

***Didactic strategy to develop practical skills in talented children of Chess in
Guantánamo***
***Estrategia didáctica para desarrollar las habilidades prácticas en niños talentos de
Ajedrez en Guantánamo***

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ABSTRACT

For developing the practical abilities of chess in children talents was carried out a revision of the Program of Preparation of the Sportsman, master thesis and doctorate in this sport, it also applied survey and he/she interviews the professors, being corroborated inadequacies in the domain of the contents of the mentioned abilities for the students and trainers, for what intends a didactic strategy that contributes to deepen in the theoretical and practical contents from an integrative systemic focus. The valuation for the approach of the specialists and the practical confirmation demonstrated that the proposal has the capacity to complete its objective.

Keywords

Didactic strategy; Chess; Trainers; Children talents; Practical abilities.

RESUMEN

Para desarrollar las habilidades prácticas de ajedrez en niños talentos se realizó una revisión del Programa de Preparación del Deportista, tesis de maestría y doctorado en este deporte, además se aplicó encuestas y entrevistas a los profesores, corroborándose insuficiencias en el dominio de los contenidos de las citadas habilidades por los alumnos y entrenadores, por lo que se propone una estrategia didáctica que contribuye a profundizar en los contenidos teóricos y prácticos desde un enfoque sistémico integrador. La valoración por el criterio de los especialistas y la comprobación práctica demostraron que la propuesta tiene la capacidad de cumplir su objetivo.

Palabras clave

Estrategia didáctica; Ajedrez; Entrenadores; Niños talentos; Habilidades prácticas.

INTRODUCTION

The scientific-technical revolution that humanity is currently experiencing makes it evident that the development of society depends more and more on the ability of men to create, innovate, produce and manage knowledge in correspondence with the problems and demands it imposes. said development. Correspondingly, there is agreement with Bertot, (2018) that scientific-technological advances pose new demands on Chess to maintain its development in line with the significant impact of Information and Communication Technologies (ICT) in the field. chess, generated by the changes in the Rules of this sport, particularly in time controls (now dominated by concepts of "Rapid Chess") and with the improvement of methods and preparation procedures to raise the level of chess players. Based on these concepts

It is confirmed that the real power of a Chess player depends to a large extent on the accuracy of his analysis in critical positions. Therefore, its success depends on the skills of assessing the position, preparing the plan or plans and calculating variants. Hence, Chess coaches and athletes should know how to apply them and how to train them (Linares and Heredia, 2020).

Regarding the didactic work of training practical skills in chess players, various bibliographic sources are consulted, among them those of authors such as Kotov (1982), Huerta (1991), Dvorestky (2003, 2004, Yussupov (2004), Collective of authors del ISLA (2005, 2006, 2008), Peralta and de Dovitiis (2008), Aagaard (2008), Nunn (2009), Muñoz and Herráiz(2013), (2015, 2017) Heredia (2019), Linares and Heredia (2020), Lotero and Urrea (2020). In consideration of the contributions of these authors, from their methodologies and their examples, the didactic strategy is elaborated for the development of practical skills in children who are chess talents and give them a didactic treatment from the teaching-learning process.

The factual diagnosis of the investigation carried out detected that the talented children of Chess in Guantanamo present insufficiencies fundamentally related to the mastery of the content of practical skills. Behaving as follows:

1. Insufficient mastery of the practical theoretical content of practical skills, which limits their development.
2. Deficient orientation of the tasks for the application of practical skills in the games from the teaching-learning process.
3. The indications of the Athlete Preparation Program do not delve into the didactic treatment of practical skills.

Based on these limitations, the following scientific problem is declared: How to contribute to the development of practical skills in children who are chess talents in correspondence with the demands of chess?

Object of study: The teaching-learning process of practical skills in children talented in chess.

Objective: To develop a didactic strategy that contributes to the development of practical skills in talented children of chess in correspondence with the current demands of this sport.

Scope: Practical skills in children's chess talents.

Hypothesis: The application of a didactic strategy based on a structural systemic approach, which takes into account the current demands of chess during the teaching-learning process, can contribute to the development of practical skills in chess talented children from Guantánamo.

MATERIALS AND METHODS

The research was applied in the province of Guantánamo in a population made up of 100 chess players categorized as talented children of the 11-12 year-old category, which represents 100%; 11 teachers for 100% who teach them in the 10 municipalities and 10 Chess managers for 100%. For the selection of the teachers that made up the sample, the criteria were taken into account: professional experience, teacher evaluation and representativeness of the different municipalities. The sample submitted to the implementation of the didactic strategy is 1 teacher and 12 chess players enrolled in the school for talented children in the Guantánamo municipality.

RESULTS

The diagnosis on the practical theoretical mastery of practical chess skills began to be carried out in April 2022, using the interview with municipal coaches and methodologists and technical tests on children declared talented.

