

## MODEL OF FORMING PUBLIC CONSCIOUSNESS TO THE MODERN OLYMPIC MOVEMENT

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### Abstract

Modern Olympism is a powerful public sporting movement, which has unlimited possibilities for the propaganda of the ideas of humanism, internationalism and morality. Special attention in the athletic development of population is paid to pedagogical technologies in physical culture, especially in educating young generation. One of effective approaches in forming public consciousness of the young generation is the integration of the Olympic education into educational process through introduction the Olympic ideology. The ideals of Olympism are tools in education of moral, harmoniously developed personality, who adheres to the rules of fair play. Development and popularization of the modern Olympic movement among young people enable to decrease the amount of those who use alcohol, drugs, tobacco, by increasing persons' interest in leading the sporting, healthy way of life. Thus, we will get fully educated generation of healthy young people, the future of nation. The social value of sport and Olympism is estimated on the basis of humanism. However, the use of the Olympic ideals in forming publicly conscious youth by the system of city out-of-school activities is not enough investigated in pedagogical theory. The problem has social and pedagogical value, which defines its actuality. The goal lies in scientifically grounded conception of the Olympic education in general educational establishments as an effective means of humanizing personalities. To teach children to the ideals and values of Olympism is possible by the method of purposeful gaining knowledge about the importance of going in for sports and the history of the Olympic movement. For this purpose the model of forming a harmonious personality, a tool for facilitating modern Olympism, and a way of performing one of the major tasks of community development was worked out. The implementation of the model has proved the importance of the city out-of-school activities which have a large educative potential, help in forming the value attitude toward the society, physical culture and sport. They also promote the increase in level of being informed about values and ideals of Olympism, that positively influence forming humanistic potential of a personality.

**Key words:** Olympic Movement, Olympism, Olympic education, conception, education.

**Ірина Маляренко, Ольга Кольцова, Борис Кедровський, Катерина Кострикова. Модель формування суспільної свідомості до сучасного олімпійського руху.** Сучасний олімпізм являє собою потужний громадський спортивний рух, який має необмежені можливості для пропаганди ідей гуманізму, інтернаціоналізму й моральності. Особливу увагу у фізкультурній освіті населення, педагогічній технології навчання фізичної культури, а особливо підростаючого покоління потрібно приділити олімпійській освіті. Одним з ефективних підходів до формування суспільної свідомості молодого покоління є інтеграція олімпійської освіти в навчально-виховний процес через упровадження олімпійської ідеології. Ідеї олімпізму сприятимуть вихованню моральної, гармонійно розвиненої особистості, яка дотримується правил чесної гри. Розвиток і популяризація серед молоді сучасного олімпійського руху дає змогу зменшити кількість тих, хто вживає алкоголь, наркотики, тютюн, за допомогою збільшення бажаючих вести спортивний – здоровий спосіб життя. Таким чином ми наблизимося до виховання здорової молоді, а отже, і майбутнього нації. Саме з позиції гуманізму оцінюють соціальне значення спорту та олімпізму. Однак проблема використання складників олімпізму в системі формування суспільно свідомої молоді через систему міських позашкільних заходів недостатньо досліджена в педагогічній теорії. Порушена проблема має соціальну й педагогічну значущість, що зумовлює її актуальність. **Мета дослідження** – наукове обґрунтування концепції олімпійської освіти в загальноосвітніх навчальних закладах як ефективного засобу гуманізації особистості. Привчити дітей до ідеалів і цінностей олімпізму можливо методом цілеспрямованого формування знань про значення занять спортом, історію олімпійського руху. Для цього розроблена модель формування гармонійної особистості засобами сучасного олімпізму, яка сприятиме виконанню одного з провідних завдань суспільного розвитку. Після упровадження концепції олімпійської освіти встановлено, що міські позашкільні заходи мають великий виховний потенціал, який сприяє формуванню ціннісного ставлення до суспільства, фізичної культури та спорту, а також сприяють підвищенню рівня інформованості і якості знань про цінності та ідеали олімпізму, що позитивно впливає на формування гуманістичного потенціалу особистості.

