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The problems of developing the psychological qualities of young chess players

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Abstract. It is well known that chess, considered an effective source of mental development and consciousness, is not just a sport. There are grounds for considering it separately from other sports and defining it as both a science and an art. This comprehensive characterisation of chess as an activity indicates that it is a unique set of opportunities aimed at the comprehensive development of the individual: personal, intellectual, emotional and physical qualities. In this regard, the question of the formation of psychological qualities in young chess players through chess is interesting. That is why this article examined issues related to the formation of psychological qualities in young chess players during the competitive period. The aim of the study was to identify the conditions that contribute to the formation of psychological qualities in young chess players during the competitive period. To achieve this goal, attempts were made to solve the following research tasks: to determine what contradictions young chess players are ready to overcome, the characteristics of chess players' personalities and their thinking; to study what qualities chess develops in young athletes; to substantiate the characteristics of a successful chess player, taking into account the specifics of chess as a sport, based on the results of specialised literature and modern research contributing to the formation of psychological qualities in young athletes, and to analyse the psychogram that a chess player must possess in order to achieve success in their activity. The following organisational methods and techniques were used in the study: analysis of scientific and theoretical literature on the research topic; psychological diagnostic methods: observation, questioning. The proposed psychogram, which is necessary for chess players to achieve success in their professional activities, allows for effective influence on the stabilisation of the psychological qualities of young chess players

Keywords: chess game; physical training; complex means; psychogram; psychogram of a chess player

■ INTRODUCTION

In the scientific community, the dominant approach to training and education in adaptive sports is the use of motor skills and exercises as the main means of development (Evseev, 2020). However, as global and Kyrgyz practice shows, especially in the field of chess as an adaptive sport, there is a need to fully utilise the potential of "mental" sports, primarily thinking skills, actions and abstract-logical exercises, to actualise human intelligence. Russian scientists note that chess has been included in the "10 Years

of Childhood" project with the aim of creating conditions for accessibility and meeting the social needs of society in attracting the population to systematic participation in adaptive sports (Alifirov *et al.*, 2018). However, the systematic socio-pedagogical resource of chess as an adaptive sport has not been sufficiently explored in scientific and methodological research, not only as an integrative means of achieving high sports results, but also as an effective mechanism for developing the potential of chess players. It

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is worth noting that the development of mental functions plays a key role in achieving sporting results in chess.

The sports training system in the Kyrgyz Republic is regulated by such normative legal documents as the Chess Sport Development Program (2021) and the State Standard for Sports Training in Chess Sport (2015), which combine the main initiatives of the Ministry of Culture, Information, Sports and Youth Policy and the Kyrgyz Republic Chess Federation. They define strategies and trajectories for coordinating the development of chess in the country, including the formation of universal and specific digital competencies for coaches and athletes, and the structure and role of psychological training at the sports training stage. At the global level, many Russian experts and members of national teams note that the content of such policy documents is very archaic and contains systematic errors (Gabbazova, 2014; Mikhailova & Stepanova, 2018). They note that this leads to Russia losing its leadership in world championships. In terms of the dynamics of sporting excellence and achievements in international FIDE titles, Russian juniors lag behind their Indian and Iranian peers. Leading classical chess players agree that excellent psychological preparation plays a decisive role in achieving the title of world champion.

When teaching chess, it is important to take into account the individual characteristics of the beginner, as young players usually start training at the age of 6-7. This age is the most important for the development of mental processes such as memory, attention and thinking. At this time, the coach has the opportunity to purposefully influence the development of mental processes and help the student fully realise their potential as a professional chess player. As in many other sports, the training of young chess players includes daily, pre-competitive, competitive and transitional periods (Bida *et al.*, 2023). When organising the training process during the competitive period, a number of objective problems can be identified that may affect the dynamics of the game's growth, its effectiveness and the level of sporting skill of young chess players. One of these is increasing the psychological readiness of young chess players for competitive activity. At the initial stage of sports training, the training of young chess players is relatively stable. Chess players achieve their first results in competitions, obtain sports ranks and win victories. Accordingly, preparation for competitions requires a lot of time and effort. Chess training gradually influences psychophysical development, affects the daily routine of young chess players and their behaviour, and begins to take up more time (Ilchenko, 2011).