The interview was applied to a total of 11 teachers from the Guantánamo province, in which it was verified that 100% of the interviewees know about the application of practical skills. In the same way (6) of them, representing 54%, state that they do not have mastery of how to apply them, they agree that they receive methodological guidance from the provincial technical commission but the teaching-learning process is not deepened.

Class observation guide

Object of observation: development of the class.

Objective of the observation: to characterize the mode of action of teachers and chess players in the process of teaching practical skills.

Observation medium: observation guide.

Observation conditions: external, direct and open.

1. General data:

a) Municipality: _____

b) Combined sports: _____

c) Years of teacher experience: _____

2. Aspects to take into account for observation:

a) Management process by the teacher.

b) Learning process by the chess player.

The observation was made based on the indicators that are expressed below, whose behavior during the activity were framed in the categories of high (A), medium (M) and low (B):

Indicators to observe the performance of the teacher and the chess players.

How it stimulates the cognitive independence of chess players.

Use of methods, procedures

Attention offered to the individual differences of chess players

Use of exercise solution diagrams.

Observation results:

The indicators developed in the observations during the teaching-learning process were evaluated as follows.

- The use of methods and procedures were evaluated from (R), which indicates that 5 teachers only use it during the PEA.
- Regarding the attention offered to the individual differences of the chess players, this is evaluated (M).

The use of exercise solution diagrams is evaluated from (R)

Survey applied to Chess teachers

Questionnaire:

1. Do you know the practical skills in chess?

Yes ☐ No ☐

Which is it?

2. Do you consider yourself prepared to teach practical chess skills? Mark with an x the evaluation that is granted.

☐ Very prepared ☐ Prepared ☐ Little prepared ☐ Not prepared.

RESULTS.

The survey applied to chess teachers revealed an insufficient mastery of the indicators, which shows that none of the four aspects was evaluated as good, that is, three were evaluated as M and one as (R), this corresponds to the preparation to impart practical skills.

Subsequently, the design of the didactic strategy for the development of practical skills in talented chess children from Guantánamo was carried out. Among the main methods used we declare the logical historical, analysis and synthesis, inductive-deductive and the structural-functional systemic, the analysis of documents, the criteria of the specialists; as techniques: the interview and the survey, of the mathematicians, the percentage calculation technique.

DISCUSSION

For the conception and implementation of the didactic strategy, the criteria of several authors such as: Díaz Barriga, (2010, 2012) were taken into account. He himself considers that didactic strategies determine the way to carry out a didactic process, provide clarity on how the development of actions is guided to achieve the objectives.

Theoretical foundation of a didactic strategy.

The term strategy appears with a non-negligible frequency in studies associated with the field of education and learning problems and is a tangible recurrence in didactic works that currently see the light. Its elaboration constitutes, at the same time, the purpose of many investigations in which it stands as the scientific result that these contribute to the object of investigation.

The word strategy, as already expressed in some way, began to invade the field of Pedagogical Sciences approximately in the decade of the 60s of the 20th century and coinciding with the beginning of the development of research aimed at describing indicators related to the quality of The education.

The complexity involved in concretizing the vision of pedagogical approaches in the classroom generates a systemic change, considering the logic of teacher training to achieve acceptance and appropriation of pedagogical innovations (Díaz Barriga, 2010, 2012).

Didactic strategies determine the way to carry out a didactic process, provide clarity on how the development of actions is guided to achieve the objectives. In the educational field, a didactic strategy is conceived as the procedure to guide learning. Within the process of a strategy, there are different activities to achieve the learning outcomes. These activities vary depending on the type of content or group with which you work.

According to the performance of each strategy, they are classified into: Didactic teaching strategies (activities that the teacher implements to transmit the didactic process and achieve learning in the

students. Jonass in (2000), proposes the creation of learning environments focused in the student, where problem solving and project management methodologies stand out. Didactic strategies favor reflection and reasoning of knowledge.

When undertaking the analysis of the didactic strategies to give an optimal structure to the development of practical skills in talented children of Chess, what was planted by Rodríguez (2004) is assumed, who asserts that it is the projection of a system of actions in the short, medium and long-term that allows the transformation of the teaching-learning process in a subject, level or institution based on its components and that allows the achievement of the proposed objectives in a specific time.

Based on the above, a didactic strategy is presented that contributes to deepen the practical theoretical content of practical skills in chess talented children in correspondence with the current demands of this sport.

In order to carry out the didactic actions or tasks in a practical way, they need to be conceived with a logical sequence that allows students to move through the levels of content assimilation (familiarization, reproduction, application and creation) and by phases or didactic functions that stimulate the motivation, the quality of learning and the active role of the chess student.

