

The role of discipline "Olympic Education" in Training Specialists of "Physical Culture and Sport" in Kazakhstan

Sayagul Bakhtiyarova¹ *, West Kazakhstan Agrarian-Technical University named after Zhangir Khan. Uralsk 090009, Republic of Kazakhstan <https://orcid.org/0000-0002-4713-9021>

Zhalel Ali², West Kazakhstan Agrarian-Technical University named after Zhangir Khan. Uralsk 090009, Republic of Kazakhstan <https://orcid.org/0000-0002-0127-990X>

Sagidolla Nurbagi³, Beijing sport university, 48 Xinxi Road, Haidian District, Beijing, 100084 China, <https://orcid.org/0000-0003-1352-9037>

Nursulu Baitlessova⁴, Mahambet Utemisov West Kazakhstan university, Dostyk-Druzhby Avenue 162, Uralsk 090000, Kazakhstan <https://orcid.org/0000-0002-4396-1587>

Askarbek Yergaliyev⁵, Mahambet Utemisov West Kazakhstan university, Department of Biological Sciences, <https://orcid.org/0000-0002-7263-5027>

Suggested Citation:

Bakhtiyarova, S., Ali, Z., Nurbagi, S., Baitlessova, N., & Yergaliyev A., (2021). The role of discipline "Olympic Education" in Training Specialists of "Physical Culture and Sport" in Kazakhstan. *Cypriot Journal of Educational Science*. 16(6), 3196-3212 <https://doi.org/10.18844/cjes.v16i6.6536>

Received from October 15, 2021; revised from November 22, 2021; accepted from December 15, 2021.

©2021 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved

Abstract

Kazakhstan makes a significant contribution to the development of physical culture and sports in the Olympic games and as such, there is an urgent direction to study the prospects for the development of the educational services market and conduct research on consumers of educational services. The purpose of our study was to study and analyze the activities for the organization and implementation of work, related to the massive introduction of the ideas of Olympism and Olympic education in the daily life of both Kazakhstani specialists in the field of physical culture and sports, and the entire sports community. The study collected data through a survey involving 347 respondents working in the field of physical culture and sports in the Republic of Kazakhstan. Data was analyzed using percentages and content analysis. From the study, it was concluded that Olympic movement and Olympic education make the younger generation much smarter, more humane, more aesthetic and more tolerant.

Key words: Education; Olympic; physical culture; sports; Olympic movement.

* ADDRESS OF CORRESPONDENCE: Sayagul Bakhtiyarova, West Kazakhstan Agrarian-Technical University named after Zhangir Khan. Uralsk 090009, Republic of Kazakhstan

Email address: sayagul.bakhtiyarova@mail.ru

1. Introduction

In modern conditions, new criteria are needed for the quality of student training based on market requirements, for employment, career advancement of young specialists (Radid, Lotfi & Akoul, 2020). One of the directions of the development of higher education in the Republic of Kazakhstan is the study of public demand and the request of specialists in various fields. In this regard, the main competitive advantage of any higher educational institution, including training specialists in physical culture and sports, is associated with the professional preparedness of young personnel.

Every year, competition in the market for services in various industries is increasing, competition among specialists and in the field of "physical culture and sports" is growing. Every year, taking into account the opinion of employers, educational programs are reviewed according to which a higher educational institution prepares students. Kazakhstan makes a significant contribution to the development of physical culture and sports. The Olympic Games are one of the most important events in the life of any developed country. Therefore, an urgent direction is to study the prospects for the development of the educational services market and conduct research on consumers of educational services (Tekin, Akbay & Din, 2018).

The quality of higher education is a social category that characterizes the degree of compliance with established requirements. In a broad sense, this is understood as a balanced correspondence of higher education (as a result, process, educational system) to diverse needs, goals, requirements, norms (standards). In a narrow sense, the quality of higher education characterizes the quality of training specialists with higher education. The semantic variety of the concept of "quality" in relation to the field of higher education predetermined the variety of academic approaches to the problem (PakYu, 2017). The quality of education for students is, first of all, knowledge, skills, and practical skills necessary for successful employment and career growth (Gurumurthy Iyer, 2020). For employers, quality education is associated with training specialists who have the necessary competencies and are able to adapt to dynamically changing production conditions. In Kazakhstan, the National Education Quality Assessment System has been formed, which includes various monitoring and evaluation procedures.

Olympic education is an area that needs to be studied. In the Republic of Kazakhstan, the rating of athletes - prize-winners of the Olympic Games in society is high, they become national heroes, and their achievements are highly appreciated and are of great importance for the state. The development of the Olympic movement increases the motivation of the younger generation to engage in physical culture and sports, thereby helping to strengthen the health of the population and increase the working capacity of people. The educational value of the Olympic movement is also invaluable, as it is a means of integrating culture, experience and scientific knowledge and contributes to the formation of an educated person - a graduate of the specialty "Physical culture and sports" (Bakhtiyarovna et al., 2020).

1.1. Conceptual framework

The relevance and necessity of Olympic education for the development of the Olympic movement, the progress of the whole society along the path of humanization are recognized today at the international level. This is confirmed by numerous scientific studies devoted to the analysis of various

aspects of Olympic education. In particular, the works of scientists: Barinova (1999), Barinova (1994), Kontanistova (2011), Moskvicheva (2002), Polikarpova (2003), Bulatova (2012), Zhunusbaev (2014), Efremenkova (2013), Stolyarova (2013), Kruglik (2016), Zakiryanov (2017) and others.