Young chess players need to learn how to cope with fatigue and low mood during training, as well as overcome obstacles associated with the "complexities" of chess as a challenging sport. Young athletes need to learn how to create a favourable psychological attitude and a stable state of mind (Khomenko & Manyk, 2024). Chess is an exercise that develops mental abilities such as concentration, critical thinking, abstract thinking, problem solving, pattern recognition, strategic planning, creativity, analysis,

synthesis and evaluation, and is used to develop mental abilities throughout life. Of course, it is beneficial to remain calm and balanced when playing chess. Improving chess skills often requires constant study, and it is important to surround yourself with people who have achieved great success in this activity, who are persistent in achieving their goals and hard-working. Scientists who have studied the idea that chess attracts primarily intellectually developed players, I. Dyakov *et al.* (2015), describe the psychogram of a chess player with the following qualities: "1. Availability of sufficient physical strength and good health. 2. Strong nerves. 3. Self-control. 4. Ability to pay equal attention to a large number of people who are relatively independent of each other. 5. Ability to perceive dynamic relationships. 6. A thinking type of mind. 7. A high level of intellectual development. 8. A subjective nature of thinking. 9. An objective nature of thinking. 10. A strong chess memory. 11. Synthetic power of thinking and imagination. 12. Combinatorial abilities. 13. Disciplined will. 14. High activity of intellectual processes. 15. Orderliness of emotions and impressions. 16. Self-confidence, belief in one's own abilities".

The aim of this article was to identify psychological factors contributing to the success of young chess players during the competitive period and to analyse the circumstances influencing their development.

■ MATERIALS AND METHODS

The following methods were used in the study: analysis of scientific literature on the research problem; psychological diagnostic methods, such as observation and questioning; pedagogical experiment; verification of the results of experimental work. When analysing scientific literature, the researchers who conducted research on this problem referred to the works of I. Dyakov *et al.* (2015), B. Gulko (2019), V. Maslyaev (2022) and drew attention to their research on the formation of psychological qualities in chess players. The work of V. Maslyaev (2022) was taken as a basis, which was aimed at the formation of psychological qualities in young chess players through physical education. However, in this research work, the issue of the formation of psychological qualities during chess was considered not through physical education, but in the process of playing chess.

In an experimental study aimed at observing the psychological state of young chess players and developing their psychological qualities, students from the Children's and Youth Chess Sports School of the Department of Physical Culture, Sports, Youth Work and Tourism of the Bishkek City Administration were involved. The experimental work was carried out over a period of one year, from March 2024 to April 2025. Athletes aged 10-12 were involved in the experimental work in accordance with age characteristics. Of the 26 schools approved as bases for the Children's and Youth Chess Sports School, Educational Complex No. 68 and General Education School No. 42 were selected for the research work. The work was carried out in collaboration with the coaches and teachers of these schools, Zh. Orozaliyeva

and T. Akmatallyev. During the work, the coaches and young chess players were observed at the initial stage and after a year of training, and mutual conclusions were drawn. At the initial stage, a questionnaire was conducted among young chess players. Depending on the nature of the experimental work, the young chess players in the schools where the experiment was conducted were divided into two groups, and control and experimental groups were formed. The study involved 22 students from educational complex No. 68 (11 students in the experimental

group and 11 students in the control group) and 20 students from general education school No. 42 (10 students in the experimental group and 10 students in the control group). The psychological state of young chess players was assessed in two stages. In March-April 2024, a preliminary, diagnostic experiment was conducted, and in March 2025, after the completion of the formative experiment, a control experiment was conducted. All students participated in the study. To determine their general physical and psychological state, they were asked 11 questions (Table 1).

