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SWOT-ANALYSIS OF THE INFORMATIONAL-EDUCATIVE ENVIRONMENT IN THE OLYMPIC EDUCATION SYSTEM

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Abstract

Introduction. New approaches to the implementation of e-learning technologies in the Olympic education for professional training of physical education specialists have led to the building an informational-educative environment for e-learning of the Center for Olympic Research and Education.

Aim is to substantiate the effectiveness of the model of informational-educative environment of e-learning of the International centre for Olympic studies and education of National University of Ukraine on Physical Education and Sport, based on SWOT-analysis.

Material and methods: sociological methods (expert survey), SWOT-analysis and mathematical statistics. As a result of the expert survey (n = 17) the influence of SWOT-analysis factors on the informational-educative environment was substantiated, which allowed to determine the expediency and effectiveness of the e-learning in the Olympic education and its implementation in the International Center for Olympic Research and Education.

Results. The study is based on a list of criteria adapted to the conditions of the educational process in physical education. According to the criteria selected by the experts, 29 factors identified as the strengths and weaknesses of the informational-educative environment of e-learning of the Center for Olympic Studies and Education, and 22 factors identified as the opportunities and threats of e-learning technologies in the Olympic education system.

Conclusions. The use of sociological methods allowed to establish the existing ways of implementing e-learning technologies in the Olympic education system in Ukraine and the impact of SWOT-analysis factors on the informational-educative environment of e-learning at the International Center for Olympic Research and Education of National University of Ukraine on Physical Education and Sport.

Key words: Olympic education, e-learning, SWOT-analysis.

Introduction. In Ukraine there exists a well-functioning system of Olympic education thanks to cooperation of the National Olympic Committee (NOC) and Olympic Academy of Ukraine (OAU). Its basis is formed with OAU regional departments, International (in Kyiv) and regional (in Dnipro, Lviv and Kharkiv) centers for Olympic Studies and Education. The researches of M. Bulatova [1, 2, 26], V. Yermolova [10, 11], M. Zahitova [12], M. Serdiuk [22] prove that each center is a scientific and educational complex the main aims of which are to carry out researches and to realize teaching and educational programs as well as postgraduate vocational education. The basis of the centers' work is integration of scientific and educational principles as part of professional training of PE specialists.

Theoretical basis is formed by the specialists of the following institutions: International and National Olympic Academies, Centers for Olympic Studies and Education, International Academy of Sports Science and Technologies.

The analysis of special scientific and methodological literature and Internet resources allows us to note that nowadays in the world scientific area the system and components of Olympic education are fundamentally reported [6, 27, 28, 31]; historical aspects are determined and peculiarities of Olympic education in Ukraine [1, 4, 19, 25], Poland [5], Belarus Republic [8, 18], Russian Federation [16, 17, 21], and Latvia [20] are investigated, the forms and methods of work of International Olympic Academy [24, 29, 30], OAU regional departments [9] and Centers for Olympic Studies and Education of Ukraine [13] are determined. Yet, there is a total lack of information about organization of e-learning in the Centers for Olympic Studies and Education in the world.

According to scientists [7, 15], solving these important issues is hampered by a range of controversies arising between:

- requirements for computerization of higher education institutions in PE and failure to develop theoretical and methodological frameworks of this process;
- increasing demands of information society to the level of information technologies competence and lack of commitment to using e-learning technologies by future professionals as well as by teachers and professors of PE higher education institutions;
- need for complementing traditional forms and methods of studying with information technologies and failure to develop organizational and methodological frameworks of applying them in educational institutions;
- need for implementation of e-learning for future PE professionals, especially high qualified sportsmen, and lack of science-based methodolody of e-courses development involving professional training specificity;
- contemporary demands to computerization of monitoring the levels of knowledge, practical skills, abilities and sporting conditions and inadequate level of its implementation into educational and training process.

We agree with the R. Klopov's summary [15] that the reasons are both organizational and economic: insufficient computer equipment in educational institutions as needed and of

appropriate level; absence of pedagogical program software; lack of attention to the problem of using computer in educational process, and organizational and methodological ones.

