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OLYMPIC EDUCATION AS AN IMPORTANT COMPONENT OF A COMPREHENSIVE CURRICULUM ON PHYSICAL CULTURE

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Abstract

Topicality. The Olympic education of youth is one of the most important components in the formation of a harmoniously developed personality, the development of feelings and attitudes, habits of behavior, based on the Olympic principles, the Olympic values and the Olympic ideal. **Task.** To study the content component of the Olympic themes in the comprehensive curriculum on physical culture. **Methods.** Analysis of literary sources, method of comparative analysis, methods of theoretical interpretation. **Results.** The results of our research have made it possible to find out the importance and necessity of studying the Olympic theme information by schoolchildren. **Conclusions.** Olympic education plays an important role in the process of teaching physical education. Students engaged in sports must learn to constantly strive for self-improvement, to work daily on the development of their spiritual, mental, volitional and physical abilities.

Key words: Olympic education, curriculum, physical culture, general educational institutions.

Віра Ткачук, Ірина Турчик, Роман Чопик, Лариса Козіброда, Марія Чемерис. Олімпійська освіта як важлива складова частина загальноосвітньої навчальної програми з фізичної культури. **Актуальність.** Олімпійська освіта молоді – одна з найважливіших складових частин у формуванні гармонійно розвиненої особистості людини, розвитку почуттів і ставлень, звичок поведінки, що ґрунтується на олімпійських принципах, олімпійських цінностях й олімпійському ідеалі. **Завдання статті** – вивчити змістовий компонент олімпійської тематики в загальноосвітній навчальній програмі з фізичної культури. **Методи** – аналіз літературних джерел, метод порівняльного аналізу, методи теоретичної інтерпретації. **Результати.** Результати проведеного нами дослідження дали змогу з'ясувати важливість і необхідність вивчення школярами інформації олімпійської тематики. **Висновки.** Олімпійська освіта посідає важливе місце в процесі навчання фізичної культури. Учні, які займаються спортом, мають навчитися постійно прагнути до самовдосконалення, повсякденно працювати над розвитком своїх духовних, розумових, вольових і фізичних здібностей.

Ключові слова: олімпійська освіта, навчальна програма, фізична культура, загальноосвітні навчальні заклади.

Вера Ткачук, Ирина Турчик, Роман Чопик, Лариса Козиброда, Мария Чемерис. Олимпийское образование как важнейшая часть общеобразовательной учебной программы физической культуры. **Актуальность.** Олимпийское образование молодежи – одна из главных частей у формировании гармонично развитой личности человека, развитие чувств и отношений, привычек поведения, основанный на олимпийских принципах, олимпийских ценностях и олимпийском идеале. **Задания статьи** – изучить содержательный компонент олимпийской тематики в общеобразовательной учебной программе по физической культуре. **Методы** – анализ литературных источников, метод сравнительного анализа, методы теоретической интерпретации. **Результаты.** Результаты проведенного нами исследования позволили выяснить важность и необходимость изучения школьниками информации олимпийской тематики. **Выводы.** Олимпийское образование занимает важное место в процессе обучения физической культуре. Ученики, занимающиеся спортом, должны научиться постоянно стремиться к самосовершенствованию, повседневно работать над развитием своих духовных, умственных, волевых и физических способностей.

Ключевые слова: олимпийское образование, учебная программа, физическая культура, общеобразовательные учебные заведения.

Introduction. In Ukraine, which is an important part of the international Olympic movement, the idea of dissemination of knowledge of the Olympic theme became widespread in the late XX – early XXI century. In the researches of M. Bulatova, B. Vedmedenko, V. Draghi, K. Kozlova, V. Platonova, N. Turchyna and others it is noted that awareness rising in the Olympic movement is aimed at solving a certain contradiction between

high level of development of sport and low level of physical culture, knowledge about the Olympic ideal and the values of Olympism among pupils and students.

In the works of Ukrainian and foreign scientists M. Antipova, C. Vysotsky, A. Efimova, E. Kulinkovych, M. Kobrynskyi, S. Stepaniuk, L. Suschenko and others it is stated that the increase in knowledge of the Olympic theme is also intended to solve one of the actual problems of the physical culture – to increase the interest of children and young people in exercising physical activity, which is the basis of health, physical development, motor activity and healthy lifestyle.