Table 1. Questionnaires for analysing the psychological state of young chess players

No.	For students of secondary schools No. 42 and No. 68 in Bishkek
1	Are you worried about your health? Do you get tired quickly?
2	Do you consider yourself a strong-willed person? Are you patient?
3	Do you think you can control your thoughts?
4	Can you be precise, focused and flexible in your work?
5	When you do something, do you first stop and think, "Think twice, cut once"? Do you think about the end result?
6	Are you proud of your intellectual development?
7	Do you consider yourself to have strong logical thinking skills?
8	Can you think realistically about anything or any process?
9	Do you think you have a good memory?
10	Do you feel responsible for strictly adhering to discipline, rules and regulations?
11	Do you believe in your future and your success?

Source: compiled by the authors

These issues directly influenced the identification of the psychological state of young chess players and the organisation of work on the formation of personal and psychological qualities. Then, formative experimental work was carried out. Various teaching methods were used in coaching. Training, like any other sport, has a profound meaning in the life of a chess player. Even chess requires patience, discipline and hard work. In this regard, 10 chess training methods considered to be the most effective were used in the formative experiment: (1) playing études; (2) studying chess games without a board; (3) analysing one's own games; (4) playing the final stage of a chess game; (5) blitz; (6) watching grandmaster games; (7) chess tactics "playing without looking"; (8) analysing other players' games; (9) repeatedly reviewing one's own moves; (10) studying and collecting games played by champions.

In addition, interactive modern methods of teaching chess were used with the involvement of coaches participating in the experimental work. In this case, the works of scientists S. Gevorgyan *et al.* (2024) were used as an auxiliary methodology. The following interactive teaching methods were considered: classroom discussion; focus on achieving learning objectives; group work; use of information and communication technologies; cooperation; different teaching styles; reflection; independent learning; practical exercises and games in which students can apply the theoretical knowledge they have acquired in real-life situations; problem-based learning. According to the researchers, the main methods of teaching chess using interactive teaching methods were: heuristic communication and decision-making, the use of information and communication technologies, games and simulations; setting learning goals

and independent learning; collaborative learning, problem solving and reflection. The proposed methodology was taken as the basis for this work. The experiment was conducted in accordance with the ethical standards for scientific research set out in the Guidance Note of the European Commission on Ethics and Data Protection (2021).

■ RESULTS AND DISCUSSION

Results of the analysis of scientific literature

From an international standpoint, chess is part of state policy in the Russian Federation. Competition from reserve chess players from India, China, Norway, Uzbekistan, France and Iran has increased sharply on the international stage. Russian scientists emphasise that effective psychological training of Russian athletes in the form of chess at the highest level of sporting excellence, in line with modern scientific achievements, will help to maintain the country's leading position (Kazakov *et al.*, 2022). Among the countries mentioned, it should be noted that Kyrgyzstan has not yet developed a state policy on chess. Among the best chess players who have defended the honour of Kyrgyzstan in chess are athletes who have repeatedly won Asian and international championships, such as Aizhan Syezdbekova, Ruslan Syezdbekov, Zhibek Sagynbekova and Zalkar Kurbanbaev. The schools that prepare them for sports competitions are mainly run by parents who have expressed a desire to train their children in this sport. However, the state should provide direct assistance to the development of chess at its level. There is no doubt that this will have a direct positive impact on the psychological development of young chess players and their motivation.

The results of pedagogical experience, normative acts, and analysis of specialised literature on the subject of analysis show that physical training has proven to be an integral component of training young chess players. According to A. Alifirov & I. Mikhailova (2016), it accounts for 10-20% of the recommended total training time recommended at various stages of training by ministries. Despite the transparency of the effectiveness of young chess players, the main advantages of playing the game, rather than specific characteristics, are their psychological and physical stability, stress management, and compliance, among other factors. The authors noted that it is well known among chess players that physical training can lead to the best results.

According to B. Gulko (2019), every chess game during a competition is accompanied by significant emotional tension. While in other sports such tension is accompanied by active muscle movements, in chess emotions are not expressed through motor activity. Thus, young chess players experience “unfinished” feelings during competitive activity and cannot express them in behavioural reactions. A study by L. Khnychenko & N. Sapronov (2003) showed that emotional tension persists in players between games, leading to changes in their psychophysiological state and, in extreme cases, provoking the development of cardiovascular and nervous system diseases. It is worth noting that young chess players are limited in their choice of physical activities during the competitive stage because, despite the obvious health benefits, such activities can negatively affect concentration during competitions and effective brain function during play. In this regard, A. Kotov (2019) noted that the task of the coach and chess player during the competitive period is to maintain physical fitness before the start of the chess tournament and ensure its optimal maintenance during the competition. In this regard, the author recommended light exercise and walks in the fresh air in the morning before a chess game, followed by active physical exercise for recovery.

