

## Sistema de actividades para enseñar ajedrez a niños de la escuela “Abel Santamaría Cuadrado”

### System of activities to teach chess to children of the school “Abel Santamaria Cuadrado”

Julia Fiol-Machin<sup>1</sup>, Medardo Paumier-Castro<sup>2</sup>, Roelvis Sosa-Benítez<sup>3</sup>

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<sup>1</sup>M.Sc. Profesor Auxiliar. Universidad de Guantánamo. Cuba. [juliafm@cug.co.cu](mailto:juliafm@cug.co.cu)

<sup>2</sup>Lic. Combinado Deportivo “Yateritas”. Guantánamo, Cuba. [mpcastro@nauta.cu](mailto:mpcastro@nauta.cu)

<sup>3</sup>Lic. Profesor Auxiliar. Universidad de Guantánamo. Cuba. [roelvissb@cug.co.cu](mailto:roelvissb@cug.co.cu)

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#### RESUMEN

La investigación hace referencia a un sistema de actividades para solucionar la insuficiencia en el aprendizaje, provocada por la ausencia de un programa capaz de enseñar ajedrez a niños y niñas en la edad de cinco y seis años en la Enseñanza Preescolar. Estudiando una muestra perteneciente a la Escuela Primaria “Abel Santamaría Cuadrado” del municipio San Antonio del Sur, y utilizando los métodos científicos de investigación del nivel empírico y teórico, se logró la propuesta antes mencionada, la cual solucionó la problemática planteada en este trabajo.

**Palabras clave:** Sistema de actividades; Proceso de enseñanza-aprendizaje; Ajedrez; Juego; Enseñanza preescolar

#### ABSTRACT

The research refers to a system of activities to solve the insufficiency in learning, caused by the absence of a program capable of teaching chess to boys and girls at the age of five and six years in Preschool Education. Studying a sample belonging to the “Abel Santamaría Cuadrado” Primary School of San Antonio del Sur municipality, and using the scientific research methods of the empirical and

theoretical level, the aforementioned proposal was achieved, which solved the problems raised in this work.

**Keywords:** System of activities; Teaching-learning process; Chess; Game; Preschool education

## INTRODUCTION

Throughout the educational history in Cuba, the idea of achieving mass in the teaching of chess has been, is and will be a fundamental priority in Cubans for its importance for the formation of knowledge, values, keeping present what said Martí (1981), which is to deposit in each man a summary of the living world, until the day he lives: it is to put it at the level of his time, to float on it, and not to leave it below his time, with what it will not be able to come out afloat: that is, prepare man for life.

Chess is introduced in Cuban schools in 2002. It is a universally recognized truth that education is one of the most important functions of society. From this we infer from the theoretical analysis carried out, that basically it is not possible to conceive the development of humanity, nor its own history if it had not been ensured, in one way or another, the transmission of previous experience to the new generations.

According to Álvarez (1999), the teacher in his professional work of educating, must take into account the group to encourage learning that allows the individual and social growth of their students.

From this point of view, the objectives are aimed at promoting general physical development, organic strengthening and perfecting the motor skills necessary for life, which serve as the basis for the development of high labor, military and sports efficiency, sets the habits and corporal hygienic for the inner achievement of a healthy life and the greater use of free time (Sánchez & González, 2004).

Chess has a language and a world full of symbols, has a millenary culture that wants to put at your service, and rather than stimulate mathematical and logical relationships, feeds a world of personal development (Maceyra, 2005).

This work is aimed at making the learning of chess viable, which is fundamentally a sport of mental gymnastics that sharpens ingenuity, logical rationing, memory and

the power of concentration, helps to face problems and make decisions in the act from an early age (Lescaille, 2018).

In this sense, Lescaille (1990) states, that the learning of chess should be attempted from an early age, due to its important significant in the intellectual development of kindergarten children, and in their preparation for admission to primary education school.

The study of chess is not complicated, on the contrary, it is relatively easy, pleasant, awakens feelings of beauty, and nowadays it is combined with computing and does not alienate the student, but rather improves the capacity to face the teaching-learning process (Blanco, 1996).

In addition, his attention is focused on the difficulties observed in the activities programmed for children of five and six years old at different times, which have required the beginning and practice of games, including chess. It is considered a sport of science, however, do not take advantage of the potential offered by the pedagogical process through the system of education knowledge, habits and skills to enhance this learning. In the applied diagnosis, difficulties related to the practice of chess were detected among which are indicated: little motivation of children towards learning this sport, experienced teachers who have no interest in teaching chess to five and six years children, predominance of precepts in teachers that children of this age are very uneasy for the demands that emanate from this game. Obviously, these difficulties due to the degree of incidences in children of five and six years have become regularities.

