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## Research and apply the exercises to shape the Xixilia beginning playing skills for sophomores majoring in chess of Danang University of physical education and sports

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### Abstract

By the method of routine research, the topic selects 5 tests with enough reliability and 6 exercises to form Xixilia playing skills for sophomores majoring in chess during the assessment process.

**Keywords:** Assessment test, exercise opening

### 1. Introduction

How to open a chess game belongs to the creative perspective of the players, through a game of chess. Xixilia is a semi-open opening system, one of the most favorite and popular styles with many variables such as: Gambit Smith - Morra, Alapin plan, Scheveningen plan, Naidorf plan, dragon plan. This is an extraordinarily rich opening on the competing and playing style, requiring players to master the technical knowledge, use a combination of skills to switch from this starting game to other starting game style.

Through observation of practicing and competing of chess students who are 2<sup>nd</sup> students, we found that Xixilia starting skill is still ineffective, there are many students who are afraid and confused by situations that they must choose strategical steps. That makes the game result not high. This issue has no research work. Stemming from the above issues, we boldly dive into the topic: "Research and apply the exercises to shape the Xixilia beginning playing skill for sophomores majoring in Chess of Danang University of Physical Education and Sports". The topic has used the following research method: Integrated Document Analysis methodology, Interview method of discussion; Methods of observing the pedagogical; Empirical methods of pedagogical; Statistical methods of mathematical statistics. Research participants are experts, coaches, arbitrators, lecturers, and students majoring in chess. The research subject is an exercise that forms the Xixilia skill for students specializing in chess.

### 2. Results of research

#### 2.1 The situation of xixilia playing skill of the sophomores specializing in chess of Danang University of Physical Education and Sports

To solve this problem, we investigated the actual use of the Xixilia skill of 2nd year chess students by analyzing the report of the competition at the Chess Contest at Danang University of Physical Education and Sports. A total of 88 students participated in the competition, including 24 sophomores, according to the Swiss system 9 games in 2 groups of men and women (not classified), the total time for each game is 45 minutes. The content of the survey is the Xixilia skills of specialized students. The results are shown in Figure 1.

The results show that: Among the 123 games analyzed, 17 games won, accounting for 13.8%; 30 games drew accounted for 24.4%; 76 games lost accounted for 61.8%; the number of students who participated in the opening competition accounted for 34% and the mastered the playing strategy of 22%, accounting for a low rate. This result shows that the Xixilia playing skills of the students are not good, the students make quite a lot of errors in calculating and selecting the beginning plan. That leads to the game result is not as high as expected and so will greatly affect the student's performance.

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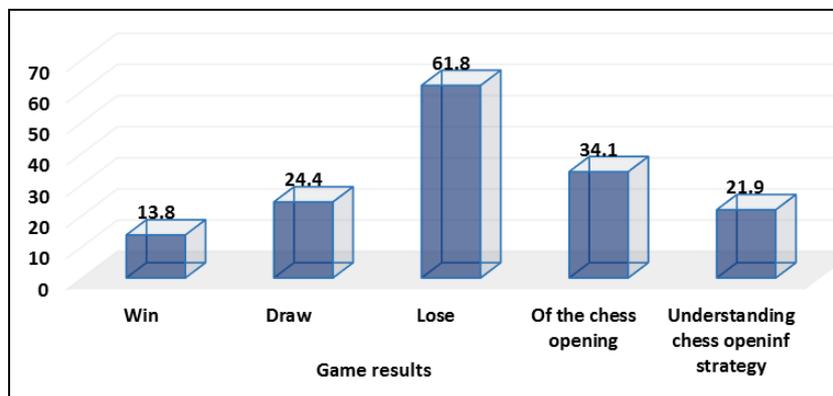


Fig 1: Survey results on Xixilia playing skills

## 2.2 Selecting exercises to form Xixilia's beginning playing skills for sophomores who major in chess

Based on the results of the interviews and observations above, the topic proceeded to select exercises to build Xixilia's opening playing skills for 2nd year Chess students.

