

The monograph studies historical, theoretical and methodological aspects of the development of Olympic education, its functioning and integration into the educational process. The authors analyse, generalise and characterize innovative forms of Olympic education. It provides a theoretical review of Olympic education which can be used in organizing educational activities for students, teachers and educators in general. The paper describes various aspects of patriotic education of the youth that draw on the principles and foundations of Olympic education, which allows to form national universal values.

The monograph is recommended for use in the professional pedagogical or scientific activities by physical education teachers, graduate students, students or others whose research is aimed at studying the basic principles of Olympic education.



Yaroslav Galan  
Vira Perederiy  
Olga Beshlei

# OLYMPIC EDUCATION - Part 1

Theoretical and methodological principles of current Olympic education



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**LAP LAMBERT Academic Publishing**

**Imprint**

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Publisher:

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Publishing group

str. A.Russo 15, of. 61, Chisinau-2068, Republic of Moldova Europe

Printed at: see last page

**ISBN: 978-620-4-18374-9**

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**OLYMPIC EDUCATION**

**P.1**

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**Olympic education**

Monography

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## INTRODUCTION

The Olympic Movement for its more than 120-year history is considered to be one of the most large-scale phenomenon today, which brings together the vast majority of the world. Consequently, the International Olympic Committee (IOC) as the governing body of the Olympic movement is one of the most influential international organizations. One of the main tasks of the IOC is to focus on encouragement and support of the initiatives aimed at integrating Olympic values in the life of society, but also promoting activities of the International Olympic Academy and other institutions that deal with the development of Olympic education.

Ukraine is one of the leading countries in the promotion of the Olympic movement and Olympic education, which is recognized by international organizations. The most common forms include Olympic classes, small Olympic games, talks, quizzes, drawings competitions, meetings with champions and prize-winners of the Olympic Games, the Olympic break, the competition “Olympic mile”, Olympic Festival “Olympic Kaleidoscope”, Olympic Museum and Olympic education classroom, lectures, actions “Letter to the Olympians”, school Olympic committee, volunteer movement and club work [139]. In addition, Ukraine has a network of Olympic education schools, which unites 276 educational institutions.

The study of Olympic education in different years engaged domestic M.M. Bulatova, 2002 [28], O.M. Vatseba , V.P. Yukhimuk, 2004 [148], A.A. Tomenko, 2007 [123], V.M. Yermolova, 2010 [139], J.S. Sherbashin , 2009 [112], L.O. Radchenko, 2015 [99] and foreign scientists (V.N. Sergeev, 2001 [108] , Georgiadis K., 2010 [45], Binder D., 2012 [11]). The ways of integrating Olympic education into the educational

process of school youth are thoroughly analysed in scientific and methodical sources [33, 76, 92, 112]. The studies also highlight the educational potential of the Olympic movement [29, 125, 111], outline the importance of integrating Olympic education when training professionals of physical culture and sports [14, 34].

The question of Olympic education as a positive factor that contributes to the humanization of society is reflected in the work of Ukrainian researchers: N.V. Moskalenko, V. Savchenko, 2007 [106] S.F. Matveev, Kohut I.A., Kropivnitskyi T.A., 2007 [73] Y. Timchak, 2010 [121], Ya.P. Galan, [44], M.M. Bulatov, 2008 [25] and others. A significant amount of research is devoted to the development of the content of Olympic education as a factor in the humanization of the physical culture of student youth.

It is well known that in the implementation of Olympic education NOA has a leading role in ensuring the necessary physical activity, a high level of physical and moral development of the modern generation, the formation of a full-fledged personality. The variety of forms of Olympic education can ensure active involvement of children in regular exercise and sports, the development of their creative abilities, ethical and moral principles of personality, the formation of basic universal values, improving school performance, reducing morbidity and others.

The results showed that the most common and used innovative forms of Olympic education are various intellectual quizzes, themed festivals, contests, quests, various research activities, themed games or events, Olympic lessons, etc. Each of these activities touches upon the main aspects of Olympism, promoting innovation through the variety of physical exercises that have an Olympic focus. All these factors have an indirect impact on increasing physical activity and the overall development of the younger generation.

# CHAPTER 1

## HISTORICAL ASPECTS OF OLYMPIC EDUCATION

### DEVELOPMENT IN THE WORLD

#### 1.1. History of Olympic education

Today, Olympic education is an integral part of the Olympic movement in the world, the aim of which is to attract children and youth to the ideals and values of Olympism focused on universal, humanistic, ethical values associated with the sport. In our time it takes a more important place in the system of education in the education of the younger generation and propagation of the Olympic movement in general [94].

It is well known that the founder of the modern Olympic movement is Pierre de Coubertin who was a prominent French public figure, historian, educator, writer and athlete. One of the main ideas that led him to the revival of the Olympic movement was the idea of “*peace among nations*” [13]. In addition, Pierre de Coubertin, as a well-known educator, understood that sport could be an important factor in the development of education for the world, especially in the context of the reform of the general education system. The historical figure of Pierre de Coubertin was regarded not just like the man who revived the Olympic Games, as well as a reformer who sought to influence the system of education as the urgent need of the time.

Pierre de Coubertin attached special importance to the promotion of sports values not only for physical fitness and health but also for improving the intellectual, moral, aesthetic and other abilities of the individual. He argued that sport can form the “character and strengthen the moral force” as well as “initiative, sustainability, energy, desire to self-improvement and dealing with possible dangers” that involved the opportunity to promote not only physical improvement but also “the harmonious

development of adult man (the so called '*equilibrium of the adult*')". The Olympic concept of Pierre de Coubertin is not just a promising project, but a research-based socio-educational project with a distinct humanistic focus, which is of great socio-cultural importance now [118]. Focusing on the educational role of competition in sports, Pierre de Coubertin always emphasized that the desire to win or set a record Olympic team should not turn into the desire to win at any cost. Pierre de Coubertin believed that only moral values can give sports, sports competitions and sports records a truly humanistic nature. In his opinion, the Olympian should give preference to honesty, noble behaviour at sports matches, because only in this case they will fulfil their educational function [40].

The first formal discussion on Olympic Education was held in 1897 at the session of the International Olympic Committee (IOC) in Le Havre. The founder of modern Olympism, Pierre de Coubertin, considered it necessary to simultaneously develop the spiritual, physical and intellectual qualities of man. He formulated the ideology of Olympism, which laid in the foundation of Olympic education – a teaching phenomenon that gained further development in the works of scientists in various countries (V.I. Stolyarov, 2007 [117]; D. Binder, 2012 [11]; M.M. Bulatova, 2005 [20]).

Leading scientists, the followers of Pierre de Coubertin [25], concluded that he had seen the value of sport and the Olympic Games in the comprehensive development of a person, believing that it is more important than the demonstration of physical advantages and achieving victory. These ideas formed the basis of the concept of "Olympism", which in the current version of the Olympic Charter is interpreted as a philosophy of life that glorifies and unites in a harmonious whole: the dignity of the body, will and mind. Combining sport with culture and education, it seeks to create a way of life based on the joy of effort, the educational value of a good example, social responsibility and respect for universal fundamental ethical principles. The goal of Olympism is to put sport at the service of the harmonious development of mankind,

contributing to the creation of a peaceful society, which is interested in the preservation of human dignity [25].

Analysis of the concept of Olympism as a fundamental basis of Olympic education, given in the works of Platonov V.M., Bulatova M.M., Stolyarova V.I. [25, 118] proves that Pierre de Coubertin considered the Olympic Games as a tool to promote their educational goals related to physical education and “sports pedagogy”. We emphasize that with the development of society the contradiction between this philosophical concept, which is based on the decisive role of sport in the system of education and training of young people, and all larger organizational foundations of the Olympic Games that deviate from the Coubertin’ views and values of Olympism.

The concept of Pierre de Coubertin, which positions the Olympic sport of modern times as a means of achieving educational goals based on the following principles: 1 – the definition of education and the educational role of the individual athlete who embodies the unity of body, will and mind; 2 – equality of all people in the pursuit of constant physical, cultural, intellectual perfection, harmonious development and universality; 3 – “fair game” and tough competition, but in a spirit of partnership and code of honour, characteristic for chivalry; 4 – a principle borrowed from the experience of the Olympic Games in ancient Greece and presented in the form of a truce, cessation of hostilities and conflicts during the Olympic Games as a manifestation of peaceful cooperation; 5 – determined the unity of competitive sports with history, literature, music, fine arts, which should be reflected in the celebration of the Olympic Games, to promote aesthetic and humanistic education, harmonious development of personality [25].

A significant contribution to the formation of Olympic education was made by Karl Diem, a German scientist and activist of the international Olympic movement, who initiated the establishment of the International Olympic Institute in Berlin, the opening of the Olympic Museum, the launch of the Olympic Revue. These initiatives fit well into the

general course of Germany's preparations for the 1936 Olympic Games, so they found support from both Pierre de Coubertin and the Nazi authorities. Coubertin wrote a letter to Hitler proposing the establishment of the International Olympic Institute in Berlin, which was opened in 1938. Its president was the Minister of Sports of Germany Hans von Chammer und Austen, and the director was Karl Diem. The main directions of its activities were studying Olympism and spread the Olympic ideals in the world, the creation of the Olympic archives, libraries and Olympic Museum foundation periodical. The institute was funded by the German government. Research urgent problems of the Olympic movement, collecting materials on the history of the Olympic Games and the formation of archives, numerous articles and lectures on Olympics, the Olympic Games and the training of athletes, processing statistical material from Olympic sports, the results of the participants in the Olympic Games, the publication of the magazine with the assistance of foreign authors and many other areas fell within the scope of the institute. The Second World War was the reason for the termination of activities of the International Olympic Institute in Germany. After the end of World War II, Carl Diem did much to keep the International Olympic Institute as an official organization of the IOC. However, he did not get any support from the then vice-president of the IOC Avery Brundage, not by the president of the IOC Yuhannes Siegfried Edstrom. IOC had to take into account the attitude of the world community toward Germany, which unleashed the Second World War [24].

In 1945, Carl Diem proposed founding the International Olympic Academy (IAA) in the United States. With this proposal, he addressed the President of the US National Olympic Committee, IOC Vice President Avery Brandege. Diem believed that the economic situation in the United States and the popularity of sports in this country would contribute to the best dissemination of the ideas of Olympism and knowledge about the Olympic Games among young people in different countries. Implementation is this project in postwar Greece Diem considered unrealistic. However, Avery Brandej did not show any interest in resolving the issue of establishing the IAA in the United States

[24].

One of the leading organizations that implements, promotes and implements Olympic education is the International Olympic Academy (IOA). It functions as an international cultural centre designed to preserve and spread the spirit of Olympism, to study and implement the social and educational principles of the Olympic Games. The official opening of the International Olympic Academy took place in 1961, at the same time as the opening of the restored ancient stadium in Olympia. The initiators of this action were Carl Diem (Germany) and John Ketseas (Greece).

Control for activities IOA is maintained by the National Olympic Committee of Greece under the auspices of the International Olympic Committee (IOC). For the relationship and interaction with the IOA, in 1967 the International Olympic Committee created a commission of the International Olympic Academy and Olympic Education. Today, this commission has been reformed in the IOC Commission on Olympic Education and the Culture and Preservation of the Olympic Heritage.

It is believed that the first definition of ‘Olympic education’ was introduced in 1975 by the eminent German historian Norbert Muller, who for many subsequent years showed high activity in the development of Olympic education in the spirit of the Coubertin’s concept, actively cooperating with the IOC and IOA. The main goal of the IOA Norbert Mueller described as the education of young people, based on the harmony of body and mind, in the spirit of “Olympic education”.

However, scientific publications indicate that the term “Olympic education” was used even in 1948 by a report of the President of the Olympic Committee of the United States of America (then – USOA) Kenneth Wilson, who at a meeting with members of the American team at the time of the XIV Olympic Games in London, said: “Analyzing our work, I found that terrible gap that there is a lack of Olympic education of American youth... it is necessary to develop cooperation in the field of Olympic education and distribute educational Olympic materials and information, which can be used for all



national interest” [25].

