

результата.

Содержание двигательных задач должны учитывать возрастно-половые особенности и уровень физической подготовленности студентов. В этом случае решение двигательных задач не будет лимитироваться содержанием и количеством освоенных двигательных действий. Опыт достигается, как правило, двумя методами выполнения двигательных заданий. Метод регламентированных заданий предусматривает обусловленность состава действий и уровней проявления физических способностей. Например, во время игры в «Пятнашки» метить соперника только за правую руку. Метод свободного выбора предусматривает самостоятельное решение двигательной задачи, т.е. когда состав двигательных действий или проявление физических способностей определяются самим учащимся по ходу двигательной деятельности. Например, во время игры в баскетбол возникает ситуация, которая требует от учащегося принять решение: либо произвести бросок мяча в корзину, либо передать, его партнеру, либо продолжать передвижение с мячом. Оба метода широко используются в практике воспитания физических качеств.

ВЫВОДЫ

Максимальное проявление физических и психических напряжений достигается экстенсивным и интенсивным методами. При экстенсивном методе усложнение двигательной задачи происходит постепенно, преимущественно за счёт изменения условий. При этом ведущие физические способности, выражающие соответствующее качество, остаются относительно постоянными (например, для воспитания качества быстроты используется бег на 20 м либо по дорожке, либо по пересеченной местности, либо по разметке, изменяющей длину беговых шагов). Интенсивный метод предусматривает использование различных по содержанию двигательных задач, но требующих изменения одного из физических качеств (например, проявление качества быстроты во время преодоления препятствий, или при переноске тяжестей, или в подвижных играх). Метод экстенсивного воспитания позволяет точнее учитывать чувствительные периоды развития способностей, а, следовательно, более нацелено воспитывать то или иное физическое качество. Методика интенсивного воспитания не обеспечивает в должной мере локальной направленности педагогических воздействий, но позволяет воспитывать физическое качество во всем его проявлении.

ЛИТЕРАТУРА

1. Грибан Г.П. Аналіз рухової активності студентів спеціального навчального відділення / Г.П. Грибан / Педагогіка, психологія та медико – біологічні проблеми фізичного виховання і спорту. №2,-2012 с. 25-28
2. Матвеев Л.П. Основы общей теории и спорта и системы подготовки спортсменов / Л.П. Матвеева // Олимпийская литература.- 1999. - 320с.
3. Сущенко Л.П. Про мету фізичного виховання у період переходу до інформаційної цивілізації / Л.П. Сущенко, С.М. Кравченко // Кінізіологія в системі культури: Матеріали I Міжрегіональної науково – практичної конференції – Івано – Франківськ. – 2001. с.35-36
4. Турчина Н.І. Дослідження здоров'я та рівня фізичного розвитку у студентів / Н.І. Турчина, Г.В. Коробейников, Ю.А. Пападюха // Педагогіка, психологія та методика – біологічні проблеми фізичного виховання та спорту. - № 12.-2010.- с. 150-152
5. Roland A. Carlstedt. Integrative Evidence – Based Applied Sport Psychology // Roland A. Carlstedt // 2012 – 500 p.
6. Maxine Tobias & Mary Stewart. Stretch & Relax. – London, Dorling Kindersley, 1985 – 160 p.
7. Pipes T., Willmore J. Isokinetic and isotonic strength training for adult men: Medicine and science in sports, 1975, vol. 7, № 4 – p. 262 – 274.

Boyko Irina

National University of Physical culture and sport of Ukraine

VOLUNTEERING IN THE MODERN OLYMPIC SPORT AS A SCIENTIFIC PROBLEM

In modern conditions, the volunteer movement became one of the main forms of manifestation of citizen's social activity around the world. Today the volunteer organizations exist more than in 80 countries of the world. Volunteers take an active part in the sports and Olympic Movement. The volunteer movement becomes an integral part of the activity in the sphere of physical culture and sport. Vigorous activity in training of volunteers is observed in the countries, which holding the Olympic Games is entrusted. A direct evidence of it is the XXII Olympic Winter Games and the XI Winter Paralympic Games in Sochi. Studying of experi of Russia for us represents special relevance because our countries (Ukraine and Russia) have the general history, one culture, and similar mentality of fellow citizens. The Olympic education, as well as volunteering, is equitable to interests and requirements of modern civilization, tendencies of social development concerning the formation of a priority of universal values. In Ukraine, the Olympic education is recognized as the most effective remedy of the attracting of a population to humanistic ideals and values of an Olympism. This study confirmed the accuracy of a number of helpful factors for providing of Olympic Educations for volunteers. Theoretical provisions of the work are brought to the level of concrete practical recommendations about integration processes between the Olympic education and the volunteer movement that promotes extension of the contents and improvement of quality of training of specialists in the field of physical culture and sport, improvement of system of the Olympic education, distribution of the volunteer movement. The intensive way of development of system of implementation of the Olympic education of volunteers is validated and presented.

