

OLYMPIC EDUCATION AS A METHOD OF HUMANISTIC ELEVATION OF STUDENTS

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Annotation. *Purpose:* to humanize the educational process through the introduction of older students of Olympic education. *Material:* the study involved 287 students of 10-11 class. *Results:* analyzed the level of awareness of Ukrainian pupils on Olympic themes, summarized the factors affecting the efficiency of the implementation of Olympic education in secondary schools. Found that a higher level of awareness of issues related to the development of the Olympic movement is seen in pupils who are in the rural areas - 57.5 % of respondents with respect to students in urban schools - 42.0 % of respondents. *Conclusions:* The effectiveness of the implementation of Olympic education is largely due to the construction of the educational process so that for a teenager, he acted as the satisfaction of his personal needs and interests, as a process of self-realization. Also important to have scientific support system of Olympic education; provide theoretical and methodological training of teachers.

Key words: school, pupils, Olympic, education, educational process.

Introduction

Nowadays, one of the central general academic school issues is formation of a creative and mobile personality capable of living in agreement with himself or herself and the world while being a highly active and opportunistic person oriented on humanistic values. Education humanization, when formed as personality-oriented concept of human development under the conditions of organized educational upbringing process, is nowadays a paradigm of personhood achievement in the democratic society [3, 8]. Thus, the special attention is paid to the search and development of new effective upbringing and educational techniques and pedagogical systems, which ensure that growing personalities will form and develop conciseness as the dominant quality of critical importance for personal values system development [9]. The issue of improvement of education system, so that it meets public demands and at the same time maintains physically, mentally and spiritually healthy generation, is being raised increasingly frequently.

In recent decades the interest towards philosophy, sociology and culturology aspects of the Olympic Movement theory and practice has been rising in various fields of human activities, most of all in pedagogics. In addition, the Olympic education based on the Olympic concepts is an important component of this Movement [1,2,4,7].

One of the ways to realize humanistic education, which advocates the priority of universal moral and spiritual values, lies in the usage of the whole spectrum of the Olympic concepts. Physical and spiritual improvement of a personality, active human life, health, healthy way of living, competitiveness, respect and compassion are the human values, the Olympics is based on. It is a socio-cultural phenomenon based on democracy, humanism, liberalism and universal morals and ethics. The Olympics covers the educational, upbringing and cultural processes, and in doing so it paves the way for the Olympic culture formation, which is based on humanistic values [9,10,12-15].

The analysis of special literature showed that the Olympic education is an effective means of athletic and humanistic education (V. Stolyarov, 1989; H.Baskau, 1987, and others), comprehensive education in humanities, socialization and self-realization of a personality (N. Muller, 1996, V. Yermolova, 2010), mutual understanding between peoples (K. Georgiadis, 1995), the Olympic Movement harmonization and preservation (V. Rodnichenko, Z. Zukowska, 1996), the formation of demand for healthy way of living (A. Bochko, 1996, Ju. Chernetskii, 2001 and others), the humanization of physical education (V. Kryasg, E. Kulinkovich, 2001, L. Lubysheva, M. Antipova, 2005), physical education and athletes personnel training (N. Pecherskii, A. Suchilin, 1995; A. Natalov and others, 1996; V. Platonov, 1998; M. Bulatova, 2013), etc.

The results of the researches [2,5] indicate a developed system of the Olympic education in Ukraine, which is currently being realized. Further research of its effective realization and discovery of its improvement perspectives might be an efficient means of humanization of schoolchildren educational and upbringing processes.

The scientific work has been done as a constituent of the research "Integrated Plan of the Research Work on Physical Education and Sports for 2014-2015" of the Ukrainian Ministry of Education and Sciences and Ministry of Youth and Sports in terms of the topic 1.1 "Organizational and Methodological, Historical and Legal Foundation for the Realization of the Olympic Education in Ukraine" (state registration № 011U001714).

Purpose, tasks of the work, material and methods

The goal of the research is the improvement of humanization of high school children educational and upbringing process by implementing the Olympic education.

The tasks of the research:

1. Establish and analyze the schoolchildren awareness level of the subject of the Olympics throughout Ukraine.
2. Generalize factors influencing the efficiency of the Olympic education realization in general educational establishments.

