

INDICATORS OF LEVEL DEVELOPMENT OF THE OLYMPIC KNOWLEDGE OF ELEMENTARY SCHOOL PUPILS

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Abstracts:

Relevance of the topic: The Olympic Movement – the social phenomenon, having a huge impact on many spheres of society life, especially on education. Inclusion of the Olympic bases in the process of education promotes the formation of pupils' interest to physical improvement and their familiarizing with sport, ideals and values of Olympism. The Olympic education as a set of the skills, which is necessary for a person to maintain his health and as a stimulus to sports – the extended period in life of each person at all steps of education. Purpose: to maintain the level of knowledge formation about Olympism of 79 pupils of the 2nd and 35 pupils of the 3rd classes of high school No. 59 of Gomel visiting day-care centers. Methods: theoretical analysis and synthesis of data of scientific and methodical literature, questioning, test exercises and statistical methods of processing of materials. Results: the results of the questioning about the formation of knowledge about Olympism are defined. The "average" level of knowledge dominates among the pupils of the 2nd and 3rd classes. Conclusions: the acquaintance of pupils of elementary school with the bases of the Olympic knowledge is one of effective ways of children's familiarizing with physical exercises, sport, the formation of interest to physical improvement. The lesson of physical culture and health, owing to the methodical features, cannot fill the lack of the Olympic knowledge. Therefore, the need for methodical grants development, the versions of leisure time on the Olympic subject, holding conversations and quizzes, viewing of movies about Olympism on elective courses, in day-care centers, application of didactic games or grants, etc. follows.

Ключові слова:

the Olympic knowledge, pupils, physical culture and health, the Olympic movement, the Olympic education.

Показники рівня розвитку Олімпійських знань учнів початкової школи

Актуальність теми: Олімпійський рух – соціальне явище, що надає величезний вплив на багато сфер життя суспільства, особливо на освіту. Включення олімпійських основ в процес освіти сприяє формуванню в учнів інтересу до фізичного вдосконалення і їх залучення до спорту, ідеалів і цінностей олімпізму. Олімпійська освіта як сукупність умінь і навичок, необхідних людині для підтримки свого здоров'я, а також в якості стимулу до заняття спортом – протяжний період у житті кожної людини на всіх шаблях освіти. Мета: оцінка рівня сформованості знань про Олімпізм 79 учнів 2-х і 35 учнів 3-х класів середньої школи № 59 м. Гомеля, які відвідують групи продовженого дня. Методи: теоретичний аналіз і узагальнення даних науково-методичної літератури, анкетування, тестові вправи і статистичні методи обробки матеріалів. Результати: визначено результати анкетування учнів на предмет сформованості знань про олімпізм. Серед учнів 2-х і 3-х класів домінує середній рівень знань. Висновки: ознайомлення учнів початкової школи з основами олімпійських знань є одним із ефективних способів залучення дітей до фізичних вправ, спорту, формування інтересу до фізичного вдосконалення. Урок з фізичної культури і здоров'я, в силу своїх методичних особливостей, не може заповнити недолік олімпійських знань. Звідси випливає необхідність у розробці методичних посібників, сценарій дозвіллів з олімпійської тематики, проведенні бесід і вікторин, перегляді фільмів про Олімпізм на факультативних заняттях, в групах продовженого дня, застосуванні дидактичних ігор або посібників та ін.

Олімпійські знання, учні, фізична культура і здоров'я, Олімпійський рух, Олімпійська освіта.

Показатели уровня развития Олимпийских знаний учащихся начальной школы

Актуальность темы: Олимпийское движение – социальное явление, оказывающее огромное влияние на многие сферы жизни общества, особенно, на образование. Включение олимпийских основ в процесс образования способствует формированию у учащихся интереса к физическому совершенствованию и их привлечение к спорту, идеалов и ценностей олимпизма. Олимпийское образование как совокупность умений и навыков, необходимых человеку для поддержания своего здоровья, а также в качестве стимула к занятию спортом – протяженный период в жизни каждого человека на всех ступенях образования. Цель: оценка уровня сформированности знаний об Олимпизме 79 учеников 2-х и 35 учеников 3-х классов средней школы № 59 г. Гомеля, которые посещают группы продленного дня. Методы: теоретический анализ и обобщение данных научно-методической литературы, анкетирование, тестовые упражнения и статистические методы обработки материалов. Результаты: определены результаты анкетирования учащихся на предмет сформированности знаний об Олимпизме. Среди учащихся 2-х и 3-х классов доминирует средний уровень знаний. Выводы: ознакомление учащихся начальной школы с основами олимпийских знаний является одним из эффективных способов привлечения детей к физическим упражнениям, спорту, формирование интереса к физическому совершенствованию. Урок физической культуры и здоровья, в силу своих методических особенностей, не может восполнить недостаток олимпийских знаний. Отсюда вытекает необходимость в разработке методических пособий, сценарий досугов по олимпийской тематике, проведении бесед и викторин, просмотре фильмов об Олимпизме на факультативных занятиях, в группах продленного дня, применении дидактических игр или пособий и др.

