

Original Article

The cultural heritage of the Olympic movement for shaping the ability of schoolchildren to self-development, creative activity, involvement in the Olympic movement

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Abstract

Purpose. The ways of integration of the cultural heritage of the Olympic movement into the content of the general school subjects. The article examines the influence of the cultural heritage of the Olympic movement on the expansion of the worldview of adolescent pupils, their self-development, enhancement of motivation for sports and creative activity, involvement to the Olympic movement and its values.

Material. The studies allowed to recognize that the pieces of art which are related to the cultural heritage of the Olympic movement in the school system of the humanitarian subjects of the standard curriculum for 8 grades promotes the strengthening and expansion of interpersonal relations, the implementation of theoretical, physical, cultural and sportive, ecological, regional, informational, artistic and aesthetic directions of educational and extracurricular processes of schools.

Results. Considering the school as environment for integrating the Olympic education, we studied and analyzed the 8th grade curricula in history, geography, world literature, physical education, as well as integrated course "Art", approved by the Ministry of Ukraine on Education and Science. There were identified topics within which it would be appropriate to use works of art related to the history of the Olympic movement. The generalization of information allowed to develop the guidelines for teachers. The guidelines contain the images of works of art, their name, the name of the author, the place of storage and information about their connection with the Olympic movement. The given recommendations were introduced into the educational process of secondary schools. The research results indicate that the saturation of the educational process with the values of world culture, in particular works of art related to the history of the Olympic movement, contributes to self-development, creativity, involvement of junior schoolchildren to the Olympic movement and its values.

Conclusions. The research results indicate the effectiveness while application of works of art related to the cultural heritage of the Olympic movement in the educational process of secondary schools, in particular, in the teaching such disciplines as "History", "Geography", "Foreign Literature", "Physical Culture", an integrated course "Art", which has been confirmed by positive changes in the number of school students attending art exhibitions and museums (by 25.29%; $p < 0.01$); those who are aware of the connection between culture and sports (by 20.69%; $p < 0.05$), those who want to get acquainted with works of art about the Olympic movement (by 24.14%; $p < 0.01$); increased knowledge in academic subjects (by 25.28%; $p < 0.01$); those who are familiar with Olympic values (by 21.84%; $p < 0.05$); those involved in sports (by 25.29%; $p < 0.05$), etc.

Key words: Olympic education, Olympic movement, cultural heritage, educational process, schoolchildren, art.

Introduction

Relevance. The interest to the Olympic movement and its ever-growing importance in the modern world can be explained by the fact that this phenomenon is the general cultural matter of the world community in its close relationship with the rich history and culture of Ancient Greece and Ancient Rome, vivid phenomena of the Renaissance and the New Age, multifaceted and dynamic events of modern history. This representation of the Olympic movement is the result of the attitude towards it of the most prominent representatives of various fields of activity - rulers of the ancient world, public and state figures of various generations, philosophers, attention of world famous artists, sculptors, composers and directors, writers and poets. Naturally, this interest and the related popularity of the Olympic Games, ideals and values of the philosophy of Olympism could be manifested only in relation to a fundamental phenomenon with deep humanistic and general cultural components.

A general historical trend stands out among the studies conducted by representatives of various areas of the humanities. Many experts dedicate their work to this area of Olympic research, which examines in detail the history of the Olympic Games of antiquity and modernity, the evolution of Olympic sports, the Olympic

program, etc., (Bubka, 2012; Bulatova, 2014; Naul, et al., 2017) **Error! Reference source not found.** An analysis of specialized literature allows highlighting a series of works that address the socio-philosophical problems of Olympism (Coubertin, 1919; Platonov, Bubka, & Bulatova, 2009), as well as works that present a cultural view of the problem of the Olympic movement and Olympic sport in the context of universal culture (Gritsenko, et al., 2007; Solearov, 1997; Garcia, 2008).

However, the study of the use of the cultural heritage of the Olympic movement in the curricula of secondary schools remains actual scientific challenge

Harmonious personality development involves the impact on the child of various types of art, thanks to which it is possible to form the moral image of the younger generation. Of particular importance is the attraction of students to the rich traditions of world and domestic culture, among which the cultural heritage of the international Olympic movement occupies a worthy place.

In the education-upbringing process, the visualization, namely, the constant use in the system of educational disciplines the creative potential of pieces of art and other forms of art, is traditionally considered as one of the effective means designed to positively affect the development of school students, the formation of their moral and aesthetic views. The use of pieces of art positively affects the implementation of educational, developmental and educational tasks (Lubusheva, 1998).

