his pupils are very participatory and attentive, but there are often minor incidents involving the question of the relationship between girls and boys, between the sexes and between boys and girls. It is a class in the second year in a row remain almost the same students.

In this sense, work through the moral aspects of chess appeared as a good alternative to small incidents of relationships of this class. All students were concerned with the theme chess. The subject was also exposed to parents through a short letter explaining as well as the consent form to parents having the science of proposals and project objectives.

As in practice game, a few already had the basic knowledge of the game, some rules and moves of the pieces, but the majority had no knowledge of the game.

The lessons of chess began in May 2010, taught in Tuesdays, at the 14h40minutos 15h25minutos. The load is a weekly lesson, which lasted approximately 45 minutes. At the appointed time with the teacher regent, students were guided by the teacher herself chess for a particular room.

The chess room is attached to the gymnasium, and serves only to this practice. The room contains sixteen tables with chairs, arranged in four columns. Each table has a checkerboard with 32 parts necessary to practice the game. On the wall there are posters with information on the pieces with their movements and other activities developed and prepared during class.

The lessons were given to all 28 students who were arranged on tables in the chess room in pairs. In each class had different outs of forming pairs for practice. At times, the students themselves defined the pairs, mostly by marriage, and at other times, they were formed based on sex or mixed, month of birth, and other criteria.

As a methodology, classes were taught by means of intervention activities, problem-raising situations, explanations for the game, such as its origin, as the game was being practiced worldwide and in Brazil, the main rules. Later, they were explained the movements and catches of parts, activities, memorization of movements, and pre-game introductory sports and the game of chess itself. However, as related to the game, in all classes was emphasized respect for rules, the importance of respect for others and other aspects related to attitudes and values essential to the practice of games and sports.

For this practice would fit well as extracurricular activities, tasks as directed by the "homework", for example, research on the practice of chess by the family learned how to play, the importance of chess.

CONCLUSION

In the case of chess, in order to obtain a better result and explore the full potential the game offers, you must direct the practice for specific purposes, taking into account the reality of each group of children from activities created with challenges, and capable of significant findings and encourage creativity by making it more profitable as possible.

We believe that the practice of chess has a school or otherwise aided students in their learning, whether in the moral aspects of relationships and focused during lessons as well as subsidies for the other disciplines, highlighting the relevant pedagogical importance of this type of activity.

The practice of chess at school can bring many benefits, not only for students but also teachers. But you have to know the teacher to explore different ways to use it as a positive tool in view of the various aspects involved, to the achievement of common goals for a better relationship and group learning.

The themes were developed worked together with the class teacher. The practice of chess was effective both in front of the class and moral aspects in creating links between knowledge experienced in teaching and social interaction between the learner through the game of chess.

Faced with such initiatives as the practice of chess school, no doubt the issue of education is fundamental to a better implementation of projects. For both the professionals' performance can not be isolated, but it takes the discussions between various areas of knowledge for a good development projects, for example, the practice of chess at school.

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PRACTICE OF CHESS FOR STUDENTS OF SECOND YEAR OF EDUCATION OF A PUBLIC SCHOOL: A POSITIVE EXPERIENCE

ABSTRACT

This study sought to determine how the practice of chess can be used as a pedagogical tool in a second year of elementary school, a state school education in Caxias do Sul, and their contribution in developing the moral aspects the students. It is known that the games are very important in learning and development of students, and practice of chess provides among other abilities, reflection, concentration, strategy, respecting the rules, and can be practiced regardless of age and sex, and have not contraindications. The lessons of chess to 28 students began in May 2010 and conducted in a specific room, on Tuesdays and lasted approximately 45 minutes. As a methodology, classes were taught by means of intervention activities, lifting of problem situations, explanations about the rules of the game, the moves and catches parts, activities, memorization of movements, and pre-game introductory sports and the game of chess itself. Also in all classes was emphasized respect for rules, the importance of respect for others and other aspects related to attitudes and values essential to the practice of games and sports. We believe that the practice of chess school has assisted in student learning, whether in the moral aspects and relationships, as well as subsidies for the other disciplines, and prove effective at creating links between knowledge experienced in teaching and coexistence learners, thereby strengthening the relevant pedagogical importance of a chess game.

KEYWORDS: chess school, teaching tool, development of values.