In higher educational institutions, primarily in the field of physical culture, various options for Olympic education are used, in the development and implementation of which preference is given to the content side of the process. At the same time, it is clear that, since Olympic education in its essence is a humanistically organized pedagogical process, its main role is a humanist teacher, without whom this process cannot be organized and managed. Consequently, when developing an Olympic education program, it is necessary to take into account the specifics of the subject's training system for this particular process, its main professional qualities, and properties, which require additional study and concretization (Zhunusbaev, 2014).

In the real practice of pedagogical work in the framework of Olympic education, there is an excessive enthusiasm for the educational approach (Alp, Oz & Horozoglu, 2018). Sometimes, as noted above, the goals and objectives of this work are generally reduced to the task of forming Olympic education in children and youth. At the same time, unjustified hopes are often pinned on the fact that through explanatory work, on the basis of lectures, conversations during the "Olympic lessons", "lessons of Olympic knowledge", "Olympic hours" with the help of slogans and calls alone, it will be possible to solve the problem of familiarizing the younger generation to the ideals and values of Olympism. The main drawback of modern theory and practice of pedagogical activity in the framework of Olympic education is that, as a rule, separate aspects, blocks, components are snatched out of it, separate, unrelated actions, events are held with the aim of introducing young people to ideals and values (Kruglik, 2016). In the independent Republic of Kazakhstan, there is now a need for a transition to the comprehension and practical implementation of this activity as a specific system.

Advances in science and technology are helping to improve the organization and promotion of the Olympic Games. The accuracy of determining sports results is increasing and the world community is being informed about how the Olympic competitions are held. Permanent participants in the cultural program of the Olympic Games are workers of literature, art, architecture (Zakiryanov, 2017). The modern Olympic movement helps to establish links between sports organizations from different countries, and also has great social significance. In this society, which is socially, ideologically, and politically complex, such progressive Olympic principles as the inadmissibility of political, religious and racial discrimination in sports, recognition of the sovereignty and equality of national sports organizations, the democratic foundations of organizing the movement, non-interference in their internal life have become fundamental participation in the struggle to achieve universal peace.

Strict adherence to these principles is the main condition that ensures the unity of the Olympic Movement and the progress of the Olympic Games. The Olympic movement has brought together more than one million athletes and does not depend on their political and religious views, their race. The general democratic essence of the Olympic movement is expressed in the struggle for the implementation of progressive Olympic principles (Belousov, Vatlin & Strelkov, 2016).

The idea of peaceful sports competitions for young people, the achievement of mutual understanding and friendship between peoples, international cooperation found their expression in the Olympic Games. The Olympic Games are a complex international competition for Olympic athletes, a great celebration of the world's youth. The Games bring together the strongest athletes from all

countries in fair and equitable competitions. In the Olympic Games, the social, educational, aesthetic, and moral aspects of this holiday must find their expression. They practically implement the ideas and ideals of Olympism, the goals of the Olympic movement (Ershov & Ezhova, 2018) .

All Kazakhstani sports, the republic's Olympic team every year, on the third Sunday of August, celebrate Sports Day. The development of sports is one of the priority directions of the state policy of our country (Kshibekov, 2006). At the same time, much attention is paid to both mass and professional sports. Kazakhstani athletes have been taking an active part in the Olympic Games for a long time. Until 1991, inclusively, they played in the USSR national team (Analysis of the development of physical culture and sports in the Republic of Kazakhstan (n.d).

Athletes of Kazakhstan took part in the Olympic Games 1952-1980, 1988 as part of the USSR team, in 1992 as part of the united team of the CIS countries under the IOC flag. After the declaration of independence and recognition of the NOC of Kazakhstan by the International Olympic Committee, they act as an independent team.

The first Olympic medal was brought to Kazakhstan by the athlete Gusman Kosanov, the silver medalist at the Tokyo Games in 1964. Kazakhstani basketball player Alzhan Zharmukhamedov became the first Olympic champion in 1972. The brightest sports star in 1976 was the three-time Montreal Olympic champion gymnast Nellie Kim. In Moscow in 1980, wrestlers Zhaksylyk Ushkempirov and Shamil Serikov, athlete Vladimir Muravyov and weightlifter Viktor Mazin became Olympic champions. Weightlifter Anatoly Khrapaty, gymnast Valery Lyukin and football player Yevgeny Yarovenko, Olympic champions of Seoul in 1988, took the baton, and Vladimir Muravyov won the second Olympic gold medal.

The new history of Kazakhstani sports began in 1994 at the Winter Olympic Games in Lillehammer. It was here that the national team of the Republic of Kazakhstan performed for the first time under its national flag, and it was here that the country's anthem was played for the first time in honor of the victory of Vladimir Smirnov on a 50-kilometer ski track (Kuhn, 1982). In Kazakhstan, the rating of Olympic medalists in the society is high. The Olympians are national heroes. Sports achievements are of great educational value for the younger generation, they are highly appreciated by the state. In this regard, at the present stage, Olympic education is an area that requires further study.

Achievements at the Olympic Games increase the motivation of children and adolescents to engage in physical education and sports. The more different categories of the population begin to engage in this type of activity, the better their health and higher working capacity will be (Belousov, Vatlin & Strelkov, 2016) . The educational value of the Olympic Movement is also great, as it is a means of integrating culture, experience, and scientific knowledge. Knowledge of Olympism contributes to the formation of an educated person-graduate of the specialty "Physical culture and sports". The goal of Olympic education is to familiarize children and youth with the ideals and values of Olympism; Olympic education takes an increasingly important place in the education system, upbringing, and training of the younger generation. Introducing children and youth to the ideals of Olympism, which are focused on universal, humanistic, spiritual, and moral values.

