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

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Abstract

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

Кострікова К.С. Вплив олімпійської освіти на особистість школярів. Освіта визначається як освітній рівень, здобуття якого передбачає системне та цілеспрямоване оволодіння змістом навчання, то згідно чинного закону, освіта – це, у першу чергу, сукупність систематизованих компетентностей, знань, умінь, практичних навичок, способів мислення (компетентностей), професійних, світоглядних, громадянських якостей та морально-етичних цінностей, що набуваються у закладах середньої освіти. Це цілком відповідає європейським тенденціям розвитку освіти на засадах компетентнісного підходу. Відповідно й освітня діяльність розглядається ширше (не лише як надання освітніх послуг з видачою відповідного документа, а орієнтація на задоволення освітніх потреб школяра). Якість освітньої діяльності розглядається не лише як сукупність характеристик системи освіти та її складових, 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 із основних напрямів концепції розвитку освіти є реформування змісту освіти, це дозволить впровадити ідеї олімпізму в майбутній діяльності; 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 і регулюються законом, віднесено такі: освіта, заклад освіти, освітня діяльність, якість освіти, якість освітньої діяльності та ін.

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

Introduction. Development and deepening of processes of democratization and humanizing in life of society are organically relate to confession in quality of higher value human in a man, his individuality and spiritual forces [2, 4]. Reformation of the system of the education, sent to include in European educational space, related to the search of models of education, that allow to form spiritually-moral and cultural and historical traditions of home education and education, where personality of child comes forward as a key value, as development exactly of her potencies and possibilities, and also a process of creative self-actualization is the absolute aim of community development. Question of introduction in the process of studies and education of elements of olympic education as a positive factor that assists humanizing of society, found a reflection in works of home researchers : NV Moskalenko, O. M. Vacecy, S. F. Matveev, Polikarpova G. M., O. A. Tomenko, V. M., Yermolova, M. M. Bulat and other [1,4,7].

A considerable amount of scientific research 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 introducing Olympic education into the education system remains a problem. An important step in the development of the domestic educational sphere 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 school 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 bodies 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 and educational mechanisms for its implementation. Therefore, the analysis of the main directions of this socially important and determinant for the development of the domestic branch of education is an **urgent problem**.

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

Objectives of the study:

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 the personality of schoolchildren.

Research methods. During the research, the following methods were used: theoretical (analysis of scientific and methodological literature on the research problem, generalization of theoretical and empirical data); empirical (pedagogical observation).

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.

Presentation of the main research material. Education still seems to be the social institution, where it is still possible to educate new generations of citizens capable of assimilating democratic values, to understand the need for law-

abiding behavior, ready for the manifestation of civic 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 reveal.

The development and deepening of the processes of democratization and humanization in the life of society are organically link with the recognition of the highest value of human in man, his personality and spiritual forces [2, 4]. The reform of the education system aimed at joining the European educational space is associated with the search for educational models that allow the formation of spiritual, moral, and cultural-historical traditions of native education and upbringing, where the child's personality is the key value, since development is precisely its potentials and possibilities. , as well as the process of creative self-actualization is an absolute goal of social development.

Today's reality requires a person to continuously improve and train, so these skills and abilities need to be develop already during school education. Promotion of lifelong learning and awareness of the fact that education does not end in school walls, and continues in adult life, should become a priority for the introduction of the Olympic education into the educational process.

Education is defined as an educational level, the achievement of which involves systematic and purposeful learning of the content of learning [5], then, according to the current law, education is, first of all, a set of systematized competences, knowledge, skills, practical skills, ways of thinking (competencies), professional, ideological, 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. 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.

Complex and controversial, rapid-flowing processes in all spheres of human activity characterize the current situation. "The future is coming fast enough today - it is in the changes of politics and economy, culture and social sphere, in the change of individual social relations, in the change of the ideal models of a way of life and its standards. The future is thrown on its victims from ambushes arranged in our long-held order the things of the past and the present, which is why today's man is constantly living in a state of stress, he is confronted with the future every second time, but does not realize it and feels the most terrible psychological discomfort. Many people are looking for a way out of alcohol or narcotic oblivion, religion, occultism, astrology, in order to avoid constant and unexpected problems, the origin of which they can neither understand nor calculate. The future comes much faster than in the past ages "[6]. In the preparation of each person for the future, the key role belongs to education, in connection with which there are new requirements for education, to the competence of each person in solving various life problems: "Now more and more aware of the fact that the basis of progressive development of each country and of all mankind in general, is the Man himself, his moral position, the multidimensional nature-friendly activity, his culture, education, and professional competence "[6].