At the same time, there is almost no pedagogically reasonable methodological supply of educational process oriented on system usage of modern information and communication technologies. According to O. Snihur [23], there is lack of educational and methodological literature for teachers, training manuals for students of educational institutions which would reveal the ways and opportunities of using modern ICT while studying subjects of the curriculum.

The relevance of the mentioned issue in the face of global change of social and personal life is caused by presence of controversies both at theorerical and practical levels, such as:

- between the need of spreading values of Olympism phylosophy and lack of their usage in the e-learning system;
- needs in implementing specific technologies into the system of Olympic education of youth and lack of scientific and practical materials in this area;
- necessity of obtaining a higher education and impossibility to attend all classes due to participation in competitions and training camps with the national team of Ukraine;
- necessity for learners to gain knowledge and lack of needed number and availability of educational and methodological literature;
- ability to constantly renew information in Olympic topics to improve and enhance knowledge in Olympic education, incresing quality of Olympic education integration into the area of educational institutions and lack of needed information and educational environment.

Searching for new approaches to organization of e-learning technologies' implementation into the system of Olympic education within vocational training of future specialists it is extremely necessary to create e-learning information and educational environment of the Center for Olympic Studies and Education.

Review of e-learning programs in the Centers for Olympic Studies and Education requires detailed scientific analysis. In particular, the main forms of e-learning in PE educational institutions in different countries are not investigated profoundly enough, as well as the ways of cooperation between the Centers for Olympic Studies and Education in the world and other educational organizations for implementation of Olympic education among youth. For that reason, it is important to determine the components of e-learning information and educational environment of the Center for Olympic Studies and Education and substantiate the relevance of their implementation in Ukraine.

Connection of the work with important scientific programs and practical tasks. The study was conducted within the topic «Olympic Education in the System of Educational and Training Process of Younger Generation» according to the plan of scientific and resarch work of National University of Ukraine on Physical Education and Sport for the years 2016-2020 being carried out in the laboratory of Olympic Education at the Olympic Educational and Scientific Institute of

National University of Ukraine on Physical Education and Sport. The role of the author consisted in substantiating the relevance of e-learning technologies' implementation into the system of Olympic education in Ukraine based on identifying the main forms and ways of e-learning in the Centers for Olympic Studies and Education in the world.

The aim of the research was to substantiate the efficiency of functioning of the e-learning information and educational environment model in the International Center for Olympic Studies and Education of National University of Ukraine on Physical Education and Sport, based on SWOT-analysis.

Material and methods.

In the course of the study sociological methods (expert survey), SWOT-analysis and mathematical statistics were used. The main objective of using individual expert assessments was to determine the impact of SWOT-analysis factors on the e-learning information and educational environment at the International Center for Olympic Studies and Education of National University of Ukraine on Physical Education and Sport. 17 experts took part in the expert survey – the members of Olympic Academy of Ukraine, heads of regional departments, professors, and doctors of science. The expert survey let us get the weighting factors having impact on e-learning technologies' implementation into the system of Olympic education in Ukraine.

Results of the research and discussion. One of the most widespread instruments of organizations' strategic planning is SWOT-analysis as a method of identifying strong and weak points of organizations' external and internal environments aimed to analyse them, use the results in strategic planning and take management decisions [14].

The main idea of the method (fig. 1), according to I. Vahner [3], consists in detailed review of particular internal factors (strong and weak points) being distinctive when taking decisions on e-learning technologies' implementation into the system of Olympic education, determination and assessment of opportunities or threats while developing the idea, activity or process (external factors).

In the study the list of criteria adopted to educational conditions as part of e-learning information and educational environment in the International Center for Olympic Studies and Education (ICOSE) of National University of Ukraine on Physical Education and Sport was taken as a basis. In accordance with the criteria selected by the experts, 29 factors determining strong and weak points of e-learning information and educational environment of the Center for Olympic Studies and Education and 22 factors determining opportunities or threats of e-learning technologies' implementation into the system of Olympic education were established.