**Ключові слова:** олімпійський рух, олімпізм, олімпійська освіта, концепція, освіта.

**Ірина Маляренко, Ольга Кольцова, Борис Кедровський, Катерина Кострикова. Модель формирования общественного сознания к современному олимпийскому движению.** Современный олимпизм представляет собой мощное общественное спортивное движение, которое имеет неограниченные возможности для пропаганды идей гуманизма, интернационализма и нравственности. Особое внимание в физкультурном образовании населения, педагогические технологии обучения физической культуре, особенно подрастающего поколения, следует уделить

олимпийскому образованию. Одним из эффективных подходов к формированию общественного сознания молодого поколения является интеграция олимпийского образования в учебно-воспитательный процесс через внедрение олимпийской идеологии. Идеи олимпизма способствуют воспитанию нравственной, гармонично развитой личности, соблюдая правила честной игры. Развитие и популяризация среди молодежи современного олимпийского движения позволяет уменьшить количество тех, кто употребляет алкоголь, наркотики, табак, путем увеличения желающих вести спортивный здоровый образ жизни. Таким образом мы приблизимся к воспитанию здоровой молодежи, а значит – и будущего нации. Именно с позиции гуманизма оценивают социальное значение спорта и олимпизма. Однако проблема использования составляющих олимпизма в системе формирования общественно-сознательной молодежи через систему городских внешкольных мероприятий недостаточно исследована в педагогической теории. Затронутая проблема имеет социальную и педагогическую значимость, что обуславливает ее актуальность. **Цель исследования** – научное обоснование концепции олимпийского образования в общеобразовательных учебных заведениях в качестве эффективного средства гуманизации личности, приучить детей к идеалам и ценностям олимпизма возможно методом целенаправленного формирования знаний о значении занятий спортом, историю олимпийского движения. Для этого разработана модель формирования гармоничной личности средствами современного олимпизма, которая будет способствовать решению одной из ведущих задач общественного развития. После внедрения концепции олимпийского образования установлено, что городские внешкольные мероприятия имеют большой воспитательный потенциал, который способствует формированию ценностного отношения к обществу, физической культуры и спорта, а также способствуют повышению уровня информированности и знаний о ценностях и идеалах олимпизма, что положительно влияет на формирование гуманистического потенциала личности.

**Ключевые слова:** олимпийское движение, олимпизм, олимпийское образование, концепция, образование.

**Introduction.** The urgent problem of our time is the need to revitalize social institutions for solving one of the major tasks of social development – the formation of a harmonious personality and his/her vital expertise. It is stated in many documents of the country, which determine the concept of the education of children and youth in the national education system.

One of the most effective approaches to the formation of public consciousness of the young generation is the integration of Olympic education into the educational process through the implementation of the Olympic ideology. The ideas of Olympism will contribute to the education of moral, harmoniously developed personality, which adheres to the rules of fair play.

The development and popularization of the modern Olympic movement among youth allow us to reduce the number of those using alcohol, drugs, tobacco, by increasing their desire to go in for sports and lead a healthy way of life. Thus, we provide the upbringing of the healthy youth and therefore the future of the nation.

The conceptual principles of formation public consciousness in adult activities are stated by G. Nixon, A. Suhomlinska, T. Suchchenko, etc.; theoretical and practical aspects of the teaching process with elements of the Olympic education are reflected in the researches by V. Ermolovoy, N. Moskalenko, O. Vacebi, O. Tomenko, etc.

However, the problem of the use of the components of Olympism in the system of the formation of socially conscious youth in terms of the urban extra-curricular activities has not been enough investigated in the pedagogical theory. The problem has a social and pedagogical significance that determines its value.

**Goal** – is to work out a model of the formation of public consciousness to the modern Olympic movement.

**Material and Methods Study.** During the research, the following methods were use: the theoretical (analysis of the scientific literature on the issue of the research; generalization of theoretical and empirical data); empirical (pedagogical observation, survey); methods of mathematical statistics for interpretation and processing research results.