Олимпийские знания, учащиеся, физическая культура и здоровье, Олимпийское движение, Олимпийское образование.

Introduction. The modern system of the general secondary education in the field of physical culture is directed to the formation of pupils' knowledge and the ideas of physical culture as a part of person's general culture, the disclosure and development of child's physical abilities and, in general, the increase of pupils' interest to sport [5].

The distinctive feature of the Olympic education from other educational spheres is its sports beginning. The Olympic pedagogics notes that in sport person's aspiration to harmonious development is initially put; sport cares for maintaining human dignity and is the most powerful pedagogical lever. The Olympic education assumes children's and youth's formation of concepts about the welfare sport potential, about its opportunities for positive impact on the moral, esthetic, communicative culture of the person, on his mental, creative and other abilities, about the ways of realization of these opportunities.

"Bases of sports knowledge", one of sections of the training program of the subject "Physical Culture and Health", assumes pupils' acquaintance with the bases of the Olympic Movement and sport, with the world of cultural wealth of Olympism, with the history of the Olympic Movement and the Olympic Games, traditions of national sport, achievements of the Belarusian Olympians [9, 11].

The Olympic education in the course of training promotes children's formation of aspiration to the physical culture studies, to the development of ability to use physical exercises independently and to seize them and also to the correct attitude towards health, maintaining healthy, active lifestyle, following personal hygiene [10].

It not only promotes the awareness of healthy lifestyle value, but also plays more and more increasing role in the attraction of all categories of the population to it [2, 4].

The Olympic education promotes the solution of many main objectives:

- to increase the level of knowledge in the field of physical culture and sport;
- the importance of the Olympic culture in formation of pupil's outlook;
- the formation of the idea about the importance of a healthy lifestyle;
- the development of the general culture and erudition;
- to versatile and harmonious personal development [7].

According to Pierre, de Coubertin's statement, the initiator of holding the Olympic Games, "in the modern world having huge opportunities, and at the same time dangerous weaknesses, the Olympic ideas can become the school of the noble principles and moral purity and also physical force and spiritual energy" [1].

The Olympic Movement – the mass and popular of manifestations of public life in the world. Its purpose is not only physical improvement of the person, but also his spiritual and moral education. Studying of the Olympic Movement history as an important part of humanity culture, undoubtedly, has to become a part of any cultural person education [6].

The permission of a contradiction between the high importance of the Olympic knowledge and low level of methodical ensuring process at physical culture classes acts as one of the current problems of physical culture improvement of the identity of school students.

Analysis of scientific research and publications. By the end of the 20th century the Olympic Movement became the most grass-roots movement of the present. The largest scientists and experts of various fields of activity paid the attention to the Olympic values. Their researches allowed accumulating new knowledge and experience, which formed the basis of the unique scientific and pedagogical activity – the Olympic education.

Interest to the questions of school age children's Olympic education was shown by a number of authors: V.A. Boldyreva, K.N. Efremkov, G.F. Petlevanny, E.V. Antipova [2, 6, 9, 11].

So, E.V. Antipova notes that pupil's Olympic culture is formed on the basis of motivation and special knowledge of Olympism for their subsequent practical application. The author points to the complex nature of pedagogical process of the Olympic education consisting of holding theoretical classes in history and the theory of Olympism, pupils' development of motive skills, active inclusion of school students in the occupations of physical exercises and sport [2].

Foreign authors agree in opinion that the Olympic education is a part of sports education. They can be engaged not only in the lessons of physical culture, but also in the course of studying of other subject matters and use in all types of teaching and educational work. Humanistic ideals and values

of Olympism, being an integral part of person's culture, are shown in behavior, work, image and lifestyle of each individual [12, 14, 15, 16].

Research objective: to estimate the level of knowledge formation about Olympism of the 2nd and the 3rd classes pupils visiting day-care centers in educational institution.

Material and methods of the research. *Participants of the research.* The research was conducted on the basis of high school No. 59 in Gomel with participation of 79 pupils of the 2nd classes and 35 school students of the 3rd classes visiting day-care centers.

Organization of the research. The organization of the research is presented by carrying out questioning with the above-named pupils. Questions of the test were made according to the material of the Physical Culture and Health program.

The test about the Olympic knowledge consisted of 7 questions containing information on the homeland, the character, a flag, the foreign bill, frequency of holding the Olympic Games, the name and types of winners rewarding at the Olympic Games.

The tasks were made in an illustrated form with the choice of one or several necessary possible answers. The maximum quantity of the correct answers in questionnaires was equaled 7. The fragment of the questionnaire is presented in picture 1.