In sessions IOA, starting from 1968 one can trace an active use of the term “Olympic education”. Sisto Favre (Italy) was the first to do so at the 8th session of the MOA. In 1972, Ernst Lauterbach (Germany) and 1974 Hermann Andrex (Austria) devoted their reports to the promotion of Olympic principles in schools. In the same year, Pierre Seurin (France) at the 13th session of the IOA spoke on “The impact of education on the Olympic movement”. In 1977, Norbert Müller (Germany), Takis Doxas (Greece) actively discussed Olympic ideas and harmony of body and mind in the spirit of Olympic education [138, 74].

## **1.2. Development of Olympic education**

The term “Olympic education” appeared in educational and Olympic research in the '70s. The first programme of Olympic education was introduced in 1972 on the occasion of the XX Olympic Games in Munich.

This first experience served as an example of the organizing committee of the Games of the XXI Olympiad in Montreal, which for three years in a row (1973-1976) implemented the programme “Promotion of Olympism in the school environment” in schools in Quebec. This programme aimed to promote a broader understanding of the Olympic Movement and its impact on modern society.

These programmes were considered standard for their time, and they contributed to the development of Olympic education in the world. The question of Olympic education in higher education was first raised at the 18th session of the IOC (1979). In his report “University education and Olympism” Dison Powell (Canada), stated that in any institution of higher education in the world there was no subject “Olympism” or “Olympic idea”. D. Powell proposed to consider the MOA as an Olympic university [48].

At present it is possible to argue that the international system of Olympic

education is formed through purposeful activities of many organizations: the International Olympic Committee, the International Olympic Academy, the National Olympic Academies, Olympic Museum in Lausanne and the Center of Olympic Studies, which involved the extension of the Olympic ideals and values, learning and implementation of social and educational principles of the Olympic Games. Significant support in this matter was provided by the United Nations and UNESCO [139]. Analysis of the processes in which at the crossroads of centuries was drawn Olympic sports allows asserting the presence of objective socio-economic prerequisites for [19].

The end of the 80s and the beginning of the 90s marked the intensification of activities of specialists in many countries in the formation of the national system of Olympic education based on the traditions of the country and their own teaching experience. The intensive development of Olympic education was sustained by the President of the IOC (1980-2001) Juan Antonio Samaranch. During this period, the Olympic Games have become a global phenomenon of the modern world, gained stability and prestige, financial potential, and support of the world community [25]. The first national Olympic academies were established in Spain, the USA, Japan, the Republic of Korea in the 1970s under the influence of the positive results of the International Olympic Academy. Although in most countries the national Olympic committee was interested in the educational sides of Olympic sports, they were indifferent to the establishment of such organizations. With the arrival of the leadership of the IOC, Juan Antonio Samaranch, who supported the use of the rich heritage of the Olympic movement in education and promoting the Olympic Games and the values of Olympism, the Olympic Academy was established in different countries. At present, the number of National Olympic Academies has reached [11].

However, the greatest development of Olympic education was remarkable in the countries that hosted the Olympic Games [139], countries of Western Europe quickly realized the importance of Olympic education as one of the important factors of

harmonious education of the individual. It should be noted that a systematic approach to issues related to the development of methodological support for Olympic education of different age groups works better in Eastern Europe (Russia, Belarus, Ukraine, etc.) [86].

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### **1.3. The current state of Olympic education**

We agree with V. Yermolova, that Olympic education is suitable particularly for the educational process because it performs educational and health-preserving functions [40, 39]. The main functions of education are cognitive, which provides the transition of knowledge and the formation of new knowledge; social, cultural and creative, which ensures the transfer and development of cultural heritage; humanistic, which cultivates and develops intellectual and creative abilities of the individual [125].

Olympic education, according to many scientists [86] takes a lot more functions, and namely of status, formative, informative, preventive and motivational. The informative function of Olympic education provides improving the cultural level of creative self-realization of the teacher in his activity associated with the moral, aesthetic, social and legal evaluation of events, the adoption of non-standard solutions, the choice of systems and methods of training and education, but also a positive impact on the development of social significant connections in the teams of educational institutions [131]. The formative function provides the creation of conditions for the influence of the ideas of Olympism on the development of teachers, adaptation and self-realization of each student based on humanistic and democratic principles [20]. The status function, according to the research by M. Bulatova, provides understanding and awareness of leaders of education and sports, teachers and athletes of the important role of the Olympic movement as an effective means of educating the younger generation. Due to this, the management activities in school should be based on the principles of consistency, comprehensiveness, coordination of actions within sharing information, personal responsibility of each participant of the educational process in the assigned case [20]. The motivational function consists in creating socio-psychological and pedagogical conditions that motivate actors in the process of Olympic education to effectively perform the duties and socially valuable relationships in groups of educational institutions and is aimed at

creating conditions for the formation of a students' appropriate motivational and behavioural characteristics as well as active social focus based on a healthy lifestyle [20]. The preventive function allows predicting, prevent and eliminate anti-social manifestations of behaviour, negative qualities and traits of character of students to form social and revised outlooks in the educational process [4, 47]. In this way, the functions of Olympic education correspond to the functions of education in general and the "modern trends of social development, including in the field of politics, the interests and needs of modern civilization" [123, 147].

Today the IOC and IOA pay great attention to the development and implementation of Olympic education. The evidence to it is a programme "Programme of Teaching Olympic values" (OVEP – Olympic Values Education Programme). The programme was developed in collaboration with international experts and aims to disseminate comprehensive training for young people based on Olympic values that must be used in everyday life. "Olympic values education programme" was announced in 2007; its goal is to inform about the benefits of sport and physical activity, sports enjoyment and social interaction in sport through an understanding of Olympism. It is important to note that the distribution programme is achieved by using a cascading effect in the form of practical seminars on training the trainers.

The combination of sport with education and culture remains the basis of the IOC's Olympic Values Training Programme in the updated version 2.0 (2015). The "Olympic Values Training Programme" version 2.0 is based on the Olympic philosophy, where training takes place through the balanced development of body, will and mind.

Today the Olympic movement development strategy is based on the "Agenda 2020", which was approved at the 127th session of the IOC held in Monaco on 8-9 December 2014. Analysis of the "Agenda", synthesis and generalization of information allows us to claim that the issues of Olympic education occupy an important place in the development strategy of the Olympic movement. It should be noted that recommendation

22, which is entitled "To promote education based on Olympic values" refers to the fact that:

1. The IOC must strengthen partnership relations with UNESCO to include sport and its values in school programmes around the world.
2. The IOC should develop an electronic platform for the exchange of educational programmes based on the Olympic values of various NOCs and other organizations.
3. IOC is to identify and support initiatives that may contribute to the spread of Olympic values [16, 2].

Analysis of "Agenda 2020" allows selecting other sections. For instance, recommendation 23 referred to the need to create a virtual centre for athletes; volunteer clubs; developing ways to interact with the general public. That is, thanks to these steps, the IOC will be able to communicate with different communities, promote and teach the principles and values of Olympism, engage in a healthy lifestyle, etc. [16].

Studies of the role and place of Olympic education in the strategy of development of the Olympic movement allow us to highlight the 26th recommendation "To combine sports and culture further", which lists the actions of participants in the Olympic movement both during the Games and in between that should aim to promote the Olympic values and encouragement to popularize them [2].

In recent years, Olympic education is developing in many countries around the world as a new learning process. However, the scope and quality of programmes, as well as the activities of organizations that promote their implementation in the education system, have not been sufficiently described.

The generalization of international experience in the implementation of national systems of Olympic education allows us to identify the main groups of programmes: Olympic education programmes implemented by the Organizing Committees of the Olympic Games (OCOG); Programme complex character, which encompasses all age groups, from pre-schoolers to young people, which are implemented by using the centre

of Olympic research and education; programmes implemented in secondary schools based on the creation of methodological complexes, which are implemented in a network of experimental schools, clubs; programme, mainly based on the conduct of sporting events; programmes based on irregularly conducted competitions with Olympic themes; programmes implemented during summer vacations in youth camps. Positive experience OCOG contributes to the fact that Olympic education acquires development in countries and cities of the Olympic Games. So in Greece, in the framework of preparation and holding the XXVIII Olympic Games in 2004 in Athens, the programme of Olympic education provided an innovative learning process and focused on all students of primary and secondary school. The basic idea of the educational project was in fact to link the school with the local agricultural community and its institutions, emphasizing humanistic and ethical aspects of Olympism [76, 88]. The organizing Committee of the XXIX Olympic Games in Beijing and the Ministry of Education developed a programme of the US Olympic education in Beijing in 2008 for primary and secondary education, which covered millions of schoolchildren. The purpose of the programme was to spread and promote Olympic ideals, encourage students to study other cultures, develop sports and cultural activities in schools and organize various educational cross-programmes around Olympic issues [125, 126].

Extremely popular Olympic sport is due not only to its valuable historical and cultural heritage, which is rich in bright sporting events and is also the presence of branching connections with politics, economy, education, environment, modern technology, that its turn, creates wide opportunities to use the Olympic Movement and the Olympic Games as a basis for diverse humanitarian education and humanities education.

Based on this, they should radically change the content of the concept of “Olympic education”, under which it is necessary to understand the use of the entire breadth and depth of the content of the Olympic movement with its rich history and the

present, achievements, problems, contradictions, difficult relations with various areas of the life of the world community as an important part of humanitarian education and humanistic education [25].

#### **1.4. Experience in the implementation of Olympic education in different countries**

In many countries of the world special software is used to promote the ideals of Olympism. Some of them were developed in the period of preparation for the Olympic Games. One of the first such programmes was developed in Canada in 1976. In the future, these programmes were developed by the National Olympic Academy USA (1984) and Germany (1988, 1992, 1994), as well as by the groups of teachers on request of the Organizing Committee of the Olympic Games in Calgary (1988), Albertville (1992), Lillehammer (1994), Melbourne (1996), etc. [111]. Rapid development and promotion of Olympic education programmes started from the beginning of the 90s (Russia, Sweden, China, Japan, England etc.). Our country was not left out either, but in Ukraine, in the early 1990s Olympic education had not yet become so widespread and developed mainly in the theoretical and methodological direction. Since that period, programmes for students of all ages have been actively developed and implemented in the educational process of secondary and higher education, which is mainly aimed at developing knowledge about the values of Olympism.

Regarding the implementation of Olympic education among children of primary school age in a number of countries, various activities are carried out, some projects acquire the status of regularity. In particular, a comprehensive programme of Olympic education “Athens 2004” in Greece had been developed and introduced a weekly one-hour session with students of primary classes in which they learned about the history, the main task revival of the Olympic Games. Of particular there is a series of textbooks:



“Olympic Games 2004. Activity Book” for children aged 6-12.

There are many websites and literature for children of all ages in the United States that actively promote the idea of Olympism. Olympic days and “weekends”, Olympic quizzes and competitions on various topics are held regularly. Characteristic for the US Olympic Education should be nurtured in children from a young age to capture lessons exercise and observance of the rules of fair play in everyday life.

One of the innovative forms of work with students in Bulgaria is the project “Free School”, which provides an additional alternative education that goes by the limits of public school programmes and provides an opportunity to deepen students’ knowledge in other areas. Students are taught such subjects as Olympism and culture, sports, ecology, recreation, etc. Training sessions are combined with holding events, meetings, parties, performances, exhibitions, etc. by inviting parents, teachers, other students to show the results of their work.

One of the examples of the spreading the ideas of Olympism is the experience of the Olympic Academy in Sweden. This project began to be implemented on the eve of the Olympic Games in 2000 (E. Danielson, 2003). Applying this approach, a special Internet site has been developed. Their students received information about the Olympic movement results; the teachers of physical culture and other subjects obtained information on the organization of the lessons of Olympic education, they used it in teaching. At the end of the project, institutions that took part in this project and their pupils were awarded the relevant certificates [112].

In Germany, a special role in Olympic education is given to personal participation in sports with the desire for intensive self-improvement and the highest results [25]. For many decades, German experts have been working to study issues related to Olympic education, the formation of its theoretical foundations and subject area, forms and methods of implementation of the pedagogical process [25].