**Research Results.** In modern science, great attention is pay to the formation of a personality as one of the factors for effective development of a society. The concept of the education of children and youth in the national system of education has defined the system of tasks, aimed at nurturing harmonically developed, nationally conscious and socially active persons, endowed with a deep civil liability, high spiritual qualities, familial and patriotic feelings, who possess the best of national and world cultures and are able to self-development and self-improvement.

At the present stage of the development of the society prominent Russian scientists T. V. Arefyev, V. Platonov determine physical education, as a specifically organized system of means and methods, aimed at solving specific, characteristic only for it tasks.

Unfortunately, the students of the XXI century have a low level of physical activity in terms of their daily life, study and rest. Children spend little time in fresh air, on the grounds. They sit in front of computers, TV, game consoles, tablets and other technological innovations of our time at home. Another factor, which weakens the health of students, is the mental load in a prolonged static posture while studying,

poor nutrition, and sedentary lifestyle. In order to grow healthy, strong and active, physically and spiritually fully developed, talented, students have to combine physical education with intellectual and moral, to see that their life is closely connected with activities and sports, to involve into different physical-improving and sports-mass events, to make use various forms of physical training [1].

City extra-curricular activities as a form of comprehensive development of a personality are quite common nowadays when young people really need them. Today, extracurricular activities, that provide the promotion of physical culture and sports, active recreation, healthy lifestyles and the formation of social consciousness, play a major role in the overall system of education and are as relevant as ever [2].

Usually, the city extracurricular activities are thematic in nature, and they are conducted under the title «Merry starts», «Olympic day», «Mom, dad, I – sports family», «Cossack fun», «Olympic stork», «Do you like Olympians», etc.; to observe specific calendar date, event at school, local, state level.

One of the ways in the formation of public consciousness in children and young people in out-of-school activities is the Olympic education. This is a multi-level specially organized pedagogical process of formation a harmonious personality through the acquisition of knowledge, skills, aptitudes, interests, requirements and valuable orientations, based on humanistic ideals and values of Olympism. It is an integral part of General education [2].

In the late twentieth and early twenty-first century the Olympic education, gradually occupied more important place in the education of younger generation, as more attention was paid to humanistic education, aimed at personal development of a child as the highest value of life.

All this is due to Olympism, whose goal is the active involvement of children and young people in universal ideals and humanistic spiritual and moral values of sport.

The founder of the modern Olympic movement, Pierre de Coubertin suggests the simultaneous development of spiritual, physical and intellectual qualities, the achievement of which is one of the aims of the Olympic idea.

The providing of the Olympic education contributes to the education of mentally and physically healthy man, a patriot, worker, tolerant personality, who in daily life, adheres to the rules of a fair play. The philosophy of Olympism is designed to help youth make the right choices to improve their personality and to contribute to their comprehensive development.

All the ideals of the Olympic movement are reflected in the modern system of the Olympic education. The Olympic education fills the gap between the physical and spiritual development of a man, through the combination of physical education with intellectual and moral [2].

An important place in promotion the Olympic ideas in Ukrainian schools takes the following activities, competitions, and quizzes: «Olympic lesson» and «Olympic week», «Olympic day» and «Olympic stork». Another achievement is that the all-Ukrainian Olympic lesson is given outside school and starts occupying the Central squares of the regional centers, the city popular establishments, parks and recreation centers.

The NOC and Olympic Academy of Ukraine take a major role in performing all the above given activities.

Such forms of implementing the Olympic education as «Olympic lesson», «Olympic stork», «Olympic day», «Ahileya», «Do you like Olympians», etc. encourage pupils to creative activity, using the integrated activity, that includes cognition, communication, play and active work, and also fosters respect for the principles and ideals in youth. That gives a person spiritual perfection.

The main objectives of educational activities in the framework of the Olympic education are to support the formation of the Olympic culture through giving knowledge about Olympism; to educate pupils in the spirit of Olympism and the principles of fair play, to engage them in active sports activities [2].