During the period of sports specialisation and competitions, more attention should be paid to special physical training at the stage of improving the sporting skills of young chess players. In turn, the selection of physical training methods for young chess players should be aimed at solving two main tasks: prevention of health problems in young chess players associated with a sedentary lifestyle (primarily posture problems); development of the necessary psychological qualities in young chess players that contribute to successful competitive activity. The selection of physical training methods should be carried out taking into account the criteria of accessibility and emotional content in the context of the multifaceted impact on the development of young chess players. In this regard, V. Golenishchev (2020) supports the idea that ensuring the growth of sporting skills is the main goal of the training process for young chess players. The results of a research confirmed that optimal physical training for chess players should be aimed at developing spatial orientation and strength endurance based on the principles of training continuity and

gradual increase in load (Fonareva *et al.*, 2020). Often, when preparing young chess players for effective competitive activity, active sports such as gymnastics, athletics, etc. serve as a useful direction for physical education.

Chess, a source of intellectual development, is not only a sport, but also a science and an art form. This comprehensive characterisation of chess as a unique activity demonstrates that it offers a unique set of opportunities aimed at the comprehensive development of the individual: personal, intellectual, emotional and physical qualities. Difficulties in training young chess players can arise for various reasons. For example, if a chess player loses a game, it does not mean that they do not know the opening well or do not understand a particular type of position. In this case, they may simply be emotionally unprepared to play chess.

In advanced scientific and technological society, even in the 21st century, chess has not lost its relevance as the most widespread and popular sport. The benefits of chess and chess lessons for the younger generation are emphasised by well-known leading figures in educational science, who create conditions for the comprehensive personal and intellectual development of children. At the same time, educational scientists do not set themselves the task of achieving high sporting results for students. Looking back at history, the Russian chess school, among the former Soviet schools, occupies a leading position in the world, while the modern Kyrgyz chess school has not yet entered the ranks of the best countries, but it can be said that it is only beginning to develop. Russian chess players are strong not only among chess players from CIS (Commonwealth of Independent States) countries, but also at the global level. It has always occupied a leading position in the world qualification system, preserving the traditions of the Soviet chess school and continuing them to this day, without losing its significance.

Chess is an interesting sport that is widely popular among young people. Chess schools, clubs and sections with young chess players are actively operating throughout the country. Young chess players are achieving great success in the sporting arena. In Kyrgyzstan, there are quite a few chess schools that train young chess players. In Bishkek, for example, the Department of Physical Culture, Sports, Tourism and Youth Affairs runs a children's and youth chess school. There are 26 school-based centres throughout the city, where more than 1,200 young chess players train. In these schools, chess is taught outside the classroom as an additional subject with the aim of promoting the all-round development of children. If the introduction of chess lessons in approximately 100 schools and around 2,500 pre-school educational institutions in Bishkek, and in the same number of schools throughout Kyrgyzstan, were to be continuously developed and included in the curriculum as a permanent additional subject, this would be the greatest contribution to the intellectual development of young people. After all, it is intellectual sports that can have a special impact on the development of an individual's information culture, the ability to select information competently and use it in life. According to

R. Sulaimanova (2017), when analysing the problem of the development of an individual's information culture, it is necessary to distinguish between the increasing volume of knowledge acquired by a person and the decreasing activity of its use to solve pressing problems of everyday life. A person's interest in acquiring new information is determined not by a need for self-improvement, but often by a simple interest in learning this information. The main factor in the development of human information culture in the modern era is the mastery of norms and rules for selecting necessary information from the flood of information that rains down on a person like a torrent. In line with the demands of the times, interest in chess has grown in recent years, and the issue of developing education in this area is highly relevant. A well-known modern system for training young chess players should be organised taking into account the overall mental state of the student, their activity and individual psychological characteristics. The relevance of this approach is explained by the fact that it allows each teacher to train young chess players taking into account the characteristics of their individual psychological development. Such an approach can provide an opportunity to maximally reveal all internal potential and achieve self-improvement.

