

**Chess Academy of Armenia**

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# **Chess Teaching Methodology**

## Chess teaching methodology in third grade

It's necessary to use various methods while teaching chess.

- deduction
- move choosing
- changing the turn of the move
- simplifying position
- removal of the piece off the board
- piece sacrifice
- using discovered attack
- obvious check choices

Let's start brief analyzes of these methods.

The nature of the "deduction" method is to evaluate the role and the value of each piece from the perspective of simplifying the position. By deducting the roles of the pieces one by one we can easily find the primary pieces that will give us the key of solving the exercise. While using this method, as well as other methods, the teacher must ask the pupils guiding questions that will lead to the solution of the exercise.

The "move choosing" method can be used by observing all possible moves of the given piece. As the possible number of the moves for any chess piece is limited, using this method will make the solution of the exercises easier.

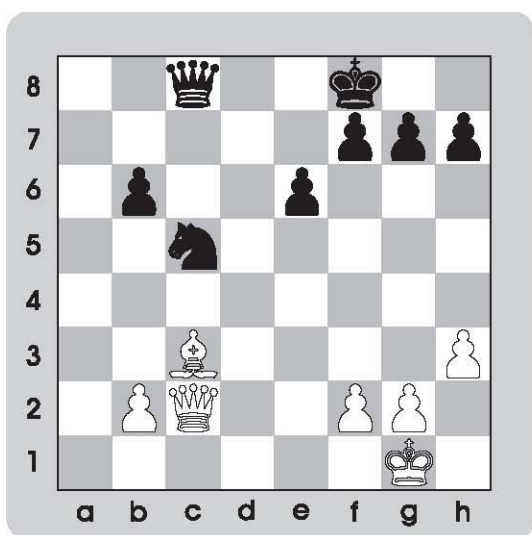
The "changing the turn of the move" method is applicable for solving numerous exercises. This method makes the exercise quite simple. Pupils solve exercises easier while using this method and the exercises start looking simple. When the number of the pieces on the board is high then it's possible to simplify the position by making trades and then solving the problem in a simplified position.

The nature of the “simplifying position” method is to solve the exercise by simplifying the position even by artificially removing pieces off the board, solving the problem and then returning to the initial position.

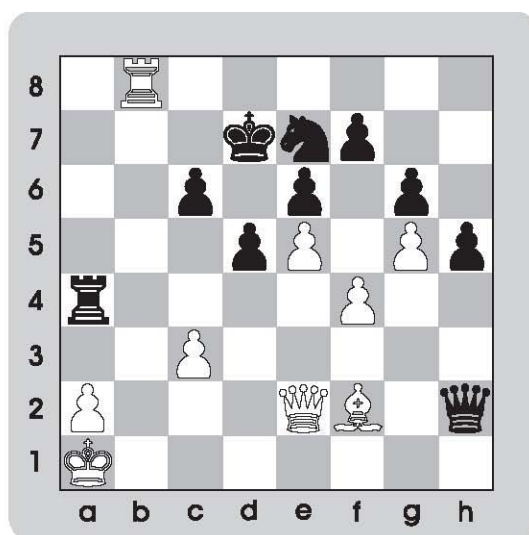
The “piece sacrifice” is an effective method as well, as the solution of the exercise becomes almost obvious.

While referring to the exercises on every lesson it’s possible to choose the best suitable method of solving the given exercise that will help the pupils understand the exercise better and quicker.

