

ФІЗИЧНЕ ВИХОВАННЯ ТА СПОРТ

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Galan Yaroslav, Beshlei Olga
Yuriy Fedkovych Chernivtsi National University

ASSESSMENT OF THE LEVEL OF READINESS OF TEACHING STAFF TO IMPLEMENT INNOVATIVE FORMS OF OLYMPIC EDUCATION

Summary. National-patriotic education of children and schoolchildren remains relevant today. Scholars claim that the formation of universal, humanistic spiritual and moral values is greatly influenced by the ideals of Olympism. With the help of Olympic education, it is possible to form the patriotic consciousness of modern children, in particular schoolchildren. In addition, Olympic education fulfils a number of tasks aimed at educating children and schoolchildren, namely their awareness of patriotic values, cultural and historical past of Ukraine, gaining patriotic experience, fostering a sense of respect, loyalty to homeland, responsibility for the honour of the state. The purpose of the study is to carry out the survey among teachers, which aims to identify the main trends in the implementation of innovative forms and dissemination of Olympic values in the context of patriotic education. To achieve this goal during the study, we used a set of research methods that complement each other. These include the elaboration and generalization of scientific and methodological literature, sociological surveys and statistical methods. A sociological survey was conducted among teachers online in 2021 through Google forms. The teachers took part in the webinar called “Innovative forms of teaching physical education in the modern school”. The total number of respondents comprised 76 people. Results. The study estimated teachers’ competence in implementing innovative forms of Olympic education in the context of patriotic education. According to the expert survey, 69.7% of teachers introduced innovative forms in the process of physical education of schoolchildren, 28.9% – did so in part, and only 1.3% did not implement at all. As our research has shown, the majority of experts in the field require the improvement of the material and technical base; a significant number of staff need to improve their knowledge on this topic, including methodological advice, courses, webinars, seminars, theoretical and practical classes; there is a need for demonstrative activities; it is necessary to provide modern literature on Olympic education and teaching innovative forms. Moreover, the issue of distance learning was discussed separately, as there was the need to collect information on this topic, which will allow teachers to become more competent. The obtained results show that there is a significant challenge in the lack of proper sports equipment.

Keywords: Olympic education, patriotism, pedagogical workers, innovative forms, children, expert survey.

Галан Я.П., Бешлей О.В.

Чернівецький національний університет імені Юрія Федьковича

ОЦІНКА РІВНЯ ГОТОВНОСТІ ПЕДАГОГІЧНОГО КОЛЕКТИВУ ДО ЗАПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ФОРМ ОЛІМПІЙСЬКОЇ ОСВІТИ

Анотація. Національно-патріотичне виховання дітей та школярів є актуальним у наш час. Науковці стверджують, що на формування у них загальнолюдських, гуманістичних духовно-моральних цінностей, значною мірою впливають ідеали олімпізму. За допомогою засобів олімпійської освіти можна сформувати патріотичну свідомість сучасних дітей, зокрема школярів. До того ж, олімпійська освіта виконує низку завдань, спрямованих на виховання дітей та школярів, а саме усвідомлення ними патріотичних цінностей, культурного й історичного минулого України, набуття патріотичного досвіду, виховання почуття поваги, відданості рідній землі, відповідальності за честь держави. Мета дослідження – опитування педагогічних працівників, яке спрямоване на виявлення основних тенденцій впровадження інноваційних форм та поширення олімпійських цінностей в контексті патріотичного виховання. Для досягнення поставленої мети під час дослідження ми використовували комплекс методів дослідження, які взаємодоповнюють один одного. Сюди відносимо опрацювання та узагальнення науково-методичної літератури, соціологічне опитування та методи математичної статистики. Соціологічне опитування педагогічних працівників проводилося у 2021 році в режимі онлайн за допомогою гугл-форми під час вебінару для педагогічних працівників «Інноваційні форми викладання фізичної культури у сучасній школі». Загальна кількість учасників опитування становить 76 особи. Результати. Під час дослідження визначено компетентність педагогічних працівників щодо впровадження та реалізації інноваційних форм олімпійської освіти в контексті патріотичного виховання. За даними експертного опитування, 69,7% педагогічних працівників впроваджували інноваційні форми у процес фізичного виховання школярів, 28,9% – здійснювали це частково, і лише 1,3% зовсім не впроваджували. Як показало наше дослідження, багато фахівців для цієї реалізації потребують поповнення матеріально-технічної бази; значній кількості працівників необхідне поліпшення знань з цієї теми, зокрема проведення різного роду методичних консультацій, курсів, вебінарів, семінарів, теоретичних та практичних занять; існує потреба в показовому проведенні заходів; необхідне забезпечення сучасної літератури з олімпійської освіти та навчання інноваційних форм. Також ми виокремили питання дистанційної роботи з учнями,

