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CHESS REPROCESSING PRACTICE

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Abstract

This article provides information on the intellectual development of primary school children based on the author's methodology of teaching chess. In addition, it substantiates that "reprocessing practice" in chess is highly beneficial in many aspects: it not only improves game techniques but also serves as an important tool for developing players' thinking, critical analysis, and self-assessment skills.

Keywords: Physiology, biochemistry, valeology, psychology, diagrams, position, strategic, synthesis, chess, strategy, thinking, intellectual ability.

Introduction

Like all athletes, chess players also strive to achieve high results in competitions. With the right approach, it is possible to attain valuable outcomes. If we analyze why an athlete leaves a competition in tears and achieves a low result, we can identify their mistakes and determine what they should focus on to perform better next time. Observing this process, one can be pleased to see how the athlete's confidence in themselves and in their ability to succeed in future competitions increases. However, it is clear that a coach cannot devote 30



minutes individually to each athlete. Often, competitions and various tournaments are viewed merely as tools for evaluating achieved results, which is considered one of the main goals of sport. After a certain period of intensive training, chess players demonstrate their performance in competitions. We review these results, evaluate them, and provide feedback. However, many of us do not realize that the results themselves create opportunities for learning and development.

“**Reprocessing practice**” is a term used in sports, which in reality represents a somewhat complex concept applied in practice. The simple truth is that athletes want to achieve good results in competitions. With the right approach, this simple fact can serve not only as a foundation for developing skills in a particular sport but also as a means to help athletes acquire valuable abilities such as critical thinking and objective self-assessment.

If you do not dedicate one or two of your training sessions to meaningfully and clearly reviewing the results achieved in competitions, none of the recommendations provided for implementing reprocessing practice will be effective. It should be clarified that this strategy is equally beneficial for both processes. By using a group discussion approach in reprocessing practice with the whole team, chess players are given the opportunity to express their ideas freely in a comfortable environment, reach mutual understanding within the group, and develop confidence in presenting results to the entire group. However, this can only be achieved if the coach creates a friendly and supportive atmosphere within the group.

Discuss the assigned task. Ask the chess players how easy or difficult it was to understand the task. Was it truly a fair competition that tested the knowledge and skills acquired during previous training sessions? (In other words, were unfamiliar or previously unlearned technical moves used?) Why was this the case? Ask the players to recall the most difficult elements of the competition for them. Why were these aspects so challenging? What else could have been done to prepare better? The information provided here should be planned in advance: keep in mind the tactics that you believe your players need to reinforce the most,



and if they are not ready to answer the above questions, you can direct their attention to those areas where you have identified weaknesses.

Support chess players in the process of reprocessing practice. Provide lower-performing players with simplified versions of the tasks without complex divisions or sections. For example, you may present sample answers with the beginning, middle, or end removed. This approach allows players to work in groups on smaller and more manageable parts of the game, making it easier to find solutions. Such tasks can be repeated as many times as needed. This helps players build confidence and gain a clearer understanding of the content of the tasks.

Focus on developing thinking skills. Some chess players may have already stopped trying due to poor performance results. For this reason, many of us, out of compassion, find it difficult to explain to players that although they tried their best, they were unable to achieve results that fully reflect their enthusiasm and dedication to the sport. In such situations, there is a better approach than simply offering encouragement. Providing a safe and supportive environment where players can think freely and express exactly where they experienced difficulties can significantly improve the quality of their play. Continuously reminding ourselves and our players of the importance of developing thinking skills makes reprocessing practice even more meaningful.

During the analysis process, ask chess players to use positive language. This may seem unrealistic, but it is very important. As players analyze competitions step by step, they realize that in some aspects they did not achieve the expected results. For example, instead of saying “I couldn’t do this,” they should be encouraged to say “I should have done this” or “Next time I will do it this way.” Mindset shapes thinking, and emphasizing that this practice is a positive and constructive process makes training more effective and prevents negative attitudes associated with failure.