The goal of pedagogical activity in the framework of Olympic education is not to form in young people any knowledge, interests, abilities and skills related to sports and physical education, but only those that orient them to high achievements in sports, to appropriate physical training, and at the same time allow correctly assess and fully use the humanistic potential of sports and physical education, as

well as avoid their inhuman use (Ershov, & Ezhova, 2018) . All other knowledge, interests, abilities, and skills may not only not constitute the subject of pedagogical activity within the framework of the Olympic movement (for example, those related to the use of sports for commercial purposes), but even be directly opposite to it (for example, interests, skills associated with aggressiveness in sports, the use of doping, etc.).

In educational terms, this pedagogical activity involves the formation and improvement of the following knowledge:

1) about the Olympic Games and the Olympic movement, their history, goals, objectives, about the basic ideals and values of Olympism (including the principles of "Fair Play", the ideal of a harmoniously developed Olympic athlete, etc.);

2) about sports, its varieties, about the means and methods of sports training that ensure high achievements in sports;

3) about the humanistic, socio-cultural potential of sport, about its role in a healthy lifestyle of a person, about its place in the system of means that ensure the physical culture of a person, as well as about the possibilities it contains for a positive impact on moral, aesthetic, communicative, ecological the culture of a person, on his intellectual, creative, and other abilities, on the ways of realizing these possibilities;

4) about the concept and basic ideas of humanism in general, its ideals and values concerning the relationship between people and the human person.

In the interpretation (and practical implementation) of educational tasks of pedagogical activity within the framework of the Olympic movement, two extremes are allowed. The first of them consists in an overly broad interpretation of these tasks, when they include practically all tasks, one way or another related to the field of sports, with sports training, with the formation of physical culture, physical education, preservation and strengthening of human health, among others. With this interpretation, Olympic education loses any specificity, coincides with the tasks of physical education, sports training, among others (Ershov & Ezhova, 2018). The other extreme is to interpret the aforementioned tasks too narrowly, to reduce them only to the task of forming knowledge about the Olympic Games and the Olympic movement. The creation of an Olympic education system involves the inclusion in this work not only of specialists in the field of physical culture and sports, but also of teachers and instructors of other academic disciplines. Famous athletes, including Olympians, scientists and cultural figures, famous artists, writers, actors, and media workers, can play an important role in introducing young people to the ideals and values of Olympism.

We often consider young people only as an object of purposeful adult activity. The creation of an effective system of Olympic education presupposes a significant intensification of the creative activity of children and youth in the promotion and implementation of the ideals and values of Olympism. Olympic sport is one of the most amazing events in human history. Modern science about Olympic sports is a natural result of many years of analytical cognitive activity and a number of serious generalizing works on the history of the Olympic Games in Ancient Greece (Bakhtiyarovna et al., 2020) . Analysis of the system of knowledge about Olympic sport as a science shows that the academic subject "Olympic education" contains a general concept of the state and development of the international Olympic movement. Olympic sport is knowledge of various components of social phenomena.

According to the concept developed by Stolyarov (2013), and which is supported by the majority of organizers of Olympic education, this pedagogical activity involves the solution of a set of interrelated tasks, including the formation of:

- knowledge about the history of the Olympic Games and the Olympic movement in general;
- ideas about the ideals and values of Olympism, the formation of such interests, needs, attitudes that contribute to the "Olympic" orientation towards sports;
- cultural and humanistic dominant in a subject included in the Olympic educational process, assistance in revealing the spiritual and moral potential of a person's personality;
- moral consciousness, the corresponding system of feelings and emotional reactions in sports, for example, a sense of social responsibility for participating in a sports movement;
- highly moral sports behavior in sports, determined by the requirements of the rules, norms, and criteria of fair sports wrestling, as well as the formation of the belief that only such behavior is the only correct one;
- desire to participate in Olympic competitions and always demonstrate honest, noble, chivalrous behavior in them - in accordance with the principles of "Fair Play";
- the desire to be a member of the Olympic movement, to explain and promote the ideas of Olympism, to promote its development, etc. ;
- qualities and abilities, skills and abilities that ensure the readiness of the subject to realize the Olympic ideals and values;
- aesthetic ability to act in the course of sports "according to the laws of beauty" and to display sports by means of art;
- skills and abilities of correct communication with coaches, judges, and athletes;
- skills and abilities to explain and promote the ideas of Olympism;
- respect for nature during sports.

In the practice of work on the Olympic education of young people, a wide range of various forms and methods of work are currently used. In all countries, the central place in this pedagogical activity is occupied by various forms of work to explain and promote the ideas of the Olympic movement, the ideals, and values of Olympism (for example, the principles of "Fair Play"). The area of professional activity of a specialist in physical culture and sports is physical culture, sports, including children and youth sports, mass sports, elite sports, professional sports, sports and health tourism, motor recreation and rehabilitation, activities to improve the population by means of physical culture and sports (Bakhtiyarova et al., 2020) .

The professional activity of a specialist in physical culture and sports is aimed at studying and improving (up to the maximum possible for a given individual) physical, mental and functional capabilities of a person, at developing and approving the principles of an active and healthy lifestyle, their practical implementation by means of physical culture and sports, on the formation of the personality, its introduction to universal human values, the values of physical culture and sports.

In this regard, the study of specific mechanisms of social development, dissemination, and

development of the culture of sports, Olympism and the Olympic movement is an indispensable component of a professional educational program. It seems that a specialist in the field of physical culture and sports who has knowledge of Olympic education is, first of all, a humanist teacher who, relying on the philosophy of Olympism, strives for his spiritual and physical perfection.

The formation of readiness for the implementation of Olympic education by specialists in physical culture and sports is provided by the following factors:

- raising the level of the system of knowledge, skills, and abilities in the field of Olympic education;
- development of appropriate motivation;
- the use of modern methods, means and forms of education, upbringing, and training, taking into account all the possibilities provided by the organizational specifics of pedagogical activity in children's educational institutions, schools, colleges, higher educational institutions.