Internal factors of e-learning information and educational environment of ICOSE include the following:

− *financial resources*: state funding of education innovations, grants, charitable donations, opportunity to get sponsorship support;

− *physical resources*: ICOSE location, available premises, material and technical equipment, Internet connection from a working place as well as from a personal device (wi-fi device);

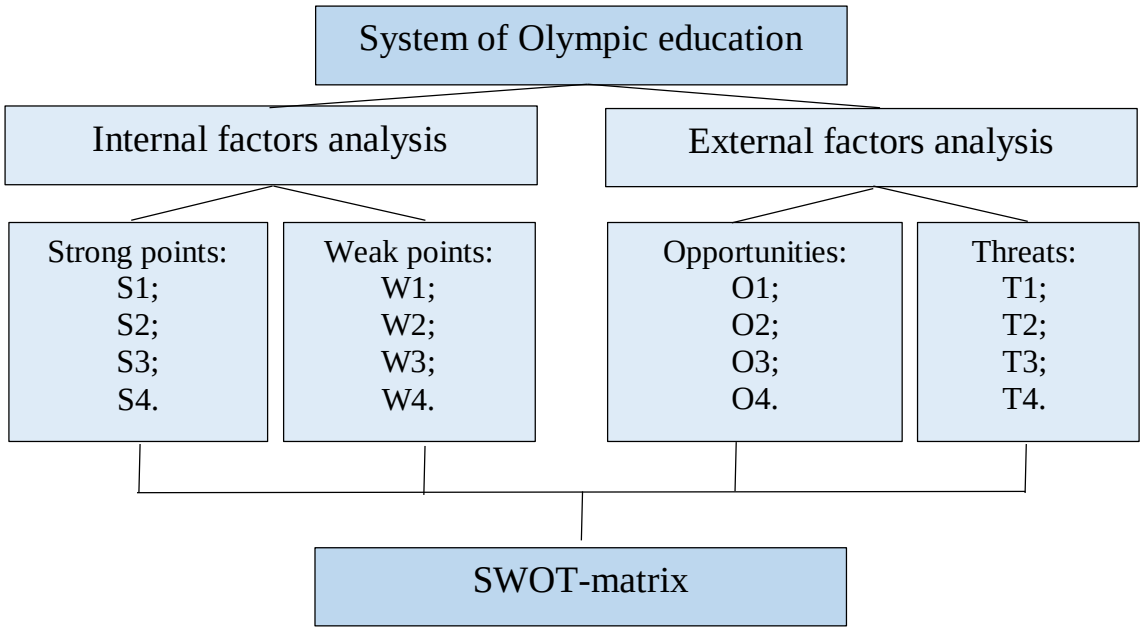

Fig. 1. **SWOT-analysis of educational environment in the Olympic education system**

— *human resources*: scientific and pedagogical staff's and technical staff's qualification, computer competence of the Center's users, involvement of third-party experts, counsels, and specialists;

— *intellectual resources*: author's courses in Olympic education, electronic manuals and publications in history and theory of Olympic Movement, literature for school-aged students in Olympic education; video lectures in specific Olympic topics, lectures in Power Point format, theoretical tasks and testing in Olympic education (self-assessment), video presentations and imagery in Olympic topics, Internet conferences, seminars, video materials for skills development;

— *legal and regulatory resources*: HEI consept for conducting e-learning due to which Center for Olympic Studies functions, Statute on the HEI e-learning center which Center functions in, program of developent and implementation of e-learning technologies in HEI which Center functions in, requirements to Center e-courses, copyright of courses in Olympic education, licenses on program software in Olympic education, certificates of Center's teacher tutors.

To identify strong (S) and weak (W) points of e-learning in the system of Olympic education in Ukraine an expert survey was conducted among the specialists in Olympic education (n = 17) including assessment of each factor from 1 to 5 points where 1 was the lowest mark, and 5 – the highest one. The rating values after ranging the factors for further development of SWOT-analysis matrix are given in the *table 1*.