The ideas of Olympism, as the context of Olympic education, are largely

promoted in the countries whose cities became the organizers of the Olympic Games, with the leading role in the implementation of the tasks of Olympic education played by the committees organizing the Olympic Games. Moreover, in Japan, China, Germany, etc. there are features that spread the Olympic ideas that take into account traditional educational systems and values [25].

Polish experts [25] suggest studying Olympic education on two levels: a knowledge that relates to the preparation and participation in the Olympic Games, and as part of the overall system of education aimed at developing specific, including Olympic, standards of behaviour of young people, which is achieved by integrating the teaching of the ideals and values of Olympism.

Olympic education in Spain, which is interpreted as a form of study of ancient Greek and modern Olympic Games, values and ideals of Olympism, began to actively develop in 1968 when with the support of Juan Antonio Samaranch, the President of the NOC, outstanding specialists in the Olympic movement José Maria Kahihal and Conrad Durantes created the Centre for Olympic studies, which further turned into a National Olympic Academy (NOA). To sustain a proper work of the Center the necessary prerequisites were created, such as several books on the history of the Olympic Games was published, "Olympic memoirs" by Pierre de Coubertin were published in Spanish, the magazine "Citius, Altius, Fortius" was also published in 1959 [25].

Close relationship with the specialized educational institutions is important for the activity of NOA in Spain, especially with the National Institute of Physical Education (JNEF) in Barcelona, as well as establishing 27 centres of Olympic education in various universities in the country. In 1988 the Ibero -American Association of Olympic Academies was founded. It included representatives from Argentina, Spain, Peru, Portugal, Ecuador, and in 1990 – Pan-American Association of Olympic Academies, which brings together 27 national organizations in Europe, Central and South America. The establishment of this association allowed to intensify work in these countries on the

basis of the general methodology of Olympic education, initiated by the permanent head of the NOA in Spain (since 1968) Conrado Durante's.

For many years, the Spanish NOA together with the NOC of the country, universities and other organizations and foreign partners have implemented many initiatives on popularizing the Olympic Games, the history of the Olympic movement, its values and principles among broad segments of the population and especially for all, including students, athletes, students of higher education institutions of physical education and sports. Particularly active work was conducted in the years that preceded XXV Olympic Games in 1992 in Barcelona.

The development of the system of Olympic education in China is complicated by the following factors. Among them: the uniqueness of the history of national culture, which is not associated with the Olympic movement as an element of Western culture; a large population of China with diversity in the socio-economic development of different regions and provinces, large cities and rural areas; political factors, as a result of which China terminated the relations with the IOC for a long period (1958-1979). Changing the attitude of the leadership of the country to the Olympic Games and the Olympic movement and the return of China in 1979 to the Olympic 'family' allowed the planning of the Olympic Games in Beijing, which was first outlined in 1991. From the prospect of obtaining rights to conduct the Olympic Games in 2000. Since then, Olympic sports and their achievements as a means of foreign and domestic policy have been actively promoted in China. It is obvious that initiatives for the development of Olympic education are supported in China at the state level [126].

The formation of Olympic education is led by the Ministry of Education of China, and executive activities in the provinces, autonomous regions and municipalities were supported by departments, which are responsible for education. As a result, Olympic education has become an important component part of the learning process of physical education in schools and in institutions of higher education in the sphere of physical

education and sport. Olympic education of other members of the society in China was sustained by a large number of sports programmes on television, as well as by the publication of various types of information in the media. The content of education in educational institutions in China is focused on the development of knowledge in the field of Olympic sports, the formation of sports skills, awareness of the importance of the Olympic Games and the movement "Sports for All". Olympic education in educational institutions is organically connected with scientific and research work in the field of the Olympic movement, activities of many non-governmental organizations and enthusiasts, as well as with intense international cooperation [25, 49]. Activities in the field of Olympic education have expanded the perception of the Chinese population about sports and physical education, their role in a healthy lifestyle, increased sports activities of children and youth, expanded their worldview, necessary in the era of globalization [22]. Regarding the impact of the ideals and values of Olympism, the role of Olympic sports in raising the moral culture of children and young people is insignificant in the background traditional for the Chinese system of education with a focus on ethnic, patriotic, ideological and spiritual and moral components. This system is rooted in the history of ancient China and Confucianism as a traditional moral and ethical doctrine, based on processes characteristic of the modern world community and is under strict state control.

Experts from Olympic Education in New Zealand follow two of its directions in secondary schools: facts, figures and other information about the history and present of the Olympic Games; study of the ideas and values of Olympism as a process of forming life principles through physical education and sports [90]. Initiatives in the field of Olympic education, which are implemented in the country, only complement the specific existing concept of education and physical education and are not a subject area of their own original concept. Therefore, they also do not have enough support, the attention they paid only on the eve of the next Olympic Games, and New Zealand

scientists and experts of critical concern to the educational value of Olympic education [25].

### **1.5. Historical aspects of the development of Olympic education in Ukraine**

Ukraine starting from the mid-90s takes the leading position in the popularization and implementation of Olympic education. A key role in shaping the national model of implementation of Olympic education belongs to the Olympic Academy of Ukraine (OAU) and the National University of Physical Education and Sports of Ukraine as a leading in the field of physical culture and sport higher education institution. Olympic Academy of Ukraine (OAU) was established on 20 September 1991. Since then a fundamental system of Olympic education begins to form. Its implementation is carried out in two main areas: general and special education (M. M. Bulatov, V. N. Platonov) [139]. It is aimed at the successful implementation of the OAU, together with NUFVSU 10-year international research programme, educational and publishing activities in the field of Olympic sports. The programme has received a high evaluation by the IOC, leading experts around the world. Among the main areas of Olympic education in Ukraine, the following scientific and educational and outreach activities can be identified: the introduction of a NUFVSU new speciality “Olympic and professional sport”, the creation of a specialized publishing house “Olympic literature” edition under the auspices of the IOC fundamental works by V.N. Platonov and S.I. Guskov “Olympic sports” (1994) in two volumes and the “Encyclopaedia of Olympic sports” (2002-2004) in 5 volumes, the edition of the international scientific-theoretical journal “Science in Olympic sports”, creation of the National and regional centres of Olympic researches and education, the organization and carrying out “Olympic lessons” in Ukrainian

comprehensive schools, development and the edition of educational and cognitive literature for schoolchildren on Olympic subjects, etc. [21].

The signing of the Agreement on Cooperation between the NOC of Ukraine and the Ministry of Education and Science of Ukraine allowed moving to a public-state implementation model of Olympic education. The importance of the tasks of Olympic education in the modern conditions of our country is due to the destruction of former ideological stereotypes and excessive pragmatism and indifference to the spiritual values that have captured the youth [109].

Two important principles were assigned as a basis for the development of Olympic education [94, 96]: the development of the system of Olympic education in Ukraine together with the IOC, the International Olympic Academy, the International Committee Pierre de Coubertin and other international organizations that promote the spirit of Olympism and spread of knowledge in the field of Olympic sports; the concentration of activity in middle and high school and, especially, in the system of special physical education as strengthening in the process of preparing future professionals. The most important theoretical, methodological and philosophical aspects of Olympic sports is the key to successful business faculty of physical education, coaches and other specialists of the field [70, 76, 77].

Much attention has been paid and is being paid to the basics, concepts and forms of Olympic education. In Ukraine, a large number of scientists have devoted their work to this issue: M.M. Bulatova 2006 [20], 2007 [21], M.O. Oliynyk, V.N. Kudinenko, V. Ashanin 2005 [6], O.M. Vatsaba, Yu. Yukhimuk 2004 [148], J. Shcherbashin 2004 [109].

Significant experience is gained in the practical implementation of Olympic education in Kyiv [29]. Of great importance for the realization of the tasks of Olympic education in cooperation with different organizations: NOA, NOC, the national federations of the types of sports, institutions of education of all levels, local authorities. The developed programme of Olympic education for specialized and non-specialized

secondary and pre-school educational institutions. It was found that one of the important organizational and pedagogical conditions for the introduction of Olympic education in the educational process of schoolchildren is its scientific and methodological support [139]. The integration of Olympic education into the educational process is an independent system, which is one of the elements of the general system of the educational institution, as well as state and public organizations that work on the solution of this problem [86].

Pedagogical activities in Olympic education are implemented at general and individual levels of pedagogical influence. The content of Olympic education is a certain range of knowledge about the history and present of the Olympic movement, problems and prospects for its development; skills, abilities of physical culture and sports and social activities, reflected in the curriculum, the system of extracurricular and extracurricular activities [139].

Forms of Olympic education are the types of organization of educational activities and the process of education, ways of external expression of the content of educational work, which is divided into classroom and extracurricular [130].

Methods of implementation of Olympic education include a set of actions of the teacher and students in the process which occurs when the students master their knowledge on the Olympic theme, forming abilities and skills of the organization and conducting of motor activity as the foundation of Olympic education. In the course of Olympic education verbal, visual and practical methods of teaching are used equally [139].

Today Ukraine is one of the leading countries in the promotion of the Olympic movement and Olympic education, which is confirmed by the recognition of international organizations (IOC, Association of National Olympic Committees): awarding the Pierre de Coubertin Medal to M.M. Bulatova (2009), the President of the Olympic Academy of Ukraine, the award of the NOC of Ukraine in the nomination

“Best NOC” (2012). Our country has accumulated considerable experience in implementing the tasks of Olympic education. The most common forms include the Olympic classes, small Olympic games, talks, quizzes, competitions of drawings, meetings with champions and prize-winners of the Olympic Games, the Olympic break, the competition “Olympic mile” Olympic Festival “Olympic Kaleidoscope” activity Olympic Museum and the classroom of Olympic education, lectures, events like “Letter to Olympians”, wallpaper contests, work of school Olympic committee, volunteer movement and club work (V.M. Yermolova, 2010). In addition, a network of schools of Olympic education has been created and has been operating for 10 years, which includes more than 270 educational institutions of Ukraine [139, 91].

It can be argued that a national system of Olympic education has been formed in Ukraine. Its structure includes such major organizations as NOC, OAU, the International Centre for Olympic Research and Education, a network of Olympic education schools. In Ukraine, an appropriate methodology has been formed that allows to development and implement various forms (projects) of Olympic education among children and youth of different ages.

It should be understood that the education system in general and Olympic education in particular, must take into account the constant changes and shocks that occur in Ukraine, leading to instability in the economy, a sharp politicization of society and, as a result, cause to the destruction of ideological stereotypes and ethical foundations of social life. In these conditions, one of the options for addressing this complex problem could be the organizing educational process on the basis of the ideology of Olympism in the framework of the system of Olympic education.

As noted by M.M. Bulatov, further improvement of Olympic education requires solving a number of problems concerning the search methods of Olympic education, the use of which gave the least possibility of spreading Olympic knowledge and values among young people and to attract more citizens to the Olympic movement. With



significant achievements of Ukraine in the implementation of Olympic education, educational activities, involvement of teachers and parents in the education of children and adolescents on the ideals of Olympism remains relevant [23].

A significant amount of research is devoted to the development of the content of Olympic education as a factor of the humanization of the physical culture of the school and student youth [5, 71, 116]. The most developed are the conceptual approaches to Olympic education in specialized higher education institutions. However, the search for ways to improve the integration of Olympic education in training specialists in “Physical education and sport” still remains the biggest challenge.

The introduction of the system of Olympic education in the educational process allows solving the main tasks of Olympic education, among which are the formation of youth worldview, moral and volitional qualities, positive motivation to study, work, increase Olympic education in everyday life. At the same time, it requires a scientific substantiation system of Olympic education in Universities in regards to the specific professional activity of future specialists [86].

Research on the introduction of Olympic education in the process of training students of specialized educational institutions of Ukraine has identified the following areas:

- conducting scientific research on issues of Olympic sports and Olympic education;
- organization and participation in scientific conferences, seminars, discussions, competitions, Olympiads on Olympic sports and Olympic education;
- introduction of Olympic education in the educational process;
- cooperation between various institutions when dealing with the issues of Olympic education [48].