**We offer the following methods of solving the copybook exercises of “preparing discovered attack” topic.**



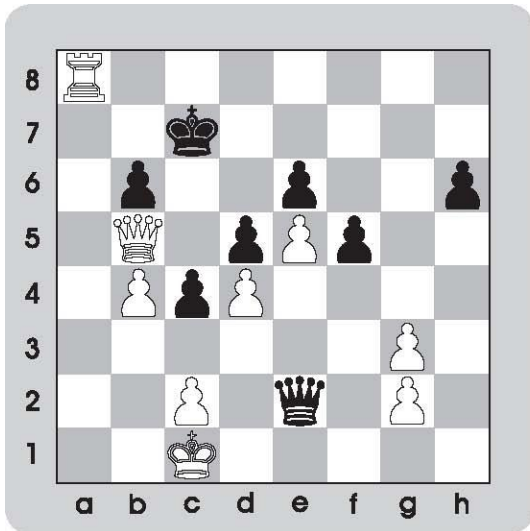
○ Diagram 1



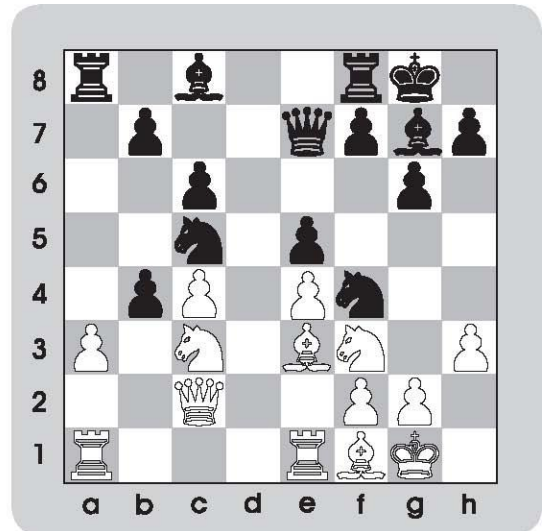
○ Diagram 2

On diagram 1 pupils will easily find Bxg7+ discovered attack if we remove the knight from the c5 square. Therefore, in this exercise the move to prepare the discovered attack is 1.b4, which forces the knight to abandon the c file.

On diagram 2 it’ll be a discovered attack if white moves the f2 bishop, but that attack will be effective only if the bishop announces check. It’s not possible for right now. The black king must be on either c7 or d8 square for this to happen. Therefore, 1.Rd8+ sacrifice prepares a discovered attack 2.Bb6+.



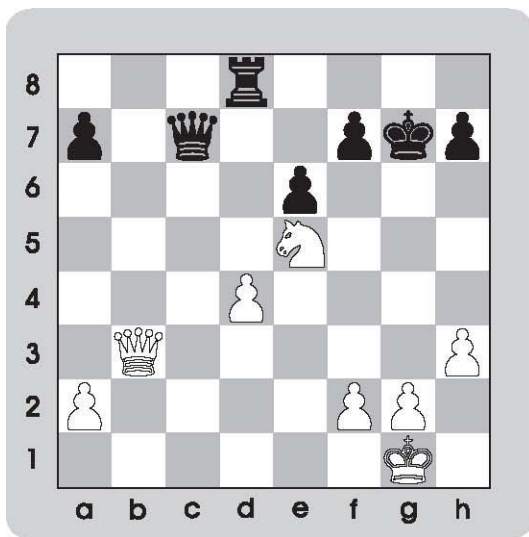
● Diagram 3



○ Diagram 4

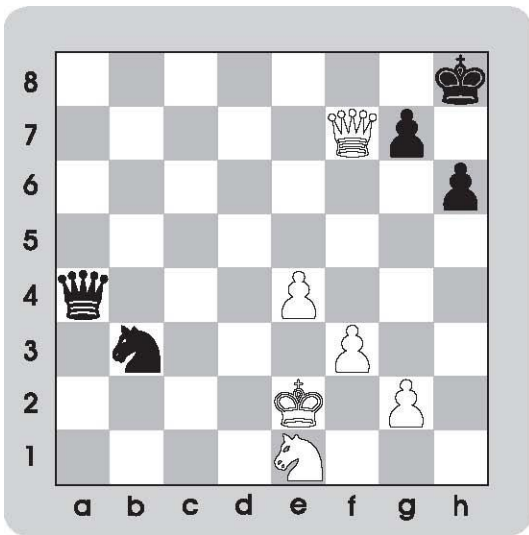
On diagram 3 black attacks the white queen with 1...c3, but after that move black loses. In order to make the discovered attack effective the 1...c3 move must be combined with check. So black must attract the white king to either d2 or b2 square. 1...Qf1+ prepares a discovered attack. The white king is forced to b2 or d2 squares and now 2...c3+ is a discovered attack. White has to deal with the check and black wins the white queen on the next move.