Research techniques are theoretical (observation, analysis and synthesis), and empirical (questionnaire, observation and generalization of advanced pedagogical experience)

Results of the research

To study the schoolchildren awareness level of the subject of the Olympics, the research was conducted with the participation of 287 schoolchildren of 10-11 forms, in general schools of Kyiv city, Kyiv, Kherson and Cherkasy region, 124 of them being male and 163 – female. The questionnaire participants include 80 people living in rural and 207 – in urban areas.

The questionnaire showed that a total of 46.3% of the respondents possess any kind of knowledge on the Olympic Games, among whom 47.6% are male and 45.4% are female. In addition, the number of schoolchildren from rural areas, who are aware of the matter (57.5%), is greater than those from urban areas (42.0%). It's worth noticing that some schoolchildren don't have any kind of knowledge on the matter (9.1%) or possess insubstantial knowledge (44.4%) (Fig. 1).

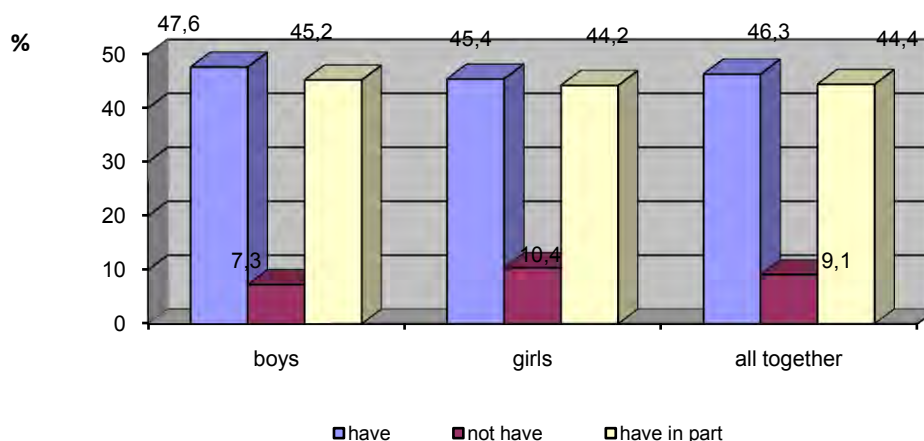


Fig. 1. Schoolchildren's awareness of the subject of the Olympic Movement

The origin of the Olympic Games is known to a total of 45.6% of the schoolchildren (42.9% are female, and 49.2% – male). It's worth noticing that 53% of the schoolchildren from village schools possess such knowledge and from city schools – 42.5%.

A total of 23.0% of the respondents gave the negative answer and 31.4% were partially aware of the Olympics origin (Fig. 2)

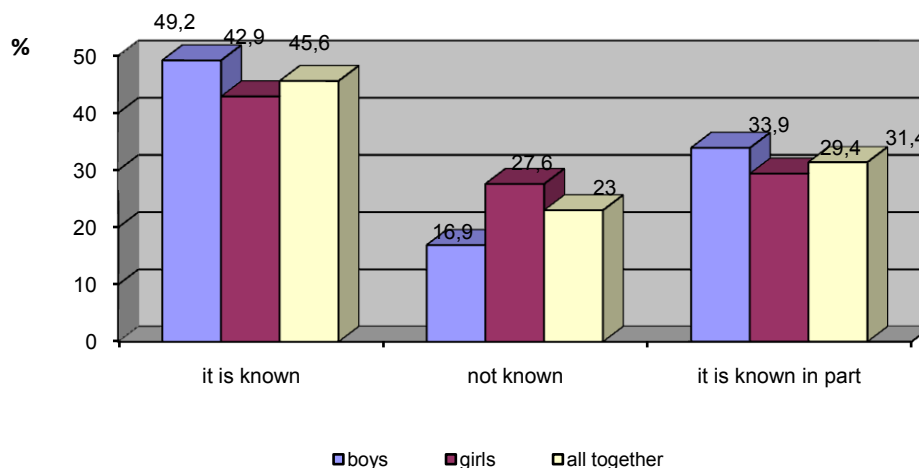


Fig. 2. Schoolchildren's awareness of the subject of the Olympic Games origin

The questionnaire allowed establishing that the Olympic slogan is known to a total of 39.7% of the respondents (41.1% – male and 38.4% – female). It is worth noticing that a total of 50% of schoolchildren from rural areas gave the affirmative answer, while the percentage of those from urban areas amounted to 39.1%. The Olympic slogan is unknown to a total of 40.9% of the schoolchildren (Fig. 3).