оскільки побачили необхідність у збільшенні інформації з цієї теми, яка дасть змогу педагогічним працівникам стати більш компетентними. Наші показники засвідчують також і те, що існує значна проблема, яка полягає у відсутності належного спортивного інвентарю та обладнання.

Ключові слова: олімпійська освіта, патріотизм, педагогічні працівники, інноваційні форми, діти, експертне опитування.

Statement of the problem in general. The issue of patriotic education is relevant in our country today, so it is actively discussed in pedagogy. In this regard, various educational institutions in Ukraine are trying to actively involve children and youth in the ideals of Olympism. Its aim is to install universal, humanistic, spiritual, moral, national values through Olympic education. Research in the field of Olympic education confirms the importance of Olympism and the tendency to promote a healthy lifestyle in the education of young people. It also focuses on the formation of their patriotic consciousness and national values [3; 11; 21; 22].

The ideas and principles of Olympic education contribute to the education of a patriot as a mentally and physically healthy person. Modernity requires the search for effective innovative technologies for the comprehensive development and training of such an individual [3].

Analysis of recent studies. Olympic education is not only an important factor for the formation of the Olympic movement in Ukraine, but also an important element for the formation of patriotic values of the younger generation. The studies dealing with patriotic education of the young generation through Olympic education are presented in scientific works of Ukrainian scientists, namely M. Bulatova, V. Platonov, V. Yermolova, J. Shcherbashin, I. Guslistova, M. Kozhokar, I. Vaskana, J. Zoriy, Ya. Galan, A. Hakman, L. Chupriy, I. Bekha, K. Chorna and many others.

When studying the theory and practice of Olympic education, we took into account the research done by O. Vatseba, V. Dudkin, G. Ragozina, M. Solopchuk and others. These studies indicate the importance of researching the Olympic movement, the place and importance of Olympic education in the preparation and development of a holistic personality and its patriotic education [6; 7; 8].

Identifying previously unsolved parts of the overall problem. Among the wide range of developments in the field of Olympic education, we have not found systematic research that would justify innovative forms of Olympic education as one of the important factors in the formation of patriotism of the younger generation.

The purpose of the article is to carry out the survey among teacher that is aimed at estimating the level of introducing innovative forms and spreading Olympic values in the context of patriotic education.

To achieve this goal, we used a set of **research methods** that complement each other, such as: elaboration and generalization of scientific and methodological literature, sociological survey, statistical methods. The sociological survey of teachers was conducted in 2021 online during a webinar for teachers "Innovative forms of teaching physical education in the modern school". The survey was conducted through the Google form. 76 participants took part in the survey.

Main part of the study. One of the main tasks of Olympic education is to develop in children and schoolchildren those qualities that would have a strong humanistic focus, i.e. they would represent certain national ideals and values that can cultivate a high patriotic consciousness, loyalty, love for the Fatherland, willingness to defend national interests, form values and attitude of the individual to the Ukrainian people and the nation as a whole [10; 11].

Our research consisted of an expert survey conducted among teachers in order to define the main aspects of the development of Olympic education, as well as to trace the process of introducing innovative forms in the educational process and patriotic upbringing of children through Olympic education. To do this, we interviewed 76 physical education teachers.

During our research, we analysed the participants' opinion on the impact of innovative forms on the development of Olympic education in Ukraine, the implementation of Olympic education activities within the discipline "Physical Education", extra-curricular activities, and the introduction of Olympic education as an element of patriotic education. The teachers' comments concerning problems in the process of application of innovative forms were also taken into account. In addition, the participants of the expert survey had the opportunity to identify the aspects that educational institutions lacked in order to fully implement Olympic education in their school or institution.

The average age of teachers who took part in the expert survey is 30-50, among which the majority are men, namely 53.9%, the rest were women – 46.1% (Figure 1).