In 2005 the Ministry of Education and Science of Ukraine approved a programme for secondary educational institutions “Physical Culture” (5-12 forms). According to the first section of the programme “Educational priority material”, starting from the 6th

grade, theoretical and methodological knowledge on Olympic topics was introduced.

One of the most effective areas of Olympic education in specialized educational institutions of Ukraine is publishing. An important role plays cooperation between higher education institutions and secondary schools in Ukraine, which is implemented in the following forms: organization of lectures, discussions, seminars on Olympic topics for teachers of secondary schools; conducting interviews, lectures on Olympic sports and Olympic education of students; holding sporting events, meetings with prominent athletes [90].

One of the areas of cooperation on Olympic sports and Olympic education in specialized free economic zones is work with sports schools, clubs, federations, which is carried out through the organization and holding of seminars, conferences with coaches and heads of sports schools, clubs, federations. Moreover, the participation of representatives of free economic zones in competitions of different levels and their meetings with young athletes plays a crucial role at this point [90].

The analysis of the practice of implementing Olympic education in Ukraine revealed the main ways to improve it. These should include: holding national and international events, which will be devoted to problems of implementing Olympic education; increasing the level of training in special universities by introducing special methodological developments (situational tasks, role-playing games) into the educational process; introducing the additional section on Olympic education into school practice, which will allow future teachers of physical culture to gain practical skills in the implementation of Olympic education among children and youth; development of methodological recommendations on the implementation of Olympic education both for teachers of physical culture, as also other academic subjects in school, etc. [110].

Significant intensification of the work of regional branches, together with the NOC of Ukraine, contributes to the active practical implementation of the ideas of Olympic education. The creation of new forms of Olympic education in modern society is becoming

increasingly important. Unfortunately, the majority of ways of its practical implementation in Ukraine do not involve extensive use of new information technologies [59].

### **1.6. Challenges in the system of modern Olympic education**

Olympic education like any other social phenomena and process face various challenges, which must be taken into account and analysed for further improvement and avoidance of the process [101]. Analysis of scientific and methodological literature allows us to identify the main problems of modern Olympic education:

- Challenges in implementation of Olympic education;
- Search for effective forms of Olympic education;
- Incorrect interpretation of the concept of Olympic education;
- Financing of Olympic education;
- Compliance of Olympic education with the requirements of modern society [86].

According to modern social conditions, the Olympic Movement, and Olympic education as its integral part, have an extremely dynamic stage of development. The IOC is now positioning itself as a self-contained social and economic phenomenon with an inherent inner mechanism of self-development, which brings forward new tasks and challenges. Modern society is a complex social system, the main element of which are people with their connections and relationships, it is a system of economic, political and spiritual interactions of different social actors. It is obvious that the highest value of any society is the man, and the basis for progress is taking care of the younger generation, and it is training and education. This depends on how the quality of future generations, so and the viability and effectiveness of the development of society.

The formation of a socially active personality in harmony with physical development is an important condition for the preparation of the graduate. It is well known that physical culture is part of the culture of society, and without it the comprehensive development of a

person is impossible. However, in some cases youth cultural demands are declining; there is a crisis of ideas and the loss of spiritual strength. The solution to this problem can be facilitated by Olympic education, the main idea of which is the humanistic comprehensive development of the individual, the priority of moral values [48, 100].

L. Radchenko studied the stages of implementing Olympic education in specialized educational institutions, which takes place at the following 3 levels: heads of educational institutions; pedagogical and scientific-pedagogical workers; people trained in a higher educational institution. The author highlighted the lack of humanizing the youth through Olympic education [102].

Despite the sufficiently elaborated discussion on Olympic education, there is still a debate regarding the fundamental definitions, as they reveal the concept of Olympic education, its content, forms and methods in a system of humanistic education and humanitarian education.

Given that most of the NOA funded NOCs, one can assume that the financial condition of the NOA depends on the funds that are allocated by NOC, which, in turn, formed according to the image NOC and its activity.

“... Most of the initiatives and educational resources that are implemented in the system of the modern Olympic education focused only on getting the general ideas of the Olympic Games and the Olympic Movement and to actively promoting the ideals and values of the philosophy of Olympism, which for the past several decades is typical for the representatives of IOCs and IOAs in in this area. Historically formed the concept of Olympic education is typical for most countries behind on the requirements of our time, different weak socio-cultural content and limited criticism ...” [25].

In modern conditions the necessary transition from idealistic approaches associated with the idealization of the Olympic movement and values of Olympism, to strategic and practically important in educational and cultural respect, initiatives and projects that reflect the real needs and interests of people [25].

The restraining factor in the development of Olympic education is to limit its notional field defined by the concept of “Olympism” and the views of Pierre de Coubertin on educational opportunities of sports and the Olympic Games for the harmonious development of the person in the spirit of unity “of the body, will and mind”, which is based on the joy found in effort, respect for basic moral and ethical principles, preservation of human dignity and ensuring social responsibility [25].

Olympism is a philosophy of life that combines all the qualities possessed by the body, will and spirit of the athlete. Olympic education allows young people to understand and accept the basic Olympic principles, methods and techniques of their application in sports. It is possible to introduce a subject of basic training in institutions of education that prepare specialists of physical culture and sports, with the inclusion of a typical training programme and a training plan according to state standards.

V. N. Sergeev believes that “... Olympic education is a holistic social phenomenon, a social institution that includes stable social groups, forms of business people, institutions, norms, customs and traditions; knowledge, skills, abilities, habits of people to act according to humanistic principles and values of Olympism ... “[108].

The process of implementing Olympic education consists of four stages: the production of knowledge and other spiritual values, their exchange, transformation and consumption. Therefore, when it comes to Olympic education, it quite naturally is the study the Olympic Games and the Olympic Movement as a unity of phenomena and processes of historical, socio-economic, political, educational, and purely sporting nature in their organic relationship, given the achievements and challenges, positive and negative sides, risks and prospects of development. It is clear that only such an approach can ensure the use of the potential of the Olympic movement for a comprehensive solution to the problems of humanitarian education and humanistic education, objective perception of the movement itself as a basis for its further development [107].

For more than half a century, the International Olympic Academy has been

involved in conducting educational programmes for various categories of participants – from leaders and leading specialists of higher education institutions, research centres, national Olympic committees and national Olympic academies for graduate students. The programmes contain the following topics: history and modernity of the Olympic Games, ancient Greek cultural heritage, ideals and principles of the philosophy of Olympism; *kalokagathos* as an ethnic-aesthetic ideal of ancient Greek culture, which provides for the harmony of physical and spiritual perfection; principles and content of the Games and Athletics in all their forms; the role of sport in building healthy interpersonal relationships, adherence to ethical norms, rules of fair play, social life and cooperation; ideas of multiculturalism, tolerance, gender equality, rejection of wars and conflicts, etc. [136, 99, 127]. As shown in the list of areas within a variety of educational IOA's programmes their range is constantly updated at the request of the time, and now contains relevant topics, that due to the current state of society.

Thus, there is a need to expand the concept of "Olympic education", which requires studying both the issues of Olympic sports and its many links with other aspects of modern society – historical, cultural, economic, educational, environmental and more.

Highly appreciating and respecting the legacy of Coubertin, we believe, agreeing with leading scholars [25, 10, 128, 37, 74], that his ideas today cannot meet the requirements of the modern system of Olympic education. Today, the Olympic Games given the economic, political, social characteristics, its role in the life of the world community are fundamentally different from the Olympic Games of the Renaissance. The sport of higher achievements has changed, which has turned from an amateur activity into a mass phenomenon of great popularity, with pronounced politicization, commercialization, and professionalization. The system of Olympic education today cannot be limited to teaching the moral and ethical values of the philosophy of Olympism and the views of Pierre de Coubertin only, which affects the educational and upbringing opportunities of sport. Educational projects should make extensive use of the

unique popularity of Olympic sports among the general population of different countries, especially children and youth [25].

Historically formed concept of Olympic education typical for most countries is behind the requirements of the present. The system of Olympic education should cover all the diversity and depth of the Olympic movement with its rich history and modernity, achievements, problems, contradictions, complex connections with various spheres of life as an important part of humanitarian education.

Analysis of specific scientific and technical sources shows the ways of integration of Olympic education in the educational process of school youth [20, 130, 65, 83, 116], highlights the educational potential of the Olympic movement [86], outlines the importance of integrating Olympic Education in the training of specialists in the field of physical culture and sports [14, 34]. Nevertheless, the problem of introducing Olympic education in the educational process at specialized higher education institutions remains a topical scientific issue nowadays.

It should be noted that in 2017 the Ministry of Education and Science of Ukraine adopted a draft Concept for the development of education for 2017 – 2025. The concept of the “New Ukrainian School” meets the best world standards [82]. Today’s reality demands continuous improvement and learning, so these skills should be trained already at school. Priority should be placed on the promotion of training for life and the realization that learning does not end in the classroom, and continues in adult life.

Ukraine’s accession to the European educational space requires modernization of the content of education in the context of its compliance with modern needs. The first priority becomes secondary education as it is the main link in the educational system of any country and the basis for the successful competition between institutions and life-long self-education.

The question of the implementation of the process of learning and training elements of Olympic education as a positive factor that contributes to the humanization of society is reflected in the works by the following Ukrainian researchers: A. Vatsaba,

V.P. Yukhimuk [128], S.F. Matveev, Ya.S. Shcherbashin [74], Ya.P. Galan [43] V. M. Yermolova [138] M. M. Bulatov [22] and others.

A large number of scientific studies are dedicated to developing the content of Olympic education as a factor of the humanization of the physical culture of student youth. However, the issue of the contemporary state of society and the implementation of forms of Olympic education not sufficiently researched. These studies should reflect the demands of a modern target audience. Despite the fact that the programme of Olympic education was designed and implemented, the role of Olympic education in shaping humanistic values in children and young people is not studied properly.

According to the scientific research by K. Kostrikova [64], Olympic education is harmoniously introduced into the educational process and allows to solve the following main tasks:

- to increase the level of knowledge in the field of physical culture and sports;
- to develop general culture and intelligence;
- to promote the development of a harmonious and diverse personality;
- to form an idea of the importance of a healthy lifestyle.

But regardless of the positive impact of Olympic education the problem of applying organizational methods to ensure institutions of secondary education still remains. Of particular importance is the search for effective forms, methods and content of Olympic education, which will be aimed at solving one of the leading tasks of social development.

If considering modern Olympic education, which is positioned by the IOC today, it should be noted that it is focused more on the spread of Olympic values, such as friendship, respect and excel. Each of them teaches a person humanistic principles and spirituality. In particular, this view is confirmed by the “Olympic Values Training Programme”, which is one of the main programmes aimed at Olympic education and its wide spread in the world.



## **CHAPTER 2**

### **FORMS OF OLYMPIC EDUCATION AND THEIR SYSTEMATIZATION**

#### **2.1. Activities of Olympic education organizations in the world**

The leading organization in the world that coordinates the activities of Olympic education is the International Olympic Academy, which aims to explore and enhance the contribution of Olympism to the progress of society at the present stage of rapid development of related scientific, technological, economic, political and social spheres that reflect the course of the history of the third millennium, the impact on each idea, rule and institute international community.

The analysis of the activities of various organizations in the context of the development of Olympic education is associated with the interpretation of the concept of “Olympic education”, which drawing on the review of scientific and methodological sources is quite controversial and ambiguous.

In the scientific and methodological literature, there are various definitions of the concept of “Olympic education”. V.M. Platonov defines Olympic education as an integral part of the Olympic movement in the world, which aims to attract children and youth to the ideals and values of Olympism, which are focused on universal, humanistic, moral and ethical values associated with sports. In our time it takes a more important place in the education system in particular, when educating the younger generation and promoting the Olympic movement in general.

According to V. Yermolova, “Olympic education” is, first of all, a pedagogical process that is guided by the basic principles of teaching and educating a harmoniously developed personality of student youth, so it performs educational, upbringing and health tasks [136, 134].

Vladimir N. Sergeev believes that “... Olympic education is a holistic social phenomenon, a social institution that includes stable social groups, forms of business people, institutions, norms, customs and traditions; knowledge, skills, abilities, habits of people to act according to humanistic principles and values of Olympism ...” [124].