Results of the pedagogical experiment

Many years of observing young chess players have shown that every athlete has a goal to achieve a certain result. For example, some people make a leap forward and achieve a certain result. Before this, they overcome the next obstacle

in their sporting career. However, an athlete's life can be marked by a series of setbacks, while others always move smoothly, sometimes slowing down, sometimes speeding up in their development, but never stopping. This conclusion is usually explained by the chess player's achievements in the sport over a certain period of time. However, this only superficially reflects certain difficulties and obstacles in the dynamics of the process of mastering the training material by young chess players. Therefore, the primary task of every coach working with young chess players is to deeply understand the essence of what is happening and where and how to help each student.

The development of modern innovative methods for training young chess players, which contribute to their development, is aimed at developing the athlete's independent thinking. This approach will allow them to navigate various game situations and build the right game plan. Methods focused almost exclusively on results are irrelevant at the current stage of sports pedagogy. After all, not every young chess player can always achieve high results. The reason for this can be attributed to the fact that the individual characteristics and psychological state of each student were not taken into account at the appropriate level. Therefore, the questionnaire to monitor the psychological state of young chess players was conducted in two stages. The results of the answers to 11 questions aimed at studying the general physical and psychological state of students during the initial assessment experiment were as follows (Table 2).

Table 2. Results of the situational experiment to analyse the psychological state of young chess players

No.	Experimental group			Inspection group		
	"yes"	"no"	"difficult to answer"	"yes"	"no"	"difficult to answer"
1	8	2	1	7	3	1
2	6	4	1	6	3	2
3	5	2	4	6	3	2
4	6	4	1	5	4	2
5	7	2	2	7	2	1
6	5	2	4	6	1	4
7	6	1	3	6	2	2
8	7	2	2	8	1	2
9	6	3	2	7	2	2
10	8	0	3	7	0	4
11	7	0	4	6	3	3
Average score	6.5 (59%)	2 (18%)	2.5 (23%)	6.5 (59%)	2.2 (20%)	2.3 (21%)

Source: compiled by the authors

Only 59% of children who started playing chess for the first time were identified as students who do not worry about their health, do not get tired, have strong nerves, are patient, control their thoughts, are able to perform tasks accurately, purposefully and quickly, are able to stop and think, think about the final result of their work, are satisfied with their intellectual development, have developed logical thinking, are able to think realistically, have a strong memory, feel responsible for following rules and requirements, are confident about their future and success,

while 21-23% find it difficult to answer, and 18-20% believe that they lack these qualities. With their participation, work was carried out to develop psychological qualities and study their influence at the decisive and final stages of a pedagogical experiment on the application of a complex of special physical training methods. The questionnaire assessed qualities such as attention, thinking, memory, motivation and emotional self-control.

In addition, various techniques for developing attention were consistently used in various exercises during

the training of young chess players: concentration on breathing: developing breathing control skills, understanding which helps to cope with pre-competition anxiety and is a way of stabilising the emotional state; concentration of gaze: the gaze technique can be performed on any object and thus helps to relax the eye muscles,

calm the mind, improve concentration and develop stress resistance. Based on the results of the experimental work, it can be concluded that all the parameters assessed in the control and experimental groups, with the exception of the initial emotional state in the control groups, improved in significance (Table 3).