Key words: *Olympism, olympic sport, volunteer, olympic education, scientific problem.*

Бойко Ірина. Волонтерство в сучасному олімпійському спорті як наукова проблема. У сучасних умовах волонтерський рух став однією з основних форм прояву соціальної активності громадян у всьому світі. Сьогодні волонтерські організації існують більш ніж у 80 країнах світу. Волонтери беруть активну участь у спортивному і олімпійському русі. Для України актуальним стає міжнародний досвід з підготовки волонтерів для надання допомоги в організації та проведенні подібного роду змагань. Активна діяльність у підготовці волонтерів спостерігається в

країнах, яким довірено проведення Олімпійських ігор. Яскравим свідченням цього є XXII Олімпійські зимові ігри та XI зимові Паралімпійські ігри у м. Сочі. Вивчення досвіду Росії для нас представляє особливу актуальність у зв'язку з тим, що наші країни мають спільну історію, одну культуру і схожий менталітет співгромадян. Олімпійська освіта, як і волонтерство, відповідає інтересам і потребам сучасної цивілізації, тенденціям суспільного розвитку щодо формування пріоритету загальнолюдських цінностей. В Україні олімпійська освіта визнана як найефективніший засіб наближення діяльності широких верств населення до гуманістичних ідеалів і цінностей олімпізму. Це дослідження підтвердило ефективність впровадження олімпійської освіти в підготовку волонтерів. Теоретичні положення роботи доведені до рівня конкретних практичних рекомендацій щодо інтеграції процесів між олімпійською освітою і волонтерським рухом, що сприяє розширенню змісту та поліпшенню якості підготовки фахівців в галузі фізичної культури та спорту, поліпшенню системи олімпійської освіти.

Ключові слова: Олімпізм, олімпійський спорт, волонтер, олімпійська освіта, наукова проблема.

Бойко Ирина. Волонтерства в современном олимпийском спорте как научная проблема. В современных условиях волонтерское движение стало одной из основных форм проявления социальной активности граждан во всем мире. Сегодня волонтерские организации существуют более чем в 80 странах мира. Волонтеры принимают активное участие в спортивном и олимпийском движении. Для Украины актуальным становится международный опыт по подготовке волонтеров для оказания помощи в организации и проведении подобного рода соревнований. Активная деятельность в подготовке волонтеров наблюдается в странах, которым доверено проведение Олимпийских игр. Яркий пример - XXII Олимпийские зимние игры и XI зимние Паралимпийские игры в г. Сочи. Изучение опыта России для нас представляет особую актуальность в связи с тем, что наши страны имеют общую историю, схожую культуру и схожий менталитет сограждан. Олимпийское образование, как и волонтерство, отвечает интересам и потребностям современной цивилизации, тенденциям общественного развития относительно формирования приоритета общечеловеческих ценностей. В Украине олимпийское образование признано как самое эффективное средство приближения деятельности широких слоев населения к гуманистическим идеалам и ценностям олимпизма. Исследование подтвердило эффективность внедрения олимпийского образования в подготовку волонтеров. Теоретические положения работы доведены до уровня конкретных практических рекомендаций по интеграции процессов между олимпийским образованием и волонтерским движением, что способствует расширению содержания и улучшению качества подготовки специалистов в области физической культуры и спорта, улучшению системы олимпийского образования.

Ключевые слова: Олимпизм, олимпийский спорт, волонтерство, олимпийское образование, научная проблема.

Definition of the problem. In modern conditions, volunteering has become one of the main forms of social activity of citizens around the world. Today, there are volunteer organizations in over 80 countries. We need to take into consideration that volunteers are active in sports and the Olympic movement that's why particular attention is required to the implementation of Olympic education in the process of their training [8]. The volunteer movement is a humanistic activity which is directed on assistance to all who needs it, and is carried out on the basis of charity, without salary, promotion, for the sake of well-being and prosperity of communities and society in general [9]. Volunteers take an active part in the sports and Olympic Movement. Dynamic activity in training of volunteers is observed in countries that held the international Mega Sports Events such as Olympic Games [10]. Good example of it is the XXII Olympic Winter Games and the XI Winter Paralympic Games in Sochi.