Tymo E.V. defines Olympic education as a pedagogical process that contributes to the education of a mentally and physically healthy person, a patriot, a tolerant, law-abiding person who follows the rules of fair play in everyday life [122].

Bulatova M. and Tomenko A. believe that Olympic education is a process and result of mastering knowledge, skills and abilities aimed at the harmonious development of personality and is based on the ideology of Olympism and spread among all members of society [81].

Also, there is a vision, which for most of the IOC Olympic education - is the most cost-effective programme of preventing critical situations that occasionally arise in the Olympic movement (boycotts of the Olympic Games or the “wrong behaviour” of some members of the IOC, etc.) through the appropriate training are endowed with the power to make decisions in the field of politics, law, economics, management [84].

The main formative factor of Olympic education is a humanistically organized pedagogical process aimed at providing conditions for young people to actively master the knowledge, ideas and values of Olympism, transforming the latter into effective motives for individual behaviour, norms of humanistic lifestyle. This situation is explained by the fact that Olympism as a humanistic outlook, a system of values and ideals can be realized (transferred from formal, recorded in texts, rituals, customs and traditions form a living, personal form assimilated individuals the knowledge, abilities,

skills and habits to act accordingly to the ideals and values of Olympism) other than through by the humanistic organization of Olympic education. The only humanistic oriented educational process may be adequate to form the content of Olympism, and therefore also a law implementing Olympic education [1, 6].

Educational activities of IOAs, NOCs, NOAs in various countries, educational institutions of different profiles and levels are built according to the long-existing stereotypes in defining the role of the Olympic movement in the system of education and training, focused exclusively on the ideas and values of Olympism, the views of Pierre de Coubertin and supporters of his concept. In a similar way the ideas in Olympic education are being developed by most experts in this field of theoretical and practical activities that are proved by an established definition of the concept “Olympic education” which refers to “the teaching and studying of Olympic spirit and Olympic ideals” [25], and “education and upbringing in the values of Olympism is the only meaning of Olympic education” [25, 41]. Similar definitions and clarifications dominate in special literature and reflect the opinion of most experts [25, 12, 40].

Despite certain progress of Olympic education since the mid-'70s [25], and the scientific definition of the term “Olympic education”, to the present time there is no accurate and unambiguous interpretation of the concept. The most common and fairly well-established definition of Olympic education is as the process of studying the Olympic spirit and Olympic ideals [25], the only meaning of which is education and training following the values of Olympism [25, 40, 41]. However, in the opinion of many experts, it is unacceptable to limit the subject area of the process of gaining knowledge about Olympic sports, its ideals, values, achievements, problems [86].

Summarizing the role of Olympic education in the system of social values, given the evolution of approaches to its implementation, the tasks of the IOA are the following:

- To function as an international academic centre for Olympic research and education.
- To act as an international forum for the free expression and exchange of ideas between the Olympic family, intellectuals, scientists, athletes, sports administrators, educators, artists and the world's youth.
- To motivate people to use the product experience and knowledge gained in the IOA to promote Olympic ideals in their countries.
- To unite people from all over the world in the spirit of friendship and cooperation.
- Serve and promote the ideals and principles of the Olympic Movement.
- To cooperate with national Olympic academies and any other institutions, the activities of which are dedicated to Olympic education.

To study and increase the contribution of Olympism to the life of society IOA as an acting coordinator of National Olympic Academies has its subsidiaries. NOA operates in countries, conveys and reinforces the idea of the Academy utilizing national programmes of Olympic education. The olympic program, which implements IOA has quite a wide range of tasks in addition to promoting and introducing the Olympic movement. The Olympic education programme should encourage young people to learn foreign languages and cultural traditions of other countries, as well as provide information on the environmental and peace issues and the economy, health care and education. In particular, an important goal of Olympic programmes is the active involvement of young people in sports activities that are useful for the development of education systems in different countries [90].

The following Olympic programmes are implemented based on the International Olympic Academy in Olympia:

- The international session for young participants is held annually by IOA in Olympia, starting from 1961 [149].
- International Seminar on Olympic Studies for graduate students is held by IOA in Olympia, since 1993. This is a programme that is of interest to graduate students from around the world.
- International Session for Directors of NOA is held by IOA starting from 1986. The main objective is to support the functioning of the National Olympic Academies and promote the establishment of new ones. Such measures contribute to the establishment of cooperation between the National Olympic Academies and promotion programmes of Olympic education in the whole world.
- Joint International Session for Presidents or Directors of NOA and officials from NOC are held starting from 1992 till 1998. The Director of the National Olympic Academies also takes part in the Joint International Session for Presidents or Directors of NOC and official visits to NOC, which is held in line with the Session directors of NOA.
- International Session for teachers and officials of higher education institutions in the field of physical education and sport was conducted in 1986-1990.
- International Session for sports journalists is designed to give sports journalists from around the world the opportunity to meet and discuss the role of the means of mass media in sports, generalize modern Olympic issues, organizational aspects of the Games and the relationship between the Olympic movement with the media in the past and the present. Sessions for sports journalists started to be held in 1986. The main topics are considered in the framework of the session “Olympic idea and present reality”; “Olympism and the media”, “Press and the Olympic Games”; “Press in the service of Olympism”; “The role of the means of mass media in promoting the Olympic idea”; “Media and the Olympic Games”; “Sports journalism in the framework of the Olympic Movement”; “Olympic

movement and the means of mass information”; “The contribution of the press in the fight against doping”; “Code of Ethics in the sports press”; “The attitude of the media to athletes who have used banned substances”; “Ethics of entrepreneurship in sports”.

- The international session for Olympic winners or Olympians who are one of the most important ambassadors of the Olympic movement for the spread of the Olympic ideal. Since 2007, the NOA promotes innovative ideas in their educational activities of Olympic winners in the conduct of the Olympic sessions. Participants choose the National Olympic Committee, National Olympic Academy, the International Federation, the World Association of Olympians and the Commission sportsmen of the IOC. The training is based on theoretical approaches, as well as on the practical application of Olympism and Olympic education. In detail, at a high theoretical level, lectures reveal the issues of Olympic education and relate to its educational significance, moral and social aspect of Olympism, the role of Olympic winners and Olympians as a model for imitating and disseminating the Olympic idea in their communication with citizens and especially students.
- Master’s programme “Olympics, Olympic education, organization and management of Olympic events” implemented by the Department of the organization of sport and Management Faculty of Human Movement and Science of Peloponnese Life University on the support of the International Olympic Academy. The duration of the programme is three semesters.
- Special sessions for Olympism-related institutions, such as national Olympic committees, national Olympic academies, international sports federations, sports medical societies, coaches’ unions, judges, sports officials, etc.
- Special sessions for institutions indirectly related to Olympism to promote Olympic ideals. Study visits by groups of representatives of various institutions.

Among the universities, high schools, secondary general schools, sports clubs and other organizations.

- Conferences on sports science [90].

IOA helps NOCs in the creation of National Olympic Academies, intending to inspire people and contribute to the development of Olympic philosophy and spreading Olympic ideals. It creates guidelines for promoting their Olympic programmes given that educational systems vary in different countries and the structure and functioning of the NOC and NOA reflect these differences [15].

National Olympic Academy must cooperate with various organizations to develop programmes of Olympic education: from IOA, the national federations of councils, primary, secondary and higher education, local bodies of power, commissions for holding the Olympic Games or of the organizational committee of the Olympic Games. The purpose of the NOA should be to approach Olympic education from a practical rather than a theoretical point of view. Applications must be sufficiently flexible to meet the needs of young people to adapt both to printed and electronic forms of representation as well as being targeted to different members of the society.

The first National Olympic Academy was founded in Spain in 1968. Spain followed the examples of other countries, and in the 80s and 90s, 43 and 60 National Olympic Academies respectively were created in the world. Today there are 149 national Olympic academies in the world. The International Session of the IOA for the Directors of the National Olympic Academies and the joint international session for the Directors of the National Olympic Academies and the officials of the National Olympic Committees provided the main impetus for the establishment of the National Olympic Academies. During these sessions, Olympic academies are provided with the opportunity to exchange views and experiences on issues of Olympic education, encouraging cooperation between them and the NOC. The role of Nikos Filaretos, the IOC President (1986-1992, 1997-2005) was crucial in this process, as his main goal was

to create national Olympic academies in each country that would have a national Olympic committee.

Analysis establishment of the NOA in the world and shows that the active period of the creation of academies began in the 1980s, which can be related to the new President of the IOC, Juan Antonio Samaranch, who drew attention to education and stressed the importance of academics and general significance educational part of the Olympic movement (Table 2.1). The IOC's position on the support provided to countries in setting up academies was also important.

Table 2.1.

### **Chronology of the establishment of National Olympic Academies in the world**

<i>Period</i>	<i>Countries that established the NOA</i>	<i>Total number of the NOA</i>
60's	Spain	1
70s	Egypt, Japan, Republic of Korea, Taipei, USA	5
80s	Argentina, Australia, Austria, Belgium, Benin, Bolivia, Brazil, Bulgaria, Canada, Chile, Costa-Rica, Cyprus, Czech Republic, Denmark, Dominican Republic, Ecuador, Estonia, Finland, Germany, Great Britain, Guatemala, Hong Kong, Hungary, Iceland, India, Israel, Italy, Kyrgyzstan, Latvia, Lithuania, Malta, Mexico, Netherlands, Norway, Peru, Poland, Portugal, Russian Federation, Saudi Arabia, Serbia, Sweden, Turkey, Uruguay	43
90s	Albania, Angola, Armenia, Aruba, Azerbaijan, Belarus,	60



	Burundi, Cameroon, Central African Republic, Chinese Republic, Croatia, Colombia, Congo, Cuba, Dominica, El Salvador, France, BYURM, Georgia, Grenada, Guam, Honduras, Iranian Islamic Republic, Ivory Coast, Kazakhstan, Kenya, Kuwait, Malaysia, Maldives, Mali, Fr. Mauritius, Republic of Moldova, Mongolia, Mozambique, New Zealand, Niger, Nigeria, Panama, Paraguay, Puerto Rico, Romania, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Sao Tome and Principe, Senegal, Seychelles Islands, Sierra Leone, Singapore, Slovakia, Slovenia, South Africa, Sudan, Syrian Arab Republic, Togo, Tunisia, Uganda, Ukraine, Uzbekistan, Venezuela, Vietnam .	
2000-present time	Algeria, Andorra, Bangladesh, Barbados, Belize, Burkina Faso, Cambodia, Cape Verde, Chad, Comoros (Union Komorskyh Islands), Ghana, Greece, Guinea, Guinea-Bissau, Haiti, Indonesia, Iraq, Lesotho, Lebanon, Libi, Madagascar, Malawi, Morocco, Nepal, Philippines, Qatar, Rwanda, Somalia, Saint Lucia, Sri Lanka, Kingdom of Esvatini, Switzerland, Tajikistan, Tanzania, Thailand, Trinidad and Tobago, UAE, Zambia, Zimbabwe, US Virgin Islands	40

The search for information on activities of the National

Olympic Academies showed that most of them have official websites. It can be assumed that the implementation of Olympic education occurs on account of the activities held by the NOC of the country or with the support on the part of the state. To monitor and summarize the activities of the NOA, an analysis of academies that cover their activities online was conducted.

Thus, the NOA of the Islamic Republic of Iran was established on the Asian continent in 1994. The actual work of the NOA of Iran began in 2002 [90]. Iranian NOA is an academic, educational, research, cultural and specialized institution, whose activity is associated with the National Olympic Committee of the Islamic Republic of Iran and founded to spread the Olympic ideals, principles and values among different segments of the population of the country.

The spread of Olympic ideas and the development of Olympic education in Qatar promote the World Beach Games and the General Assembly of the Association of National Olympic Committees, which will be held in October 2019 [40]. Qatar's NOA is Qatar's NOC subcommittee, with its structure. Its purpose is to study the Olympic movement at various stages of development, as well as its use in education, public life and politics [90].

In Malaysia NOA was created in 1994 [90], its activity takes place in close cooperation with Malaysia's NOC.

NOA in Nepal was established in 2010 [90]; their activity is held on account of the Olympic Museum.