Heredia (2020) states that the methodology for the application of the contents of the practical skills that are proposed in the stages of the strategy is based on the contributions of different authors, and proposes indicators for them:

- Conceptually define the elements of the valuation of positions, the plan, the calculation of variants and related terms.
- Explain the elements of the evaluation of positions, the plan, the phases and procedures of the calculation of variants.
- Give examples of the elements of the evaluation of positions, the plan, the phases and procedures of the calculation of variants.
- Explain the recommendations to take into account in the application of practical skills.
- Apply practical skills in problem solving.
- Apply practical skills in thematic games, starting from critical positions.
- Consolidate the concepts, phases and procedures of practical skills.
- Evaluate the level of assimilation of practical skills through pedagogical tests and results in the practice of games.

The didactic strategy that is proposed, has as a conceptual theoretical foundation, a fundamentally humanist and historical-social approach, by focusing its attention on the man himself, taking into account his needs and interests and above all his real possibilities. By delving into what was previously

related, in the elements that are mentioned, they have served as a methodological platform for this work.

It is proposed that the didactic strategy for the development of practical skills in children who are chess talents, should be flexible, that stimulates everyone's participation and that also enhances the performance of pedagogical officials.

Stages of the strategy.

1st. Diagnosis and characterization stage. (May and June 2022)

2nd. Position assessment (October and November 2022)

3rd. Preparation of the plan or plans (December 2022 and January, February 2023)

4th. Calculation of variants (March, April, May 2023)

5th. Evaluation (June and July 2023)

Content development by stage.

1st. 1st. Diagnosis and characterization stage.

The result and content of this stage corresponds to the beginning of the diagnosis and its results.

2nd. 2nd. Position assessment.

- Theoretical conference on the elements (security of the king, tactical and/or strategic threats, force or material, action and coordination of the pieces, pawn structure, space and time).
- Characterization of positions.

When does the strategic character predominate? (when it is necessary to prepare the attack, organize and activate the pieces, eliminate strategic threats from the rival, strengthen a square, simplify the position, etc).

When does the tactical character predominate? (when checkmate is threatened, capturing a piece, sacrificing pieces by attack, etc).

3rd. Preparation of the plan or plans.

To make plans and determine plays or candidate ideas.

Principle of activity of the pieces. A pattern or algorithm of thought for making plans and determining play or candidate ideas.

1. Dominate more squares
2. Dominate the center.
3. Move the pieces forward.
4. Play the least active pieces.
5. Limit the opponent's pieces and their threats.
6. Capture everything you can.

7. Attack as much as possible.

Note: The plan and the candidate plays must comply with one or more of these elements, as required by the position.

Principles to develop the attack on the king. A pattern or algorithm of thought for making plans and determining moves or candidate ideas in king-attacking positions.

1. Dominate the center (example: pawn on e5 or e4).
2. Place horses in the 5th row.
3. Dominate squares of the sixth and seventh rank close to the king.
4. Open ranks, columns and diagonals with sacrifices of pieces and pawns.
5. Add pieces to the attack (for example, towers along the rows).
6. Eliminate, block, divert and pin the defending pieces.
7. Take into account the checkmate patterns and tactical issues to apply.

Note: The plan and the candidate moves must comply with one or several principles, as required by the position.

Logic to play strategic positions. A pattern or algorithm of thought for making plans and determining Candidate plays or ideas in strategic positions. What can we do in strategic positions?

Improve the activity of the pieces (manoeuvres).

Prophylaxis.

Change of pieces and transformation of positions.

Pawn moves (improve structure and mobility).

Operations to worsen the rival's position.

Waiting plays.

Execution of the strategic plan with tactical operations.

Fight for the initiative.

Note: The plan and the candidate moves must comply with one or several principles, as required by the position.

4th Variant calculation.

Variant calculation phases:

Procedures or steps for calculating variants

1. Organization

- Selection of candidate moves or ideas.
- Ordering of the moves or candidate ideas.
- Determination of the opponent's options.

- Sorting the opponent's options.

2. Execution

- Calculation of forced and/or logical plays.
- Mental representation of the positions resulting from the calculation.

3. Valuation.

- Assessment of the resulting positions.
- Exclusion of candidate moves or ideas.
- Reorganization of the calculation when the resulting positions are Deepening.

4. Comparison

- Comparison of the effectiveness of the plays or candidate ideas.

5. Choice

- Choice of one of the candidate moves or ideas.

5.The evaluation stage.

At this stage, it is expected to analyze the result of the strategy according to the performance achieved in sports competitions and the tests planned according to the perspectives of the coaches.

CONCLUSIONS

The historical analysis of the investigated object evidences the existing limitations in the development of practical skills in talented children. The theoretical foundation during the investigation allowed us to reaffirm the use of a didactic strategy as a fundamental link for the development of practical skills in the talented children of Guantanamo.

The result of the diagnosis made confirmed the existence of the problem detected. To solve the problem, a didactic strategy aimed at developing practical skills in talented children was developed.

The assessment of the feasibility of the variant of the specialist criteria, demonstrated its level of effectiveness, allowing the development of practical skills in these children to be raised to higher levels.

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