In the process of our research, we have identified three main pedagogical conditions conducive to the integration the Olympic education and educational activities, namely: training teachers for integrating into the Olympic education; the development of primary groups; and the creation of educational space of an event. The creation of the educational space of the event takes the leading role, because it combines the first two conditions based on the dialectical principle of the unity of individual and general.

The correlation of subjects is the basis of integration of capabilities to a unified educational space. It is arranged according to understanding the regulatory requirements of the process of collaboration (concerted or joint action) of the subjects and is aimed at achieving a common goal.

However, it should be noted that the interaction cannot occur by itself, it requires purposeful influence – control, which can realize the management with the authority. The management provides a purposeful shaping of a personality based on the developed model by planning and decision making.

The achievement of this goal is possible in the terms of solving a number of problems:

- the inclusion in the activities, provides the interaction of children and adults, creative and personal-meaningful to most participants;
- the creation of conditions for enhancing the potential of students and teachers;

- the establishment of relations, which promote the absorption of the ideals of Olympism, which can become a defined pattern for an individual in future;
- the formation of the specially organized educational space by educators in collaboration with children «environment in the environment»;
- the creation of models for formation public consciousness by the integration of the Olympic education into the city extracurricular activities [1; 3].

We believe that urban out-of-school educational activities provide the conditions for an individual, which contribute to the development of his/her internal inclinations. Based on studies (Y. Kudinov, L. Novikova, E. Stepanov, etc.), we make use of a model of structural-functional type for forming public consciousness, which contains the optimal composition of the interconnected components: trust, meaning, technology, diagnostics, effectiveness (pict. 1).

<b>The target component</b>	<i>Goal</i>	Creation of conditions for moral and aesthetic education of youth through their involvement in the Olympic ideals.			
	<i>Tasks</i>	1. Mastering pupil's knowledge of the history and present of the Olympic games. 2. Formation of motivation to health promotion, physical culture and sports. 3. Attracting young people to active sports. 4. Enhancing the role of the Olympic education.			
	<i>Principles</i>	Of scientific availability	Continuity and practical purpose	Integration	Self-development S definition E implementation L organization F rehabilitation
Of prevention		System and transparency	Humanism		
<b>A substantial component of</b>	<b>THE CONTENTS</b> <i>(Program for the creation of educational space activities)</i>				
	Sports and health	Tourist and local history		Artistic and creative	
<b>Organizational-pedagogical component</b>	<b>METHODS AND FORMS</b>				
	Conviction, games, organization of socially useful work, to teach the standards through the requirements and examples, instruction, encouragement, and correction (competition, rewards and punishments), explanation, story, conversation, debate method, example.				
	<i>Frontal</i>		<i>Group</i>		<i>Individual</i>
	Information and mass	Effective	Classes at clubs, sports clubs, sports clubs, sports, sport competitions, collective creative Affairs, the training school of the Olympic Committee, the work of a small Olympic Academy.	Design personal achievements, creative activities, counselling, work with the diary well-being, self-service etc.	
Discussion, Olympic quizzes, lectures, discussions, tours, Olympic lessons, Olympic day, Olympic week, conferences, «round tables», the Olympic reading, educational hours and hours of communication, tourist excursions, visits to the Museum, and the like.	Holidays, sport competitions, contests, concerts, competitions of drawings, photos, posters, emblems, literature, festival «Sport, art, intellect», KVN, «Olympic Aistenok», mini-Olympics, and the like.				
<b>The diagnostic component</b>	<b>THE LEVEL OF COMPLETENESS OF</b>				
	<i>The external culture of the person</i>			<i>The internal culture of the person</i>	
	Communication, behavior, appearance, social activity, initiative, creative imagination.			Responsiveness, friendliness, independence, curiosity, honesty, empathy.	
<b>Effective components</b>	<i>Results</i>	Public-conscious harmonious personality			

**Pict. 1.** The Model of Formation of Social Consciousness to the Modern Olympic Movement in the City Extracurricular Activities

Consequently, the efficiency of the integration of the Olympic education into urban after-school activities due to the pedagogical conditions in the formation of fully developed personality, gives the positive attitude of the child towards all kinds of activities and a sense of emotional comfort.