According to the determined criteria, the strengths of the ICOSE e-learning information and educational environment, as the experts see it, are the following: scientific and pedagogical staff's qualification (79 points), Internet connection from a personal device (78 points), author's courses in Olympic education (77 points), electronic manuals and publications in history and theory of Olympic Movement (77 points), and video lectures in specific Olympic topics (77 points).

Table 1

Rating of internal factors of e-learning information and educational environment in Olympic education system

Factors	Strong points (S)						Weak points (W)					
	1	2	3	4	5	∑ points	1	2	3	4	5	∑ points
Financial resources:												
1. Grants	0	0	0	8	9	77	1	0	1	9	6	70
2. Sponsorship support	0	0	0	11	6	74	1	0	0	11	5	70
3. State funding of education innovations	0	0	0	14	3	71	0	0	1	13	3	70
4. Charitable donations	0	1	2	11	3	67	1	0	2	10	4	67
Human resources:												
5. Scientific and pedagogical staff's qualification	0	0	0	6	11	79	5	6	0	4	2	43
6. Involvement of third-party experts, counsels, specialists	0	0	0	9	8	76	3	5	0	9	0	49
7. Computer competence of the Center's users	0	0	0	10	7	75	2	7	0	7	1	49
8. Technical staff's qualification	0	0	1	9	7	74	4	6	0	7	0	44
Physical resources:												
9. Internet connection from a personal device	0	0	0	7	10	78	0	2	0	13	2	66
10. Material and technical equipment	0	0	1	7	9	76	0	1	0	13	3	69
11. Internet connection from a working place	0	1	0	6	10	76	0	1	0	14	2	68
12. Premises	0	0	2	13	2	68	1	2	0	12	2	63
13. Location of the Center	5	1	3	7	1	67	9	4	2	2	0	31
Intellectual resources:												
14. Author's courses in Olympic education	0	0	0	8	9	77	13	2	1	1	0	24
15. Electronic manuals and publications in history and theory of Olympic Movement	0	0	1	6	10	77	12	2	1	2	0	27
16. Video presentations and imagery in Olympic topics	0	0	1	6	10	77	13	2	1	1	0	24
17. Video lectures in specific Olympic topics	0	0	1	7	9	76	11	3	1	2	0	28
18. Internet conferences, seminars	0	0	1	8	8	75	12	3	1	1	0	25
19. Literature for school-aged students in Olympic education	0	1	0	8	8	74	12	3	2	0	0	24
20. Lectures in Power Point format	0	0	1	9	7	74	11	2	3	1	0	28
21. Video materials for skills development	0	0	2	7	8	74	12	3	1	1	0	25
22. Theoretical tasks and testing in Olympic education (self-assessment)	0	0	1	10	6	73	10	4	1	2	0	29
Legal and regulatory resources:												
23. HEI consept for conducting e-learning due to which Center functions	0	0	2	10	5	71	11	4	0	2	0	27
24. Program of developent and implementation of e-learning technologies in HEI which Center functions in	0	0	2	9	6	70	10	5	0	2	0	28
25. Statute on the HEI e-learning center which Center functions in	0	0	3	9	5	67	11	4	0	2	0	27
26. Requirements to e-courses in Center	0	1	3	9	4	67	9	5	1	2	0	30
27. Licenses on program software in Olympic education	0	0	3	12	2	67	9	6	0	2	0	29
28. Copyright of courses in Olympic education	0	0	5	9	3	66	9	6	0	2	0	29
29. Certificates of Center's teacher tutors	0	0	5	11	1	64	10	5	1	1	0	27

Thus, on the criterion «Financial resources» using e-learning in the ICOSE lead to the opportunity to gain grants of state and international organizations. On the criterion «Physical resources» e-learning technologies' implementation does not require considerable renovation of educational premises and working places for tutors and users. The BYOD ("bring your own device") approach is gaining particular relevance in educational institutions requiring using their own electronic devices (smartphone, laptop or tablet) by the educational process participants.