Table 3. Results of the experiment to test the psychological qualities of young chess players

No.	Experimental group			Inspection group		
	“yes”	“no”	“difficult to answer”	“yes”	“no”	“difficult to answer”
1	10	1	0	8	2	1
2	7	3	1	7	2	2
3	5	1	5	5	4	2
4	6	4	1	5	4	2
5	9	2	0	7	3	1
6	5	2	4	5	2	4
7	8	0	3	7	1	3
8	7	4	0	7	3	1
9	9	0	2	8	1	2
10	11	0	0	10	0	1
11	10	0	1	9	0	2
Average score	8 (73%)	1.5 (13.5%)	1.5 (13.5%)	7 (64%)	2 (18%)	2 (18%)

Source: compiled by the authors

This suggests that regular chess playing in itself has a positive effect on the development of memory, thinking and intellectual abilities in young chess players. However, the changes were significantly more pronounced in the experimental group. For example, according to V. Maslyayev (2022), the results of applying the method of speed and accuracy of mental reactions showed that athletes in the control group had a positive attitude, they did not feel anxious or tired, were emotionally stable, patient, able to control their thoughts, could act accurately, purposefully and quickly when performing work, paused to think, focused on the final result of their work, were interested in their intellectual development, their logical thinking improved, they were able to think realistically, their memory skills developed, they felt responsible for maintaining order, rules and requirements, and believed in their future and success. The indicators in the experimental group increased from 59% to 64%, and in the control group from 59% to 73%. The indicators of concentration, productivity and attention in the experimental group increased significantly compared to the control group.

Psychogram of a chess player

As a result of this study, based on the results of theoretical and practical analysis, a psychogram was proposed that a chess player must possess in order to achieve success. A psychogram is a list of mental qualities and characteristics that are typical of a person's personality and constitute important psychological traits. In human life and in social life, each person has their own individual psychogram. However, there are also some common traits among chess

players. The psychogram of a chess player includes not only mental characteristics, but also some considerations related to the physical condition of the chess master. The results of the analysis of theoretical literature by I. Dyakov *et al.* (2015) and their use as a methodological basis made it possible to determine the psychogram of a chess player. It includes the following indicators:

- **Physical health.** There is a common misconception that all chess players are physically weak people. However, this is not the case. For successful play, it is necessary to have endurance and good health. Chess players with poor health tire quickly, which worsens their general and mental state, significantly reducing their chances of winning.

- **Strong nerves.** A stable nervous system allows players to withstand pressure during the game, correctly assess the situation and make the right decisions during the competition.

- **Self-control.** Chess players must be able to control and manage their thoughts. This helps them make the right decisions in difficult situations and emerge victorious.

- **Good, clear orientation.** The ability to perceive dynamic relationships, i.e. not static but moving elements. This is especially useful in a session with different opponents.

- **Contemplative type of mind.** Abstract thinking and the ability to patiently and calmly endure turning points in the game are important for a chess player. This quality is particularly common among the peoples of India and the East, but is not characteristic of Italians, Spaniards and other peoples of southern Europe.

- **High intelligence.** A high level of intellectual development. This feature of chess players' mental abilities is inextricably linked to their type of thinking and, based on

this, indicates a high level of development of the thought process. A chess player may be uneducated and uncultured in other areas of life (literacy, speech skills, etc.), but in chess, their intellect is highly developed.

- The subjective nature of thinking. Chess players think in concrete images and establish logical connections (patterns) between real objects.

- The objective nature of thinking. This is characterised by the particular realism of a chess player's thinking, which distinguishes them from poets or science fiction writers. This is due to the strict regularity of all the interrelationships and actions of chess pieces, which does not allow for subjective arbitrariness.

- Good "chess" memory. A chess player must be able to easily remember their own moves, their opponent's moves, chess combinations, etc.

- Imagination. It is necessary to be able to imagine the next move at the beginning of the game, anticipate the opponent's moves and visualise them. This allows players to make the best moves that will lead to victory.

- Discipline. Enduring long competitions without breaking the rules is a very difficult task. It is important for a chess player to understand where they are and to follow all the rules of the game and competition. It is necessary to be able to control emotions.

- Belief in success. Every time they sit down at the board, chess players must believe in victory and in their own skill, otherwise their chances of winning are significantly reduced.