- We conducted interviews with lecturers and coaches on exercises used to formulate this skill for chess students in cities and provinces such as Da Nang, Hue, Binh Dinh, Bac Giang, Hanoi, Hai Phong, Quang Ninh, Ho Chi Minh City.) and Da Nang Sports University. The results are as follows:

Table 1: Results of interviewing exercises selected to xixilia playing skills in the beginning (n = 22)

No	Exercise	People choice		Result					
				Very important		Important		Not important	
		n	%	n	%	n	%	n	%
1	Exercise analysis game	19	86.4	14	73.7	3	15.8	2	10.5
2	Exercise identifies wrong moves in the beginning	21	95.5	19	90.5	2	9.5	-	-
3	The exercise lists the possible options	18	81.8	9	50	5	27.8	4	22.2
4	Exercises determines play strategies	20	90.9	15	75	4	20	1	5
5	30-minute fast chess exercise	8	36.4	5	62.5	2	25	1	12.5
6	Exercise selected plan	17	77.3	4	23.55	11	64.7	2	11.8
7	Exercise builds competition	9	40.9	4	44.4	3	33.4	2	22.2
8	Exercise played according to the opening Xixilia	20	90.9	17	85	3	15	-	-
9	Exercise competes in grandmaster	10	45.4	5	50	3	30	2	20

From the results obtained in Table 1 shows: Out of the 9 exercise groups given to choose and use, only 6 groups of exercises have 70% or more of the selected opinions, which are the groups of exercises: Exercise to choose the plan; Exercise to identify wrong moves in the beginning; Exercise to determine play strategy; Exercise lists possible options; Exercise analysis game; Exercise competitions according to the opening of Xixilia.

Based on the theoretical and practical basis above as well as to have foundations to select the applied exercises in the training process, we combine these following selection principles:

- **Principle 1:** Selection exercises must ensure the development orientation in accordance with professional requirements.
- **Principle 2:** The selection of exercises must ensure the reliability and the necessary notice for the object to be studied.
- **Principle 3:** Exercises must have specific evaluation criteria and practice forms suitable to practical conditions.
- **Principle 4:** The selected exercises must be gradually improved from easy to difficult, it is necessary to regularly renew the task in the general trend of increasing

the difficulty of chess exercises while also meeting the principle of moderate levels.

- **Principle 5:** The tests should be limited to 2 to 3 preparatory moves and the depth of each transformer should not exceed 10 with single arm and 5 with multi branch.

## 2.3 Selecting test to assess the Xixilia beginning skill for the 2<sup>nd</sup> year chess students

Through analysis of professional documents shows that, to assess the Xixilia game play skills for chess students, the instructors often evaluate the following angles: Degree of mastering the plan, system of opening; Clarify the strategic intent and purpose in each opening plan; Feel the mistakes in the opening: Assess the ability to feel the situations where a combination of moves may occur after the opponent's moves; Ability to flexibly convert one plan to the other in the opening game, creating surprises and bad psychology for the opponent; The ability to manipulate openings in the actual game.

Since then we have identified 6 Tests to assess the Xixilia playing skills for chess students. The results are shown in Table 2.

**Table 2:** Interview results and selection of Xixilia test to assess the start-play skills for 2<sup>nd</sup> year Chess students (n = 22)

No	Test	People Choose		Interview result					
				Regularly		Sometimes		Never	
		n	%	n	%	n	%	n	%
1	Playing according to the given chess position	17	77.3	12	70.6	5	29.4	-	-
2	Determine the playing strategy	20	90.9	15	75	3	15	2	10
3	List options that may arise	15	68.2	12	80	3	20	-	-
4	Choose an option	17	77.3	13	76.5	3	17.6	1	5.9
5	Determine the wrong move in the opening	18	81.8	15	83.3	2	11.1	1	5.6
6	Game analysis	12	54.5	7	58.3	4	33.4	1	8.3

From the results in Table 2 shows: To evaluate the opening skills, the majority of ideas are focused on selecting the Test: Playing according to a given position; Identify play strategies; List possible options; Choose an option; Determine the wrong move in the opening. Game analysis test was less chosen, so we eliminated it.

To determine the notification of test subjects, we determine the correlation coefficient between the achievement of the tests (through the initial test results) and the chess competition results at the professional tournament with Swiss system 9 games. The results are shown in Table 3.

**Table 3:** Announcement of tests on research subjects (n = 18)

No	Test	r
1	Determine the wrong move in the opening (points)	0.88
2	Identify play strategies (points)	0.85
3	Playing according to the opening Xixilia (points)	0.87
4	Choose option (points)	0.38
5	List possible options (points)	0.45

From the results of Table 3, it is shown that only 3 tests (Test 1,2,3) ensure notification on the study object ( $r > 0.6$ ). These tests are selected during the research process, the remaining 2 tests (Test 4,5) do not guarantee the notification on the research object, so we eliminate them.