1.2. Purpose of study

Based on the foregoing, the purpose of our study was to study and analyze the activities for the organization and implementation of work related to the massive introduction of the ideas of Olympism and Olympic education in the daily life of both Kazakhstani specialists in the field of physical culture and sports, and the entire sports community. Research objectives. At the same time, the following tasks were set:

1. To reveal the level of knowledge about Olympism and the state of the Olympic movement in the student-sports environment of our republic.
2. To determine the interest and attitude of the physical culture and sports student contingent to the Olympic Games and Olympic education.
3. Develop an educational program aimed at expanding the volume of knowledge related to sports and Olympic topics and, on its basis, develop an educational discipline for students of the specialty "Physical Culture and Sports" in order to purposefully form a sustainable interest in the ideas and content of the Olympic movement.

2. Methods

2.1. Data collection instrument

The following pedagogical methods were used: study and analysis of domestic and foreign scientific and methodological literature; a questionnaire based on a questionnaire specially developed for this research, which revealed the attitude and interest of students to the Olympic Games and knowledge about the Olympic movement and education in Kazakhstan; conversations with coaches and teachers about the state of the problem of Olympism in the republic and educational activities in this area; testing of the Olympic literacy of students of the specialty "Physical culture and sports"; methods of mathematical statistics.

In the course of the search work, we conducted a survey to study the experience of physical education teachers, trainers-teachers, other categories of specialists in the field of physical culture and sports in Olympic education, and also found out their attitude to the development of Olympic education in the Republic of Kazakhstan.

2.2. Participants

The survey involved 347 respondents - they are specialists working in the field of physical culture and sports in the Republic of Kazakhstan. Among them there were 260 teachers of physical culture of general education schools, teachers at colleges and universities, which is 75.1%; sports coaches, sports methodologists, instructors - 79 specialists (22.8%); heads of sports departments, directors of sports schools - 7 people (2%).

It should be noted that among those interviewed by us, there were physical education teachers who, in their work activities, actively, with understanding of the matter, introduce knowledge of the Olympic movement in their schools.

2.3. Analysis

The collected data were analyzed using percentages, content analysis. The results from the interview were first themed and then analyzed using content analysis.

3. Results

In the course of conversations, many coaches spoke in favor of introducing theoretical knowledge on Olympic education in a sports school, for organizing meetings with Olympians at school. At the same time, university professors noted the lack of specialized literature on Olympic upbringing and education. Based on the data obtained during the interviews, we can state that a large percentage of specialists in the field of physical culture and sports use knowledge related to Olympism in sports work with schoolchildren and athletes, which indicates the successful implementation of the knowledge of Olympic education.

At the same time, there are a number of difficulties for physical education teachers to work in this direction with full dedication. According to physical education teachers, these are:

- lack of specialized literature on Olympic education;
- insufficient understanding by children and young people of the values of Olympic education.

In addition, the data obtained indicate that a significant part of specialists in the field of physical culture and sports, in terms of their knowledge and orientation, are not sufficiently prepared for organizing and conducting work on Olympic education. In the course of our research, we revealed the awareness, knowledge, and interest of students of the specialty Physical culture and sports in the problem of Olympic education. The study involved 75 students of the Aktobe Regional University named after K. Zhubanova (ARU), 73 students of the Atyrau University named after H. Dosmukhamedova (AU), 263 students at the West Kazakhstan University named after M. Utemisov (ZKU), studying in the specialty Physical culture and sports (Table 1).

Table 1: *Indicators of awareness, interest, and knowledge of students in physical culture and sports to the problem of Olympic education*

A) Attitude and interest of students of physical culture and sports to the Olympic Games		
Questions	Universities	Answers
	es	

1. Are you interested in topics related to the Olympic Games, participants in the Olympic Games from Kazakhstan, Olympic medalists?		Interesting	Interested in as needed	I'm not interested at all
	ZKU	72,2%	27,8%	-
	AU	77,33%	16 %	6,67%
	ARU	76,7%	23,3%	-
2. Would you like to know more about the Olympic Games and the Olympic Movement?		Yes	No	I don't care
	ZKU	86,96%	6,09%	7%
	AU	92%	6,67%	1,33%
	ARU	89,04%	4,11%	6,85%
3. Who is the first Olympic champion of sovereign Kazakhstan?		Amount of correct answers	Amount of wrong answers	
	ZKU	62,9 %	37,4%	
	AFY	62,67 %	37,33%	
	AU	65,8 %	34,2%	
4. What is the role of G. Kosanov in the history of Olympic sports in Kazakhstan?		Amount of correct answers	Amount of wrong answers	
	ZKU	63,5 %	36,5%	
	AU	72 %	28 %	
	ARU	63 %	37%	
B) Knowledge of students of physical culture and sports in the field of the Olympic movement in Kazakhstan				
5. The kind of sport where Zh. Ushkempirov became the Olympic Champion		Amount of correct answers	Amount of wrong answers	
	ZKU	95,7 %	4,3%	
	AU	86,67 %	13,33%	
	ARU	86,3 %	13,7%	
6. Since what year did Kazakhstan participate in the Summer Olympic Games as an Independent State?		Amount of correct answers	Amount of wrong answers	
	ZKU	46,6 %	52,5%	
	AU	46,67 %	53,33 %	
	ARU	57,7 %	52,5%	
7. At what Olympic Games did Sattarkhanov B., Ibraimov E., Shishigina O. become champions?		Amount of correct answers	Amount of wrong answers	
	ZKU	85,2 %	14,8%	
	AU	74,6 %	25,3%	
	ARU	86,3 %	17,7%	
8. The first Olympic Champion of the Republic of Kazakhstan, winner of the Val Barker Cup		Amount of correct answers	Amount of wrong answers	
	ZKU	45,2 %	54,8 %	
	AU	62,6 %	37,3%	
	ARU	63 %	37 %	
9. The first athlete of Kazakhstan to win a gold medal in swimming?		Amount of correct answers	Amount of wrong answers	
	ZKU	87,8 %	12,2 %	
	AU	81 %	19%	
	ARU	91,8 %	8,2%	
C) Students' views on the dissemination of the idea of Olympic education in Kazakhstan				
10. From what sources would you like to receive information about Olympic		Internet and social networks	Training sessions	From the media
	ZKU	48,7%	32,2%	19,1%