On the criterion «Human resources» the opportunity is given to engage learners from other educational institutions including the ones from other countries as well as «guest» lecturers and IT specialists to solve technical problems. On the criterion «Intellectual resources» the strength of ICOSE is development of the author's courses in Olympic education, video lectures and multimedia presentations. On the criterion «Legal and regulatory resources» the advantage of e-learning in educational process organization is development of the HEI consept for conducting e-learning due to which Center functions, programs of developent and implementation of e-learning technologies, and copyright of courses in Olympic education for higher and general education institutions.

According to the results of the expert assessment, the weaknesses of ICOSE e-learning information and educational environment consist in the lack of state funding of education innovations (70 points), problems with gaining grants and sponsorship support of the Center's projects (70 points for each factor), and insufficient level of Center's material and technical equipment to provide usage of up-to-date informational resources (69 points).

Thus, on the criterion «Financial resources» using e-learning technologies in Olympic education has limitations due to lack of state funding of education innovations, difficulties with gaining grants to realize the Center projects, and weak interest of business representatives to cooperate with educational institutions. On the criterion «Physical resources» the limitation in using e-learning technologies in Center was identified due to no Internet connection from a working place. On the criterion «Human resources» the need in the Center users' constant awareness on updating informational content in Olympic topics was particularly acute.

Except for objective internal factors being possible to control, it is worth taking into account external processes as well explicitly or implicitly influencing on the system of Olympic education which determine opportunities and threats. Such external factors are:

- *social tendencies*: values and credibility of Olympic education, students' mobility, migration of educators, change in preferences of target audience (ICOSE's users);
- *market tendencies*: competition between educational institutions providing e-learning in PE area including Olympic sports; branch network of the Olympic studies system in the world and regional Centers in Ukraine; communication policy of general education institutions being part of all-Ukrainian network of Olympic education schools;
- *economic tendencies*: material well-being and level of income of people; level of social security of people; level

of wages of educators; cost of education services; economic availability of e-learning services; funding of international educational projects;
- *demographic tendencies*: number and age of people involved in educational area; opportunity to provide educational services life-long; gender equity in education;
- *information and communication tendencies*: integration of new technologies in education; modern ways of providing information content in Olympic topics; creating virtual education platforms (Olympic studios, classes etc.);
- *political, ecological, economical limitations and regulations*.

The results of the expert assessment (rating values) of external factors of e-learning information and educational environment in the system of Olympic education are given in the *table 2*.

Let us consider the opportunities of e-learning technologies' implementation into the system of Olympic education according to the given criteria. Thus, the criterion «Social tendencies» harnesses wide opportunities of implementation of values and ideals of Olympism among vast majority of population thanks to using e-learning technologies (70 points), opportunity to gain up-to-date knowledge in Olympic education regardless of geographical location related to ICOSE users' mobility (69 points), and rapid updating of information content if change in preferences of target audience (ICOSE's users) happens.

The criterion «Market tendencies» requires positive impact of competition on the quality of providing educational services (68 points), branch network of the Center's system in the world and regional Centers in Ukraine (69 points), and constant improvement of quality of information materials. Also, as the experts see it, the advantage of e-learning technologies' implementation is the opportunity to provide ICOSE educational and consulting services to general education, pre-schooling and other educational institutions as part of realization of Olympic education (67 points).

On the criterion «Economic tendencies» the opportunities are defined to engage more ICOSE's users thanks to economic availability of e-learning services (74 points) and creating favourable conditions for external funding via quality organization of educational process in ICOSE using e-learning technologies in Olympic education (70 points). The important factor in favour of e-learning technologies' implementation into the system of Olympic education is lower tuition fee compared to traditional form of education (71 points). On the criterion «Demographic tendencies» e-learning provides the opportunity for life-long learning (as there are neither age-related nor territorial limitations).

On the criterion «Information and communication tendencies» modern technologies broaden the potential and variety of content in Olympic topics, variability of author's courses and opportunities to create virtual education platforms (Olympic studios, classes etc.).