The results of scientific research have confirmed that the analysis of theoretical studies and the results of pedagogical experiments aimed at developing the psychological qualities of young chess players can contribute to the personal development of students and the formation of important psychological qualities based on previously developed methods. The findings of this study underscored the profound impact of cultivating robust psychological qualities in young chess players, particularly within the demanding competitive arena. According to A. Shankovskiy (2025), chess, often lauded as a unique fusion of sport, science, and art, necessitates a comprehensive approach to an athlete's development. Beyond mere technical proficiency, success at the highest levels is intrinsically linked to an individual's psychological fortitude, intellectual prowess, emotional regulation, and even their physical well-being (Aciego *et al.*, 2012). This holistic perspective aligns with broader pedagogical principles that advocate for the all-round development of young individuals through sport (Charness *et al.*, 2005).

As noted by V. Geghamyan & S. Tarjumanyan (2023), competitive chess inherently imposes significant emotional and mental strain on players. Unlike many other sports where such tension can be outwardly expressed through physical exertion, chess often requires players to internalise these pressures, which can lead to considerable psycho-physiological shifts (Fuentes-García *et al.*, 2019). The ability to maintain composure, focus, and resilience

under pressure is therefore paramount. This highlights a crucial area for further exploration: the long-term psychological impact of sustained competitive mental activity on developing athletes and the most effective strategies for emotional discharge and recovery. Furthermore, while not immediately evident, physical preparation emerges as an indispensable component of a chess player's regimen (Martynkova, 2024). Although it may constitute a smaller percentage of overall training time, its contribution to maintaining psychological stability, sustained attention, and resistance to stress during protracted matches is widely acknowledged within the chess community. Light physical activity before play and more vigorous exercises for recovery are suggested to optimise performance and well-being. The selection of physical training methods should aim to mitigate health issues associated with sedentary lifestyles and foster psychological qualities conducive to competitive success.

CONCLUSIONS

Training young chess players through concentration exercises as a means of special physical training, as well as active sports such as gymnastics, athletics, etc., also has a positive effect on the development of children's cognitive activity and the formation of correct psychological qualities. The State Standard for Training in Chess does not take into account the digital transformation of all types of sports training; the combination of theoretical and psychological training into a single whole is a systemic error and needs to be updated to take into account the best practices in other intellectual sports disciplines. To realise the heuristic and achievable potential of athletes and unlock their intellectual and business potential, it is necessary to update the goals, content and forms of the programme and regulatory documents of the Kyrgyz Chess Federation. Psychological training in chess requires detailing by age and adjusting its share in relation to other types of sports training; ensuring the absolute and relative weight of psychological training in relation to other types of sports training. There is a need to develop technologies for psychological and pedagogical support for athletes and criteria for evaluating the effectiveness of psychological training in chess; to develop the cognitive abilities of chess players for the effective implementation of psychological training.

Analysis showed that in chess education, the ability to use various active teaching methods, such as reflection, heuristic communication, integration of information and communication technologies, collaborative learning, problem solving and independent learning strategies in combination with each other, improves learning outcomes. This, in turn, helps improve the psychological state of young chess players and develop positive personality traits. Heuristic discussions, practical activities and forms of independent learning, reflection, collaborative learning and problem-solving strategies, and the integration of multimedia resources into chess education improve the critical thinking skills necessary to overcome real-life difficulties.

Interactive teaching strategies allow students to develop independence and individual learning experiences. Future research could delve deeper into the specific types and intensities of physical activities that most effectively support the cognitive and emotional demands of elite chess. The ultimate goal remains the consistent enhancement of athletic skill, which is profoundly influenced by these underlying psychological and physical factors.

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Жаш шахматчылардын психологиялык сапаттарын калыптандыруу маселелери