To verify the effectiveness of the integration of the Olympic education into the city extracurricular activities, a survey was conducted. 150 Kherson people, who watched and took part in the sports festival «Sport youth – the future state» devoted to the celebration of the city (17.09.2016 year) were involved in the survey. The festival contributed to the popularization of an active lifestyle among young people, development of expertise in the organization and implementation of activities, the realization of their creative potential.

A questionnaire survey on monitoring public awareness of the Olympic sport was conducted during the event. The sample included two main criteria: gender and age. 48,6 % of men and 51,4 % of women were surveyed.

First, we offered to highlight social issues of sport and the peculiarities of its reflection in the public consciousness. The analysis of the responses allows to conclude that almost half the respondents don't watch sporting events (51,9 per cent). The greatest number of active viewers are interested in competitions in a specific sport (60,8 %) and sports news (30,1 per cent); 26,5 % of respondents are attracted to competitions featuring «stars» of show business. The large group of television fans watches sports no more than once per week, although 21,9 % of them constantly watch sports programs. Thus, the level of knowledge about sports and sporting events represents a diverse audience of the respondents.

Due to the results of our study, 47,3 % of respondents associate sport and the Olympic movement with the use of banned drugs (doping) and are not familiar with the concept of Fair Play.

Sport gives fans many positive emotions. According to our research, the most popular sports in our country are football, figure skating and gliding, gymnastics, swimming, billiards, skiing, etc.

69,6 % of the respondents know about the Olympic Games. However, only 41,4 % of them watch the competition with the participation of the Ukrainian teams and sportsmen.

Interest and respect for the athletes are excited at their good financial position. More than half – 57,4 % of respondents are inclined to think that professional athletes are well off. The key question of sociological study is the relationship of social consciousness to the Olympic movement and sport and its social aspects.

We have found out that less than half the respondents, namely, 38,1 per cent are engaged in physical culture and sports activities (morning gymnastics, fitness, gym, football, swimming), and the majority of them are young men.

The next block of the questionnaire was devoted to determining the desire of the respondents to get information about the Olympic movement, the Olympic Games and the achievements of the Ukrainian athletes. It was found out that 70,2 per cent of respondents would like to receive that information; some of them gave a negative answer to this question.

Due to the survey data, the respondents have a highly positive attitude to the use of components of the Olympic education in the system of extracurricular activities (65,4 % of them appreciate this perspective). A positive attitude is observed among individuals engaged in sports activities, and among those who are just fans.

It should be noted that the vast majority of the respondents appreciate both entertainment and all the perspectives opened up by this event. Thus, 12,3 % of respondents believe that such events draw attention to social problems; 24,2 % of them say that it draws attention to an active lifestyle; 36,1 % hope for the development of sports and sports infrastructure. At the same time, 21,9 % of respondents are attracted by the prospect to see a sports show.

It is important that 68,9 % of the respondents support the development of sports movement in the Kherson region. They take pride in their city. Thus, according to the citizens the use of the components of the Olympic movement in the city extracurricular activities contributes to the formation of attitude towards sport and active life.

**Conclusions and Prospects for Further Research.** Analysis of scientific-methodic literature has showed the necessity of finding new ways to develop the personality by means of physical culture and sport, and the principles of Olympism will contribute to the education of mentally and physically healthy man, a patriot, working, tolerant personality.

The formation of social consciousness of the youth in urban after-school activities is more efficient under the following pedagogical conditions: training teachers, the development of primary groups, and creation of educational space in the conditions of extracurricular activities. It has been proved that urban-curricular activities have great educational potential, which contributes to the formation of the valuable relations with society, physical culture and sports, arts; ensures the gaining of social experience and the organization of substantial leisure, the development of preferences and health status; satisfies the need for creative self-realization.

The prospects for further research lie in the evaluation of the efficiency of the model of forming social consciousness to the modern Olympic movement in the development of socio-professional competence of future specialists in physical culture and sports.

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