In the researches of S. Bubka, M. Bulatova, A. Vatsyby, E. Vil'chkovsky, O. Deminsky, M. Zubalij, V. Yermolova, Yu. Shanin and others it is determined that the Olympic education is based on the concept of Olympism, which is a kind of philosophy of life that exalts and unites in the harmonious whole the highest qualities of spirit, will, soul, mind and body, forms respect for universal fundamental ethical principles and places physical culture and sport to serve the harmonious development of a person. A young person who is systematically engaged in physical education and sports is distinguished in the educational or work activity by a high sense of responsibility, ability to use time rationally, find adequate solutions, successfully communicating with his colleagues, active social position in the group and society in general [9].

We note that Pierre de Coubertin has repeatedly emphasized that the concept of Olympism should take a worthy place in educational and upbringing programs of all countries of the world. This Pierre de Coubertin's position generally defined a positive attitude towards the philosophy of Olympism and, consequently, the Olympic education of the other presidents of the IOC, especially former President Juan Antonio Samaranci. During his leadership of the IOC (1980–2001) he made a number of attempts to popularize the Olympic sports and the development of the Olympic education and upbringing system. It is worth pointing out that during his leadership of the International Olympic Committee, Juan Antonio Samaranci repeatedly emphasized «... the need to intensify the process of Olympism learning, which content is to spread cultural, aesthetic and educational principles, values of Olympism among different segments of the population...» [1; 8].

The results of numerous studies in the field of Olympic sports confirm that the study on the history and specifics of the Olympic movement, its principles, values, organizational, legal and economic foundations, the theory and practice of training sportsmen to the Olympic Games, the place in modern social life has a remarkable educational and upbringing importance in the development and formation of a person [7].

Therefore, the Olympic education is a pedagogical process of mastering and getting knowledge of the Olympic themes, Olympic values, principles, Olympic ideals, norms and requirements presented in the Code of Honor of Olympian of Ukraine [6]. According to these requirements students who go in for sports must learn to constantly strive for self-improvement, persistently go to the conquest of the heights of the skill of the future profession and work daily on the development of their spiritual, mental, volitional and physical abilities. These students must remember that they are in constant moral debt to their parents and therefore they must respect, appreciate, take care of them in all ways, and enrich the glory of their pedigree. They have to live, study and train with great faith and awareness of the selection of their land, their people, their Homeland, to love and honor them and to do their best for the good of their development and prosperity. They also have to remember that their native land, the evolutionary heritage of the Motherland give them the opportunity to reach the peak of their athletic skills, temper their character, strengthen their health and lead a healthy lifestyle.

That is why we have set ourselves the *goal* to study the content component of the Olympic theme in the comprehensive curriculum on physical culture.

Material and Methods of Research. The theoretical basis of the research is modern works on the Olympic sport and physical education (S. N. Bubka, M. M. Bulatova, L. V. Volkov, S. I. Gus'kov, T. Yu. Krutsevich, V. M. Platonov and others).

Methods of research – *theoretical*: studying and analysis of scientific sources on the problem of research, normative and program documents, comparison, systematization, classification, generalization of the obtained theoretical and experimental data in order to study the essence and structure of the Olympic education of students.

Research Results. It should be noted that in approved curricula for secondary schools on physical culture it is stated an important fact that since the beginning of the 5th form, the Olympic topics are in the first section (Educational priority material) (table 1) [3; 4].

Table 1

Theoretical and Methodological Knowledge of the Olympic Topics in the Curricula on Physical Culture for Secondary Schools (2005, 2009, 2017)

Form	Theoretical and Methodological Knowledge		
	2005 p.	2009 p.	2017 p.
5		Physical education in Ancient Greece.	Kind of sport and the Olympic principle of «Fair Play». Physical education in Ancient Greece.
6	Physical education in Ancient Greece.	Olympic Games in Ancient Greece.	Olympic Games in Ancient Greece.
7	Olympic Games of Ancient Greece.	Revival of the modern Olympic games	The revival of the modern Olympic games
8	The revival of the modern Olympic games	The main values of Olympism. Famous sports achievements of olympians.	Famous sports achievements of olympiads. The main values of Olympism.
9	Humanistic ideals of Olympism.	Olympic Ukraine	Olympic Ukraine. National Olympic Committee of Ukraine.

Therefore, the introduction into the curriculum of theoretical and methodological knowledge of the Olympic theme necessitates the development of approaches to the formation of the national system of the Olympic education, the practical implementation of which is carried out both at physical education lessons, and in extracurricular sports-mass work, based on the use of various forms.

Thus, all the above-mentioned allows to conclude that in foreign countries, the Olympic education is actively being implemented into the school educational process. The analysis of special literature has showed that the Olympic education in schools is implemented in various forms, in particular, the Olympic Day, the Olympic Week; making Olympic symbols by schoolchildren; contests of drawings on the Olympic theme; holidays on sports and Olympics; design of stands and photo showcases on the Olympic theme; design of stands to honor the students who successfully combine studying and sports; quizzes on the Olympic theme; meetings with famous athletes, participants in the Olympic Games, coaches of national teams; the «Small Olympic Games» with using the Olympic attribute, etc.