education?	AU	34,66%	41,33%	25 %
	ARU	49,3%	28,8%	21,9%
11. In your opinion, is it necessary to add the discipline "Olympic education" in the educational program of training future specialists in physical culture and sports?		Yes	No	Hard to choose
	ZKU	85,2%	7 %	7,8%
	AU	85,3%	6,6 %	8 %
	ARU	84,9%	5,5%	9,6%

The results of a survey of students of the specialty Physical culture and sports among universities in Kazakhstan that do not have significant training in the field of Olympic education showed that 80% are interested in the Olympic Games. But at the same time, it turned out that the students do not have a sufficient level of knowledge in matters of the Olympic movement in Kazakhstan, in the knowledge of the names of historical heroes-Olympians. Only 70% of students completely solved simple questions about the Olympic movement in Kazakhstan.

It can be assumed that the reasons are primarily as follows. The disciplines taught in the specialty Physical culture and sports provide insufficient information about the history and current state of the Olympic movement. The question arises - how should the Olympic education of future specialists in physical culture and sports be organized. Today, various interesting techniques are gaining recognition. But at the same time, there is no coherent interconnected system. The most effective option for the formation of the Olympic educational literacy of physical culture and sports specialists was the introduction of the elective subject "Olympic education" based on the optional component at the West Kazakhstan University named after M. Utemisova.

Optional component - a list of academic disciplines and the corresponding minimum number of credits (or academic hours) offered by higher educational institutions, independently chosen by students in any academic period, taking into account their prerequisites and post-requisites. A preliminary analysis of scientific and pedagogical literature, normative and educational-methodical documentation, as well as the results of the survey conducted in the direction of preparation of the specialty 5B010800 Physical culture and sports convinces of the need to include the discipline "Olympic education" in the curriculum.

An integrated approach to the theory of Olympic education aims to expand and supplement existing knowledge, for example, on the history of physical culture and sports, including in Kazakhstan, will give new directions and ways of their implementation. In this regard, we have developed an elective discipline in the amount of 2 credits, which is called "Olympic education". The elective discipline includes three modules: module 1. Introduction to the course. The emergence of the Olympic Games in Ancient Greece, module 2. The revival of the modern Olympic Games and the creation of the International Olympic Committee, module 3. Olympic education for children and youth (preschool, school, university).

The discipline "Olympic education" is one of the major disciplines in the training of specialists with higher education in physical culture. It occupies a central place among the disciplines of the subject block of the educational program and bears the role of an integrating subject in professional training. Olympic education is an element of professional activity, which is aimed at developing students' knowledge of those humanistic ideals and values that can be realized in sports and through sports. The introduction of students and future specialists in the specialty "Physical culture and sports" to the

ideals of Olympism, focused on universal, humanistic, spiritual, and moral values associated with sports, is especially important in modern conditions. This subject will not only enrich students with theoretical knowledge and motivational attitudes but will also provide practical skills in organizing events in educational institutions and enterprises to promote the Olympic movement and Olympic ideals.

The purpose of the subject "Olympic Education" is to equip students with knowledge about Olympism, the Olympic movement, and the Olympic Games, which they can use in the teaching practice of their future specialty. To form a certain level of knowledge, contributing to the course of further work of students to improve public opinion about Olympism, the Olympic movement, and the Olympic Games, and, ultimately, to realize the humanistic values of Olympism in society, which contributes to the formation of the principles of noble behavior in young people, the desire for harmonious physical development, the development of spiritual abilities.

The study made it possible to create a model of the discipline "Olympic education" for universities, which is necessary, in our opinion, in the professional training of future specialists in physical culture and sports. The content of the model is shown in Figure 2. The developed discipline "Olympic education" includes the following content: theoretical and practical sections, the test of Olympic education, the Olympic crossword puzzle, the big Olympic quiz, the topic, and content of the Olympic lessons at school.

In the theoretical part of the material on physical education lessons at school, as part of the implementation of Olympic education, 10 Olympic lessons in various areas were conducted on the basis of sports holidays, competitions, Olympic quizzes, lectures on the Olympic Games, travel games, drawings, discussions, cognitive games, and small Olympic Encyclopedia. The discipline "Olympic education" is proposed to be referred to the number of theoretical and pedagogical disciplines studied by students of the specialty physical culture and sports in the Republic of Kazakhstan. Discipline will form an important part of sports science.

Currently, the Olympic Charter invites international and national sports organizations to make the fundamental principles of Olympism the property of all young people, to promote their dissemination in all curricula on physical education and sports in schools and universities, and to support institutions dedicated to this problem. In our research work, in order to study the effectiveness of the elective discipline "Olympic education" in the system of training specialists in physical culture and sports, the research methods carried out at the first stage of the experiment were again taken from the subjects.

We conducted a test to identify the formation of the Olympic educational literacy of students after studying the elective subject "Olympic education" in the specialty Physical culture and sports. To determine the formation of Olympic literacy, test questions were compiled from 3 blocks: 1 block test "Ancient Olympic Games" (20 questions), 2 block test "Development of the modern Olympic Games" (20 questions), 3 block test "Olympic movement in Kazakhstan" (20 questions).