Thus, through practical investigation (it is the feasibility determination of the selected test system and the correlation coefficient of the tests selected on the object of study). We have selected 3 tests to evaluate the Xixilia game play skills for 2<sup>nd</sup> year students. These are the tests:

- **Test to determine the wrong move in the opening:** Assessing the ability to apply techniques - tactics, strategies in the opening, and allow to identify indicators: the ability to intuit (intuition) feel the situation, the ability to calculate variables, calculate to the coordinating station.
- **Test to determine the playing strategy:** assessing the ability to use play plans and strategies in the opening stage and allowing the determination of indicators: the rigor of the thinking process, the ability to sense the situation. The methods to perform the above 2 tests as follows:
- **Implementation:** Arrange the chess position on the hanging chessboard, press the clock. Ask the test subject

to identify the solution and record it in the test minutes within 10 minutes.

- **Assessment:** The correct solution in 10 minutes: get 5 points, for 9 minutes get 6 points, 8 minutes get 7 points, 7 minutes get 8 points, 6 minutes get 9 points and from 5 minutes or less get 10 point.
- **With the correct but incomplete solution (missing the sub-alternatives):** Lack of every subtraction solution minus 2 points, shortage of each move minus 0.5 points, wrong solution minus 2 points, and no solution get 0 points.
- **Test the competition according to the given chess position:** Assess the ability to apply the plan of opening into the game.

## 2.4 Apply and evaluate the effectiveness of selected exercises to shape Xixilia's start-up skills for 2<sup>nd</sup> year chess students

### Organization of pedagogical experiment:

- To determine the effectiveness of the exercises that are selected, the subject conducted pedagogical experiments in 3 months with a total time of 48 periods (45 minutes /1 period).
- Participating in the experiment process were 18 2<sup>nd</sup> year chess students and were divided into two experimental groups, each group of 9 students.
- The pedagogical experiment period is 3 months with a total of 48 periods (45 minutes /period).
- The exercises are performed according to a stable repetition method, with a specific time for each chess situation.
- Content, methods of testing and evaluation: In both groups, we conducted tests at the following times: Before, between (after 24 periods) and ending experiments (after 48 periods) through the tested tests. The tests at the test times all have the same purpose but different specific positions.

## 2.5 Experimental test results

Before conducting pedagogical experiments, that topic examined the Xixilia game play skills of both control and experiment groups. To compare the skills of the two groups, we used the formula to compare the 2 averages. The results are shown in Table 4.

**Table 4:** Pre-empirical test results of 2 control and experimental groups (n = 18)

No	Test	Control group (n = 9)		Experimental group (n = 9)		t	P
		Mean	± SD	Mean	± SD		
1	Determine the wrong move in the opening (points)	6.28	0.34	6.33	0.35	0.307	> 0.05
2	Identify play strategies (points)	6.56	0.38	6.44	0.39	0.661	> 0.05
3	Playing according to a given position (points)	6.16	0.33	6.22	0.34	0.380	> 0.05

(table = 2.120)

From the results in Table 4, it is shown that the difference in the results of the tests of the two groups is not significant ( $t_{\text{calculate}} < t_{\text{table}} = 2,120$  at probability threshold  $P > 5\%$ ). In other words, at the time before the experiment, Xixilia's opening skills of the two control and experiment groups were similar.

**Table 5:** Test results between experiments of control and experimental groups (n = 18)

No	Test	Control group (n = 9)		Experimental group (n = 9)		t	p
		Mean	± SD	Mean	± SD		
1	Determine the wrong move in the opening (points)	6.50	0.35	6.94	0.39	2.519	< 0.05
2	Identify play strategies (points)	6.77	0.36	7.11	0.33	2.089	> 0.05
3	Playing according to a given position (points)	6.44	0.39	6.67	0.35	1.317	> 0.05

( $t_{\text{table}} = 2.120$ )

From the experimental results in Table 5, it is shown that: If we consider the average index (x), the results of the tests of the control and experimental groups both increase, but the increase in the experimental group is higher than the control group. However, it was only in test 1 that led to a significant difference in the results between the experimental and control groups ( $t_{\text{calculate}} = 2.519 > 2.120 = t_{\text{table}}$  with  $P < 0.05$ ). The remaining tests (test 1 and test 3) have not yet led to a significant difference at the threshold of necessary statistical probability. This shows that the exercises to shape the Xixilia

## 2.6 Test results between experiments

After 24 hours of applying the selected exercises to the study subjects, we conducted tests in both control and experimental groups. The results are shown in Table 5.

playing skills in the opening for that initial research object show the effectiveness, but due to the short time, it has not led to a comprehensive difference between the two group.