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 humanistic rules of conduct cultivated by Olympism and the principles of the Olympic Charter.

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 in Ancient Greece and the Olympic Games of our time, the principles and ideals of the Olympic sport - are important for the development of competencies: critical thinking; art; initiative; ability to solve problems; risk assessment; ability to

make decisions; ability to constructively manage emotions; ability to cooperate in a team [1].

Without rejecting the traditional postulates of such concepts of Olympic education as were offer in different countries, the leading Ukrainian scholars who worked and work in this field in the early 90's of the twentieth century. In the future, supported in their creative search by the National Olympic Committee of Ukraine and the Olympic Academy of Ukraine, they developed and proposed a new, broader concept of Olympic education with some fundamental differences from traditional ones. This concept, based on broad humanitarian education and humanistic education, is not limited to their purely pedagogical aspects (expanding the horizons, gaining new knowledge, etc.), and covers not only the Olympic sport itself and, in general, the Olympic movement, but also their relationship with the external environment in the most diverse spheres of social life - historical, political, economic, social, environmental, and cultural - with an orientation towards the various components of the Olympic education. This concept exists in Ukraine in two main directions [8].

One of them involves fundamental and applied research aimed at acquiring new scientific knowledge and, accordingly, the creation of a comprehensive knowledge system, both in the field of history and the theory of Olympic sports, and in the field of training sportsmen in the Olympic sport.

The second direction of such activities in the Olympic education in our country covers the wide practical realization of knowledge gained through scientific research and implemented in many spheres of public life.

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].

The present concept of the development of Olympic education with significant differences in the complex perception explains the urgent needs of

relevant changes in the research of such a multi-faceted phenomenon as Olympic sport, and about teaching it and all related to it in educational institutions. The initiator of such radical innovations was H.A. Samaranch, he noted: "... our contemporary world and sport, which is an important manifestation of its need for spirituality ... it is very important to continue to preserve the traditions of our movement, its moral and educational values, all the things that distinguish olympias ... The Olympic movement is doing its best so that the peoples of the planet could develop harmoniously ... Considering sport as a part of education and culture, the Olympic movement seeks to introduce such a way of life that would be based on the joy of creativity and which would harmoniously combine mental and physical development with self-esteem ... speaking about upbringing in the spirit of Olympic ideals, we are talking about the ethical upbringing of personality. "

Thanks to H.A. Samaranch, the Olympic sport began to be regarded as one of the components of a large integrated system - in close connection with various aspects of the social life of the world community.

One of the main areas of technology for education development is the reform 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 are clearly defined and regulated by law: education, educational institution, educational activity, quality of education, quality of educational activity, etc. Although these same terms and definitions form the basis of the general provisions of the 2002 law, however, in the new law they are subject to the modern paradigm of a single educational space.

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 laws 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, Sukilin, 1994b, 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.

The President of the Olympic Academy of Ukraine, M. Bulatov, defines the following main tasks in the pedagogical activity within the framework of the Olympic education: the formation of a worldview, the basis of which are patriotism, morality, law-abidingness, healthy lifestyles; formation of positive motivations for learning and work, creative attitude towards their duties; harmonious development taking into account individual possibilities and requirements of the school; increasing the role of Olympic education in everyday life [3].

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

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

Moreover, he considers the main task to be the formation of a real behavior, a mode (style) of life that corresponds to these ideals and values [35, 37].

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 person 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].

Education - the process of development and self-development of the individual associated with the mastery of socially significant experience of mankind, embodied in knowledge, skills, creative activity and emotional and value attitude towards the world; necessary condition for the activities of the individual and society in the care and development of material and spiritual culture [5].

Given that the Olympic education - especially the pedagogical process, and taking into account the results of the analysis of literary sources, we have reason to assert that it performs educational, educational and recreational tasks (Table 1. 1).

Both education in general and Olympic education in particular are inherent in certain functions that it carries out in society.