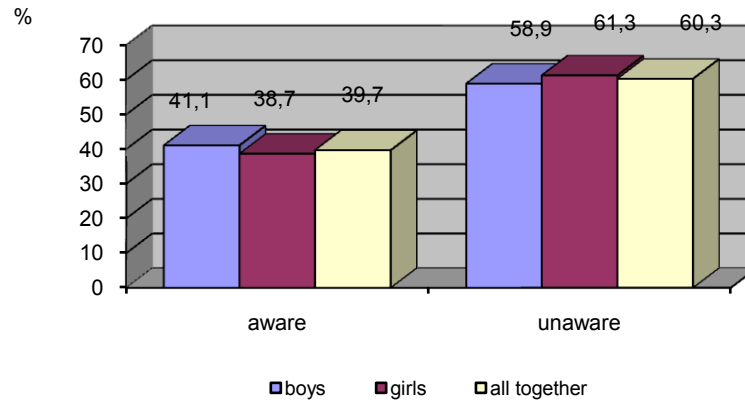


Fig. 3. Schoolchildren's awareness of the subject of the Olympic slogan

A total of 40.4% of the respondents could explain the meaning of the word combination “Fair Play” (44.4% – male and 37.4% – female). In addition, the number of the schoolchildren from rural areas, who are aware of the matter (47.9%), is greater than those from urban areas (37.7%).

A total of 30.3% of the schoolchildren aren't familiar with this word combination and 29.3% are partially familiar (Fig. 4).

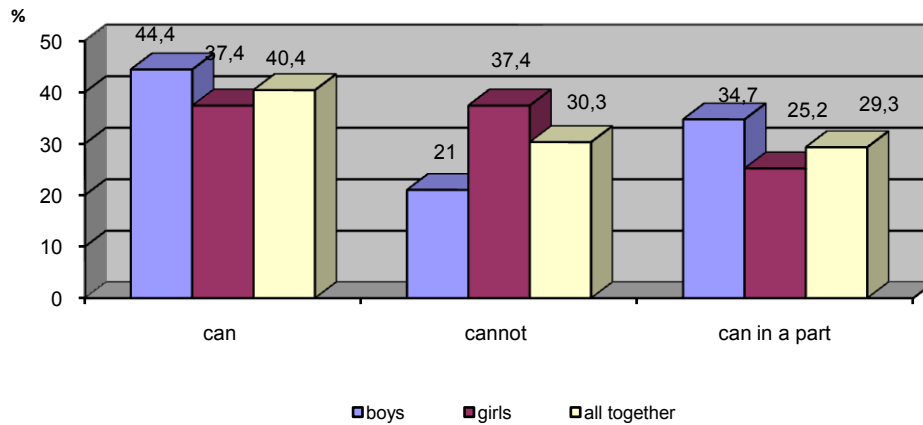


Fig. 4. Schoolchildren's awareness of the “Fair Play” meaning

When analyzing the respondents' answers, it is worth noticing that the Olympic values are known to a total of 37.6% of them (40.3% – male and 35.6% – female). In addition, it is worth pointing out that the awareness of schoolchildren from villages is greater (41.25%) than of those from the cities (36.2%). A total of 34.1% don't know anything about the Olympic values (Fig. 5).