Relationship of academic programs or practical tasks. The research was conducted under the topic 0111U001714 "Historical, organizational, methodological and legal basis of implementation of Olympic education in Ukraine", which is developed according to the order of the Ministry of Education and Science of Ukraine № 1241 from 28.10.11 year.

The purpose: on the basis of systems analysis research a problem, retrospective, the state of scientific elaboration question providing of Olympic education through volunteering training and justify the relevance of this research for sports science.

Methods: Analysis of literature, documentary materials, historical, survey methods comparison and matching of materials, methods of mathematical statistics.

Results and discussion. The Samaritans were first considered to be volunteers who provided assistance to all who needed it. But the problem of voluntarism started to gain more popularity from the middle of the XIX century [4]. The year of 1859 is a year of occurrence of the volunteer movement in the world. During this period Henri Durand, a well-known French writer-journalist, struck by the consequences of the bloody Battle of Solferino, proposed the creation of the Red Cross - an organization that would work on a voluntary basis and provide first aid to the wounded and prisoners. Henri Durand applied the principles that governed voluntary organizations around the world.

An important anniversary in the extension of the volunteer movement is regarded to the twentieth century. 20 years after World War I during the meeting the youth of France and Germany, volunteers came up with an excellent idea that later became the slogan of the volunteer movement: "It is better to work together than to fight against each other." In 1920, near Verdun in France the first draft of the volunteer camp with the participation of German and French youth was carried out, where volunteers had to rebuild destroyed from the First World War farms. Volunteers did not receive a salary for their work, but regularly were provided with accommodation, food and health insurance by stakeholders - this principle of organization of volunteer work remains up to nowadays. The idea spreads across the globe. The Coordinating Committee for International Voluntary Service (CCIVS) was founded in 1948 under the auspices of UNESCO's headquarters in Paris [3]. In the 60s there were dozens of volunteer programs with a peacekeeping mission which kept cooperation between Eastern and Western Europe. Environmental projects have spread out since the 80s of XX century. In the US, the peak of volunteer movement was reached in 30s of XX century (it was attended by more than 3 million young people). Volunteer organization Civilian Conservation Corps was created by President Franklin Roosevelt in order to reduce unemployment and to fulfill the necessary work for the conservation of the population. This group had succeeded in both directions. The performance of this group was supported by about 90% of the population. During the war, the performance of

Civilian Conservation Corps was stopped. The next peak in the volunteering movement came in 1961, when President Kennedy created the organization "Servants of Peace." The group had received the support of the most universities. This success made possible to thank the application of Kennedy to consider participation in the "servant of peace" as an alternative to military service. But later, he refused this idea because it was too innovative.

History of Olympic volunteering. History of the Olympic volunteering as many years, as for Olympic Movement. The first volunteers can be considered sponsors of the I Modern Olympic Games 1896 in Athens [4]. The first volunteers were responsible for distribution of information, provided an order at the stadium and helped to provide competition. At the VIII Summer Olympic Games in Paris and the I Winter Olympic Games 1924 in Shamon, volunteers for the first time entrusted a main mission - to fly national flags of teams-participants during opening and closing ceremonies. After II World War work of volunteers became more various. There were new specialties of volunteers. For example, in the services industry, help in preparation for competitions, provision to athletes and spectators of information, establishing order in the field after competitions, assistance to police, work as the translator. At the XVI Olympic Games 1956 in Melbourne for the first time 250 female scout accompanied and provided services to the female athletes. The organizing committee of XX Games 1976 in Montreal for the first time took the initiative of additional motivation for students to volunteer activity, having agreed that participation in Games for students was included as one of the subjects of their educational program. The 80th of the last century were marked by the powerful rise of the volunteer movement. During this period of holding the Olympic Games very much depended on volunteers because of economic factors [2, 4].

Volunteering and Olympism. To be a volunteer means sympathy for the people; in common sense that means flexible, practical ingenuity, ability to work in a team, sequence, reliability. Quality that should have a sports volunteer should comply with the philosophy of Olympism. Olympism is a concept that has its origins in ancient Greece and contains the fundamental principles of educational rights. Olympic education aims to involve children and young people to the ideals and values of Olympism. Olympism is a philosophy of life, which brings together balanced and united qualities of body and spirit, the concept of harmonious educational development of human being by means of sport, as well as the spread of humanistic ideas in society, cooperation, mutual understanding and cooperation.