On diagram 4 we can use the following method. Let's assume that discovered attack preparing move is already done. Therefore, in this position axb4 will be a discovered attack, but 1.axb4 immediately will favor black. White has to capture on b4 only after 1.Bxc5 Qxc5. Now 2.axb4 and an effective discovered attack is taking place. The black queen is attacked, so is the rook on a8.

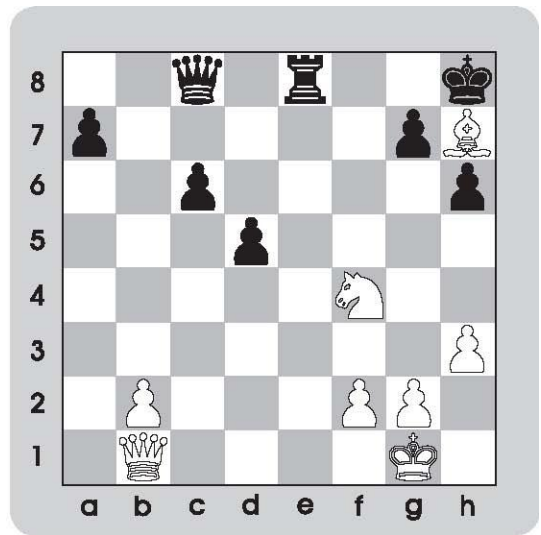


○ Diagram 5

On diagram 5 white cannot make a discovered attack immediately, but they have an obvious move 1.Qg3+ after which a discovered attack becomes possible.



● Diagram 6

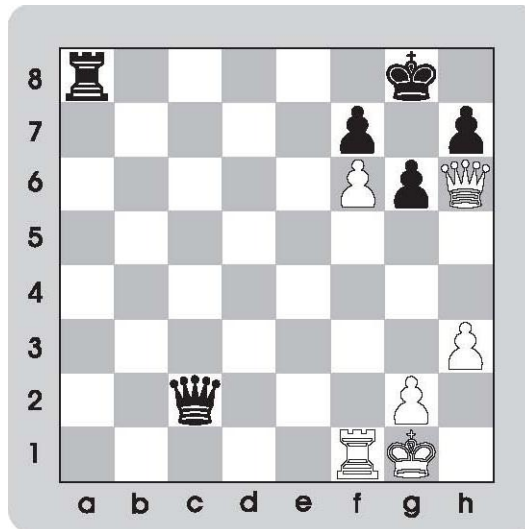


○ Diagram 7

On diagram 6 black needs to check from a square that is on the same line with the white queen (in this position it's a diagonal) after which making a discovered attack becomes effective. 1...Qa2+ is the move. Now if white plays 2.Kd1 or 2.Ke3 black will checkmate in 1 move 2...Qd2#, and 1...Kd3 or 1...Kf1 will give black the opportunity of winning the game with discovered attack.

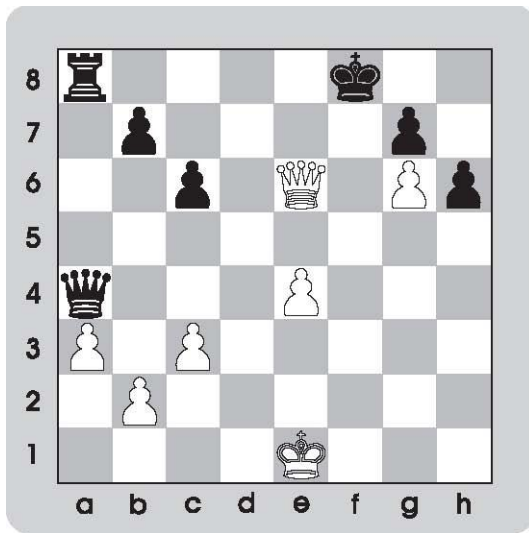
On diagram 7 white uses the position of the black king and creates an opportunity for a discovered attack with 1.Ng6+.