The analysis of the criterion «Political, ecological, economical limitations and regulations» claims about opportunities of environmental resources economy when e-learning technologies' implementation into the system of Olympic education (64 points).

Table 2

Rating of external factors of e-learning information and educational environment in the system of Olympic education

Factors	Strong points (S)						Weak points (W)					
	1	2	3	4	5	∑ points	1	2	3	4	5	∑ points
Social tendencies:												
1. Values and credibility of Olympic education	0	0	1	10	6	70	12	5	0	0	0	22
2. Students' mobility	1	0	3	11	3	69	9	7	0	1	0	27
4. Change in preferences of target audience (ICOSE's users)	1	0	0	12	4	69	4	6	2	3	2	44
3. Migration of educators	0	1	4	9	3	65	7	6	4	0	0	31
Market tendencies:												
6. Branch network of the Centers system in the world and regional Centers in Ukraine	1	1	1	7	7	69	8	6	2	0	0	26
5. Competition between PE educational institutions	0	0	3	11	3	68	6	7	0	4	0	36
7. Communication policy of general education institutions	0	0	1	11	5	67	9	7	1	0	0	26
Economic tendencies:												
12. Economic availability of e-learning services	0	0	2	7	8	74	1	2	2	7	5	64
11. Cost of education services	0	1	1	9	6	71	1	1	2	9	4	67
13. External funding of educational projects, grants	0	0	3	9	5	70	1	3	3	7	3	59
10. Level of wages of educators	0	3	0	10	4	66	1	6	3	6	1	51
8. Material well-being and level of income of people	0	2	3	10	2	63	2	8	1	5	1	46
9. Level of social security of people	0	2	2	12	1	63	1	9	2	4	1	46
Demographic tendencies:												
15. Opportunity to provide educational services life-long	0	0	1	15	1	68	2	1	3	9	2	59
16. Gender equity in education	1	0	3	8	5	67	1	2	1	9	4	64
14. Number and age of people involved in educational area	3	1	2	11	0	55	3	8	1	5	0	42
Information and communication tendencies:												
19. Creating virtual education platforms (Olympic studios, classes)	0	0	0	10	7	75	11	5	0	0	1	26
17. Integration of new technologies in education	0	1	1	8	7	72	0	2	0	9	6	70
18. Modern ways of providing information content in Olympic topics	0	0	0	13	4	72	9	6	1	0	1	29
Political, ecological, economical limitations and regulations:												
22. Environmental resources economy	1	2	1	9	4	64	9	6	-	1	1	30
20. Political instability influencing quality of life	2	3	1	8	3	58	0	2	0	12	3	67
21. Economical limitations of using informational resources	5	2	1	8	1	49	2	2	5	7	1	54

Along with the defined opportunities in accordance with the mentioned criteria the following threats were identified from the external environment: the criterion «Social tendencies» was related to the threat of losing high qualified and competitive staff because of migration. Also the experts noted that the criterion «Market tendencies» caused limitations for e-learning technologies' implementation due to probability of further depreciation of education credibility as a result of a big number of educational institutions (36 points).

The criterion «Political, ecological, economical limitations and regulations» causes the threats related to international level political troubles resulting in economical sanctions and limitations on using information resources developed in other countries. At local level untimely and insufficient pay for communication services and technical support lower the efficiency of ICOSE's educational activity.

Classic SWOT-analysis requires expert assessment in points of each factor from 1 to 5 where 1 is the lowest mark and 5 is the highest one [231]. After statistic processing of the received data and ranging of factors by decreasing the numerical value we left 10 key factors with the biggest number of points within a group. By the key factors the SWOT-analysis matrix of educational environment in the system of Olympic education was built (*table 3*) for further review of calculation methodology.

The total sum of points in the line (weighting factor ∑n) allows us to identify the rank of each factor and its priority during e-learning technologies' implementation into the system of Olympic education. Comparison of total debit indicator ∑Db in the left part of the table 3 with total credit indicator ∑Kr in the right part of table 3 allows us to identify equity (Sb) of factors.