On the other hand, the sports team, which oversees the massive practice of participative sport including chess, even when it has the objective and subjective resources to enhance children's learning, does not show a level of interest that allows a greater role of specialized personnel in the search of ways that promote a greater approach of these to the sport science.

For the previous one, this research pursues the objective of proposing a system of activities to contribute to the teaching of chess in kindergarten children of 5 and 6 years old belonging to the "Abel Santamaría Cuadrado" Primary School of San Antonio del Sur municipality.

## DEVELOPMENT

The activities we establish next are of great importance, both for children of five and six years of age who receive them, and for the teachers who teach, receiving the direct benefit of this final result for which they were designed. These activities were divided into three stages for teaching:

- First stage: teaching the blackboard.
- Second stage: teaching the pieces (Peon, Bishop, Tower and King), their forms of movement and capture of opposing pieces
- Third stage: teaching the pieces (Lady and Horse), their forms of movement and capture.

They have a systemic approach, because they do not allow to alter their order of application, since we could not achieve the expected objectives of doing so in an unorganized manner.

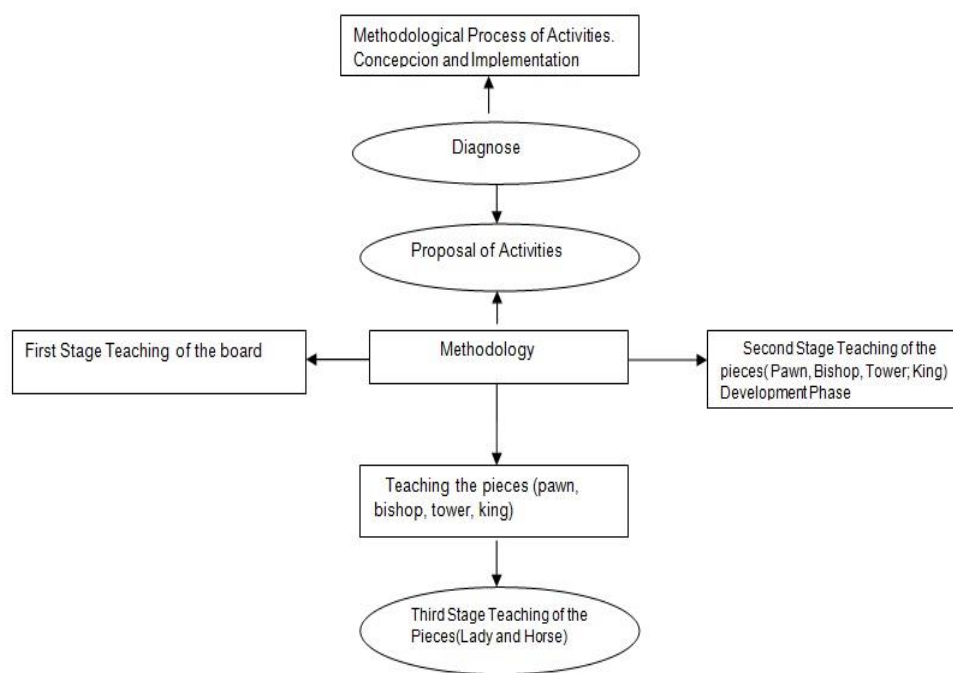
This system of activities was developed from the surveys to the teachers, who in their opinions refer to the lack of a chess teaching program for 5 and 6 years girls and boys, the non-inclusion of chess as another subject within the curriculum of them taught to the children, and their lack of preparation to carry out a good teaching of chess in the preschool. Hence, they see the importance of activities that guide and support them in this work.

Then there was an interview with teachers, related to the motivation towards the teaching of chess in children of five and six years. In addition, parents were interviewed, who can very well contribute to the teaching of this sport.

In addition, we took on the task of observing, to learn about independent activities after applying the system of activities. An observation guide was organized, with the aim of obtaining information on whether the teachers contribute to motivate the learning of chess.

### *Actions model application.*

The actions implementation is given by a model for its application that is shown in the chart below.

**Graph N°1. Actions application model.**

### First Stage: Board Teaching

Objective: describe the characteristics of the board, managing to recognize, draw and color the different geometric figures that can be taken advantage of the chessboard.

#### *Action 1.*

Objective: to draw lines joining points in order to form a square.

Content: join four points so that they form a square.

Means: sheet of paper and pencil.

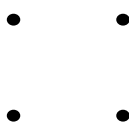
Methodological indications: the four points must be joined so that a square is formed. The lines should be as straight as possible and without going beyond the points. Do not use instruments like rules or similar ones, that is, they should be drawn by hand. When starts to draw a line, the pencil should not be lifted until the square is completed.

