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INTRODUCING OLYMPIC EDUCATION AS A MEANS OF INCREASING MOTIVATION AND ENGAGEMENT OF 5-14 YEARS OLD CHILDREN IN PHYSICAL EDUCATION AND SPORT

The purpose of the study is to substantiate the effectiveness of exploiting a set of forms and means of Olympic education that contribute to the formation of motivational prerequisites for children's general overall physical activity. To achieve this goal, the following research methods were used: theoretical analysis of special scientific and methodological literature, documentary materials, abstraction, logical-theoretical analysis, comparative analysis, synthesis, systematization. Results. The paper describes the significance of physical education and sport for the modern young generation. The study proves that one of the important factors motivating children to do sport is to get positive results during such physical activity, which in turn are formed due to the principles of Olympic education. The authors singled out the purpose of Olympic education for children and identified the task of Olympic education to increase motivation for physical education. The article illustrates how Olympic education is introduced into the educational process of schoolchildren providing non-traditional teaching forms that evoke positive emotions in children and stimulate them to study. Conclusions. Summarizing the above, to encourage children more effectively to do physical activities it is necessary to do the following: to exploit various non-standard forms and methods of teaching; apply various exercises and tasks that are not included in the curriculum; create conditions for sufficient, comprehensive physical activity of schoolchildren; promote extracurricular educational work with learners and their parents to promote a healthy lifestyle. Accordingly, Olympic education is an effective means of increasing young people's motivation to do sport and engage in physical education.

Key words: *Olympic education, motivation, New Ukrainian School.*

Гакман Анна, Галан Ярослав, Кошура Андрій Бешлей Ольга. Становлення олімпійської освіти як засобу підвищення мотивації до занять фізичною культурою і спортом дітей. *Мета дослідження полягає в обґрунтуванні ефективності використання комплексу форм і засобів олімпійської освіти, що сприяють формуванню мотиваційних передумов до рухової активності дітей. Для досягнення поставленої мети були використані такі методи дослідження: теоретичний аналіз спеціальної науково-методичної літератури, документальних матеріалів, абстрагування, логіко-теоретичний аналіз, компаративний аналіз, метод синтезу, метод систематизації. Результати дослідження. Охарактеризовано значущість занять фізичною культурою і спортом для сучасного молодого покоління. Дослідження доводить, що одним із важливих чинників мотивації дітей до занять спортом є отримання позитивних результатів під час такої фізичної активності, які у свою чергу формуються завдяки засадам олімпійської освіти. Виокремлено мету олімпійської освіти для дітей; завдання олімпійської освіти для підвищення мотивації до занять фізичною культурою; засоби, за допомогою яких олімпійську освіту впроваджують у навчальний процес школярів; нетрадиційні форми організації освітнього процесу, що викликають у дітей позитивні емоції та стимул до занять.*

Ключові слова: *олімпійська освіта, мотивація, нова українська школа.*

Гакман Анна, Галан Ярослав, Кошура Андрей, Бешлей Ольга. Становление олимпийского образования как средства повышения мотивации к занятиям физической культурой и спортом детей. *Цель исследования заключалась в обосновании эффективности использования комплекса форм и средств олимпийского образования, способствующих формированию мотивационных предпосылок к двигательной активности детей. Для достижения цели исследований использовались методы исследования: теоретический анализ специальной научно-методической литературы, документальных материалов, абстрагирование, логико-теоретический анализ, компаративный анализ, метод синтеза, метод систематизации. Результаты. В ходе исследования отмечено важность двигательной активности для детей в современных условиях. Определено, что одним из важных факторов сохранения устойчивой мотивации к занятиям спортом является развитие результативных мотивов у подрастающего поколения, результативные мотивы формируются при включении в процесс физического воспитания основ олимпийского образования. Выделены цель олимпийского образования для детей; задачи олимпийского образования для повышения мотивации к занятиям физической культурой; средства, с помощью которых олимпийское образование внедряется в учебный процесс школьников; нетрадиционные формы организации*

образовательного процесса, вызывают у детей положительные эмоции и стимулы к занятиям. Выводы. Обобщая вышесказанное можно выделить, что для самой мотивации детей к занятиям физической культурой нужно: как можно больше использовать в работе нестандартные формы и методы обучения; применять различные упражнениями, которые не включены в учебную программу; избегать недостаточной или чрезмерной физической нагрузки для школьника; вести внеклассную работу не только с учениками, но и с их родителями для пропаганды здорового образа жизни. Олимпийское образование может служить эффективным средством повышения мотивации к занятиям физической культурой и спортом подрастающего поколения.

Ключевые слова: *олимпийское образование, мотивация, новая украинская школа.*

Problem statement. The problem of increasing motivation to study, in particular to physical culture and sport, acquires special urgency in modern conditions. Hypodynamia is a distinctive feature of modern children's lifestyles and it leads to the deterioration of their health, reducing their physical shape, which negatively affects academic performance at school.