Statistical analysis of the responses of men and women did not have a significant difference to the questionnaire and made up $p \geq 0.05$. Therefore, it was advisable to analyse the responses taking into account the entire sample of 76 people.

The results of the survey showed that the majority of teachers have higher education, constituting 81.6% of respondents. 13.2% of participants had incomplete higher education. Only 4 people out of all respondents had secondary education, which is 5, 3% of the total number.

Most participants do not have a scientific degree. The most common answers to the degree were master's and bachelor's. A significant number of participants have the second qualification category (36.8%), 34.2% of respondents have the highest qualification category, and 25% of the total number are teachers who have obtained the first qualification category.

When asked about the workplace, a large number of teachers (93.4%) work in secondary schools, the rest operate in lyceums, and kindergartens. Drawing on the results of the survey, we can conclude that the average teaching experience of teachers is 10-30 years (Figure 2).

It is a well-known fact that non-traditional methods of organizing the educational process, namely the

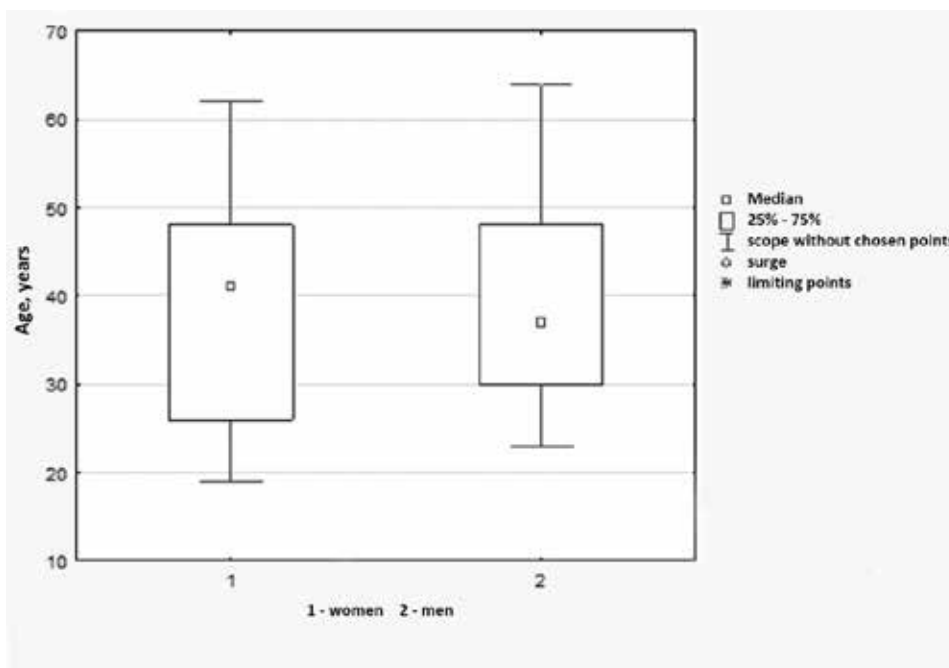


Figure 1. The average age of teachers participating in the expert survey

introduction of innovative forms, can make students more interested in learning the subject increasing the desire to be an active participant in the learning process. Thus, 69.7% of respondents indicated that they introduced innovative forms in the process of physical education of schoolchildren, 28.9% – did so in part, and only 1.3% did not implement them at all (Figure 3).

According to the participants' answers to the question "In what forms did you introduce innovative forms into the educational process?", 73.7% of the respondents regularly introduced them in the classroom, and only 26.3% of teachers did so during extracurricular activities.

Moreover, the respondents were to answer the question of whether there is a connection be-

tween sport and culture and education. The results showed that 98.7% of respondents confirmed this opinion and agreed that sport is closely linked to culture and education. However, 1.3% denied this fact. The analysis of the survey results showed that to a greater extent pedagogical staff, namely physical education teachers, implemented Olympic education activities in the process of conducting the lessons of physical education (89.5%). However, 10.5% of respondents' answers were negative. 84.2% of respondents gave an affirmative answer to the question "Do social trends in society and changes in the preferences of the target audience affect the introduction of innovative forms and Olympic values?". On the other hand, 10.5% of respondents