Do not distribute the results (score sheets) until the appropriate time. Providing incomplete versions of the competition materials allows players to reflect on how they performed initially. In this way, they can think about how to approach subsequent tasks and compare their ideas. Most importantly, if players



do not receive the final results before the reprocessing session is completed, they will focus more on analysis throughout the training.

Provide chess players with examples from games, but adapt them to their level. Showing high-level game examples can be beneficial, but in some cases such examples may intimidate players with lower levels of mastery. Some players may perceive a “complete model game” as unattainable and become discouraged. One way to address this issue is to simplify the studies used in the examples until they match the players’ level of understanding. In other words, it should not appear as a long staircase, but rather as a situation that can be achieved in just one or two steps.

This approach encourages players to set practical, rating-based goals before participating in competitions. For example, a player might set a goal such as: “After the competition, I will improve my rating from 1800 to 1820.”

Our task as coaches is to help players understand that academic and skill development is a process that includes not only forward steps but sometimes a few steps backward as well. If players set realistic and achievable goals, the likelihood of accomplishing them is much higher. However, setting realistic goals is not always typical for young players. If they set unrealistic goals and repeatedly fail to achieve them, it can seriously damage their self-confidence.

Develop a more relaxed attitude toward this process. In order to form a healthy perception of success and failure among chess players, the concept of failure should be normalized to some extent. Players should be taught to view failure as a part of future success. In addition, if the coach has established a friendly relationship with the group, they can share personal experiences related to the topic and demonstrate that even highly respected individuals learn from their failures. Presenting such personal experiences in a humorous way can be especially effective, particularly in situations where players may react negatively after poor results due to various internal and external factors.

At the end of the training session, the most important question and task arise: based on the positions you have just studied, do you think you could achieve a better result if you tried to complete the task again? If the reprocessing practice has been carried out successfully, the answer will almost always be



“Yes.” For players who feel disappointed with their competition results, the question “If you could do it again and achieve a better result, is there really a reason to be upset?” serves as a final reminder to maintain a positive and motivated mindset. At this stage, players can be given their results repeatedly, discuss any issues they did not understand, and then try alternative moves.

Why after, and not before? In fact, coaches can conduct this type of analytical discussion before competitions using the same principles. However, for many players, competitions are perceived as mysterious and intimidating experiences. Competitions are certainly important for self-assessment.

However, it soon becomes clear that many players find them confusing and somewhat abstract. To reduce pressure, it is more effective to conduct such sessions after competitions. This approach helps develop a thinking-oriented player and provides the necessary experience to strengthen their skills.

A chess player who initially completed only 30% of the task—describing the motives of the characters from “**The Lion, the Witch and the Wardrobe**”—was able to improve their result to 70% after applying reprocessing practice. Experience can often hinder achieving high results; however, through such situations, I realized that the greatest obstacle is not correctly identifying the objective of the task or failing to fully understand its essence.

Although I do not formally assess the reprocessed combinations, I use them in subsequent competitions. They not only give me satisfaction with the progress of my players, but also increase the players’ self-confidence as they see improvement after reprocessing practice. Even though not all players demonstrate significant results, the average performance becomes noticeably higher than usual. Such positive changes in players’ outcomes lead me to conclude that this method should continue to be applied in the future.

In conclusion, the importance of “reprocessing practice” in chess is multifaceted. It not only improves game technique but also serves as an essential tool for developing players’ thinking, critical analysis, and self-assessment skills. Proper organization of the reprocessing process helps learners work on their mistakes, draw conclusions, and effectively apply them in future activities.



Moreover, this approach contributes to creating a positive and supportive environment between the coach and players, fostering confidence, motivation, and a healthy attitude toward failure. As a result, through reprocessing practice, chess players can significantly improve their performance and strengthen their knowledge and skills.

The proposed methodological approach plays an important practical role in effectively organizing the process of teaching chess, especially in ensuring the intellectual development of primary school students.

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