K. Strong draws attention to the importance of including in the education system of schoolchildren the analysis of the activities of artists, poets, sculptors, speakers, dancers, architects and musicians who are related to the field of sports and the Olympic Games; the study of structures in the venues; staging dramatic plays and theater scenes from the history of the Olympic past and events from the life of the ancients; studies of parallels between the ideals of prescription and many aspects of modern Olympism, the problem of morality (Strong Clinton. 1980).

Aim of the study - to check the effectiveness of the use of pieces of art related to the Olympic movement in the process of teaching the subjects of the humanitarian cycle in shaping the ability of students to self-development, creative activity, involvement to the Olympic movement.

Material & methods.

Analysis of scientific and methodological literature on the research problem; educational programs of secondary schools; questioning, methods of statistical data processing.

A pedagogical experiment, which consisted of three parts: ascertaining, creatively transforming, and finally ascertaining.

The ascertaining part involved the study of the state of use of the cultural heritage of the Olympic movement in the educational process of secondary schools.

In the process of creatively transforming the research phase in educational institutions of the main group, we developed the recommendations we developed on integrating the elements of the cultural heritage of the Olympic movement into the system of teaching educational subjects in the humanitarian cycle, with the aim of expanding the horizons of students, increasing their value potential, motivating them to engage in physical education and sports.

The final ascertaining experiment allowed us to determine the effectiveness of a creatively transforming experiment. The experiment conducted as part of the study was parallel (changes in the control and main groups were considered), was executed in the usual for students environment, without violating the content of the curriculum.

The study involved 172 school students of 8th grade. Secondary schools representing various administrative units of the country (capital, administrative district centers, urban-type villages, villages), as well as various types of educational institutions (ordinary schools, lyceums, gymnasiums) from different regions of Ukraine, of which 87 were children from the main group (school № 78 - 32 pupils, Kyiv; lyceum No. 1 - 27 students., town of Storozhynets, Chernivtsi region; the gymnasium from village of Varva, Chernihiv region - 28 pupils), and 85 students of the control group (school № 306 - 34 school students., Kyiv; school № 27 - 26 students., Vinnitsa; the school village of Prilesnoye, Volyn region - 25 students).

By means of Fisher's exact criterion, there was determined the statistical significance of the difference between the number of students who answered positively to the questions of the questionnaire, the control and the main groups in a ascertaining and creatively transforming pedagogical experiment. Statistical processing was performed using the Statistica 10.0 application (Statsoft).

Results

The results of a stating experiment, in which 172 school students of 8th grade and 148 teachers of the Chernivtsi, Chernihiv, Volyn regions, participated. Kyiv and Vinnitsa, allowed to determine the positive attitude and interest of the participants of the educational process (students and teachers) to use pieces of art related to the cultural heritage of the Olympic movement in the educational process of the school.

Considering the school as an environment for the integration of Olympic education, we have developed guidelines for using the achievements of the cultural heritage of the Olympic movement in the educational process in teaching subjects of the humanitarian cycle.

We have studied and analyzed taught programs for the 8th grade level in history, geography, world literature, physical education, an integrated course "Art", approved by the Ministry of Ukraine on Education and Science. There were identified the topics during the teaching of which it is appropriate to use the images of pieces of art related to the history of the Olympic movement and the Olympic Games. To this end, we have developed appropriate guidelines for teachers. The guidelines contain images works of art, their name, the name of the author, the place of storage and information about their connection with the Olympic movement.

In the course of introducing the developed methodological recommendations on the use of the cultural heritage of the Olympic movement in the teaching educational materials, schoolchildren are supposed to obtain rather broad understanding of the spiritual and moral life of the various stages of society's development using examples of history and culture, to get acquainted with the cultural and historical achievements of the world culture of various civilizations and important spiritual and moral values.

A creatively transforming stage of the pedagogical experiment was preceded by communication with the pedagogical teams of experimental educational institutions as for the use of methodological recommendations in preparing and conducting lessons. In the control group of schools, lessons in general subjects were conducted in the usual manner.

At the end of the academic year, we repeated the survey by questioning students and obtained such results in a group of experimental schools. The teaching staff of the gymnasium of the city of Storozhinets focused on the use of the cultural heritage of the Olympic movement in the process of teaching history, literature and culture.

The acquaintance of schoolchildren with pieces of art in the process of acquiring knowledge by schoolchildren had a positive effect on increasing their awareness of world cultural values, not only increasing their overall development, but also changing their attitude towards physical fitness. So, 70.37% of schoolchildren realized the close relationship between sports and art, the importance of art in the dialogue of cultures. The number of students, who understood and felt that world cultural values related to Olympic sports has a positive effect on expanding their worldview, raising the level of knowledge in academic subjects, general culture, and motivation for playing sports, increased by 11.11%.