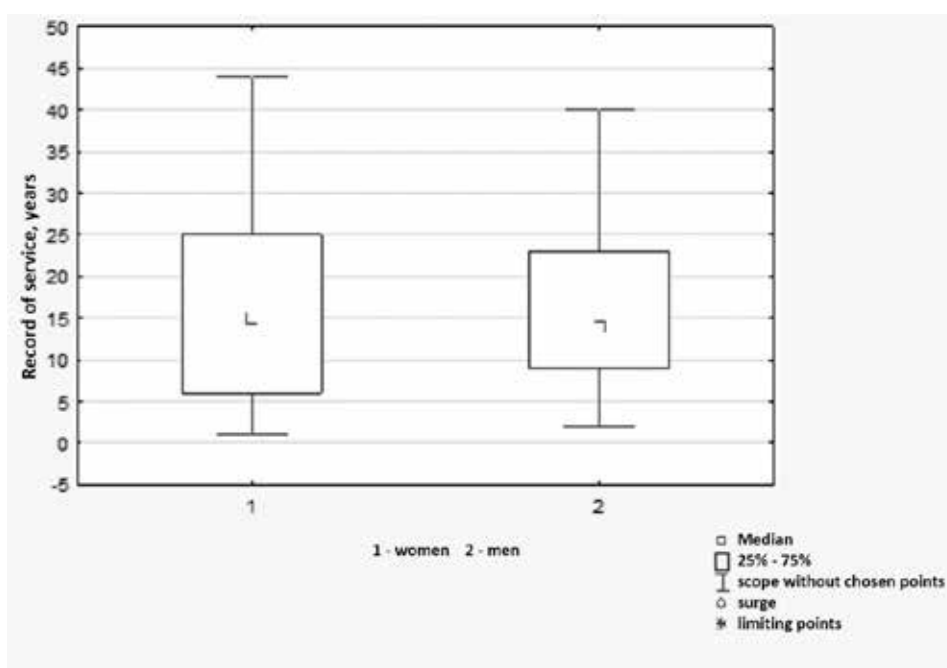


Figure 2. The average teaching experience of teachers who participated in the expert survey

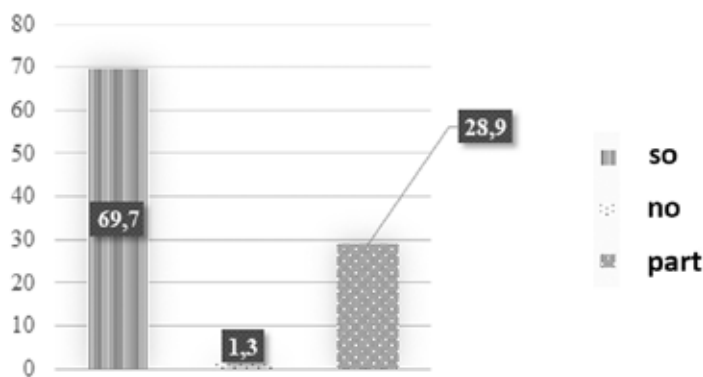


Figure 3. "Have you ever introduced innovative forms when teaching physical education to schoolchildren and children?"

did not agree with this statement. The rest of the respondents indicated that these elements do not have anything in common.

Thus, we concluded that 64 people, which is 84.2% of the total, believe that social trends in society and changing preferences of the target audience affect the introduction of innovative forms and the spread of Olympic values. 46 people (60.5%) do not consider them an impact factor to the introduction of innovative forms and the spread of Olympic values. Only 9.2% do not see a connection between social trends and the introduction of innovative forms of Olympic education.

It is a well-known fact that the introduction of any innovative technologies has a good impact on the development of education in general and provides positive changes in school education, therefore, the use of new technologies also enhances the prestige of Olympic education, promoting the values of Olympism and the Olympic heritage. 85.5% agreed with this statement. Also, 90.8% of respondents indicated that the introduction of innovative forms does not intervene with the promotion of Olympic education and the spread of Olympic values. In addition, according to the majority of teachers (63.2%) there is no threat to the introduction of innovative forms in the system of Olympic education in Ukraine with limited opportunities to provide educational services throughout life. 25% see such a threat and 11.8% believe that the introduction of innovative forms does not depend on the provision of educational services.