PRATIQUE DES ECHECS POUR LES ETUDIANTS DE DEUXIEME ANNEE D'ENSEIGNEMENT D'UNE ECOLE PUBLIQUE: UNE EXPERIENCE POSITIVE

SOMMAIRE

Cette étude visait à déterminer comment la pratique du jeu d'échecs peut être utilisé comme un outil pédagogique dans une deuxième année d'école primaire, un enseignement public à Caxias do Sul, et leur contribution dans le développement de l'aspect moral les étudiants. Il est connu que les jeux sont très importants dans l'apprentissage et le développement des élèves, et la pratique du jeu d'échecs prévoit, entre autres compétences, de réflexion, de concentration, la stratégie, en respectant les règles, et peut être pratiqué indépendamment de l'âge et le sexe, et qui n'ont pas contre-indications. Les leçons d'échecs à 28 étudiants ont commencé en mai 2010 et menée dans une salle spécifique, le mardi et a duré environ 45 minutes. Comme une méthodologie, des cours ont été enseignés par le biais d'activités d'intervention, la levée des situations problématiques, des explications sur les règles du jeu, les mouvements et les pièces les captures, les activités, la mémorisation des mouvements, et d'avant-match sports d'introduction et le jeu d'échecs lui-même. Egalement dans toutes les classes a été insisté sur le respect des règles, l'importance du respect des autres et d'autres aspects liés aux attitudes et aux valeurs essentielles à la pratique de jeux et de sports. Nous croyons que la pratique de l'école d'échecs a contribué à l'apprentissage des élèves, que ce soit dans les aspects moraux et les relations, ainsi que des subventions pour les autres disciplines, et se révèle efficace pour créer des liens entre les connaissances expérimentés dans l'enseignement et de la coexistence apprenants, ce qui renforce l'importance pédagogique pertinent du jeu d'échecs.

MOTS-CLÉS: école d'échecs, outil d'enseignement, le développement des valeurs.

PRÁCTICA DE AJEDREZ PARA ESTUDIANTES DE SEGUNDO AÑO DE LA EDUCACIÓN DE UNA ESCUELA PÚBLICA: UNA EXPERIENCIA POSITIVA

RESUMEN

Este estudio trató de determinar cómo la práctica del ajedrez puede ser utilizado como una herramienta pedagógica en un segundo año de escuela primaria, una educación de escuela pública en Caxias do Sul, y su contribución en el desarrollo de los aspectos morales los estudiantes. Se sabe que los juegos son muy importantes en el aprendizaje y el desarrollo de los estudiantes, y la práctica del ajedrez, dispone, entre otras habilidades, la reflexión, la concentración de la estrategia, respetando las reglas, y se puede practicar sin importar la edad y el sexo, y no han contraindicaciones. Las lecciones de ajedrez a 28 estudiantes se inició en mayo de 2010 y llevó a cabo en una habitación específica, los martes y duró aproximadamente 45 minutos. Como metodología, las clases eran impartidas por medio de actividades de intervención, supresión de las situaciones problemáticas, las explicaciones sobre las reglas del juego, los movimientos y partes de las capturas, las actividades, la memorización de los movimientos, y los deportes de introducción antes del juego y el juego de ajedrez sí mismo. También en todas las clases se hizo hincapié en el respeto de las normas, la importancia del respeto por los demás y otros aspectos relacionados con las actitudes y los valores esenciales para la práctica de juegos y deportes. Creemos que la práctica de la

escuela de ajedrez ha ayudado en el aprendizaje del estudiante, ya sea en los aspectos morales y las relaciones, así como las subvenciones para las otras disciplinas, y ser eficaz para la creación de vínculos entre el conocimiento experiencia en la enseñanza y la convivencia estudiantes, reforzando así la importancia relevante pedagógico de un juego de ajedrez.

PALABRAS CLAVE: ajedrez escolar, herramienta de enseñanza, el desarrollo de valores.

PRÁTICA DO XADREZ PARA ALUNOS DO SEGUNDO ANO DO ENSINO FUNDAMENTAL DE UMA ESCOLA PÚBLICA: UMA EXPERIÊNCIA POSITIVA

Este estudo buscou verificar de que maneira a prática do jogo de xadrez pode ser utilizada como ferramenta pedagógica em um segundo ano do ensino fundamental, de uma escola da rede estadual de ensino de Caxias do Sul, RS, e sua contribuição no desenvolvimento de aspectos morais dos educandos. Sabe-se que os jogos possuem fundamental importância na aprendizagem e desenvolvimento de educandos, e a prática do xadrez propicia entre outras habilidades, a reflexão, concentração, estratégia, respeito às regras, além de poder ser praticada independentemente da idade e sexo, e não possuir contra indicações. As aulas de xadrez para os 28 alunos iniciaram-se no mês de maio de 2010 e foram ministradas em uma sala específica, nas terças-feiras com duração de aproximadamente 45 minutos. Como metodologia, as aulas foram ministradas por meio de atividades de intervenção, de levantamento de situações problema, explicações sobre as regras do jogo, os movimentos e capturas das peças, atividades de memorização dos movimentos, jogos introdutórios e pré-esportivos de xadrez e o jogo propriamente dito. Também em todas as aulas foi ressaltado o respeito a regras, a importância do respeito ao próximo entre outros aspectos referentes a atitudes e valores essenciais para a prática dos jogos e esportes. Consideramos que a prática do xadrez escolar tenha auxiliado na aprendizagem dos alunos, sejam nos aspectos morais e de relacionamento e também como subsídios para as demais disciplinas, além de mostrar-se eficaz na criação de vínculos entre os conhecimentos vivenciados nas aulas e na convivência entre os educandos, reforçando assim a relevante importância pedagógica do jogo de xadrez.

PALAVRAS-CHAVE: xadrez escolar, ferramenta pedagógica, desenvolvimento de valores.