The study made it possible to create a model of the discipline "Olympic education" for universities, which is necessary, in our opinion, in the professional training of future specialists in physical culture and sports. The content of the model is shown in Figure 1. In the same queue, for the second time, the test for determining the Olympic literacy of students of the specialty "Physical culture and sports" was conducted from the participants of the test, where the answers of all subjects were processed (Table 2)

Content of the discipline "Olympic education"

The goal of the discipline "Olympic Education" is to equip students with knowledge about Olympism, the Olympic Movement and the Olympic Games

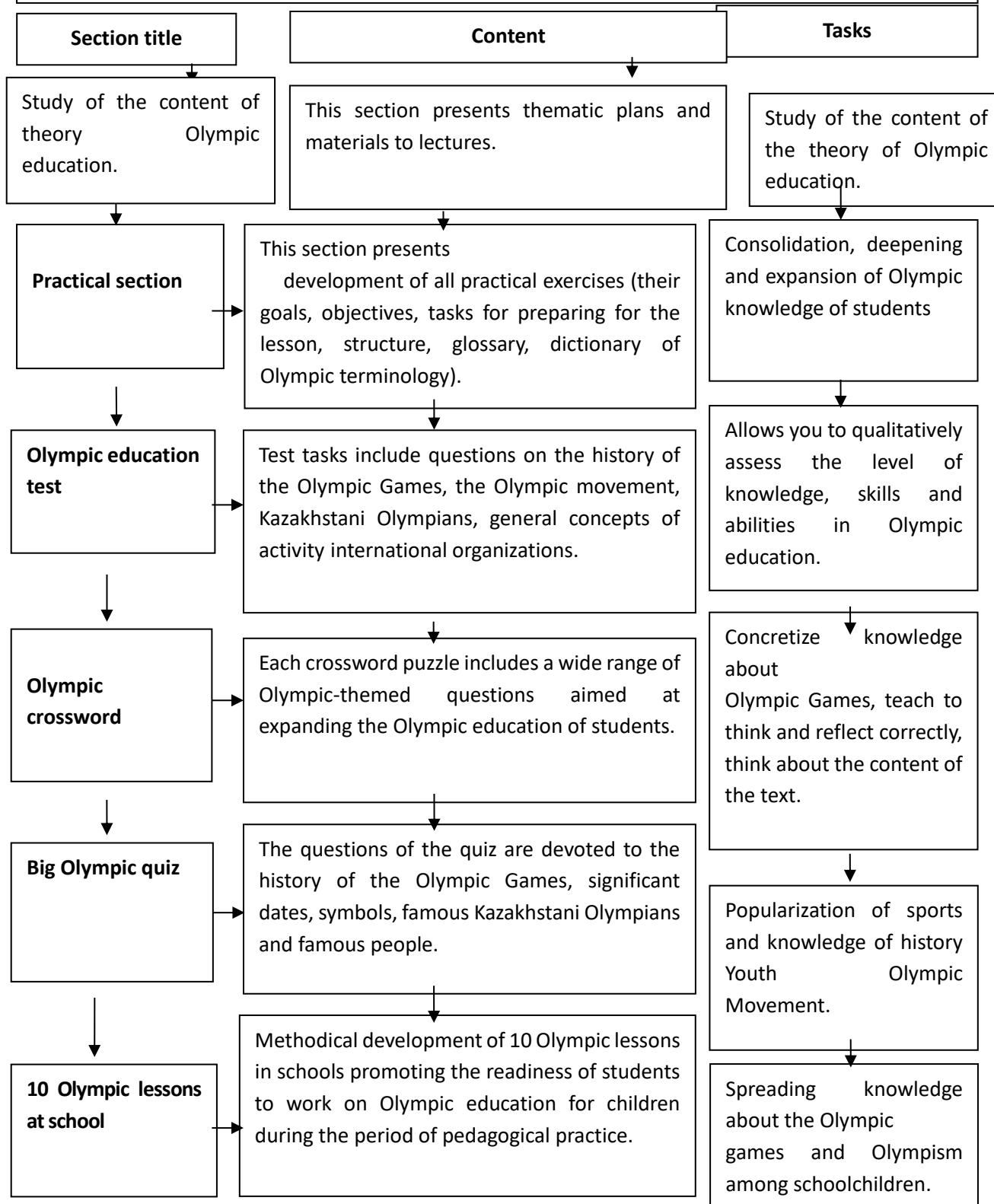


Figure 1 - Scheme of the theoretical model of the content of the discipline "Olympic education"

Table 2: The results of the test for determining the Olympic literacy of students of the specialty "Physical culture and sports" (n = 44)

№ №	Percentage of correct test answers for each block					
	before experiment			after experiment		
	1 block	2 block	3 block	1 block	2 block	3 block
	correct answer, %	correct answer, %	correct answer, %	correct answer, %	correct answer, %	correct answer, %
1	42%	37%	33%	87%	90%	100%
2	48%	52%	36%	95%	91%	93%
3	46%	45%	45%	85%	95%	95%
4	55%	51%	54%	100%	98%	96%
5	36%	47%	38%	92%	98%	85%
6	55%	52%	52%	88%	90%	100%
7	45%	48%	48%	82%	95%	95%
8	42%	45%	55%	95%	94%	90%
9	52%	45%	45%	86%	88%	100%
10	46%	55%	38%	95%	95%	95%
11	53%	36%	52%	82%	95%	95%
12	36%	37%	53%	95%	94%	90%
13	48%	42%	42%	85%	86%	100%
14	33%	55%	35%	89%	95%	95%
15	45%	45%	45%	95%	94%	93%
16	50%	44%	51%	95%	87%	90%
17	55%	48%	38%	100%	98%	92%
18	47%	53%	53%	92%	98%	87%
19	43%	46%	41%	88%	90%	100%
20	38%	41%	44%	92%	96%	95%

According to the results of the test for determining the Olympic educational literacy of students of the specialty Physical Culture and Sports, it is clear that the level of formation of the system of Olympic education of students has significantly increased by 93% compared to the first stage of testing.