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Аннотация. Акыл жөндөмдүүлүктөрүн, аң-сезимдүүлүктү өнүктүрүүнүн эффективдүү булагы катары эсептелген шахмат оюну бул спорттун гана бир түрү эмес экендиги белгилүү. Спорттун башка түрлөрүнөн айырмалап кароого, аны бир эле мезгилде илим, ошол эле учурда искусство деп аныктоого негиз бар. Шахмат оюнун белгилүү бир иш-аракеттин түрү катары мындай ар тараптуу мүнөздөө анын жеке адамдын толук кандуу өнүгүшүндөгү: инсандык, интеллектуалдык, эмоционалдык, физикалык сапаттарды комплекстүү өстүрүүгө багытталган мүмкүнчүлүктөрдүн өзгөчө жыйындысы экендигин көрсөтөт. Ушуга байланыштуу шахмат оюну аркылуу жаш шахматчылардын психологиялык сапаттарын калыптандыруу маселеси кызыгууну жаратат. Мына ошондуктан макалада атаандаштык мезгилинде жаш шахматчыларда психологиялык сапаттарды калыптандырууга байланыштуу маселелер каралган. Изилдөөнүн максаты катары атаандаштык мезгилинде жаш шахматчылардын психологиялык сапаттарын калыптандырууга өбөлгө түзө алган шарттарды аныктоо алынды. Максатка жетүү үчүн изилдөө милдеттеринин төмөнкүдөй спектрин чечүү аракеттери жасалды: – жаш шахматчыларды даярдоодо алардын кандай карама-каршылыктарды жеңүүгө даяр болушун, шахматчылардын мүнөзүн, ой жүгүртүүсүн аныктоо; шахмат оюнунун жаш спортчулардагы кайсы сапаттарды аныктай тургандыгын изилдөө; – атайын адабияттардын жана заманбап изилдөөлөрдүн жыйынтыктарынын негизинде спорттун түрү катары шахмат оюнунун өзгөчөлүгүн эске алуу менен жаш спортчулардын психологиялык сапаттарын калыптандырууга көмөктөшүүчү ийгиликтүү шахматчынын өзгөчөлүктөрүн негиздөө, шахматчынын өз ишинде ийгиликке жетүү үчүн ээ болушу керек болгон психограммасын талдоо. Изилдөөнүн жүрүшүндө төмөнкү уюштуруу методдору жана ыкмалары колдонулду: изилдөө проблемасы боюнча илимий-теориялык адабияттарга талдоо жүргүзүү; байкоо жүргүзүү, анкеттештирүү сыяктуу психологиялык диагностика методдору. Шахматчынын өз ишинде ийгиликке жетүү үчүн ээ болушу керек болгон сунушталган психограммасы жаш шахматчылардын психологиялык сапаттарын стабилдештирүүгө натыйжалуу таасирин тийгизе алат

Негизги сөздөр: шахмат оюну; физикалык даярдык; комплекстүү каражаттар; психограмма; шахматчынын психограммасы

Проблемы развития психологических качеств юных шахматистов

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Аннотация. Шахматы, считающиеся эффективным источником развития умственных способностей и сознания, – это не просто вид спорта. Есть основания рассматривать шахматы иначе, чем другие виды спорта, определять как науку и искусство одновременно. Такая комплексная характеристика шахмат как особого вида деятельности свидетельствует о том, что это уникальный комплекс возможностей, направленных на всестороннее развитие личности: личностных, интеллектуальных, эмоциональных и физических качеств. В этой связи представляет интерес вопрос формирования психологических качеств юных шахматистов посредством игры в шахматы. Именно поэтому в статье рассмотрены вопросы, связанные с формированием психологических качеств у юных шахматистов в соревновательный период. Целью исследования было выявление условий, которые могут способствовать формированию психологических качеств юных шахматистов в соревновательный период. Для достижения цели были предприняты попытки решения следующего круга исследовательских задач: определить, какие противоречия готовы преодолевать юные шахматисты, особенности их характера и мышления в процессе их подготовки; изучить, какие качества шахматы могут развить у молодых спортсменов; на основе результатов анализа специальной литературы и современных исследований, с учетом специфики шахмат как вида спорта установить характеристики успешного шахматиста, способствующие формированию психологических качеств юных спортсменов, а также проанализировать психограмму, которой должен обладать шахматист для достижения успеха в своей деятельности. В ходе исследования использовались следующие организационные методы и приемы: анализ научно-теоретической литературы по проблеме исследования; методы психологической диагностики: наблюдение, анкетирование. Предложенная психограмма, которой необходимо владеть шахматисту для достижения успеха в карьере, может оказать эффективное воздействие на стабилизацию психологических качеств молодых шахматистов

Ключевые слова: шахматная игра; физическая подготовка; комплексные средства; психограмма; психограмма шахматиста