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## **INFLUENCE OF OLYMPIC EDUCATION IS ON PERSONALITY OF SCHOOLCHILDREN**

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### **Abstracts**

Education is defined as an educational level, the achievement of which involves systematic and purposeful learning of the content of learning, then according to the current law, education is, first of all, a set of systematized competences, knowledge, skills, practical skills, ways of thinking (competences), professional, ideological, civic qualities and moral and ethical values acquired in institutions of secondary education. This fully corresponds to the European trends in the development of education based on a competent approach. Accordingly, educational activity is considered more broadly (not only as providing educational services with the issuance of the relevant document, but also focusing on satisfying the educational needs of the student). The quality of educational activities is considered not only as a set of characteristics of the education system and its components, but also the level of organization of the educational process, oriented both to ensure the acquisition of individuals qualitative education, and the creation of new knowledge. Conceptually, a model of a modern dynamic system is introduced, which should ensure the development of education with a wide involvement in the educational and organizational-managerial processes of scientific and pedagogical workers and youth. One of the main directions of the concept of educational development is the reformation of the content of education, which will allow the implementation of the ideas of Olympism in future activities; to ensure the distribution of Olympic education among different sections of the population. Innovative nature of the basic provisions of the law follows from the analysis of his thesaurus. Thus, the following categories of the main categories that are clearly defined and regulated by law include: education, educational institution, educational activity, quality of education, quality of educational activity, etc.

**Key words:** olympic education, technology of education, olympism, olympic sport, educational institution, education, education.

**Катерина Кострікова. Вплив олімпійської освіти на особистість школярів.** Проаналізовано освіту з погляду освітнього рівня, здобуття якого передбачає системне та цілеспрямоване оволодіння змістом навчання. То, згідно з чинним законом, освіта – це, передусім, сукупність систематизованих компетентностей, знань, умінь, практичних навичок, способів мислення (компетентностей), професійних, світоглядних, громадянських якостей та морально-етичних цінностей, що набуваються в закладах середньої освіти. Це цілком відповідає європейським тенденціям розвитку освіти на засадах компетентнісного підходу. Відповідно, й освітню діяльність розглядаємо ширше (не лише як надання освітніх послуг із видачою відповідного документа, а й орієнтація на задоволення освітніх потреб школяра). Якість освітньої діяльності трактуємо не тільки як сукупність характеристик системи освіти та її складників, а й рівень організації освітнього процесу, орієнтованого як на забезпечення здобуття особами якісної освіти, так і на створення нових знань. Концептуально закладається модель сучасної динамічної системи, яка має забезпечити розвиток освіти із широким залученням до навчального та організаційно-управлінського процесів науково-педагогічних працівників та молоді. Одним з основних напрямів концепції розвитку освіти є реформування змісту освіти. Це дасть змогу впровадити ідеї олімпізму в майбутню діяльність; забезпечити поширення олімпійської освіти серед різних верств населення. Інноваційний характер основних положень закону впливає з аналізу його тезаурусу. Так, до кола основних категорій, що чітко визначаються й регулюються законом, віднесено такі, як освіта, заклад освіти, освітня діяльність, якість освіти, якість освітньої діяльності та ін. Аналіз спеціальної літератури дав підставу виділити основні етапи формування системи олімпійської освіти як потужного фактора виховання підростаючого покоління: витоки ідеї олімпійської освіти; формування основ олімпійської освіти; становлення й розвиток олімпійської освіти. Проведене емпіричне дослідження дає змогу зробити висновок, що після впровадження олімпійської освіти в загальноосвітні заклади Херсонської області довело її позитивний вплив на комплекс основних показників навчально-виховного процесу, які мають бути предметом суспільного консенсусу, розуміння того, що освіта – це один з основних важелів цивілізаційного поступу й значною мірою характеризують соціальне замовлення держави на формування та розвиток фізично, психічно, духовно й соціально здорової дитини.

**Ключові слова:** олімпійська освіта, технології освіти, олімпізм, олімпійський спорт, заклад освіти, освіта, виховання.