Evaluation:

Bad (2) - if the children can not do the square by joining the points.

Regular (3) - if the children manage to join the four points despite the curves that the lines may present.

Good (4) - if the players manage to join the four points with little curved strokes and with just leaving the marked points.



### Action 2.

Objective: to draw and color a square in an individual way.

Content: draw a square and then color it horizontally.

Teaching means: sheet of paper, pencil and crayons or colored pencils.

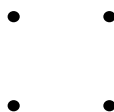
Methodological indications: help will only be provided to girls and boys when necessary. The lines of the square should be as straight as possible, and the formed square should resemble the figure. When a line starts to be drawn the players should not lift the pencil until it would be completed. For coloring it should be done horizontally, avoiding to leave out the margins of the square.

Evaluation:

Wrong (2) - if the children can not make the square.

Regular (3) - if the player make the square with many curves and when coloring it, come out of the square.

Good (4) - if the tracings do not have many curves and when coloring does not come out in excess of the square.



Second Stage: Teaching the pieces, initial placement, their movement and capture forms.

Objective: to recognize the chess pieces and their movement and capture ways.

### Action 1.

Objective: Draw the chess pieces by joining the points, predesigned by the teacher.

Content: Identify chess pieces by joining points.

Teaching means: sheet of paper, pencil and crayons or colored pencils.

Methodological Indications: only help will be provided to girls and boys when necessary, in the lines and points link for the formation of Chess pieces avoiding getting out of the margins of the pre-designed previously prepared by the teacher.

Identification of the pieces.

Evaluation:

Bad (2) - if the children can not make the link of the points correctly.

Regular (3) - if the children make the link of the points with traces that have many curves and when coloring, come out of the pieces in excess.

Good (4) - if the tracings do not have many curves and when coloring does not come out in excess of the pre-design of the pieces previously prepared by the teacher.

### *Action 2.*

Objective: to link the reciting verses action and the shift one according to each piece movement.

Content: combine each piece displacement in the painted board in the game area with the verses that characterized them.

Teaching means: marked board on the floor and the chess pieces made with cardboard.

Methodological indications: to the teacher's voice the children will recite the verses that characterized each piece and will move imitating their movement.

Evaluation:

Bad (2) – if the children do not recite the verses that characterized each piece and do not imitate their movement.

Regular (3) – if the players recite the verses that characterized each piece but do not imitate the movements of the figure.

Good (4) – if the players recite the verses that characterized each piece and imitate the movements of the figure.

|                                     |                          |
|-------------------------------------|--------------------------|
| <u>The Tower</u>                    | <u>The Lady</u>          |
| A medieval castle                   | A lady is among nobles,  |
| From a distance it shows its tower, | It is a soul that flies, |
| The piece that agile travels,       | Wind in their sails,     |

|                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The horizontal routes<br/>Also, for the verticals,<br/>This warrior moves,<br/>And as a good gentleman,<br/>Allows his king to castling,<br/>To his fame as a squire</p>                                                                                                                                                                        | <p>Striking her blows.<br/>With her harpoons of oaks,<br/>And her decided fight,<br/>It has no prohibited site,<br/>Where to nail her flags:<br/>The rows, diagonals and lines,<br/>With her strength she has won</p>                                                                                                                              |
| <p><u>The Bishop</u><br/>The bishop wears costumes,<br/>Whether black or ivory,<br/>To imitate the bishop,<br/>Always surrounded by pages.<br/>Be careful not to lace yourself!<br/>Their poisoned quills,<br/>It is skillful in ambushes,<br/>Likes to fight from a distance.<br/>They have very good reflexes,<br/>These overlapping pieces.</p> | <p><u>The Horse</u><br/>Ride the plain,<br/>My faithful trotter horse,<br/>Jump on the bishop and the pawn<br/>Without losing the composure.<br/>Its bravery is legend,<br/>Even if it does not go first,<br/>For, in an agile career,<br/>Is top by bishop and tower,<br/>But it does not take who runs,<br/>If the one who runs takes pains.</p> |
| <p><u>The King</u><br/>Who rules in this king<br/>Of towers, eight pawns,<br/>Lady, trotter horses,<br/>And bishops, if not the king?<br/>But in chess the law<br/>What is the most fearful<br/>And in his cautious steps<br/>The haughty monarch<br/>Not to be the first<br/>In falling for presumptuous.</p>                                     | <p><u>The Pawn</u><br/>In the friendly army,<br/>Fight like the lion,<br/>Ivan the pawn soldier,<br/>Attacking the enemy<br/>Take the force with it,<br/>Although moving slowly,<br/>Forever,<br/>Without truce or regress,<br/>To record the event,<br/>With the mark of a brave</p>                                                              |

Third Stage: Exercise the initial placement of the pieces, their movements and capture ways.