Test 3 The Olympic knowledge

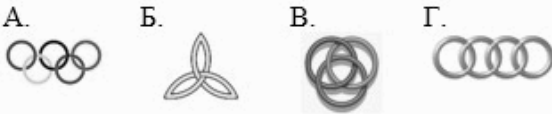
Surname _____ Name _____
Class _____

1. What country is the homeland of the Olympic Games?
A. Ancient Greece C. Ancient China
B. Ancient Rome D. Ancient Russia

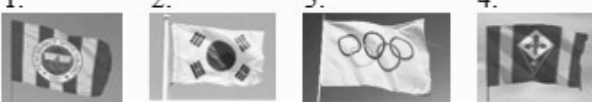
2. What were the names of the Olympic Games winners in Ancient Greece?
A. Olympians C. gymnasts
B. athletes D. participants

4. How often are the Olympic Games held?
A. once in 2 years C. once in 5 years
B. once in 4 years D. once in 7 years

5. Note the Olympic symbol of the Olympic games.
A. Б. В. Г.



7. Note the Olympic flag.
1. 2. 3. 4.



Pic.1. An example of the questionnaire of determination of level formation of the Olympic knowledge

The assessment of pupils' knowledge was distributed on levels: high, above average, average, below average and low according to an integrated 10-mark scale of assessment of pupils' educational achievements. Then the total number of the received answers was counted and the formation levels of knowledge about physical exercises are expressed in percentages.

Results of the research. The results of the formation of the Olympic knowledge are presented in table 1.

Table 1

Results of the formation of the Olympic knowledge

Level of sports knowledge	the Olympic knowledge (number of the 2 nd classes pupils)	the Olympic knowledge (number of the 3 rd classes pupils)
High	–	3 (8,6 %)
Above average	16 (20,3%)	11 (31,4 %)
Average	34 (43%)	13 (37,1 %)
Below average	20 (25,3%)	5 (14,3 %)
Low	9 (11,4%)	3 (8,6 %)

It is visible from the table that in the Olympic knowledge only three pupils of the 3rd classes reached "high" level that you will not tell about the pupils of the second classes – none tested reached. The level "above an average" – at 16 (20.3%) pupils of the 2nd classes and 11 pupils of the 3rd classes. "Average" level of knowledge is observed at 34 (43%) pupils of the 2nd classes and 13 (37.1%) the studying 3rd classes, "below an average" – at 20 people (25.3%) and 5 (14.3%) respectively. "Low" level of knowledge – at 9 (11.4%) and 3 (8.6%) school students of the 2nd and 3rd classes.

Errors in pupils' answers are traced in the questions about the correct name of winners of the Olympic Games in Ancient Greece, frequencies of their carrying out. The question about the Olympic flag and homeland of the Olympic Games caused difficulties at some pupils. Not all children knew that winners of the Olympic Games in Ancient Greece were awarded with wreaths from branches of a sacred olive, but not a cup or a medal. Most of school students correctly noted the character and the motto of the Olympic Games.

As a result of the held testing the "average" level formation of the Olympic knowledge among pupils of the 2nd and 3rd classes prevails.

Discussion. A number of factors explains the average results in this type of knowledge. According to the training program in the subject "Physical Culture and Health», only 0.5 hours are allotted on studying of topics about Olympism and the Olympic Movement for all academic year and pupils' acquaintance with this type of knowledge occurs only in the fourth quarter. Besides, it is recommended to present the material in incontinuous stories and conversations (5–10 min.). Moreover, the number of hours, taken away on studying of material on Olympism, does not increase during academic year [10].

The list of the questions about the Olympic knowledge in the period of elementary school is rather extensive. In the first form such topics are considered: the idea of the Olympic Games of antiquity, program and participants, legends and myths of the Olympic Games and also the last Olympic Games of antiquity.

In the second form pupils need to have an idea of the modern Olympic Games, the Olympic symbolic and attributes (an emblem, fire, a flag, the anthem, the motto, a mascot, and the Olympic awards), the opening ceremonies and closings of the Olympic Games.

The training material in the third form covers such subjects as: Pierre de Coubertin is the founder of the modern Olympic Movement, the winter and summer Olympic Games, sports included in the program of the winter and summer Olympic Games.

Program topics in the fourth class are devoted to the Olympic country of Belarus, its athletes – champions and prize-winners of the Olympic Games.

It is obvious that the acquisition of pupils' knowledge of the announced topics or, at least, studying of their bases for the number of hours provided by the program cannot be fully realized.

Conclusions. Generalizing all the above, it is possible to conclude that pupils' acquaintance with sports (including the Olympic) knowledge will form a basis of the strong base of formation of physical culture of child's identity [3].

The lesson of physical culture and health, owing to the methodical features, cannot fill a lack of the Olympic knowledge. That's why the need for development of additional methodical grants, scenarios of leisure on the Olympic subject, holding conversations and quizzes, viewing of movies about Olympism on elective courses, in day-care centers, application of didactic games, etc. is obvious.

Besides, holding the integrated occupations can become very relevant. For example, studying of the Olympic subject in a foreign language and the increase in level of formation not only the Olympic, but also knowledge of physical culture, of a healthy lifestyle of pupils based on the integration of such subjects as "English" and "Physical Culture and Health" [13].

Prospects of further researches consist in holding the integrated studies in day-care centers and purposeful development of methodical grants for the increase in level of knowledge formation about Olympism of younger pupils.

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