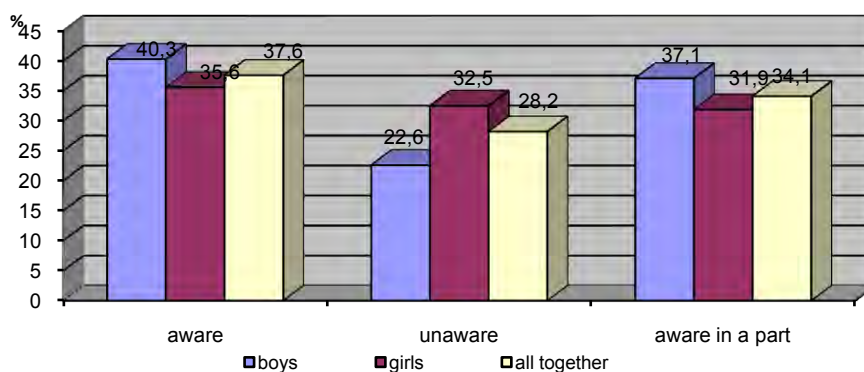


Fig. 5. Schoolchildren's awareness of the subject of the Olympic values

The questionnaire results showed that a total of 42.9% of the schoolchildren believe that the Olympic champions follow certain special values in life and sport, in contrast to ordinary people. This opinion is shared by female (45.4%) and male respondents (39.5%), while other schoolchildren (32.1%) don't believe so (Fig. 6).

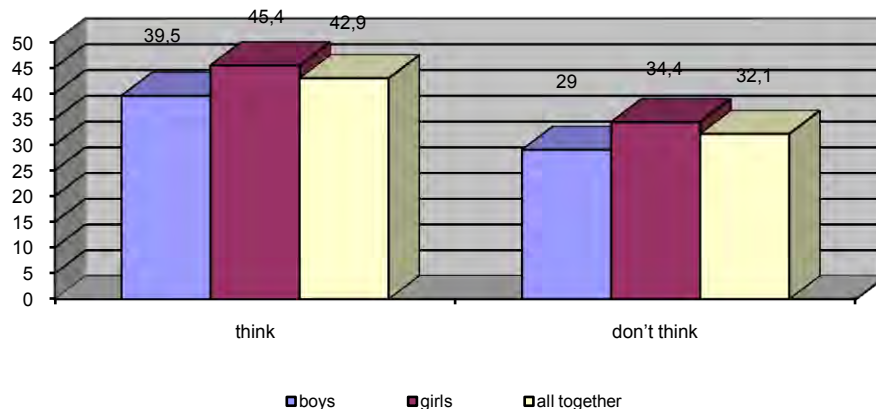


Fig. 6. Schoolchildren's attitude to the values followed by the Olympic champions in sports and everyday life

The question “Would you like to become an Olympic champion?” was answered affirmatively by a total of 56.8% of the schoolchildren, among whom 60% are from rural and 55.6% – from urban area. Male respondents (70.2%) showed greater willingness to achieve this high title (Fig. 7).

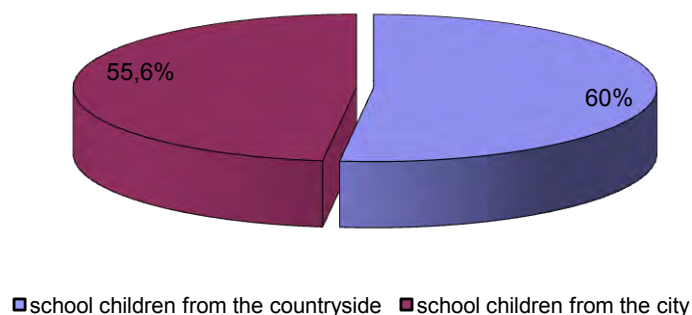


Fig. 7. Schoolchildren's willingness to achieve an Olympic champion title

The analysis of the research showed that a total of 42% of the schoolchildren were willing to obtain more knowledge about the Olympic Games and Olympic Movement history, which indicates the necessity of continuous forming of schoolchildren's humanistic qualities. The greater interest was shown by the urban schoolchildren (40.6%).

However, a total of 21.6% of the respondents aren't willing to do so and a total of 35.5% remains indifferent to this type of knowledge (Fig. 8).