Total debit indicator ∑Db is calculated via formula:

$$\sum Db = \sum Db1 + \sum Db2, \quad (1)$$

$$\sum Db = 769+711 = 1480$$

Total credit indicator ∑Kr is calculated via formula:

$$\sum Kr = \sum Kr1 + \sum Kr2, \quad (2)$$

$$\sum Kr = 641+601 = 1242$$

Equity Sb is calculated via formula:

$$Sb = \sum Db - \sum Kr, \quad (3)$$

$$Sb = 1480-1242 = 238$$

If equity is positive, that is $Sb \geq 0$, it shows the advisability of implementing the «Olympic legacy» module in ICOSE, because in information and educational environment favourable conditions prevail. If equity is negative, that is $Sb \leq 0$, it shows inadvisability of implementing the «Olympic legacy» module in ICOSE, because in information and educational environment threats prevail making it impossible to use e-learning technologies in Olympic education efficiently.

In the present case, equity is positive: Sb = 238 creating background for further substantiation of e-learning technologies' implementation as part of the module «Olympic legacy » in ICOSE of National University of Ukraine on Physical Education and Sport.

Table 3

SWOT-analysis matrix of educational environment in the system of Olympic education

Factors	*Number of answers*					∑ points	*Number of answers*					∑ points	*Factors*
Strong points (S)	1	2	3	4	5		1	2	3	4	5		Weak points (W)
S1	0	0	0	6	11	79	0	0	1	13	3	70	W1
S2	0	0	0	7	10	78	1	0	1	9	6	70	W2
S3	0	0	0	8	9	77	1	0	0	11	5	70	W3
S4	0	0	0	8	9	77	0	1	0	13	3	69	W4
S5	0	0	1	6	10	77	0	1	0	14	2	68	W5
S6	0	0	1	6	10	77	1	0	2	10	4	67	W6
S7	0	0	1	7	9	76	0	2	0	13	2	66	W7
S8	0	1	0	6	10	76	1	2	0	12	2	63	W8
S9	0	0	0	9	8	76	2	7	0	7	1	49	W9
S10	0	0	1	7	9	76	3	5	0	9	0	49	W10
∑Db1						**769**	**∑Kr1**					**641**	
Opportunities (O)	1	2	3	4	5	∑ points	1	2	3	4	5	∑ points	Threats (T)
O1	0	0	0	10	7	75	0	2	0	9	6	70	T1
O2	0	0	2	7	8	74	1	1	2	9	4	67	T2
O3	0	1	1	8	7	72	0	2	0	12	3	67	T3
O4	0	0	0	13	4	72	1	2	2	7	5	64	T4
O5	0	1	1	9	6	71	1	2	1	9	4	64	T5
O6	0	0	1	10	6	70	1	3	3	7	3	59	T6
O7	0	0	3	9	5	70	2	1	3	9	2	59	T7
O8	1	0	3	11	3	69	2	2	5	7	1	54	T8
O9	1	0	0	12	4	69	1	6	3	6	1	51	T9
O10	1	1	1	7	7	69	2	8	1	5	1	46	T10
∑Db2						**711**	**∑Kr2**					**601**	

It is also worth noting that the equity of internal factors Sb1 equals 128 points, which also shows advisability of choosing e-learning information and communication technologies as part of the mentioned factors. The equity of external factors Sb2 is positive as well (110 points), which maximally emphasizes favourable conditions for implementing the results of the study into ICOSE practice.

According to the determined criteria, the SWOT-analysis matrix of educational environment in the system of Olympic education was built (*table 4*).