Today, younger people's interest is focused on various Internet resources, including online games, where children have the opportunity to experience those emotional experiences they lack in real life, such as feelings of victory or defeat. There is evidence that the motivation of primary school children to do sport is based on the primary need for movement, which is a source of health. However, with age and when acquiring new habits, this need is replaced by secondary ones, formed following the development of high-tech society, to be precise with the rise of the Internet. It goes without saying that with the beginning of school children's physical activity is reduced almost twice. This decrease progresses with each passing year, in the period from primary to high school. Besides, it depends on the season: in winter children's physical activity is particularly low. Several studies have revealed that 82-85% of the day most learners are in a static position such as a sitting one. Annual deterioration of children's psychophysical health, increasing the number of children with various diseases indicate the need to reorganize modern educational process in general and physical education, in particular, to motivate children to engage in physical activity, developing value and qualities of a healthy lifestyle through Olympic education.The concept of "Olympic education" was first formulated in a report by S. Favre (Italy) in 1968 at the 8th session of the International Olympic Academy. However, his leading ideas were laid by Pierre de Coubertin in the late 19th century. Thus, the term "Olympic education" means focusing on solving problems related to the acquisition and improvement of knowledge about Olympism, the Olympic Games, etc. In recent times, the Olympic movement has become global. The system of Olympic education in Ukraine covers all levels of the educational process and has a systematic character with conceptual approaches to the implementation of the basic principles of Olympism: fair play, solidarity, mutual understanding and mutual respect of rivals, friendship, harmonious personality development, desire to lead a healthy lifestyle, and autonomous learning.

Stable motivation to engage in physical culture and sports is the most important prerequisite for educating the learner's personality and serves as a guarantee of the effectiveness of educational activities [11]. Motivation is engagement in action. It is a psychophysiological process that controls human behaviour, which affects its orientation, organization, activity, stability, and the ability to meet own needs. The purpose of physical education is the formation of values through physical culture and sport. They are reflected in understanding the need and usefulness of physical activity, in the motivation to engage in physical culture and sports, as well as in the need to regularly and systematically perform physical exercises to promote a healthy lifestyle. All these factors lead to the harmonious development of personality. The research was conducted within the framework of a scientific project issued by Ministry of Health of Ukraine “Innovative model of implementation and formation of children's patriotism through Olympic education” for 2020-2022 (№ state registration 0120U101253). **The purpose of the study** is to substantiate the effectiveness of exploiting a set of forms and means of Olympic education that contribute to the formation of motivational prerequisites for children's general overall physical activity.

Material and research methods. To achieve this goal, the following research methods were used: theoretical analysis of special scientific and methodological literature, documentary materials, abstraction, logical-theoretical analysis, comparative analysis, synthesis, systematization.

Discussion and results. Today, most children lead a sedentary lifestyle. Instead of playing on the sports field, playing with peers, they prefer a variety of gadgets, such as a computer, TV, smartphone. And the hypertrophied popularization and public availability of fast food cause significant harm to the growing organism. As a result, learners experience general deterioration in physical health, including decreased vision, changes in posture, overweight, weakened immunity, frequent fatigue and inability to perform the simplest tasks. Recently, such indicators are apparent due to both rapid development and the negative impact of new living conditions that have developed in the light of a global pandemic Covid-19. In this regard, one of the important goals of the teacher is to motivate young learners to do sport and physical education regularly, as well as the formation of knowledge about proper and balanced nutrition. A significant decrease in learners' physical activity is particularly visible during the training period. A large amount of homework forces children to spend more time sitting without any physical activity. Quite recently, considerable attention has been paid to the need to ensure a full daily physical activity of primary school learners following their age and health needs. One of the elements of the motivation of primary learners is strict and unquestioning compliance with the requirements of the teacher. To increase the efficiency and frequency of different types of work, the teacher should not overuse monotonous tasks, as it leads to a decrease or demotivation of interest in physical education in general. Therefore, an important task of the teacher is to show and prove to learners the importance of physical training in their daily life by the method of selecting exercises and tasks that would interest and encourage children to engage in physical culture and sports.

Previous studies indicate that the desire of learners to engage in physical education depends on such factors as material and technical support of the school gym, awareness and competence of the teacher, his pedagogical experience, psycho-emotional and physical condition, interest, prospects, specific goals, etc.

Gaining performance is viewed as one of the essential factors in maintaining a stable motivation to engage in sports activities. Children's motor performance is more likely to be most effective when there is a clear focus on achieving the result. However, its expression and degree must be determined not only by the children's age characteristics but also their physical training and education. The result might be measured by the instructional standard or represented by a prize in competitions, games, etc.

The results are obtained by involving in the lesson a range of competitive activities, i.e. learners not only learn certain movements but also simultaneously participate in extracurricular sports activities. Under the requirements of the New Ukrainian School (NUS), a modern Physical Education lesson should ensure the cohesion of all educational stages, proper upbringing and development of school children, aiming to evoke their needs for regular physical exercise. To meet these requirements, it is necessary not only to diversify the lesson structure, creating the game and competitive tasks but also try to use materials that would help to find non-standard teaching methods.