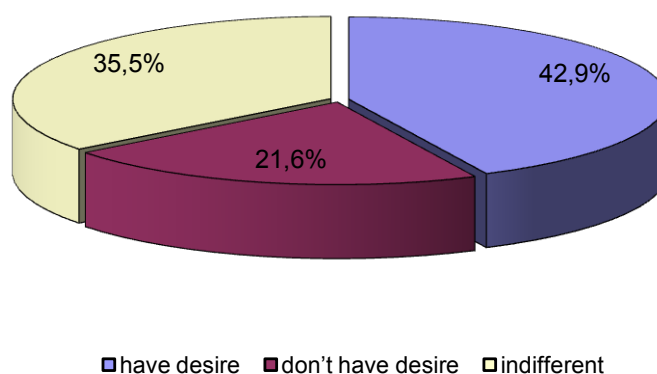


Fig. 8. Schoolchildren's willingness to obtain knowledge of the Olympic Games and Olympic Movement history

The question “Do you think that the Olympic Movement can make the world better?” was answered affirmatively by a total of 50.9% of the respondents (41.1% of them were male, and 58.3% – female). This opinion is shared by the schoolchildren of village (62.5%) and city schools (46.4%). The negative answer was given by a total of 19.9% of the schoolchildren (25.0% – male, 16.0% – female). A total of 29.3% of the respondents believe that the Olympic Movement can make the world better only partially.

The questionnaire results allowed establishing that a total of 67.9% of the schoolchildren engage in sports activities, with a total of 77.5% of them being from rural areas (41.3% female) and 64.3% – from urban areas (35.7% female) (Fig. 9).

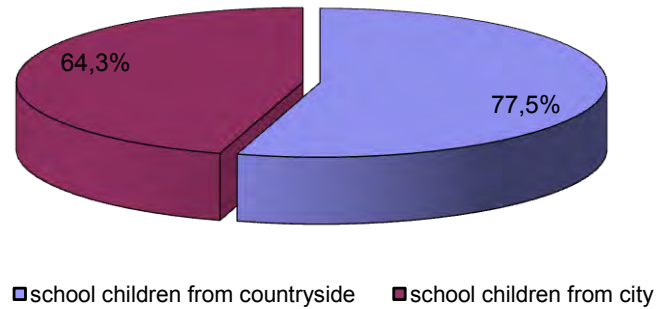


Fig. 9. Indication of schoolchildren’s involvement in sports

In the course of the research it was established that both foreign and home experts studied the awareness of schoolchildren of different age on the subject of the Olympics [4-6,14]. Several questionnaire questions show a similar trend of awareness and particular increase of the number of schoolchildren interested in the Olympic Movement issues. However, there’s a specific feature noticed in the conducted research – a higher level of rural schoolchildren’s awareness on the subject of the Olympics. This higher interest in obtaining the information about the Olympic Movement can be explained by a number of reasons: constantly increasing popularity of the Olympic Games and opportunity to successfully realize oneself in life through sports if having a sense of purpose; absence of other innovative techniques attracting children’s attention; good methodological basis in schools (textbooks, methodical recommendations on the Olympic education implementation) provided by the National Olympics Committee of Ukraine and the Olympic Academy of Ukraine; a lot of free time and few opportunities to spend it, in contrast to the schoolchildren living in cities, etc.

Firstly, it is evidence to the increasing importance of the Olympic education in the humanization of the educational upbringing process in general education schools, and secondly – to the considerable potential for the improvement of the Olympic education realization process, which indicates implementation of new forms and techniques of work with the younger generation (both during study and extracurricular time), as well as the complex approach for developing the conceptual model of formation of humanistic values by the Olympic education.

Conclusions:

The analysis of the special literature indicates the constant search for the approaches and techniques aimed at the humanization of the educational upbringing process of the younger generation. Thus, the Olympic education based on the Olympic concepts and priority of universal moral and spiritual values takes an important place in modern times.

The conducted questionnaire and comparison of the results of similar researches by other experts indicate close awareness results on the subject of the Olympics among both males and females. However, a specific feature has been established – higher awareness level of the issues connected with the development of the Olympic Movement is shown by the schoolchildren in rural areas (57.5%), when compared to the respondents from urban schools (42.0%).

The effective Olympic education realization in the educational upbringing process of general educational establishments is largely caused by: the formation of the educational upbringing process in such a way that it will be satisfying of teenager’s needs and interests, i.e. it needs to be a process of self-realization; the formation of value grounds for social orientation of educational, athletic, playing and publicly useful activities among schoolchildren; the creation of the upbringing environment, where schoolchildren will learn to form a system of values based on the values knowledge, after fully mastering their content; the ability to select values; the ability to use the obtained system values in society; methodological materials for the implementation of the Olympic education process; theoretic and methodical training of pedagogical personnel, etc.

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