NOA in the United Arab Emirates was created in 2014 [90]. The activities of the academy are aimed at solving promising tasks to create opportunities to manage educational, youth and sports projects and institutions.

NOA in Uzbekistan is an independent non-governmental organization, which has its charter, symbols and flag. The highest body is the session. The current activities of the country's NOA are carried out by the Executive Committee. The main tasks of Uzbekistan's NOA are the study and dissemination of Olympic ideals and the Olympic movement; promoting the development of sports and the national Olympic movement in the Republic of Uzbekistan; raising the professional level of athletes, coaches, sports judges and other specialists in the field of sports. The task of Olympic education is realized in cooperation with the Museum of Olympic Glory, which was established on

August 14, 1996. Importantly, the opening ceremony on September 1, 1996, was hosted by the President of the International Olympic Committee, Juan Antonio Samaranch. The Museum of Olympic Glory in Uzbekistan plays an important role in promoting the values of Olympism and the principles of “fair play”, in informing the general public about the outstanding achievements of Uzbek athletes and the history of the Olympic movement in Uzbekistan. With this aim museum regularly organizes exhibitions events and thematic exhibitions, which illustrates winning national athletes at the Olympic Games and other major international competitions. The main fund of the Museum of Olympic Glory of Uzbekistan has more than 2,000 exhibits, more than 1,000 of which are on permanent display. The Museum exhibits a large number of rare medals, cups, torches, postage stamps, paintings, sports equipment and clothing [67, 90].

NOA in Singapore is a quality affiliate of the Education National Olympic Council Singapore. She is responsible for the preservation and implementation of the Olympic movement among Singaporean scientists, sports administrators, physical education teachers and next-generation professional athletes. The country's NOA also studies the social and pedagogical principles of Olympism within its cultural context. Thus, the NOA of Singapore acts as a centre of science, according to the research role of the university. The main tasks of the country's NOA are the following:

Assisting in the systematic dissemination of Olympic education in schools in Singapore

Organization and holding annual scientific sessions for young people in Singapore and on its borders.

Study of Olympism as the main module in the lessons of physical culture and sports.

- Sponsorship for young citizens, teachers and administrators to participate in the sessions, which are held IOA.

- Support for research projects at national and international levels that are involved in the Olympic movement.
- Facilitate the collection and dissemination of data related to the Olympic study.
- Conduct information and education activities, school presentations, public forums and presentations and more.
- Organization of educational activities for the Olympic day of running.
- Conducting educational tours to the sites of ancient and modern Olympic Games.
- The publication and distribution of an information NOA bulletin.
- Creation and support of the Olympic education website.

Detailed information and news about the activities of the NOA in Singapore are covered on the official page of the NOA Singapore on the social network Facebook [90].

In Japan, the NOA was established in 1978 [90]. NOA extensively involved in the case of a healthy way of life of young people employing research on Olympic issues and education at the time of the Olympic Games and sports competitions, dissemination of information on the Olympic Games for the general public, promote values following the philosophy of the Olympic Charter. The stated mission of NOA Japan is in fact to promote the advancement of the Olympic ideas and sport, working to create a friendly environment. The current and long-term goal of the NOA of Japan is to “spread and integrate the ideas of Olympism”.

The most active national Olympic academies on the African continent there are the NOA in Algeria, Egypt, Cameroon, Libya, Fr. Mauritius, Nigeria, Senegal, Tunisia, Central African Republic. The NOA in Algeria has formed thanks to the initiative of the NOC of the country to create an institute in Algeria, which will be able to lead the Olympic education programmes in the country. The Algerian NOA consists of a

director, a coordinator, a department of pedagogy and planning, and a department of organization and communication.

In January 2017 Olympic Museum was opened in Algeria. Construction museums were funded by the state and the IOC. The opening took place in the presence of the president of the Association of African National Olympic Committees, President of the Union of African Sports Confederations, honorary member of the IOC and president of the African Union Judo and representatives of African Olympic Committees Libya, Benin, Burkina Faso and Cape Verde, as well as Olympic champions Algeria barbarian Nureddin Morseli and Nuria-Benida WORLD.

The NOA in Egypt was established in 1978. The actual work began in 1979 [90]. The NOA of Egypt has functioned as the Olympic Academy of Sports Leaders since 1982, is considered one of the most prestigious academies in the world and is an affiliate of the IOA. It operates as an educational institution with a variety of educational programmes based on a variety of modern science. The activities of the NOA of Egypt are aimed at creating a balanced theoretical and practical educational environment created for sports personnel. NOA in Cameroon was established in 1994 [90]. They aimed to spread Olympic education in the country through an international programme OVEP.

“Programme of Education of Olympic values.” The NOC, in cooperation with the NOA, is implementing an interesting form of disseminating Olympic ideals and principles through the Ambassador of the Olympic Movement program. The concept of the programme is to involve athletes, sports representatives or ordinary people who want to develop sports in the region in the Olympic movement.

The Libyan NOA was established in 2007. Various forms of Olympic education are implemented in close cooperation with the NOC of Libya and the vast majority of cases are held as conferences, lectures and more. Since 2015 Page NOA Libi functions in the social network Facebook, which has 879 followers generally. NOA in Mauritius is

committed to the development and implementation of various programmes to promote the values and benefits of Olympic education. Starting with one national seminar since the beginning of the establishment of the Academy, it applies an approach that corresponds to its local conditions.

The academy has designed the following activities:

- National seminars;
- Regional seminars. Participants of these workshops are selected mainly from local sports clubs that operate in the field of Olympic education, or with members of the Academy.
- “Opening Day of the Olympic Games”. This is a very interesting one-day programme that has four components - sports, education, art and the environment:
  - Sports – demonstrations and competitions;
  - Education – Olympic negotiations;
  - Art – wall painting;
  - Environmental protection – cleaning of the environment.
- “Children's Olympic Day”. The event is planned for children aged from 10 to 16 years and includes work sessions, practical and theoretical activities that take place in a relaxed atmosphere (children's Playgrounds, beaches).
- Literary competition of Olympic education;
- The academy also holds a literary competition for students to improve their knowledge and conduct research on Olympic issues. The Academy also invites those wishing to visit its facilities and review documentation is that the headquarters of the NOC.
- Working sessions for Olympic Sports Federations;

- Annual workshops and of Olympism for athletes of one or two sports federations. Members of the academy have direct contact with athletes on the website of the sports federation.
- Selection and training of participants for IOA sessions.

It should be noted that in 2015 the Olympic Museum was established on the island of Mauritius in Tryanone through cooperation NOA and the NOC with state support and for the support of the IOC and IOA [90].

In Nigeria, the NOA was established in 1997 [90]. Their tasks of Olympic education presuppose cooperation with the Commission on Olympic education of NOC in Nigeria.

NOA in Senegal was created in 1998, active activities started in 1999 [90]. The implementation of the tasks on Olympic education is carried out through cooperation with the Commission on Olympic Education of the NOC of Senegal. In connection with the holding of the Youth Olympic Games 2022 in Senegal, there is the activation of spreading information on Olympic topics on the Olympic ideals and principles among the population of the country to promote the large-scale event.

In Tunisia, the NOA was officially created in 1990 and started in 1991 [90]. The implementation of Olympic education tasks is carried out through cooperation with the Olympic Education Commission of the NOC of Tunisia. NOA in the Central African Republic is engaged primarily for all the proliferation and spread the Olympic ideals in their country organizes sessions of the national level with various aspects of Olympic issues. In addition, the Academy participates in almost all symposia provided by the IOC and IOA Cultural Commission. The current president of the NOA implements the project, which is funded by the IOC programme "Olympic Solidarity" aimed at reforming the traditional sports practice with the aim of its integration in teaching pedagogy adapted to African reality. The Academy also publishes reports on the work of

the annual sessions. However, there are significant difficulties associated with lack of space for holding events, lack of library and museum [90].

In Europe, Albanian NOA was established in 1992 by the decision of the Executive Board of the NOC of Albania to protect the ideals of the Olympic movement according to the Olympic Charter IOC. It is an integrated structure of the NOC of Albania with the status of autonomy of a special technical, educational, scientific and organizational unit under the leadership of the NOC [90].

In Belgium, NOA was established in 1981. NOA began its activity in 1982 [90]. The activities of the Belgian NOA are organized in cooperation with the Catholic University of Louvain (UCL), the University of Ghent and the Belgian Olympic and Interdepartmental Committee (COIB). The goal created in collaboration training is the professionalization of management in sports organizations by using academic approaches and innovative practices in terms of leadership and management skills. The programme is designed for one year and starts on January 30, 2020. It has 5 two-day modules. The modules take place in various training centres, which will begin at COIB.

In the Republic of Belarus NOA was created in 1993, though they started work in 2000 [78]. The activities of the Academy are carried out under the auspices of the NOC of Belarus. By educational projects, NOA in Belarus includes an annual production of school notebooks, contest drawings on the Olympic theme “Olympic flame ignites the heart” work online library and activity of the Olympic Museum.

NOA in Greece was established in 2001, though it became active in 2009 [90]. As part of its activities, the NOA in Greece realizes a digital approach to presenting Olympic Games. Also, the NOA launched a voluntary programme to attract residents to assist in organizing and carrying out activities in the framework of the promotion of Olympic Education and the Olympic movement.

In Georgia, NOA was created in 1990 [90]. The activities are carried out under the supervision of the NOC in Georgia. One of the projects of the NOA and the NOC of



Georgia is the Olympic Museum, which has been operating since 1989 (registered with the IOC since 1993).

In Denmark, NOA was established in 1986 [90]. NOA of Denmark actively involves representatives of industry to participate in activities IOA. The main activity of the NOA of Denmark is aimed at spreading the ideals and principles of Olympism in the country. NOA of Denmark initiated the creation of a website wiki (<http://www.ioapa.dk/wiki/>), which provides all the information that is associated with the Olympic movement.

In Estonia, the NOA was established in 1989 [90] as a result of the merger of the Federation of Sports Estonia and the Estonian Olympic Committee. The status of the NOA was defined as a permanent structural unit of the NOC. Since the end of 2009, the Estonian Olympic Academy has been operating as a non-profit association as an independent member of the Estonian Olympic Committee. NOA in Estonia is aimed at children and young people, but it also is an integral part of initiating and stimulating academic debate on important issues concerning the Olympic movement, which represents a broad interest for various generations. The activities of the Estonian Olympic Academy are scientific. NOA Estonia considers its important task of providing scientific information on Estonia for an international environment and to Estonia and its regions on Olympism and the preparation of athletes to participate in the Olympic Games, as well as analysis of the preparation and the results of performances Olympians Estonia.

In Iceland, the NOA was established in 1987 [90]. Their activity was carried out in close cooperation with the NOC of Iceland.

In Spain, the first NOA in history was established in 1968. The full name of the organization was Royal Spanish Olympic Academy. The Spanish Olympic Academy, as the first national academy, was a reference point for the creation of a significant number of national Olympic academies in other countries. The NOA of Spain constantly

supports the organization of numerous Olympic pedagogical events. Among all the achievements of the Spanish NOA should provide initiatives to create Pan American Association of Olympic Academies and the Spanish Committee of Pierre de Coubertin, as well as the opening of various centres of Olympic studies, collaborating with universities in the country, the creation of the Spanish Union of Olympic philately [90].

Latvian NOA was created in 1989 [90], and it is responsible for spreading the Olympic ideals, principles and values through conducting training sessions, readings, competitions, exhibitions, publications teaching materials, sports events and participation in the activities of the International Olympic Academy.

In Lithuania, NOA was established in 1989 [107, 90]. Today it is one of the most active NOAs in the world. The Lithuanian Olympic Academy implements its projects such as Olympic camps, various competitions on Olympic themes, systematic seminars and conferences for young people on Olympic education and the Olympic movement. NOA in Lithuania closely cooperates with the Lithuanian University of Sport and the Lithuanian University of Pedagogical Sciences, publishes the periodical magazine "Sports Science", which is considered the most prestigious Scientific Council of Lithuania. After XXX Olympic Games in London (United Kingdom) in 2012, the NOC in Lithuania proposed Olympic Academy to conduct additional measures to coordinate the development of sports science, as well as to conduct scientific and methodological supervision for training candidates for Games Olympics 2016 in Rio de Janeiro. Academy takes an appropriate manner restructured to adapt its programmes to provide academic services, Olympic team.