The leading philosophical conceptual ideas of Olympism include:

- the idea of peace, peaceful coexistence of social systems, states, and people;
- the idea of universal values of Olympism, which is based on internationalism, intersocietal education;
- the idea of a humanistic, all-round development of personality, which is the basis of the Olympic education of youth, Olympic subculture;
- the idea of the priority of moral values in the Olympism, based on the philosophy of FairPlay [6]

The main tasks of the Olympic education are:

- the formation of children and youth around the world, on the basis of patriotism, morality, law-abiding, healthy way of life;
- development of a motivation to learn, to work and to create a positive attitude to life;
- to enforce the concept of duties and responsibilities;
- the harmonious development of adolescents based on individual capabilities;
- enhancing the role of Olympic values in everyday life. Olympic education is the specially organized multi-level pedagogical process of formation through the interests, needs and values of Olympism, and it is an integral part of general education [7].

The aim of Olympic education is to create conditions for the formation of complex qualities, attitudes, beliefs, which provide a comprehensive, and harmonious personality development of children, adolescents, and youth. Olympic education is based on the ideas of Olympism.

The primary functions of Olympic education are [1]:

- status (understanding and acceptance of leaders in the fields of education and sports, teachers and athletes in the social role of the Olympic Movement, as an effective means of training young people);
- forming (providing continuing education to teachers and members of educational institutions about the ideas of Olympism);
- information (Influence on the growth of pedagogical skills);
- motivation (Create conditions that encourage actors in Olympic education carrying out efficiently their duties and functions);
- prevention (forecasting, averting, and elimination of negative behavior, negative qualities and traits of children and adolescents);

Development of the Olympic Education. The first attempts to integrate education with the modern Olympic Movement took place in the II Olympic Congress in Havre (1897) which was called by the IOC for studying and discussion of problems of hygiene, pedagogics, history of the physical exercises and other scientific disciplines directly related to physical training and sport. In article 31 of the Olympic Charter which notes that National Olympic Committees have to propagandize at the national level the fundamental principles of Olympism and to promote the distribution of Olympism in training programs at schools and higher educational institutions (Olympic Charter, 2010). The Olympic education gradually gets more and more importance. Starting point for reforming of the Olympic education was carrying out anniversary XII of the Olympic Congress in Paris (1994). In the final document of the Congress is told: "All members of the Olympic Movement are recommended to combine efforts in an intensification of ethical, cultural and educational values of Olympism, and also expansion of the sphere of sport" [3]. The main goal and realization of the Olympic education is formation of the personality who in the actions and thoughts within sports and sports activity and in everyday life is guided by universal humanistic standards of behavior, cultivated an Olympism and to the principles of the Olympic Charter as result.

Olympic education for volunteers of the XXII Winter Olympics (On example of Sochi 2014). In the holding XXII Winter Olympic Games and the XI, Winter Paralympic Games 25 000 volunteers were involved. These volunteers were selected from 200000 participants. Among the chosen peoples were about 60% of women and 40% of men. Age of volunteers from 18 to 80 years, average - 25 years. There are 928 volunteers of "silver age", which middle age - 62 years; 16% of volunteers from the senior generation were made by foreign citizens.

Preparation process with volunteers consisted of three stages: 2011-2012 year - involvement of volunteers; 2012 year - selection of volunteers; 2012-2012 year - training of volunteers and participation in test competitions.

For selection and training of volunteers in all regions of the Russian Federation 26 volunteer centers "Sochi - 2014" were

created. Each of the centers prepared from 500 to 2000 volunteers depending on the established quota. There were provided internal and remote forms of education. Modules were intended for the different periods of time: from several hours to several days. Occupations within the module were taken place as continuously (5 days in a row) and is more stretched in time (for example, every Saturday). In each volunteer center, it was created the schedule for carrying out training that included at least 36 hours of free training. The program for training of volunteers consists of three main parts - "My Games", "My work" and "My object", and also English special course with the emphasis on the Olympic subject were provided [10]. At the first stage "My Games", spring 2013, volunteers examined history and values of the Games, information about the city of Sochi, learned about features Olympic and Paralympic Winter sports, gained general idea about work on the main sporting event. Duration of the program of a course made only three days. Professors of a course told to volunteers about sports the routes and stadiums located in Coastal and Mountain clusters. The second stage "My Work" was conducted from September to December, 2013. On functional training, volunteers received data about the role and problems of their functional direction at the Games, and rules of work within this function. Also, volunteers acquired the professional knowledge and skills necessary for effective implementation of their functions at the Games. In January - February, 2014 in Sochi, before Games, volunteers passed the last level the course "My Object" - directly on that Olympic venue where they will work, got acquainted with the head and team of venue, with its features. After each level volunteers had to pass three tests.