The importance of implementation of the Olympic education into the educational process of students is conditioned by the fact that it is carried out in conjunction with the intellectual development of a personality, the formation of his ethical, moral and volitional qualities. In the complex, they form the spiritual sphere of the human personality and in the process of his development, an Olympic culture is gradually formed (pic. 1).

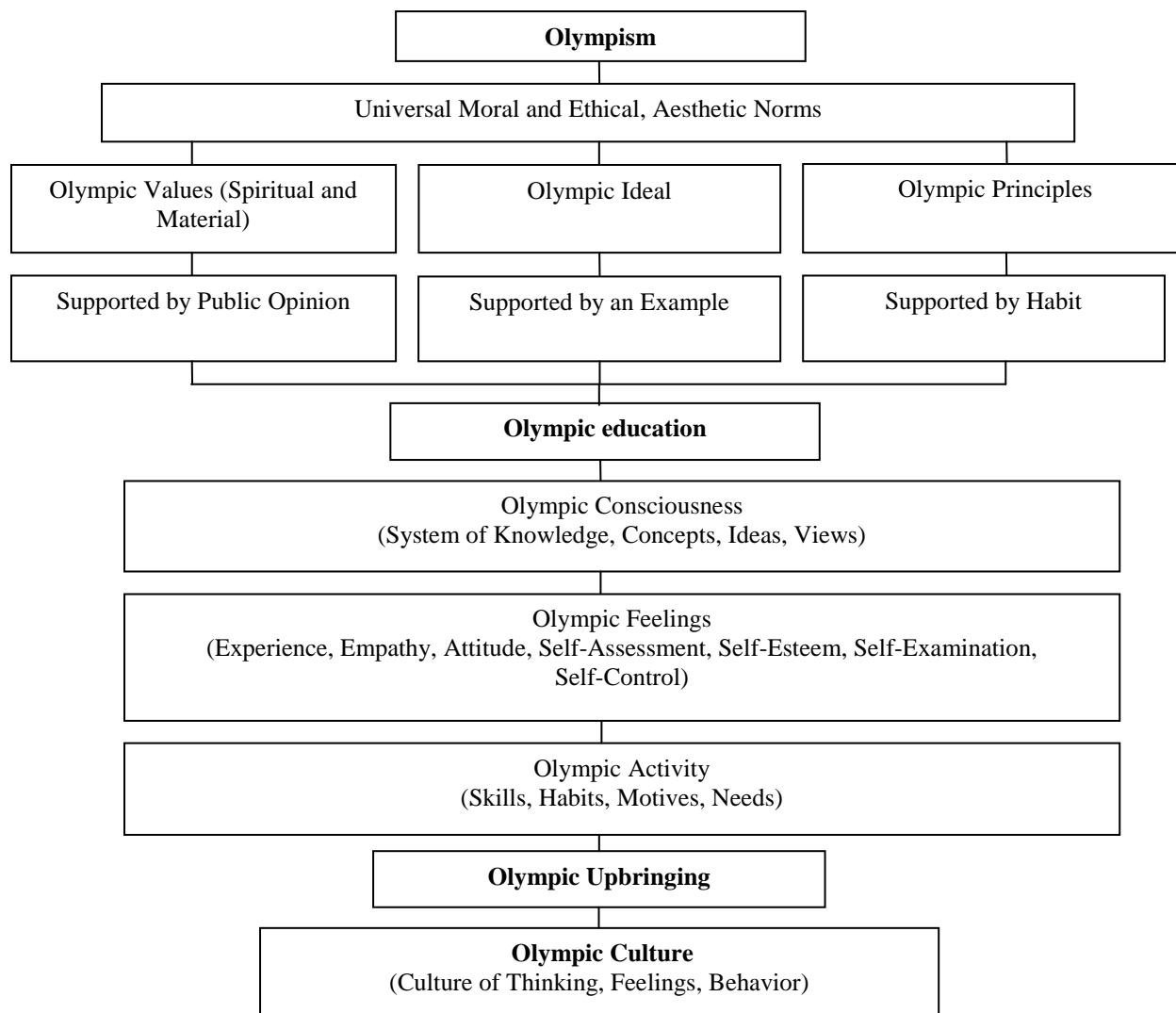
The content of the system of the Olympic knowledge, concepts, ideas, views is defined as universal norms and features of social relations, when there is

awareness (self-awareness) of a person himself as a person, his place in the social activity of people. The basis of the Olympic identity of the person constitutes the belief in his own attitude to them and the teacher's task is to bring the generally accepted norms of human behavior in a society to the consciousness of students, promote quality and deep assimilation. At each stage of personality development the process of improving consciousness is carried out (self-consciousness - the central psychological process of transitional age).