**We offer the following methods of solving the copybook exercises of “defense against checkmate” topic.**



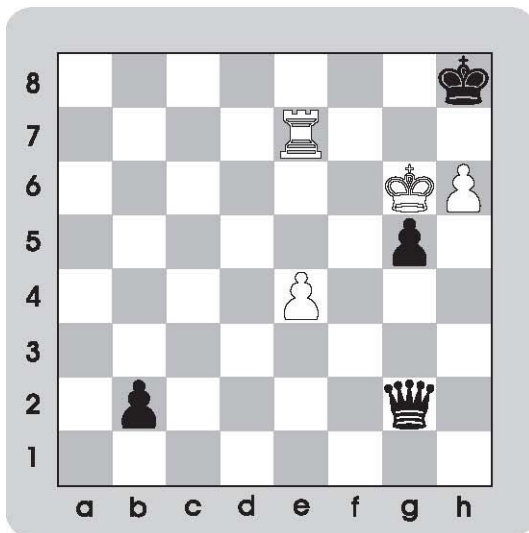
● Diagram 8

On diagram 8 white threatens with checkmate in one move. The square needing protection is g7. By using the “deduction” method we can understand that only the queen is able to control this square, but this cannot be done in one move. From which square can the black queen protect the g7 square? The only square is f8. Now we have to find a path to f8 square for the black queen. As white threatens to checkmate in one move, black must make such a move which will prevent the checkmate. That move is 1...Qc5+. The “deduction” method forced us to find the solution.



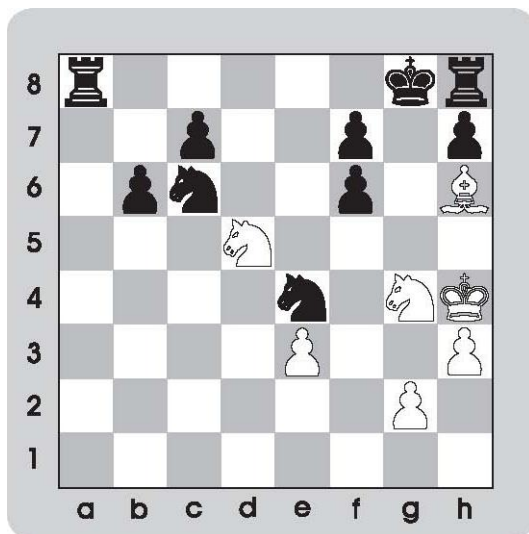
● Diagram 9

On diagram 9 “changing the turn of the move” method should be used. It helps us to find the threat 1.Qf7#. In this example white’s king’s unfavorable position helps black to avoid the checkmate by temporary sacrificing the queen.



● Diagram 10

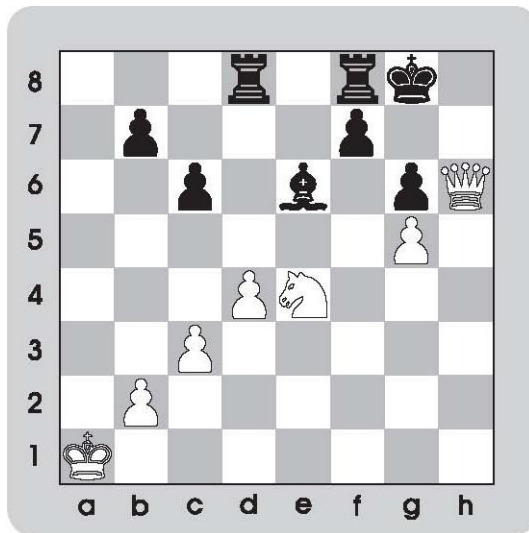
On diagram 10 black saves their king from the checkmate threat again with the help of queen sacrifice. 1...Qxe4+ 2.Rxe4 b2-b1Q. Black queen immobilizes the white rook .Black wins the game.