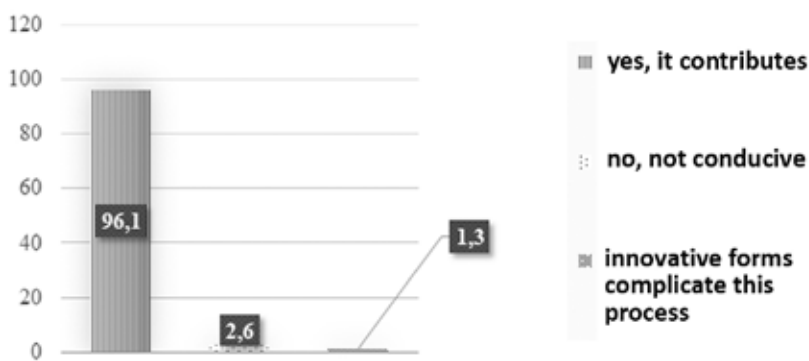


Figure 4. "Do you think that the introduction of innovative forms helps to improve the quality of Olympic education in Ukraine?"

According to the survey, 94.7% of respondents believe that the spread of modern technologies for providing information content on Olympic topics contributes to the introduction of innovative forms in the system of Olympic education in Ukraine. 96.1% of teachers gave an affirmative answer to the question "Do you think that the introduction of innovative forms contributes to improving the quality of Olympic education in Ukraine?"; only 2.6% denied this fact, and 1.3% said that innovative forms complicate quality improvement of Olympic education in Ukraine (Figure 4).

In order to analyse the information given by the teachers, we identified questions where respondents were able to determine the impact of professional skills on the implementation of innovative forms in the Olympic education system in Ukraine, to which 84.2% of respondents answered in the affirmative. The rest of the respondents formed two equal groups: one is inclined to believe that the qualifications of staff do not affect this process, and the other agreed that these two factors are not important.

Analysis of the survey results showed that 38.2% of teachers agree that the number and age of the learners do not affect the introduction of innovative forms, while 36.8% of respondents say that these two factors have a significant impact on the introduction of innovative forms. In addition, for 25% of teachers believe that the number and age of the population are not related to the introduction of innovative forms of education.

It is known that from school age it is necessary to instill into children the love for their homeland, traditions and customs, the desire to defend the honour and dignity of our state [12]. In this regard, it should be noted that 90.8% of respondents believe that Olympic education in the context of patriotic education contributes to the promotion of Olympism. Also, the vast majority of teachers (96.1%) of respondents gave an affirmative answer to the question "Do you think that sport is one of the leading areas of patriotic education?". Only 3% do not associate sports with patriotic upbringing.

When asked whether the modernization of patriotic education by introducing Olympic education affects the younger generation, 94.7% of respondents gave an affirmative answer. In particular, they believe that it contributes to the education of a patriotic and law-abiding person. In addition, 97.4% of respondents are ready to implement modern forms of Olympic education in their activities.

A distinctive feature of pedagogical activity is the 'teacher-student' relationship, which is the transfer of knowledge, skills and abilities from the teacher to students. It is known that any innovation requires compliance with certain conditions and actions for their implementation [12]. That is why during the expert survey the respondents had the opportunity to indicate what exactly is missing in their activities in order to integrate innovative forms into the educational

process. The results of the survey showed the following:

- there is the need to replenish the material and technical base;
- a significant number of staff need to improve their knowledge on this topic through various methodological resources, such as courses, webinars, seminars, workshops, which, according to respondents, immensely influence the development and acquisition of knowledge in this field;
- practical demonstration;
- the necessary provision of modern literature on Olympic education;
- there is a need to teach innovative forms.

In addition to the above, the issue of distance learning was raised, as there is a need to increase the teachers' competence on this topic, which will allow them to become more competent. According

to our indicators, the lack of proper sports equipment is also an important problem.

Conclusions. Thus, the expert survey of pedagogical staff made it possible to identify the main points of implementing Olympic education in the educational process, which need to be improved. Through the questionnaire, we have raised awareness of the teachers' activities, which in turn will have a positive impact on the students' academic development in the future.

Given the realities of modern educational environments, the need for patriotic upbringing of children is relevant and is constantly growing. Thus, teachers need to apply and implement innovative technologies and forms that will contribute to a more active and effective promotion of national values among the younger generation, namely schoolchildren.

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