**Катерина Кострикова. Влияние олимпийского образования на личность школьников.** Аналізується освіта з позиції освітнього рівня, отримання якого передбачає системне і цілеспрямоване оволодіння змістом навчання згідно діючому закону. Освіта – це, в першу чергу, сукупність систематизованих компетенцій, знань, умінь, практичних навичок, способів мислення (компетентностей), професійних, світоглядних, громадянських якостей і морально-етических цінностей, отримуваних в закладах середньої освіти. Це повністю відповідає європейським тенденціям розвитку освіти на основі компетентного підходу. Відповідно, і освітня діяльність розглядається ширше (не тільки як надання освітніх послуг по видачі відповідного документа, а й орієнтація на задоволення освітніх потреб школяра). Якість освітньої діяльності розглядається не тільки як сукупність характеристик системи освіти і її складових, але і як рівень організації освітнього процесу, орієнтованого як на забезпечення отримання особами якісного освіти, так і на створення нових знань. Концептуально закладається модель сучасної динамічної системи, яка повинна забезпечити розвиток освіти з широким залученням до навчального і організаційно-управлінського процесу науково-педагогічних працівників і молоді. Одним з основних напрямків концепції розвитку освіти є реформування змісту освіти, це дозволить впровадити ідеї олімпізму в майбутній діяльності; забезпечити поширення олімпійської освіти серед різних шарів населення. Інноваційний характер основних положень закону випливає з аналізу його тезаурусу. Так, в круг основних категорій, чітко визначаються і регулюються законом, віднесені такі, як: освіта, навчальне заклад, освітня діяльність, якість освіти, якість освітньої діяльності і др.

**Ключевые слова:** олимпийское образование, технологии образования, олимпизм, олимпийский спорт, учебное заведение, образование, воспитание.

**Introduction.** Development and deepening of processes of democratization and humanizing in life of society are organically related with recognition in quality of higher value of human in the individuals, their individuality and spiritual forces [2; 4]. Reformation of the education system, sending to become a part of European educational space, is related with the search of educational models, that allow to form spiritually-moral, cultural and historical traditions of the state education, where personality of child is a key value. Thus, development exactly of potencies and possibilities, and also a process of creative self-actualization is the absolute aim of community development.

An issue of introduction in the process of studies and education of elements of Olympic education as a positive factor that assists of humanizing of society, found a reflection in works of state researchers: N.V. Moskalenko, O. M. Vatsiba, S. F. Matveev, Polikarpova G. M., O. A. Tomenko, V. M., Yermolova, M. M. Bulatova and others [1; 4; 7].

A considerable amount of scientific researches is devoted to the development of the content of the Olympic education, as a factor in the humanization of physical culture of student youth. The most developed are the conceptual approaches of the Olympic education in general educational institutions of Ukraine. However, the search for ways of introduction of Olympic education into the education system remains a problem. An important step in the development of the domestic educational field was the adoption by the Verkhovna Rada of Ukraine of the Law «On Education». The new law came into force in September 2017, and its implementation links qualitative changes in the system of schoolchildren preparation and the introduction of European standards of education. The law establishes the legal, organizational, financial principles of the functioning of the education system in Ukraine, creates conditions for strengthening cooperation between state and educational institutions, an organic combination of education with scientific activity, modern technologies in order to prepare competitive human capital for high-tech and innovative development of the country, self-realization of the individual, meeting the needs of society and the state. The process of implementation of the new law implies the implementation of a system of concrete measures for the development and implementation of educational mechanisms for its realization. Therefore, the analysis of the main directions of this socially important and determinant for the development of the domestic education is an **urgent problem**.

**The purpose of the research** is to consider the influence of the Olympic education on personality of schoolchildren.

**The research objectives:**

1. To analyze the possibilities of using the elements of Olympic education in educational institutions.
2. To determine the main technologies of the influence of Olympic education on personality of schoolchildren.

**The methods of the research.** During the research, the following methods, like the theoretical method (analysis of scientific and methodological literature on the research problem, generalization of theoretical and empirical data); and the empirical one (pedagogical observation) were used.

**The scientific novelty of the research** is in the comprehensive study of the specifics of the introduction of Olympic education in the educational process of schoolchildren.

**The discussion.** Education still seems to be the social institution, where it is still possible to educate new generations of citizens capable of assimilating the democratic values, to understand the need for law-abiding behavior, ready for the manifestation of civil activity in solving socially significant problems [5].

Despite the recent development and implementation of Olympic education programs all over the world, various aspects of its impact on the formation of the younger generation are being explored, the role of the Olympic education in shaping humanistic values in the younger generation is not properly studied. In the center of attention of modern theoretical and practical human studies, problems of self-determination and creative self-realization of personality in the process of life are revealed [2].

Today's reality requires a person continuously improving and studying, so these skills and abilities need to be developed already during school education. Promotion of lifelong learning and awareness of the fact that education does not finish at school, and continues in adult life, should become a priority for the introduction of the Olympic education into the educational process [6].