● Diagram 11

It's a pretty interesting position on diagram 11. We need to offer the pupils to find the possible outcome of the game if it's white to move. They will quickly find that the black king will be checkmated in 2 moves. So this method helps us to find the square that needs protection, which is the f6 square. On the next stage we can use the "deduction" method. The teacher is asking the pupils to find black pieces that can protect the f6 square. It's obvious that black's neither h8 rook nor c6 knight nor any of the pawns can protect the f6 square. Black knight on e4 controls the f6 square, but it's alone against opponents 2 knights and cannot save its own king from the checkmate threat. By using the "deduction" method we try to find out how the a8 rook can save its king from the upcoming checkmate. As the a8 rook cannot protect the f6 square no matter what, the only option left is to observe the "move choosing" method. On the other hand another protection trick can be used to prevent the opponent from checkmating. In this position it's quite useful to remove the d5 and e4 knights. After simplifying the position pupils will be able to quickly find the 1...Ra4 move, where black rook immobilizes the white knight on g4 square. Indeed, it's necessary for the teacher to achieve this by guiding moves.

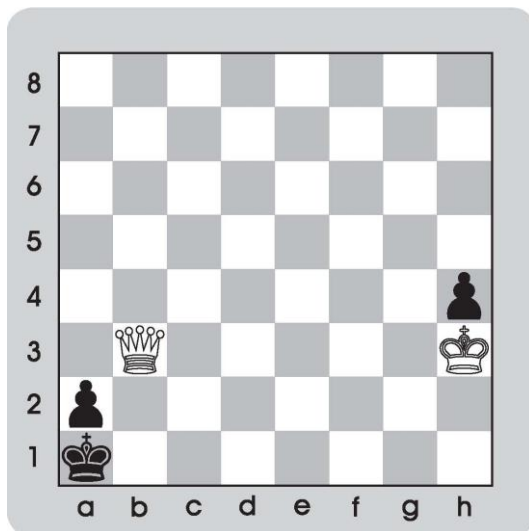




● Diagram 12

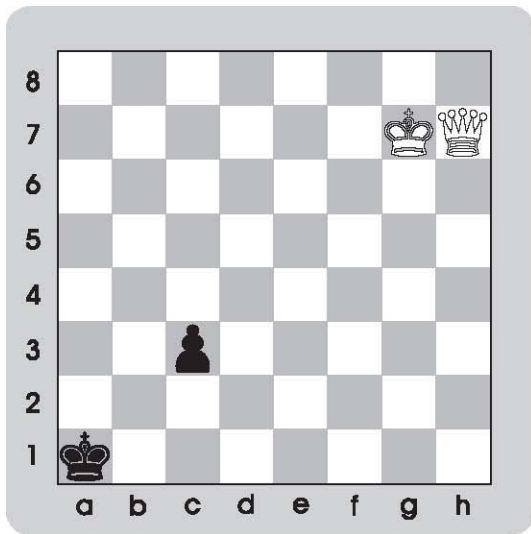
Diagram 12. In the following position the “changing the turn of the move” method helps us to determine white’s threat. Later using the “deduction” method we find a defense for black. 1...Ra8+2.Kb1 Bf5 immobilizing the e4 knight.

**We can use “removal of the pieces off the board” method when studying “queen against pawn” endgames. It’s possible to use “starting from the end” and “creating double threat” methods.**