*Action 1.*

Objective: execute the initial placement, movement and capture of the different pieces.

Content: make the placement, movement and capture of each piece on a giant board marked on the floor of the school square.

Teaching means: Board marked on the floor and chess pieces made with cardboard.

Methodological indications: after the explanation of the teacher, starting from the teaching of the placement of the pieces on the board, the child will make the movement with a single piece moving it as appropriate on the board painted on the floor of the school square, and as he masters the movement and capture the rest will be incorporated to complete the total number of pieces.

Evaluation:

Bad (2) - if the children do not place the pieces on the board, the movement and capture of the piece correctly.

Good (4) - if the children correctly perform the movement and capture of the piece.

*Action 2.*

Objective: put into practice the knowledge acquired with all the pieces studied.

Content: play chess putting into practice the knowledge acquired from the pieces.

Means: board and pieces.

Methodological indications: couples that are approximately at the same level of knowledge will be selected. It will begin with the placement of the pieces studied on

the board. Once the pieces are placed, the teacher will check that they are correctly located. During the development of the game the teacher will verify that the plays are made correctly, for it can help someone with knowledge of chess to help control.

Evaluation:

Mal (2) - if during the game the children does not know how to apply the basic elements studied (movement of the pieces and capture of opposing pieces) and requires constant help and intervention of the teacher.

Regular (3) - if during the game the children apply the basic elements studied (movement of the pieces and capture of opposing pieces) and require a periodic intervention and help from the teacher.

Good (4) - if during the development of the game the children apply the basic elements studied (movement of the pieces and capture of opposing pieces) with a high degree of independence.

General methodological indications:

- a) Perform the exercises as many times as necessary, until the objective is well achieved. Then move on to the development of another skill.
- b) The activities will be taught twice a week in the schedule of the Complementary Activities.
- c) The activity should last 45 minutes.
- d) During the teaching of a new action, the methodological actions previously worked should be remembered, so that they are not forgotten.
- e) Regarding the means used, others may be used according to the conditions in which they are counted and the circumstances in which they are worked.

Feasibility assessment.

In the observation made to the Independent Activity taught by the teachers, after conducting workshops with them, related to the proposed activities, with the aim of obtaining information, it was found that: In 4 activities it was observed that the teachers do not have difficulties in creating the necessary preconditions to carry out the different activities, favoring the placement of the chess board and its pieces. Independently that it is not in their current objectives, it was possible to

appreciate how these conditions are created by demonstrating the effectiveness of the activities.

In 100% of the observed activities, it was found that the orientation to the children about what they are going to do and how to do it is enough. All the activities respond to the current needs, which means that they are done with the required quality, and so the children can develop the different skills that allow a better preparation.

In the different activities a favorable climate could be observed, as well as in the participation of the teachers and the children, including the individual differences, the attention to be received by the children could be observed, which causes that the development of these is not affected.

It was also observed that there is a correspondence between the activity and the means used.

The designed learning activities promote in children a way of participative action, as well as a critical and self-critical attitude in the moments that have required it.

It was possible to confirm a qualitative jump in the development reached by the children, which exceeds the results of the entrance diagnosis. It is observed that they participate with enthusiasm during all the activities and in 100% of the cases that the proposal offers.

Methodological triangulation was used to check the results of the methods used: interview, observation and assess the effectiveness of the proposal in the pedagogical practice, confirming that the results are understood as convergent, converted into a process of mutual conformation, which produces precision and objectivity.

It is confirmed that the proposed activities are effective and necessary. With them it is possible to achieve the preparation and motivation of children to face learning.

It is corroborated that the activities put into practice create a high motivation and improve the correspondence between the proposed objectives and the methods used for the work.

The evaluations show the effectiveness of the proposal and the congruence of the results obtained. It is inferred that the methodological actions solve the problem posed.

## CONCLUSIONS

From the studies carried out as a result of the documentary review, updated trends from the sociological, psychological, pedagogical point of view, with the instrumentation of the different scientific methods and techniques employed, we arrive at the following conclusion:

The most up-to-date tendencies are assumed from the sociological, psychological and pedagogical point of view, conceived as the action unit that should be organized by the school institution, according to the learning in correspondence with the demands, for which there were no references about having taught chess to children of five and six years of “Abel Santamaría Cuadrado” Primary School of San Antonio del Sur municipality, in three methodologically organized stages, resulting to be conceived effectively during the teaching process in the pedagogical practice.

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