CONCLUSIONS

1. The literature review testifies about the relevance of introduction of the system Olympic education as means of training of volunteers. The subject of research is caused by that the volunteer movement and volunteering, in general, as well as Olympism that arose at the time of Antique Greece. Throughout many centuries, the Olympic Games experienced various transformations and became one of the most large-scale phenomena in a humanization of the world community. Their harmonious integration promotes to increase effectiveness of the penetration process of humanistic ideals and values in public and private everyday life of youth that forms our future.

2. Generalization of humanistic basis of volunteering and the Olympic Education showed existence of a quantity of common characteristics in historical and substantive aspects. Volunteering and Olympism are considered as educational and spiritual heritage of the Ancient world. With historical development of mankind ideals and values of humanity were transformed.

3. The second half of the XIX century to the beginning of the XX century became the conclusive phase of centuries-old process of revival in new historical conditions of these two unique phenomena. In the XX centuries, they turned into the permanent world process of the supremacy of humanism.

4. Analysis of references testifies about relevance of integration of the volunteer movement and Olympic Education in educational process of different institutions and also allows to allocate the main tasks of the Olympic education, among which: formation at youth and wide versts of the population of outlook, lack of any manifestation of discrimination which basis is: patriotism, morality, law-abidingness, healthy way of life; formation of positive motivation to study, work, the creative relation to the duties; harmonious development of the person taking into account individual opportunities; increase of a role of the Olympic education in everyday life.

BIBLIOGRAPHY

1. Bulatova M. Ukrainian Olympic Academy (1991–2011)/ M. Bulatova, V. Ermolova, L. Radchenko. – Kiev, 2011.- 112 p.
2. Coordinating Committee for International Voluntary Service. -Electronic resource - Access: <http://ccivs.org>.)
3. Encyclopedia of the Olympic sport/ [under the editorship of V. Platonov]. - To.: Olympic. lit., 2002 - 2004. - T. 1 – 495 pages, T. 2. – 583 pages, T. 3. – 631 pages, T. 5. – 527 pages.
4. History of volunteer movement // www.volunteer.kiev.ua/pages/History_volunteer.
5. J. Brownlie Programs and Activities for Olympic education in school / J. Brownlie // Materials Internat. Forum "Youth-Science-Olympism" - 1998. - P. 290.
6. Lanzoni I. The Volunteers during and after the Olympic Games: Youth Camp and Olympic Education School Programmes from / I. Lanzoni, D. Lykogianni // <http://olympicstudies.uab.es/volunteers/lanzoni.html>.
7. Levkin V. Characteristic of sports was volunteering as kind of volunteering activity / V. Levkin, T. Makuc // Ukrainian Sports Science, 2013. – №5 (56). – P. 33–37.
8. Rogge J. Volunteerism // Olympic Review, December-January. – 2001. – Vol. XXVII, No. 42. – P. 3.
9. Stolarov V. Olympic Education and spartakian system of education/ V. Stolarov // Sport, spiritual values, culture. //«Spart» RGAFK, 1998. – P. 105.
10. Volunteers of "Sochi 2014"/Training program/Mode to access: vol.sochi2014.com.

Булах С.М.

ФОРМУВАННЯ СПОРТИВНОЇ МАЙСТЕРНОСТІ СТУДЕНТІВ НА ПОЧАТКОВОМУ ЕТАПІ ЗАНЯТЬ ПАУЕРЛІФТИНГОМ

У статті представлені результати вивчення особливостей застосування оптимальної методики формування спортивної майстерності у початківців-пауерліфтерів. Здійснена розробка програми спортивних тренувань для оптимальної фізичної підготовки на початкових етапах занять пауерліфтингом та оцінений вплив силових тренувань на стан здоров'я спортсменів молодших розрядів. Зважаючи на значні позитивні зміни досліджуваних показників базових (змагальних) та допоміжних (тренувальних) вправ експериментальної групи, у порівнянні із контрольною, був зроблений висновок про ефективність запропонованої програми тренування для студентів-початківців, які займаються пауерліфтингом.

Ключові слова: пауерліфтинг, спортсмени-початківці, програма тренувань, базові вправи, підготовчі вправи, розвиток сили.