One of the most effective ways to diversify the Physical Education lessons is Olympic education which is viewed as a means of increasing children's motivation to engage in physical culture and sports. The reason lies in the fact that the purpose of Olympic education is to increase general interest in doing sports activities.

Thus, to achieve the goal of Olympic education it is crucial to create incentives that would promote patriotism, encourage the younger generation not only to recognize the principles of "fair play" and other basics of Olympism but also really focus on them when it comes to behaviour, directing all efforts on their implementation in life and involving them in regular physical activities.

Therefore, it is plausible to distinguish the objectives of Olympic education in terms of increasing children's motivation to engage in physical culture. Among them:

– awareness of the historical value of Olympism and the responsibility of an athlete-patriot who stands for the honour of his country, resulting in the desire of the child to imitate such a person;

– building up the interest in the Olympic Games and the Olympic movement, the desire to participate in sports competitions, demonstrating honesty, noble behaviour (following the principles of “fair play”);

– fostering respect for the state and Olympic symbols;

– promoting the acquisition of patriotic experience by the young generation as a sign of readiness to participate in various events, defending the honour of their country;

– fostering the desire to be an active participant in the Olympic movement, to explain and promote the ideals of Olympism, to promote its dissemination in their country;

– fostering a sense of personal responsibility for the development of physical culture and sports in their country;

– educating aesthetic awareness in the field of sports beauty, i.e. the ability to see the aesthetic value of sport and reflect it through art, promoting the best features of the Ukrainian mentality, a sense of indignation associated with any violations of patriotism, morality, etc.

– educating the habit of conducting fair and just combat, while displaying courage, freedom, and the ability to defend the honour of their country in sports;

– promoting skills and capacities to communicate with other athletes, coaches, judges, journalists, spectators;

– building up the skills to explain and promote the ideas of Olympism as the foundation of civil society;

– activating children's sense of patriotism implementing Olympic education, strengthening their motivation to defend their state. Having analysed several scientific and methodological sources and normative documents on the research topic allowed us to identify how Olympic education is introduced into the educational process at the school level. Among them:

– intellectual quizzes are a broad tool of Olympic education, which is usually implemented throughout the country to conduct special planned activities/events to promote the development of the Olympic movement and Olympic education;

– thematic holidays represent a variety of activities in Olympic education, including meetings with prominent Olympic athletes to promote the Olympic movement and the sense of patriotism expressed in the form of acquaintance with famous Olympians;

– competitions are viewed as means of Olympic education, which has a competitive nature;

– quests are viewed as games that help to improve children's knowledge, skills and abilities in the framework of the Olympic field accompanied by logically performed actions;

– doing the research acts as a means of Olympic education aimed at obtaining new knowledge and ensuring their practical application when designing new programmes or technologies;

– publication of scientific papers/magazines/posters, etc. dealing with the issues of Olympic education and Olympic movement;

– TV programs serve as a means of Olympic education, advertising athletes, coaches and other sports officials and Olympic movement in general in the media or other Internet resources;

– websites are considered a means of Olympic education containing general information about Olympic movement and Olympic education to acquaint the general public with this topic;

– small Olympic Games as a part of Olympic education, whose target audience learns about the Olympic movement through the game;

– creating museums and thematic exhibitions are considered to be effective means of Olympic education as involves children's creativity and critical thinking.

It is widely accepted that non-traditional forms of managing the educational process evoke in children new emotions and bring pleasure out of the process. Thus, among other forms of extracurricular activities school learners identify the most interesting, such as group work, pair work, "brainstorming", role-play, discussion, mind maps, quests.

Interactive presentation methods and techniques are regarded as an important component in terms of designing the theoretical basis for Olympic education. The interactive method allows the school learners and the teacher to maintain the conversation mode or keep the dialogue. Another significant issue contributing to the effectiveness of studying is the impact on the emotions and consciousness of school learners which are largely influenced by the choice of teacher teaching style. This research builds on the importance of selecting a proper methodology. After all, as has been mentioned above, patriotic education is an indispensable element in the process child's personality development in the framework of NUS. In this respect, the development and implementation of innovative methodologies of patriotic education through Olympic education is an urgent issue in teaching. Introducing children and the youth to the principles of Olympism, which are focused on universal, humanistic spiritual and moral values related to sports, is crucial in the current conditions of our country, given the destruction of past ideological stereotypes and the fact that many young people tend to display pragmatism, nihilism and indifference to national values.

Conclusions and prospects of further research. Summarizing the above, to encourage children more effectively to do physical activities it is necessary to do the following: to exploit various non-standard forms and methods of teaching; apply those exercises and tasks that are not included in the general curriculum; create conditions for sufficient, comprehensive physical activity of schoolchildren; promote extracurricular educational work with learners and their parents to promote a healthy lifestyle. Accordingly, Olympic education is an effective means of increasing young people's motivation to do sport and engage in physical education.Our study reveals the prerequisites for the following analyses, aimed at identifying the motivational components of engaging NUS children to do regular physical training and sport as a part of extracurricular education.

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