So, in the formation of the correct understanding of the Olympic values, Olympic principles and the Olympic ideal, the main role is devoted precisely to the Olympic education. However, we think that it should not be limited only to providing people with knowledge of the laws of the development of the Olympic movement. But the Olympic education is not completed even by the highest level of understanding and gaining knowledge because the student can well master the necessary amount of scientific knowledge, but does not make the worldview and moral conclusions that follow them. He strives to behave in accordance with the requirements of the universal moral norm, but he lacks the power of will and appropriate skills. That is why, in our opinion, the Olympic education is intended to enrich and improve the Olympic thinking, memory and presentation.

The Olympic thinking manifests itself in the ability to use the learned concepts without distorting their essence, to clearly reconcile them with behavior.

In our opinion, the achievement of this is one of the important tasks of the Olympic education, because it is the memory that provides an understanding of social responsibility. He, who is indifferent to everything that is done before him and for him, has no sense of gratitude to the one who created the modern conditions of work and life.



Pic. 1. The System of Olympic Education

First of all, the Olympic imagination manifests itself in the ability to imagine as if from the side, how honest, fair, principal and humane your act is, that is, at the level of your imagination to evaluate it, to warn yourself and others against the wrong step.

Feelings occupy an important place in the students` activities. They are a form of experience of person's attitude to the objects and phenomena of reality, which are marked by relative constancy. Formation of feelings is an important condition of the man`s development as a personality. It is not enough to have only knowledge, motives, ideals, norms of behavior to control the person. First of all knowledge must go through the emotional sphere, that is, it must be experienced and we believe that only when knowledge becomes the subject of stable feelings, it becomes real incentives for active activity.

In the process of forming a personality, feelings are organized into a hierarchical system, in which some of them occupy a dominant position, others - remain potential, unrealized. The content of the dominant feelings determines one of the most important characteristics of the personality orientation. A special group is the Olympic feelings. First of all they are feelings of joy to life, the relation of man to man as to himself, feelings connected with activity (purposefulness, perseverance), aesthetic feelings (perception of beauty in movements, sense of beauty). On this basis, a person forms patriotism, a joy of work, a sense of duty, conscientiousness. One of the main human qualities is the experience of an individual which does not remain unnoticed by other people, namely: mutual understanding, empathy, compassion, complicity (the expression of mutual support, mutual assistance), without which it is impossible not only collective, but also individual existence.

It is worth mentioning that the Olympic rules are applied, when from the state of knowledge and awareness, they become virtually digestible and automatically adhered to. That is why in the Olympic education, great importance should be given to training in the mastering of Olympic standards, the development of the Olympic skills. So, the Olympic standards of a person are showed in his activity and attitude which actually motivate his activities. In the process of the activity they fix the Olympic knowledge, which turn into abilities, skills, feelings, form the usual rules of behavior, the need to act in accordance with generally accepted norms of behavior. Behavior in accordance with the Olympic norm is perceived by the person as the only possible for him, expressing the very essence of his personality. This behavior enables the person to maintain a positive attitude toward his and general emotional well-being.

The system of the Olympic education leads us to one of the generalized final results – the Olympic education and the Olympic culture of the individual, which is an integral unity of the elements and embraces the culture of Olympic thinking, feelings, compassion, empathy, a culture of behavior that characterizes the concrete way of exercising thoughts and feelings in practice, the level of their transformation into the daily norm of the act. The Olympic culture of the personality is a peculiar characteristic of his development, which reflects the level of assimilation the moral experience of society, the ability to organically and consistently implement moral values, norms and principles, readiness for constant self-improvement.

Conclusions and Perspectives of Further Research. Thus, all of the foregoing makes it possible to conclude that the Olympic education plays an important role in the process of teaching physical education – this is the pedagogical process of mastering, the acquisition of knowledge of the Olympic theme, Olympic values, Olympic principles, norms, according to which, sports students have to learn constantly strive for self-improvement, work daily on the development of their spiritual, intellectual, volitional and physical abilities. Our research does not cover all aspects of this problem. Among the further promising areas, we will note the study on the content, structure, tasks, principles of the Olympic education of preschoolers, schoolchildren and students, training of personnel for implementation of Olympic education programs, promotion of Olympism and the ideals of the Olympic Movement; the involvement of Olympians and veterans of sports for educational work among children and youth, etc.

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