It is worth noting that teachers in their work began to make wider use of museum lessons and excursions with schoolchildren visiting art exhibitions and museums.

A good addition to the acquaintance of schoolchildren with pieces of art during extracurricular activities was the organization of Art and Literature competitions on the topic "Olympic Sports: History and Present" on our recommendation.

It was recommended to the teaching staff of the gymnasium from Varva to use the images of the masterpieces of world culture related to the legacy of the Olympic movement in the process of teaching literature, history, geography, physical education, and the integrated course "Art".

The results of a stating experiment conducted at this educational institution indicated that the use of pieces of art increased the motivation of students to visit museums by 17.86%, the desire of students to get acquainted with pieces of art related to the history of the Olympic movement in 21.43%.

The number of schoolchildren who saw and realized the close relationship between culture and sports increased by 25.00%. The number of school students who understood and felt the influence of world culture values related to Olympic sports on expanding their worldview, increasing the level of knowledge in academic subjects and general culture grew by 28.57%, and the appearance (or strengthening) of desire in them to practice of sports - by 46.43%.

Also, a positive outcome of our research can be considered that the number of students who learned about Olympic values increased by 3.57%, and the merits here can be given to teachers.

It is worth noting that in the educational institution the number of schoolchildren - members of the Junior Olympic Academy, who have chosen topics for their research work related to the unification of sports and culture, has increased.

When discussing the experiment together with the administration of school No. 78 in Kyiv, we proceeded from the fact that the upbringing of a harmoniously developed personality can be effectively carried out provided that the educational process is improved, the educational material base is available, and teachers have a positive attitude towards the implementation of Olympic education.

A distinctive feature of the work of the school teaching staff is understanding the fact that the essence of the student is most fully revealed while organic combination of educational and extracurricular creative activities.

The concept of the activity of this educational institution is based on a combination of mental, physical and aesthetic education.

Based on the working conditions of the capital's educational institution, we proposed introducing the use of pieces of art in the process of teaching history, literature, geography, physical education, and the integrated course "Art".

The results of the experiment testify to the positive results that occurred in the approach of teachers to the selection of forms of work in school subjects and in the minds of students. So, the school began to pay more attention to museum pedagogy, as evidenced by the increase in school attendance at museums and art exhibitions

by 37.50%. The student's awareness of the connection between culture and sport increased by 21.88%. 25% more students turned out to want to get acquainted with pieces of art related to the history of the Olympic movement. It is important to note that the number of schoolchildren who realized that world cultural values related to Olympic sports has a positive effect on expanding their worldview, raising their level of knowledge in academic subjects, general culture and motivation for playing sports has grown by 25%.

A positive result of the experiment was the fact that the number of school students who are familiar with Olympic values increased by 21.87%.

According to the results of the experiment, we can state that using our recommendations, the percentage of use of pieces of art in teaching humanitarian subjects as a whole in experimental educational institutions has increased (Fig. 1).

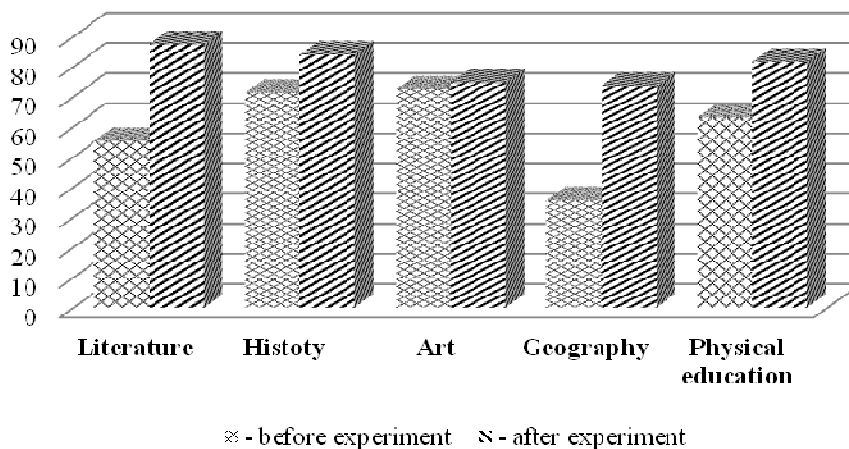


Fig. 1. The use of pieces of art in the process of teaching humanitarian subjects in experimental educational institutions, %

Comparing the results of experimental and control educational institutions (Table 1), we can state an increase in all the indicators we have chosen.