## 2.7 Final experimental test results

From the test results between experiments we continue to apply the exercises that are selected on the experimental group. After 48 hours of experimenting, we conducted both control and experimental groups. The specific results obtained are shown in Table 6.

**Table 6:** Experimental final test results of the control and experimental groups (n = 18)

No	Test	Control group (n = 9)		Experimental group (n = 9)		t	P
		Mean	± SD	Mean	± SD		
1	Determine the wrong move in the opening (points)	6.89	0.33	7.5	0.33	3.921	< 0.05
2	Identify play strategies (points)	7.16	0.35	7.78	0.36	3.704	< 0.05
3	Playing according to a given position (points)	6.94	0.39	7.33	0.35	2.233	< 0.05

( $t_{\text{table}} = 2.120$ )

From the results obtained in Table 6 shows: The results of the tests performed by both groups increased, but the increase of the experiment group was significantly higher than the control group. This led to a meaningful difference in the results of performing tests between the experiment and the control group. ( $t_{\text{calculate}}$  of the tests are higher than  $t_{\text{table}} = 2.120$  with  $p < 0.05$ ). So, the assignments that the topic has chosen representing the effectiveness in the forming of the Xixilia

game's skills for sophomores majoring in chess.

- Also, from the results obtained in Table 6 shows, the chosen exercises only indicate the effectiveness about study after a minimum period of 48 episodes of study and practice.

For more accurate assessment of the increase in the achievement of the experiment and control group, the subject proceeds from the self-collation t-index. Results are as shown in table 7 and 8.

**Table 7:** Comparison of the results of the previous and subsequent test execution of the control group (n = 18)

No	Test	Before experiment (n=9)		After experiment (n=9)		t	p
		Mean	± SD	Mean	± SD		
1	Determining the wrong move in the opening (point)	6.28	0.34	6.89	0.33	3.862	< 0.05
2	Determine playing strategy (point)	6.56	0.38	7.16	0.35	3.484	< 0.05
3	Playing according to a given position (points)	6.16	0.33	6.94	0.39	4.580	< 0.05

( $t = 4.015$ )

**Table 8:** Compare the results of the previous and subsequent tests of the empirical group (n = 18)

No	Test	Before experiment (n=9)		After experiment (n=9)		t	P
		Mean	± SD	Mean	± SD		
1	Determining the wrong move in the opening (point)	6.33	0.35	7.5	0.33	7.297	< 0.001
2	Determine playing strategy (point)	6.44	0.39	7.78	0.36	7.574	< 0.001
3	Playing according to a given position (points)	6.22	0.34	7.33	0.35	6.824	< 0.001

( $t = 4.015$ )

From the results obtained in Tables 7 and 8 shows: Both groups had an increase in performance in the test and this increase is significant compared to the performance in the pre-experimental period however, the statistical difference of experimental group ( $P < 0.001$ ) was higher than the control group ( $P < 0.05$ ). This result, once again, confirms the

effectiveness of the exercises we choose to form the Xixilia playing skills in the opening compared to the old exercises.

## 3. Conclusion

From the research results of the topic, allow us to draw the following conclusions:

- The Xixilia playing skill in the beginning is one of the important professional competencies for chess students. However, the fact of using means to develop Xixilia playing skills in the opening of the 2<sup>nd</sup> year students is not good.
- The research results of the topic selected 6 groups of highly effective exercises to form Xixilia playing skills for the study subjects including exercises: Exercises to choose a plan; Exercise to identify wrong moves in the beginning; Exercises to determine playing strategy; Exercise to list possible options; Exercise to analysis game analysis; Exercise to compete according to the given chess.
- The research results of the thesis also select 3 tests to assess the Xixilia playing skills for chess students. The test selected to ensure the notification, feasibility on the object of study including the test: List the possible alternatives; Identify wrong moves in the opening; Determine the playing strategy.

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