In Germany, the NOA was established in 2007 [90] based on the German Olympic Institute and reformed to areas of trustees board of the Olympic Academy and Olympic Education NOC Germany. NOA popularizes the sport in its various aspects, promoting the Olympic idea dealing with the fundamental historical, political, social, economic and cultural issues of the Olympic movement, pursued not only scientific

purposes but also has to aim wide social impact. NOA Germany implements various projects and exhibitions related to the Olympic idea and history. The NOA of Germany also implements Olympic school projects in cooperation with the Health Association. Also holds exhibitions “Charm of Olympia”, which are used in many events. Interestingly, based on-site NOA in Germany operates an online store, in which you can buy printed material (magazines, brochures, books, etc.) with Olympic education and the Olympic movement in general. It is also worth noting that the Olympic Museum was established on the initiative of the NOC of Germany.

In Norway, NOA was established in 1998. Their work is done with the support of NOC in Norway, which is the governing body of the sport in the country. An important role in the promotion of Olympic ideas is Played by the Sports Museum in Lillehammer, which promotes the Olympic history of the region, introduces the Olympic movement, ideals and values [90].

Portugal is one of the few countries that has organized the Olympic Day since 1948 and continues to do so to this day, promoting the Olympic values of “Friendship”, “Perfection” and “Respect” under the slogan “Move, learn and discover”. NOA in Portugal in created in 1986 [90]. The Academy implements a large-scale educational programme in 173 schools of the country. 500 specialists were trained, who provided training to 121,809 students. On active activity, NOA in Portugal evidenced by the fact that in 2019 during May and June was organized a series of activities to attract participants to the celebration date of birth of the modern Olympic movement in the framework of the celebration of Olympic Day. The Olympic Day was included in the traditional national festival, which brings together thousands of participants from around the world who visit the islands of Terceira during this period. This historic event was celebrated and in other Portuguese populated areas of the country. The event was held under the support of the NOC of Portugal, municipalities and schools. The event covered 7 332 members. Starting from April 30 schools within the framework of the

Olympic Day 2019 held a meeting of seven Olympians, to share their experiences in an informal conversation, invite participants to take part in sporting activity, but especially for everything to inspire and disseminate the Olympic spirit. NOA in Portugal comes from understanding that though most people are familiar with the Olympic symbol and the Olympic Games, many of them do not have enough information about the scale and history of the Olympic movement.

In Romania, the NOA was created in 1991 [90]. The activities of the Academy are carried out in close cooperation with the NOC of Romania. Much attention in the work of the NOA of Romania is paid to the “Fair Play” program, in 2017 it received the award of the International Fair Play Committee in the category “Promotion of Fair Play”.

In Slovakia, NOA was established in 1993 [90], and its work is carried out in close cooperation with the NOC of Slovakia. Olympic Museum in Slovakia was created even before the creation of the NOA in 1987. There the academy posted information on Olympic education in the public domain in literature, articles and other printed versions of publications on Olympic education and the Olympic movement in general.

In Slovenia, the NOA was established in 1995 [90]. The work is being implemented in close cooperation with the NOC of Slovenia. In particular, in Slovenia, the Slovenian Olympic Education centre was established to promote the Olympic movement and values, based on which the Olympic Museum is located. In addition to excursions, the Olympic Education centre usually hosts a variety of educational seminars, lectures and pieces of training for both athletes and sports fans. The site is located NOC Slovenia online store, which can buy various souvenirs NOC and printed materials about the Olympic movement and sport in general (books, posters of different kinds of sports, magazines, brochures, etc.).

NOA in Turkey was established in 1985 [90], with the support of NOC in Turkey within the “Development Project for Children and Youth”. With the purpose of implementation of Olympic education, NOC and NOA in Turkey created a popular

education project “Oly”, which was successfully carried out on the territory of the whole country.

In Finland, the NOA was established in 1987 [90] on account of the NOC in Finland and its Olympic education projects.

French NOA was created in 1994 but began work in 2001 [90]. The role of the NOA in France is in fact to encourage to spread of the Olympic ideals and values of members of the sports industry. The Olympic Academy is an autonomous organization but closely linked and partly dependent on the French National Olympic Committee (financially). In particular, one of the main functions of the NOA of France is to provide the services of the NOC of the country for the education of society regarding the Olympic movement and its ideals, values and principles.

NOA in the Czech Republic was created in 1993 (in 1987 it was created by the Czechoslovakian NOA) [90]. NOA in the Czech Republic actively promotes Olympic ideals, principles and values, establishing a system of cooperation with Czech scientific and educational institutions, which expands and deepens scientific and educational work in the field of Olympism, science and research in sports and scientific and methodological information service. NOA in the Czech Republic deepens awareness of Olympic issues and creates conditions for the activities of coaching organizations. The first NOA in the Oceania region was established in 1985 by the NOA of Australia [90], which is a structural unit of the NOC. All activities of the Olympic Academy are implemented by the NOC in Australia. To disseminate and implement Olympic education, projects have been created for secondary schools and Olympians in the country. Among the projects of Olympic education in Australia can highlight the creation of online requests for invitations Olympians on activities in schools to motivate participants and spread the Olympic values. Also, there is a programme “Olympic Junior leader change Australia” for active young people (aged 10 to 12), for participation in

which participants have to remove the video to 1 minute of the Olympic movement, which allows winning part of the National Summit for Young Leaders changes.

In New Zealand, the NOA was established in 1997 and began operations in 1998. [90] Today, the NOC and NOA of New Zealand have created a successful Olympic education programme “Game On!”. The programme provides free online resources, games and information to motivate young people to be active, play and live following the Olympic values of friendship, excellence and respect.

On the American continent, 12 NOAs cover their activities on the Internet. Thus, the NOA in Aruba since 2004 held various presentations for all of education Aruba that focus to promote the inclusion of Olympism in the curricula of schools at all levels. In addition, the NOA country organized a successful seminar on the topic “Olympism”. The NOC of Aruba actively cooperates with the NOC of Aruba, sends participants to various seminars and pieces of training on Olympic issues, which are held within the framework of the world Olympic movement. The first initiatives of the country’s NOA were met with great interest in society and a large number of events are planned for the coming years [90].

The main area of activity of NOA in Guatemala is the publication and release of printing products. A brochure on the creation, function, organization and emblem of the country's NOA and a “Book of the Restoration of the 2004 Olympic Games “and “Olympics and the Olympic Movement in Guatemala” was prepared.

The purpose of the NOA of the country:

- knowledge, preservation and dissemination of the Olympic spirit;
- research, dissemination and promotion of the Olympic Movement;
- development of programmes aimed at the development of the Olympic movement;
- organization of educational activities (seminars, courses, conferences, speeches, etc.);
- organization of cultural events (exhibitions, competitions, art events, etc.);

- development of information materials;
- organization of the Olympic Museum;
- organization of the Olympic Documentation centre;
- promoting research on various aspects of the Olympic movement and the Olympic spirit;
- preparation of the annual scientific session;
- dissemination of the IOA programme;
- promoting relations and exchange experiences with individuals who have the desire to work with the OAS;
- prizes and awards;
- selection and recommendation of the Executive Committee of NOC representatives who should be granted scholarships for the study of Olympism [90].

NOA in the Dominican Republic was officially opened on 23 June 2004, with a large exhibition held on the theme “Olympic Games through the century”. The event was planned in parallel with the opening of the Olympic Games in Athens in 2004. As part of the opening, there was a mass run of 5 km for hundreds of people of all ages, who had previously agreed to participate in the site. Pupils of the primary school played an important role in holding the event, they used the flags of the countries that are members of the Olympic movement and prepared different posters that illustrate different aspects of the Olympic movement.

One of the events organized by the NOA of the Dominican Republic is an art competition among primary and secondary school students on topics related to Olympic values. Drawings and paintings that have been submitted will be used for the production of calendars in the next year, which can then be sold to raise funds for charities [90].

NOA in Canada was created in 1983 [90]. Their activity is carried out in close cooperation with the NOC of Canada. The most successful educational project is the

Canadian Olympic School Program, which contains pedagogically sound and easy-to-implement tasks and activities that are adapted to school lessons. The key to the convenience and efficiency of these programmes is the fact that they were written by teachers for teachers. Both within and outside the program, the NOA and the NOC of Canada are implementing an educational project, the One Team, which aims to create a safer school and sports environment. The programme also assists included representatives of the LGBT community and the respect for them on the part of society, in schools, in sports and the country as a whole.

The Costa Rican NOA was established in 1989 [90]. Its activities are carried out in close cooperation with the NOC of Costa Rica. NOA Costa Rica conducts educational activities for children and youth of the country, publishes newspapers on Olympic topics. NOA Costa Rica has created an online library of literature on the Olympic movement and sports.

NOA in Panama established in 1995 [90]. Its activities are carried out in close cooperation with the NOC of Panama. NOA Panama does not have significant projects or other forms of Olympic education. However, a successful form of Olympic education is the project “One country – one team”, in which participants learn about the daily life of athletes, their goals and stages of sports career to achieve a goal that is not only an individual goal of the athlete but also the goal of the whole country.

One of the first NOAs created on the American continent was created in the United States. NOA in the USA was established in 1976 and activities started in 1977 [90]. The implementation of Olympic education tasks is carried out in close cooperation with the US NOC. NOA in the USA promotes important social principles of Olympism in American society, teaching and allowing American Olympic and Paralympic athletes to act in the role of ambassadors of Olympism. This activity is performed by introducing special programmes of the Academy, which introduced Americans of all age groups



with fascinating stories of American athletes, encouraging others to achieve a high level of skill and respect for all.

Promoting ideas of Olympic education at the present stage requires the integration of efforts, coordinated activities according to the strategic NOA in cooperation with IOC and IOA. This, in turn, prompted the creation of joint organizations. Thus, in addition to the IOC and NOA of different countries for the development of Olympic education at the international level, there are also associations of Olympic academies, such as:

- African NOA Association (ANOAA)
- The Association of European NOA (AENOA)
- Pan-American NOA Association (APNOAA)
- Association of French-speaking NOA (AFNOA) [166]
- Association of African NOA (AANOAA) was established in 2008, with headquarters located in Tunisia. AANOAA put before them the following tasks:
  - Spreading the Olympic ideals and values in Africa, in fact including through the development of Olympic education.
  - Ensuring that the National Olympic Academies of Africa meet the goals set by the IOC, ANOKA and IOA in the field of Olympic education.
  - Exchange of information, experience and knowledge between the African National Olympic Academies, as well as academies of other continents and all Olympic sports organizations.
  - The organization of various events and meetings to promote Olympism.
  - Stimulating research in the field of philosophy and Olympic education on the African continent.
  - Creating favourable conditions for sports and physical education [90].

The Association of European NOAs is the youngest association of NOAs and was formed in 2018. It is important to note that Maria Bulatova, President of the NOA of Ukraine, was elected Vice President, which testifies to the high appreciation and

recognition of the work of the Olympic Academy of Ukraine. The headquarters of AENOA is located in Frankfurt (Germany). AENOA's activities take place under the auspices of the European Olympic Committees. The purpose of its activities is to create conditions for the effective implementation of tasks by national academies of European countries through the exchange of experience and cooperation.

Pan-American Association NOA was established in 1988, with headquarters located in Madrid (Spain). The members of PANOA (a total of 27 NOA) are not only the National Academies of America and the Iberian Peninsula but also the academies of the former Spanish and Portuguese colonies in Africa. The mission of the Pan-American Association of Olympic Academies was to establish and organize the activities of Olympic academies in the countries of the Iberian region.

Francophone Association NOA (counts 43 members) was founded in 2009 [7]. Its headquarters are located at symbolic Avenue Pierre de Coubertin, 1 in Paris (France). It operates under the auspices of the Association of French-speaking NOCs. This organization was established with the charitable support of the National Olympic and Sports Committee of France, in partnership with the International Organization of French-Speaking Countries. The tasks of the organization are focused on:

- association of French-speaking national Olympic academies, creating space for French-language publications or other publishing activities,
- improving the quality of French-language initiatives at IOA sessions,
- strengthening the Place of the French language at the international level [7].