Table 4

SWOT-analysis matrix of e-learning educational environment of the International Center for Olympic Studies and Education

Strong points (S)	Weak points (W)
Scientific and pedagogical staff's high qualification	Lack of state funding of education innovations
Internet connection from a personal device with no time limits	Difficulties in gaining grants
Attraction of grants	Lack of sponsors' interest in supporting educational projects
Author's courses in Olympic education	Outdated material and technical equipment
Electronic manuals and publications in history and theory of Olympic Movement	Limited access to Internet from a working place
Video presentations and imagery in Olympic topics	Low level of charitable assistance
Material and technical equipment	Limited access to Internet from a personal device
Internet connection from a working place	Difficulties in getting premises
Involvement of third-party experts, counsels, specialists	Low level of computer competence of the Center's users
Video lectures in specific Olympic topics	High operational expenditures on involvement of third-party experts, counsels, specialists
Opportunities (O)	Threats (T)
Creating virtual education platforms (Olympic studios, classes)	Slow pace of integration of new technologies in education
Economic availability of e-learning services	High cost of education services
Integration of new technologies in education	Political instability influencing quality of life
Modern ways of providing information content in Olympic topics	Economical inaccessibility of e-learning services
Cost of education services	Violation of gender equity in education
Values and credibility of Olympic education	Funding of international educational projects
Funding of international educational projects	Opportunity to provide educational services life-long
Students' mobility	Economical sanctions and limitations on using information resources developed in other countries
Change in preferences of target audience (ICOSE's users)	Low level of wages of educators
Branch network of the Center's system in the world and regional Centers in Ukraine	Low level of material well-being and level of income of people

Let us analyze the S-O direction (using strong points for realization of opportunities). It is worth noticing that while using e-learning technologies in Olympic education the reverse terms of the direction become apparent the most significantly. The tendency to expanding strong points due to the opportunities of external environment is clearly seen. The S-T direction (using strong points for minimizing weak points) is working convincingly. The number of identified indicators of strong and weak points according to the determined criteria is the same but the identified strong points are more significant, and the weak points are not fatal, moreover, most of them are possible to be minimized by the functional of strong points as well as opportunities of external environment.

Thus, for example, limited opportunities of funding of education innovations are relevant to be compensated via gaining grants from state and international organizations provided that quality and up-to-date approach to educational process organization would create favourable conditions for external funding by involvement of additional money from providing educational and consulting services.

Conclusions:

1. The need in constant self-education among teachers is determined as a weak point only provided that there is lack of motivation of educators to self-develop and self-study but external environment in turn stimulates and motivates to activity through tough competition inevitably demanding constant self-study and self-improvement of teachers.

2. The problem of limitation of using e-learning due to limited access to Internet as well as the problem of full freedom of a teacher in educational area is the most complicated. They have to be solved at the administrative level. The first one – by creating additional Internet rooms and Wi-Fi coverage area. The second one – by taking corresponding administrative decisions aimed to provide a teacher with an opportunity to choose the strategies of building educational process in the system of Olympic education on their own.

3. The S-T direction (using strong points for neutralization of threats) works positively towards the first three indicators from the list of external threats: the opportunity to gain grants from state and international organizations neutralizes the negative effects of the «market tendencies», «economic tendencies» and «demographic tendencies» criteria.

4. The W-T direction (prevention of threats, minimizing weak points) is the most relevant at the stage of taking decisions. As a result of the conducted analysis only the threat related to political instability is out of control, though it does not make the work of ICOSE impossible.

5. The SWOT-analysis of the e-learning information and educational environment of the ICOSE allowed us to identify that strong points prevail over weak points. In this case, the equity is positive: Sb = 238, creating background for further substantiation of e-learning technologies' implementation as part of the module «Olympic legacy» in the International centre for Olympic studies and education of National University of Ukraine on Physical Education and Sport. It is also worth noting that the equity of internal factors Sb1 equals 128 points, which also shows advisability of choosing e-learning information and communication technologies as part of the mentioned factors. The equity of external factors Sb2 is positive as well (110 points), which proves the efficiency of functioning of e-learning information and educational environment in the International centre for Olympic studies and education and creates favourable conditions for e-learning technologies' implementation into the system of Olympic education in Ukraine.

Prospects for further research consist in establishing the system for monitoring the changes of e-learning environment internal and external factors as well as motivational dominants of ICOSE's users.

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