Function (from lat. Functio - execution, accomplishment) - duty, scope of activity; appointment; external manifestation of the properties of any object in this system of relations [4].

Table 1.1.

The task of the Olympic education

The task		
Educational	Educational	Wellness

<p>1. Owning knowledge of the history and present of the Olympic Games, the Olympic movement</p> <p>2. Owning knowledge about the types of sports activities, means and methods for achieving high results</p> <p>3. The future of a complex of humanistic knowledge, skills and abilities</p>	<p>1. Formation of the outlook and the Common position of life on the basis of humanistic ideals of olympias</p> <p>2. Responsibility of interest in the issues of the Olympic movement</p> <p>3. Formation of positive motivations to health promotion, the maintenance of a healthy lifestyle</p> <p>4. Education of a stable interest in systematic sports</p> <p>5. Education of the need harmonious development and personal development</p>	<p>1. Involvement in the systematic physical culture and sports activities</p> <p>2. Formation of habits of a healthy lifestyle</p> <p>3. Formation of ecological culture</p> <p>4. Formation of knowledge, skills and abilities of personal and social hygiene</p>
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Specific functions of education are cognitive, which provides the transmission of knowledge and the formation of new knowledge; social, cultural support, providing transmission and development of cultural heritage; humanistic, cultivating and developing the intellectual and creative abilities of the individual [3].

Using the technology of continuous Olympic education and upbringing is the Olympic education and upbringing of graduates of secondary schools, secondary and higher educational institutions of physical education and sports, pedals! Ogov-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 to increase the level of knowledge, the development of motivation, skills and skills in the field of Olympic education and education [11].

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 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 grades;

- Preparation of school students for participation in 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 education [11].

Therefore, having made the theoretical analysis it was possible to conclude that the Olympic education harmoniously fits into the educational process and allows solving the main tasks:

- To raise the level of knowledge in the field of physical culture and sports;

- Development of general culture and erudition;

- Development of a harmonious and versatile personality;

- Formation of the idea of the importance of a healthy lifestyle.

Based on the scientifically grounded approach to the definition and systematization of the basic concepts of Olympic education and education, conducted theoretical, methodological and experimental studies, one can state that the main factors contributing to the formation of the Olympic education and education are: raising the level of knowledge in the field of Olympism and the Olympic movement, the development of motivation for the use of Olympic knowledge both in their style of life and in professional activities, as well as skills and skills in the field of pedagogical activity integrity, aimed at attracting the younger generation to the ideals and values of Olympism. The basis of the Olympic education and education of the person is the formed system of Olympic

knowledge, motivation, skills, and skills in their application both in their style of life and in professional activities. The main factors contributing to the formation of the Olympic education and the education of the individual is to increase the level of knowledge, the development of motivation, skills and abilities in the field of Olympic education and education, while for each stage of the technology can formulate the Olympic education and education, taking into account age and individual psychological characteristics of students institutions of secondary education, as well as pedagogues - educators of children's and youth educational institutions [11].

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: separate publications, methodological recommendations, scientific conferences testify to the absence of a well-established system, the chaotic nature of the organization of scientific research" [6];

- Informational computer technologies are rarely use 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. An analysis of literary sources, a survey shows that solving the problem of improving the implementation of Olympic education in the educational process is an urgent issue in the modern conditions of development of our country. The introduction of Olympic education into the education system promotes the integration of sport and education, promoting a healthy lifestyle, expanding the communicative space of physical culture, sports, and olympias. The modern paradigm of the content of the pedagogical process, which includes the Olympic education and education, proceeds from its integrity, presupposes the multilevelness, variability and specific type of activity of the participants in the process in each of these areas of activity. The pedagogical system of formation of the physical and spiritual perfection of the individual is consider as a harmony of consciousness, feelings, behavior and at each of the levels solves specific problems in the development, formation and formation of the individual.

The model of educational space based on the ideas of Olympism for an educational institution of any level is consider as the result of the creative integral activity of pedagogues-educators, students, children and their parents and is an essential factor in the personal development of subjects. The analysis of institutions of secondary education in Ukraine points to a well-established process of implementation of Olympic education in the following areas: academic work, scientific research on Olympic education, events on the Olympic theme, publishing, organizational activities, cooperation with the Olympic education.

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