This corresponds to a very close relationship between the level of formation of the system of Olympic education of students and the effectiveness of the elective course in terms of test results for determining the Olympic literacy of students specializing in Physical Culture and Sports. Consequently, the level of formation of the system of Olympic education of students in terms of test results for determining the Olympic literacy of students of the specialty Physical culture and sports is directly influenced by the elective course. After that, a "Questionnaire for determining the attitude of students of the specialty" Physical culture and sports "to the elective subject" Olympic education "was carried out (Table 3).

Table 3: Attitude of students of the specialty "Physical culture and sports" to the educational elective subject "Olympic education"

Questions	Answers			
1. With what interest did you attend in the academic subject "Olympic Education"?	experienced great interest	yes, I'm interested, but I still want to improve my knowledge	participated only for the best assessment	not interested
	85 %	10 %	5 %	0 %
2. How do you rate your knowledge of the subject?	very good	good	normal	satisfactory
	58 %	36 %	4%	2%
3. What information on the subject were you interested in?	ancient olympic games	about the principles of "Fair Play"	revival of Olympic ideas and games	about the performances of domestic athletes
	16 %	7%	12%	65%
4. What modules of the discipline caused you great difficulties in mastering?	module 1 the origin of the Olympic Games in Ancient Greece	Module 2. Movement of the modern Olympic Games	Module 3. Olympic Movement in Kazakhstan	none of the modules
	23%	41%	35 %	1%
5. What ideals and values of Olympism are most important to you?	the principle of "Fair Play" - fair and fair fight in sports competitions	ideal of a well-developed person (athlete)	sports motto "Faster, higher, stronger!"	value "participation, not victory"
	31 %	25%	27%	16%
6. What practical skills did you acquire while studying the discipline?	got acquainted with the ideals and values of Olympism	developed Olympic literacy	formed competence in the implementation of Olympic education	have not mastered anything
	80 %	93%	76%	0%
7. Are you ready to lead Olympic education for the younger generation?	Yes	Yes, but not completely	No	Hard to say
	76 %	25%	4%	1%

What interest in the academic subject "Olympic education" indicated in the question has increased - by 85%; on the contrary, the question "did not master anything" decreased by 0. Significant dynamics were observed in the results of the survey "increased Olympic literacy" and "competence for the implementation of Olympic education was formed". On the last question of the questionnaire, the subjects of the experimental group assessed the effectiveness of the course by 75%.

Based on work experience, we consider it necessary to train specialists 5B010800 "Physical culture and sports", especially on the eve of the Olympic Games, when studying the topics of the Olympic movement, it is necessary to use interactive forms of education, which will allow successfully combining not only physical, but also mental work, developing intellectual and creative the ability of

students to broaden the horizons of Olympic knowledge. All this creates favorable conditions for the comprehensive and rapid development of Olympic education in the training of specialists in physical culture and sports in Kazakhstan and contributes to the development of Olympic education of youth at the state level, provides new opportunities for the development of systematic training of specialists in physical culture and sports and the creation of high-quality textbooks on Olympic education.

4. Discussion

The most important factor in the successful development of the economy is the improvement of staffing, which is unthinkable without further improvement of the domestic higher education. A new paradigm of higher education is being formed - the transition from "knowledge transfer" to a practice-oriented competence-based approach based on fundamental natural science training (Zhunusbaev, 2014; Kruglik, 2016; Bakhtiyarovna et al., 2020). In this regard, the Kazakhstani higher school is faced with the task of ensuring the required quality and recognition of education at the world level.

The Olympic movement and Olympic education make the younger generation much smarter, more humane, more aesthetic, more tolerant, it is a powerful incentive for the development of mass sports, involving millions of people of different ages, especially young people, in it (Zakiryanov, 2017). Currently, the ongoing innovative processes in the field of physical culture and sports lead to an increasing understanding of the value of health, to the recognition of the high importance of physical culture education. Popularization of physical culture and recreational activities, the development of Olympic sports form a positive attitude of people to physical culture and sports.

5. Conclusion

The society as a whole highly appreciates the achievements of Kazakhstani teams and athletes in various sports. This stipulates the need to expand the services provided by means of physical culture and, accordingly, requires significant changes in the professional training of future specialists in physical culture and sports.

Kazakhstan has good potential for further growth of results in the Olympic arenas. The key role in this process is played by:

- development of mass sports;
- improvement of material incentives for coaches working with talented children;
- education and attraction of sports managers and trainers-breeders from abroad;
- restoration of traditions in those sports in which athletes of Kazakhstan previously managed to achieve significant success;
- development of Olympic sports with a large number of medals being played.

The main idea of the elective subject "Olympic education" developed by us in the modernization of the system of professional training of students in higher educational institutions of physical culture is to at least master knowledge of Olympism, and how to create a mechanism for the sustainable development of the educational process in the system of professional training of specialists in physical education. culture and sports on the basis of Olympic education, which will allow achieving the modern quality of training for a bachelor of physical culture and sports with knowledge and skills in Olympism and corresponding to the development and needs of the personality of society and the state.