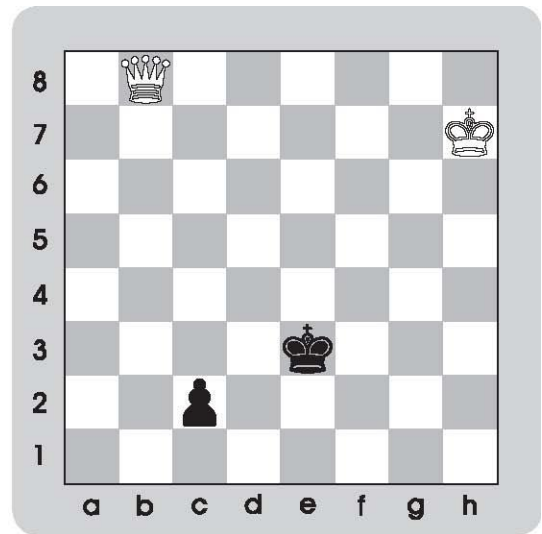


## ○ Diagram 13

Diagram 13. The game will be drawn if we remove the h4 pawn off the board. Therefore, white must give the black pawn an opportunity to make a move. Moreover, black king has no moves and white can checkmate after moves Qb3-c2-c1. Therefore, white must play 1.Kg4 to let the black pawn move 1...h3, which will be followed by 2.Qc2 and after 2...h2 white checkmates with 3.Qc1#.



○ Diagram 14



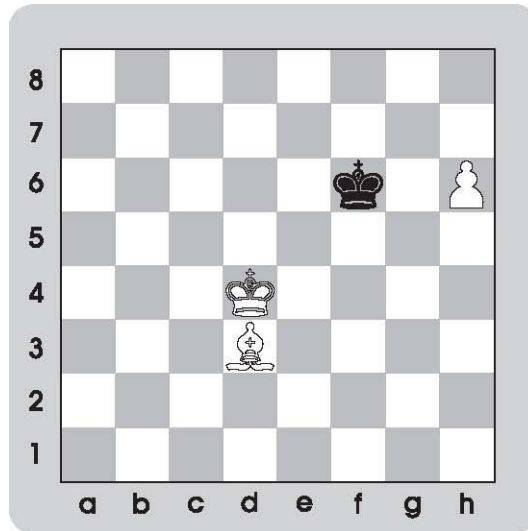
○ Diagram 15

Diagram 14. This exercise is relatively hard. First we use “changing the turn of the move” method. If it’s black to move then the game will end in a draw after 1...c2. This is a theoretical draw. White cannot win. Therefore, white has to control the c1 square with 1.Qh6 threatening 2.Qc1+. The most natural answer for black is 1...Kb2 and now 2.Qb6+ Kc1 3.Qe3+. After either 3...Kc2 or 3...Kb2 white plays 4.Qd4 and approaches with the king. Black cannot improve the position as 4...c2 will be met by 5.Qa1 and 6.Qc1.

Diagram 15. In this position if we change the turn of the move, then the black pawn will promote to a queen and a question will arise. From which square must the white queen check to win the black queen. It’s easy to notice that white wins the black queen by checking from g5 or h6 squares. But black doesn’t have to promote the pawn immediately and can make a move with the king instead. Therefore, white must force black to promote the pawn. It can be done by creating a double threat. The winning move is 1.Qh2. Black is

forced to promote the pawn as 1...Kd3 is losing after 2.Qf4 and 3.Qc1. After 1.Qh2 c1Q white wins the queen with a check from h6 square.

**Conversion of the material advantage. Wrong bishop with a rook pawn.**



○ Diagram 16

Diagram 16. Problems can arise when solving this exercise. Here we offer the following method. First use “changing the turn of the move” method. Assume it’s black to move. They will try to save the game. In the similar endgames the weak side is saved when king reaches the g8 square. So black moves 1...K f7 with the intention of Kg8 on the next move. White plays 2.Bh7 preventing 2...Kg8. Now 2...Kf6 with 3...Kg5 threat. White has to bring the bishop back. 3.Bf5 and now 3...Kf7 again. It’s becoming clear that white has to control the g5 square. The closest square to the g5 square that the white king can reach is the f4 square and white has to choose Kd4-e3-f4 path not to block the b1-h7 diagonal. So we found the solution of the exercise. 1.Ke3 Kf7 2.Bh7 Kf6 3.Kf4

## Literature

1. H. Tumanyan- Chess 3, Exercises copybook, Yerevan 2012
2. S. Misakyan- Chess 2-4, Methodological directory, Yerevan 2013

The methodology of teaching “Chess” as a subject in public schools is intended to help the teachers in guiding the pupils with ready set of questions. This will create necessary conditions for activating the thinking process of the pupils and result in increasing their mental abilities and self-assessment.