Education is defined as an educational level, the achievement of which involves systematic and purposeful learning of the content of study [5], then, according to the current law, education is, first of all, a set of systematized competences, knowledge, practical skills, ways of thinking (competencies), professional, ideological and civic qualities and moral and ethical values acquired in a general educational institution [5]. This fully corresponds to the European trends in the development of education based on a competent approach. Accordingly, educational activity is considered more broadly (not only as the provision of educational services with the issuance of the relevant document, but the orientation to meet the educational needs of the student). The quality of educational activities is considered not only as a set of characteristics of the education system and its components, but also the level of organization of the educational process, oriented both to ensure the acquisition of individuals qualitative education, and the creation of new knowledge.

The technologies of the «New Ukrainian School», based on which the Political Proposal is being formed, correlates not only with the best world practices but also with the needs of the international labor market, which were announced at the beginning of 2016 at the World Economic Forum. It is anticipated that in 2020, successful skills will require skills such as the ability to solve complex tasks, critical thinking, creativity, emotional intelligence, self-affirmation, self-expression, self-development, self-knowledge, education, etc. It may be not that most scholars [2] have, in essence, the same point of view in defining the purpose of the Olympic education. The ultimate goal and the result of the implementation of the Olympic education is the formation of the personality, which in their actions and thoughts within the framework of professional activities and in everyday life is guided by humanistic rules of conduct cultivated by Olympism and the principles of the Olympic Charter [10].

The purpose of modern Ukrainian education is the development of an educated personality, which combines creative potential in learning, initiative in self-development and self-education in the context of global change and challenges, the ability to identify itself as an important and responsible component of Ukrainian society, which is ready to change and defend the national values of the Ukrainian people [1].

In the last decade, in the context of the issues of the Olympic sport, a new promising direction of the theory and philosophy of sporting activities – Olympic education has emerged and is actively developing. Its formation, both abroad and in Ukraine, was the result of many years of activity of the International Olympic Academy and the Olympic Academy of Ukraine [1].

The multifaceted aspects of Olympic education—the dissemination of knowledge about the values of Olympism, the history of the Olympic Games, the principles and ideals of the Olympic sport - are designed to help students make the right choice to improve their personality, which will promote personal development [1,4].

Given the vast majority of studies on the topic of Olympic education, the characteristics of the Olympic education are usually accepted and do not cause objections to two provisions.

The first position: Olympic education as a kind of education is a certain pedagogical activity. Sometimes, however, there are wording in which the Olympic education is actually identified with scientific research, for example: «In the conceptual plan, the Olympic education can be defined as a purposeful process of knowledge of the emergence of the Olympic movement, its influence on the satisfaction of various cultural and educational inquiries of the individual and society» [Pechersky, Samchuk, 1995, p. 49; Pechersky, Suchilin, 1994, p. 85; Suchilin, 1994, p. 74]. However, this is an exception to the rule, which contradicts the usual understanding of education as a pedagogical process.

The second generally accepted position: Olympic education – pedagogical activity, carried out within the framework of the Olympic movement and related to its goals and objectives; this activity is based on the ideas of Olympic philosophy, ideals and values of Olympism [2].

Among the main tasks of the Olympic education, V. Stolyarov highlights a certain system, which involves the formation and improvement of children and youth

- 1) Knowledge;
- 2) Motivations (interests, needs, values orientations, guidelines, etc.);
- 3) Abilities and skills that manifest themselves in certain activities (behavior).

Moreover, researcher considers the main task to be the formation of a real behavior, a mode (style) of life that corresponds to these ideals and values [5; 7].

According to L. Lubysheva, the main tasks of pedagogical activity within the framework of the Olympic education are the formation and development of the Olympic culture of the personality through:

- Formation of knowledge in the field of Olympism, the Olympic Games;
- Education in the spirit of Olympism and the principles of Fair Play;
- Involving children in active sports [5].

Using the technology of eternal Olympic education and upbringing is the Olympic education and upbringing of graduates of secondary schools, higher educational institutions of physical education and sports, teachers and educators of children's and youth educational institutions. It was found that the main factors contributing to the formation of the Olympic education and education of the individual is increasing the level of knowledge, the development of motivation, skills in the field of Olympic education [8].

Polikarpova G.M. describes the following stages of the technology of Olympic education:

1. Organizational-managerial stage, which includes:
  - Organization and holding of the Olympic Week;
  - Olympic education in general and Olympic education in the narrow pedagogical comprehension.
2. Practical stage:
  - Conducting Olympic lessons by students of final grades for pupils from 5-8th and 10th forms;
  - Preparation of school students for participation at the Olympic Week.
3. Motivational stage:
  - Work with the Olympic education and upbringing during the holidays;
  - Contest for the best Olympic Lesson;
  - Publishing of the collection, notes of the Olympic Lessons;
  - Holding conferences on the Olympic theme;
  - Organization of independent work on Olympic education and trainings [8].