As a result of the pedagogical experiment, the indicators we selected from the experimental group statistically significantly exceed the corresponding indicators of the control group.

Table 1 - Comparative table on effectiveness of using the cultural heritage of the Olympic movement in the educational process of pupils of the 8th grade level at experimental and control educational institutions

Indicators	Groups of educational institutions	Before experiment		After experiment		The difference after and before the experiment, %	The significance level of the differences before and after the experiment, p
		N	% of the total	N	% of the total		
Number of students attending art exhibitions and museums	Experimental group in total, n=87	14	16.09	36	41.38	+25,29	0,001
	Control group in total, n=85	16	18.82	17	20.00	1,18	1,00
	The statistical significance of the differences between the experimental and control groups	0,691		0.003			
Number of schoolchildren who are aware of the connection between culture and sport	Experimental group in total, n=87	45	51.72	63	72.41	+20,69	0,001
	Control group in total, n=85	43	50.59	48	56.47	+5,88	0,074
	The statistical significance of the differences between the experimental and control groups	1,000		0.038			
Number of students wishing to familiarize themselves with pieces of art related	Experimental group in total, n=87	53	60.92	74	85.06	+24,14	0,001
	Control group in total, n=85	55	64.71	56	65.88	+1,18	1,00

to the history of the Olympic movement	The statistical significance of the differences between the experimental and control groups	0,639		0.004			
Number of schoolchildren who have improved their knowledge of academic subjects and general culture	Experimental group in total, n=87	440	45.98	62	71.26	+25,29	0,001
	Control group in total, n=85	41	48.24	42	49.41	+1,18	1,00
	The statistical significance of the differences between the experimental and control groups	0,879		0.005			
The number of school students who are familiar with Olympic values	Experimental group in total, n=87	55	63.22	74	85.06	+21,84	0,001
	Control group in total, n=85	57	67.06	59	69.41	+2,35	0,450
	The statistical significance of the differences between the experimental and control groups	0,611		0.018			
The number of school children involved in sports	Experimental group in total, n=87	47	54.02	69	79.31	+25,29	0,001
	Control group in total, n=85	52	61.18	54	63.53	+2,35	0,450
	The statistical significance of the differences between the experimental and control groups	0,357		0.028			

Analyzing the activities of experimental educational institutions, it is worth noting that the achievement of positive results was facilitated by the organic combination of the targeted use of didactic material related to the cultural heritage of the Olympic movement in the process of educational and extracurricular work with schoolchildren.

Discussion

The research results indicate that the saturation of the educational process with the values of world culture, in particular, with pieces of art associated with the history of the Olympic movement, contribute to self-development, creative activity, attraction of teenage students to the Olympic movement and its values.

The presence of pieces of art that reveal the cultural heritage of the Olympic movement in the system of teaching humanitarian subjects within the curriculum helps to strengthen interdisciplinary connections and implementation of theoretical, physical culture, sports, cultural studies, information, environmental, regional studies, artistic and aesthetic directions of the educational process and extracurricular work at educational institutions .

Conclusions

1. Effectiveness of the use of pieces of art related to the cultural heritage of the Olympic movement in the process of teaching such subjects as “History”, “Geography”, “Foreign Literature”, “Physical Culture”, an integrated course “Art” in the main group of institutions of general secondary education is confirmed positive shifts in the number of schoolchildren attending art exhibitions and museums - by 25.29% ($p < 0.01$); those who are aware of the connection between culture and sports - by 20.69% ($p < 0.05$); those who wish to get acquainted with pieces of art about the Olympic movement - by 24.14% ($p < 0.01$) which increased the level of knowledge in academic subjects and general culture - by 25.28% ($p < 0.01$); who are familiar with Olympic values - by 21.84% ($p < 0.05$); who go in for sports - by 25.29% ($p < 0.05$). Also, in the main group there was revealed a higher level ($p < 0.05$) of the formation of such values as irreconcilability to self-deficiencies, strong will, tolerance, a wide range of views and efficiency in business, hard work, the beauty of nature and art, the happiness of others, creativity and other un comparison with schoolchildren in the control group

2. The use of the cultural heritage of the Olympic movement in the educational process of institutions of general secondary education in Ukraine helps to attract a wider circle of schoolchildren to the humanistic ideals and values of Olympism, Olympic heritage, physical culture and sports, healthy lifestyle, and as a result - the implementation of the tasks of the new Ukrainian school, namely, the formation in schoolchildren of value-semantic, cultural, educational-cognitive competence and the competence of a personal excellence.

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