Bakhtiyarova, S., Ali, Z., Nurbagi, S., Baitlessova, N., & Yergaliyev A., (2021). The role of discipline "Olympic Education" in Training Specialists of "Physical Culture and Sport" in Kazakhstan. *Cypriot Journal of Educational Science*. 16(6), 3196-3212 <https://doi.org/10.18844/cjes.v16i6.6536>

Reference

Alp, A. F., Oz, R., & Horozoglu, M. A. (2018). Investigation of students' level of imagination and sport confidence studying at School of Physical Education and Sports. *International Journal of Learning and Teaching*, 10(2), 148–157. <https://doi.org/10.18844/ijlt.v10i2.3409>

Analysis of the development of physical culture and sports in the Republic of Kazakhstan (n.d). // Electronic resource. https://vuzlit.ru/352612/analiz_razvitiya_fizicheskoy_kultury_sporta_respublike_kazahstan

Bakhtiyarovna, S., Murzakhmetov, Y., Mirlan, K. K., Sundetov, M., & Kuderiyeu, Z. K. (2020). Olympic education as one of the priority areas of physical education and sports specialists. *Journal of Physical Education and Sport*, 20(1), 273-279. <http://efsupit.ro/images/stories/ianuarie2020/Art%2037.pdf>

Barinov, S. Yu. (1999). Problems of Olympic education in the activities of the International Olympic Academy. <https://elibrary.ru/item.asp?id=15968470>

Barinova, I. V. (1994). The state and ways of improving the Olympic education and upbringing of student youth. <https://elibrary.ru/item.asp?id=30176441>

Belousov, L.S., Vatlin, A. Yu., & Strelkov, A. V. (2016). Olympic movement. History and modernity. <https://elibrary.ru/item.asp?id=28079859>

Bulatova, M. M., & Bubka, S. N. (2012). Kulturnoie nasledie Drevnei Hretsii i Olimpiiskie ihry [Cultural heritage of Ancient Greece and the Olympics]. K.: Olymp. I-ra. https://www.researchgate.net/publication/317915301_DAVNOGRECKA_AGONISTIKA_V_MISTECTVI

Efremenkov, K.N. (2013). The development of Olympic education in the context of modernization of the system of professional training of students in universities of physical culture (Doctoral dissertation, KN Efremenkov). https://static.freereferats.ru/_avtoreferats/01007941679.pdf

Ershov, E. N., & Ezhova, A. V. (2018). Olympic movement in modern society. In *Olympism: Origins, Traditions and Modernity* (pp. 35-40). <https://elibrary.ru/item.asp?id=36933307>

Gurumurthy Iyer, V. (2020). Social impact assessment process for industry 4.0 to achieve sustainable artificial intelligence systems. *Global Journal of Computer Sciences: Theory and Research*, 10(2), 27–47. <https://doi.org/10.18844/gjcs.v10i2.5393>

Kontanistov, A.T. (2011). Formation of the organizational and pedagogical foundations of Olympic education in Russia (doctoral dissertation, All-Russian Scientific Research Institute of Physical Culture). <https://elibrary.ru/item.asp?id=40926523>

Kruglik, I. I. (2016). Distance pedagogical technology in the field of Olympic education of students: author. dis. Cand. ped. aUk: 13.00.08. - SPb.; 2016. -- 26 p. 54. <https://www.dissercat.com/content/distantionnaya-pedagogicheskaya-tehnologiya-v-sfere-olimpiiskogo-obrazovaniya-studentov>

Kshibekov, D.K. (2006). National idea and ideology. Evero. <https://elibrary.ru/item.asp?id=19658989>

Kuhn, L. (1982). General history of physical culture and sports: Per. from Hungarian. Rainbow. <https://www.twirpx.com/file/1809182/>

Moskvichev Yu. O. (2002). professional training of specialists in Olympic education // Youth - NAUKA - Olympism. Mater. Int. forum. - M. 2002. -- S. 87-93.

- Bakhtiyarova, S., Ali, Z., Nurbagi, S., Baitlessova, N., & Yergaliyev A., (2021). The role of discipline "Olympic Education" in Training Specialists of "Physical Culture and Sport" in Kazakhstan. *Cypriot Journal of Educational Science*. 16(6), 3196-3212 <https://doi.org/10.18844/cjes.v16i6.6536>
- PakYu, N. (2017). The potential for accomplishment. Higher School in Search of Answers to the Challenges of the Time // "Modern Education". - 2017. - No. 1 (105). - S. 23-27. https://www.directmedia.ru/book_484119_professionalnaya_podgotovka_pedagogov_psihologov_posuschestvleniyu_psihologicheskogo_prosve/
- Polikarpova, G.M. (2003). Olympic education and upbringing as a subject of pedagogical research. <https://elibrary.ru/item.asp?id=16008308>
- Radid, M., Lotfi, S., & Akoul, M. (2020). Effects of academic results on the perception of competence and self-esteem in students' training. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 10(1), 12–22. <https://doi.org/10.18844/gjgc.v10i1.4874>
- Stolyarov, V.I. (2013). The system of Olympic education, upbringing, and training: Monograph. - Bishkek: Maksat Publishing House, 2013. - 462 p. <https://rucont.ru/file.ashx?guid=d6bb85de-3ffc-4920-ae96-bdc1327ea774>
- Tekin, M., Akbay, B., & Din, Y. S. (2018). Investigation of the students' level of motivation and creativity studying at School of Physical Education and Sports. *Contemporary Educational Researches Journal*, 8(1), 21–30. <https://doi.org/10.18844/cerj.v8i1.3229>
- Zakiryanov, K. (2017). Ancient Turan and the Olympic Games of Ancient Greece. *Science in Olympic Sports*, (4), 85-88. <http://plaw.nlu.edu.ua/index.php/1992-7886/article/view/144611>
- Zhunosbaev, N. (2014). Olympic Golden Route: London - 2012, Sochi - 2014. - Almaty: Daur, 2014.- 360 p. <https://a-orlusha.ru/?cat=32>