Carrying out the experimental work in obedience to the project of Conception of education development and influence of Olympic education on personality of schoolchildren in 2016 and 2017 in Kozachelaherska and Chornobayivska establishments of secondary education of the Kherson Regional Council, attention was concentrated on the role of student's self-government in introduction of Olympic education in educational-process and context form of teaching the Olympic subjects.

Schools worked after the model of innovative educational institution, were based on the basis of creation healthcare and health forming environment at school, family, microregion; forming for pupils of common moral forms, conscious attitude toward the realization of role of active participant of public life on the basis of ethic, cultural and educator values of Olympism [5].

For realization of the aim it was envisaged to start the corresponding changes to educational content; mode of functioning of educational institution (teaching of the Special course of »Basis of Olympism

Knowledge»; realization of individual and optional classes, implementation of health-hygienic regime, and others like that). The unity standards indicators of

knowledge, abilities and skills in industry of informative-computer technologies for schoolchildren and teachers (consistent with international indexes: PISA in computer skills, industrial international tests of Microsoft Certified Educator etc.) have been worked in practice [5].

After introduction of the program, in order to determinate of the awareness in the issue of Olympic education of schoolchildren, the questionnaire of schoolchildren of foregoing institutions of the Kherson region was carried out.

36 students (15 girls and 21 boys) of Kazachelaherska secondary school and 33 schoolchildren (16 girls and 15 boys) of Chornobayivska secondary school (16 girls and 15 boys) participated in the questionnaire.

In order to Olympic education's influence on the healthy way of life, it was suggested for the schoolchildren to fill a questionnaire.

The analysis of student's questionnaires gives an opportunity to mark, that approximately of 78 % schoolchildren correctly perceive and support one of the fundamental principles of

Olympism, like a harmonious unit of body qualities, will and mind, thus the highest index was observed among girls.

Today the problem of threat to the health is considered by world community as one of the urgent problems in planetary scale.

Its significance and topicality caused the necessity of propaganda of healthy way of life. One of effective facilities of health maintenance, continuation of period of people active longevity and lifespan is the systematic engaging in a physical culture and sport.

A questionnaire gave an opportunity to define that 62% of schoolchildren considered a physical culture and sport like the inalienable constituent of their healthy life style.

However the analysis of respondents' answers testify that only 77,25% have been engaged to a physical culture and sport, thus among boys this index is considerably higher, than among girls.

Analyzing the situation regarding the activity of educational institutions of Ukraine, it is right to point out the well-established process of the introduction of Olympic education in the preparation of schoolchildren. It allows you to share practical experience, gain knowledge, and implement the ideas of Olympism in future professional activities; provides positive changes in the work on the dissemination of Olympic education among different sections of the population. However, in introducing the ideas of Olympism among schoolchildren, it should be noted that the problems hindering the implementation of the Olympic education in the process of learning:

– «The problems of Olympic education in scientific studies conducted by institutions of higher education in physical education and sports have not received sufficient dissemination: a few publications, methodological recommendations, scientific conferences testify to the absence of a well-established system, the chaotic nature of the organization of scientific researches» [6];

– Informational computer technologies are rarely used to accompany lectures and seminars on issues of Olympic sports and Olympic education;

– Open resistance to the introduction of some rules of the new law by the groups of influence existing in education;

– The reluctance of pupils and teachers to do something for improvement of the state of education;

– Unfortunately is very slow updating of the regulatory framework for education.

### **Conclusions and prospects for further research.**

Thus, carrying out a theoretical analysis allowed to draw conclusion, that Olympic education is harmoniously included to the educational process and allows to decide basic tasks:

– To increase the level of knowledge in Physical Culture and Sport field;

– To develop the general culture and erudition; a harmonious and versatile personality;

– To form the significance of healthy lifestyle.

The model of educator space, based on ideas of Olympism for educational institution of any level, is examined like a result of creative integral of teachers' activity, student's youth, children and their parents and is the substantial factor of personality's development.

Empiric researches, give an opportunity to conclude, that after introduction of Olympic education to the secondary level institutions of the Kherson region, have been proved the positive influence on the complex of basic indexes of educational process, that must be the subject of public consensus, also understanding

that education, is one of basic levers of civilization advancement and largely characterizes the social order of the state on forming and development physical, mental, spiritual and social healthy of children.

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