In addition to the NOA Associations, the Pierre de Coubertin Committee was established. Its basic goals were to study the personality, life and work of Pierre de Coubertin; promotion of "Coubertin" humanism, its social, cultural, educational and moral principles; providing support and assistance in researching the legacy of Pierre de Coubertin, which may be entrusted to its members or independent experts of the Committee; popularization of the principles and ideals of the Olympic spirit, friendship

and mutual understanding between people, declared by Pierre de Coubertin; motivating and encouraging people and organizations or institutions to realize the Olympic ideals of Pierre de Coubertin; cooperation with other national or international organizations that pursue similar goals, such as the introduction of the Olympic spirit and the transmission of the spiritual heritage of Pierre de Coubertin.

The network of Olympic museums, [90] which was established in 2006, can also be included in the system of organizations involved in the dissemination of Olympic education. The network of Olympic museums includes:

1. Brazilian Olympic Museum, Rio de Janeiro (Brazil)
2. Estonian Sports Museum, Tartu (Estonia)
3. Qatar Olympic and Sports Museum, Doha (Qatar)
4. Chinese Sports Museum, Beijing (People's Republic of China)
5. Samarancha Memorial, Tianjin (People's Republic of China)
6. IRAN Museum, Tehran (Islamic Republic of Iran)
7. Sportimonium Sports Museum (Belgium)
8. Gothenburg Sports Museum, Gothenburg (Sweden)
9. Joan Anthony Samarancha Museum of Sport and Olympic Games, Barcelona (Spain)
10. Museum of Sport and Tourism in Warsaw (Poland)
11. German Olympic Sports Museum, Cologne (Germany)
12. Norwegian Olympic Museum, Lillehammer (Norway)
13. Olympic experience, Richmond (Canada)
14. Olympic experience, Tel Aviv (Israel)
15. Olympic Museum of Athens, Athens (Greece)
16. Nagano Olympic Museum, Nagano (Japan)

17. Nanjing Olympic Museum, Nanjing (People's Republic of China)
18. Thessaloniki Olympic Museum, Thessaloniki (Greece)
19. Sapporo Olympic Museum, Sapporo (Japan)
20. US Olympic Museum, Colorado Springs (USA)
21. Xiamen Olympic Museum, Xiamen (People's Republic of China)
22. Tianjin Dagon Olympic Museum, Tianjin (People's Republic of China)
23. Olympic Museum in Lausanne (Switzerland)
24. Peruvian Olympic Museum, Lima (Peru)
25. Seoul Olympic Museum, Seoul (Republic of Korea)
26. Singapore Youth Olympic Museum, Singapore (Singapore)
27. Slovak Olympic and Sports Museum, Bratislava (Slovakia)
28. Foundation of the Museum of Sports of Finland, Helsinki (Finland)

The main purpose of the network of Olympic museums is to increase and enhance the promotion of values of sport and Olympism by:

1. Exchange of information and best practices.
2. Promotion to cooperation when working on general issues that the organization face.
3. Work on joint projects, in particular exhibitions, educational programmes, events, collection management, communication and commercial development.
4. Find ways of joint work to improve the effectiveness and efficiency of business membership networks [36, 90].

The Olympic Research centres promote scientific activities in the field of the Olympic movement and Olympic education in particular. The purpose of Olympic education centres is to disseminate and support research and professional knowledge that create a global resource for scientific research on Olympism.

Today in the world there are 42 Olympic research centres in 23 countries of the world and 2 local (continental) centres. The active establishment of the centres was widespread in the 2000s, now the Olympic Research centres exist in:

- Australia (2 centres established; established in 2000 and 2005)
- Argentina (established in 2016)
- Belgium (established in 2008)
- Brazil (3 centres were established; in 2002, in 2006 and 2014)
- Israel (established in 2014)
- Spain (8 centres were established: in 1989, in 2001, in 2002, in 2005, in 2007, in 2001 (2 centres were established) and in 2014)
- Italy (established in 2001)
- Canada (established in 1989)
- South Korea (2 centres established: in 2015 and 2018)
- Mexico (established in 2013)
- The Netherlands (established in 2014)
- Germany (2 centres established: in 1992 and 2005)
- New Zealand (established in 2007)
- Norway (established in 2016)
- South Africa (established in 2014)
- Russian Federation (established in 2014)
- USA (3 centres were established: in 2010, in 2011 and 2014)
- Ukraine (established in 1992)
- France (established in 2010)
- Chile (3 centres established: in 1994, in 2000 and 2014)
- Switzerland (2 centres established: in 2000 and 2015)
- Japan (established in 2010)
- Regional centres for Olympic Studies are represented by:

- African centre for Olympic Studies (since 2016)
- Sports informative centre in the Pacific (since 1997).

It is worth pointing out that all existing Olympic Research centres operate based on existing universities, institutes, academies or other scientific institutions. Each Olympic Research centre has an appropriate website that covers all information on the structure, activities and research of the centres [90].

Besides summarizing research on Olympism, the International Centre for Olympic Studies offers the opportunity to receive grants to conduct scientific research:

- Grant programme for advanced Olympic research for established researchers;
- Grant programme for postgraduate students and research workers to obtain scientific degrees.

Figure 2.1 presents guiding organizations that are responsible for the distribution, implementation and implementation of Olympic education at the international level.

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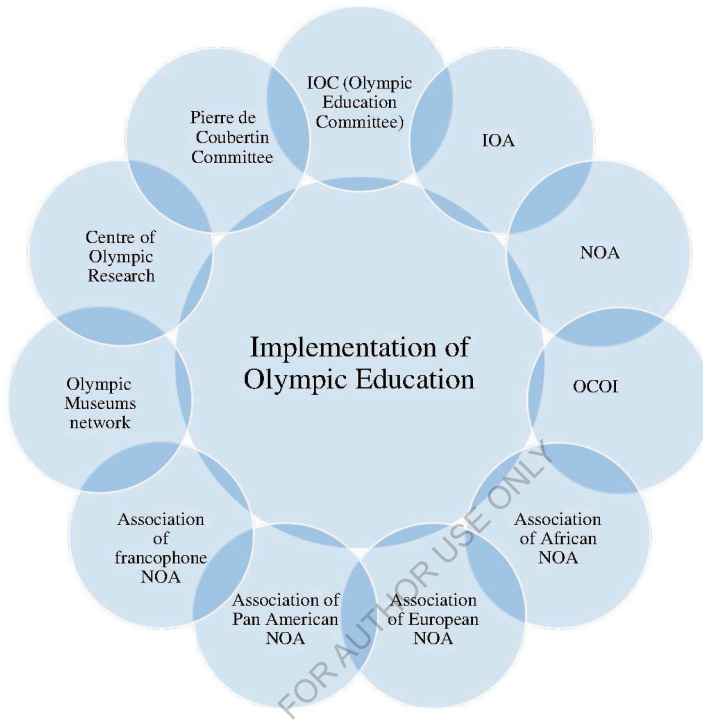


Fig. 2.1 Organizations of Olympic Education at the International Level

## 2.2. Forms of Olympic education at the international level

The implementation of the tasks of Olympic education at the international level is ensured by the cooperation of the International Olympic Committee, the International Olympic Academy, the Organizing Committees of the Olympic Games, the Organizing Committees of the Youth Olympic Games. To coordinate the cooperation and

interaction of IOA, the International Olympic Committee in 1967 created a commission of the International Olympic Academy and Olympic Education. Today, this commission has been reformed into the IOC Commission on Olympic Education and the IOC Commission on Culture and the Preservation of the Olympic Heritage.

In its turn, the Commission of Olympic Education IOC advises session of the IOC Executive Committee of the IOC and President of the IOC on promoting the development of education based on the Olympic values and provides strategic guidance programmes IOC and activities related to the education of youth through sport.

The analysis of regulatory documents of IOC allowed to identify the main tasks of the Commission of Olympic education:

- development and implementation of an education strategy on Olympic values;
- protection of quality physical education and integration of Olympic values into school curricula;
- dissemination of Olympic values through various channels of communication and encouragement of sports and physical culture for the development and education of youth;
- implementation of the educational programme “Olympic Values” and development of resources for teachers of Olympic education;
- integration of education about the value of the IOC through its partner programmes such as an educational platform for athletes and their entourage [8, 9], an open educational platform for all comers, Youth Olympic Games – the implementation of educational programmes in preparation and during the games [29, 88], Olympic Games – the implementation of educational programmes in the framework of preparation to the games, but also a period of games [52] educational programme “Play fair”, which is implemented by WADA [51].



A common feature of all these programmes for the development of education about Olympic values is the global nature of their implementation and large-scale audience involvement. According to the IOC, all these programmes have quite successful results and positive feedback from participants.

Analysis of the scientific and methodological literature and regulations of the IOC allows us to identify the following forms of implementation of Olympic education:

- Programme – a wide form of Olympic education, which is usually implemented across the country with the purpose of specially planned events/actions to promote the Olympic movement and Olympic education.
- Activities – various measures to Olympic education, which includes the action (for example, physical exercises with outstanding Olympic team) promoting the Olympic Movement and Olympic education in particular.
- Competitions – forms of Olympic education in which there is a competitive or competitive nature.
- Research work – forms of Olympic education, the work of which is aimed at obtaining new knowledge and their practical application in the development of new programmes or technologies.
- Publishing of literature/magazines/posters, etc. on the issues of Olympic education and the Olympic movement.
- TV programme – a form of Olympic education that is aimed at the promotion of sports, athletes, coaches and other sports and the Olympic movement in general in the mass media or the Internet network.
- Websites – as a form of Olympic education include general information about the Olympic movement and/or with on Olympic education to get acquainted with this problematic wider audience.

- Thematic Games on Olympic Education is a form of Olympic education in which the target audience is acquainted with the Olympic movement employing the game.
- Museums and exhibitions – forms the Olympic education in the framework of which is the establishment of museums or exhibitions related to the Olympic movement or sport in general.

One of the most ambitious forms of Olympic education on an international level is programmes implemented by the Organizing Olympic Games Committee, Youth Olympic Games, European Youth Olympic Festival. This involves the organization of a cultural and educational programme that includes the dissemination of ideas of Olympic education, Olympic values and ideals throughout the period of the Olympic Games. Prominent examples of the implementation of Olympic education programmes dedicated to the Olympic Games are the first educational programme for the XX Olympic Games in Munich (Germany) in 1972; programme “Athens 2004” – XXVIII Olympiad 2004 in Athens (Greece), “Olympic knowledge reader” which is a programme carried out during the XXIX Olympic Games in Beijing (China) in 2008 [30, 50].

A common feature of all these educational programmes for the Olympic competitions is the cooperation of the organizing committee with the secondary schools in which the programmes are implemented. Such programmes aim to introduce students to the Olympic values and the Olympic Movement and its history.

A major impetus to the development of Olympic education at the international level was launching Youth Olympic Games (since 2010) with a mandatory implementation at the time of carrying out cultural and educational programmes. In the period of the run-up to the Youth Olympic Games organizing committees typically hold an educational programme for secondary schools, such as “Affinity school.” This form of Olympic education brought a powerful result since its implementation occurs with the support of the IOC and IOA.

Following the successful implementation of the Related Schools programme at the WSO in 2010, it was also introduced by the organizing committees in the run-up to the Olympic Games and the European Olympic Festivals.

The general concept of the “Related Schools” programme involves the participation of secondary schools representing the host city (sometimes the host country) in the Olympic Games. According to this idea, each secondary school selects one of the countries participating in the Olympic Games and, with the support of the NOC of that country and represents it in the specified program. A part of the programme is to familiarize participants with the historical, cultural and sporting heritage of the countries that they represent [52].

The implementation of the “Related Schools” programme has a large-scale coverage of different countries, which is an additional channel for the promotion of future Olympic competitions in general and Olympic education in particular.

Various ancillary programmes are also implemented at the YOG that promote Olympic values and which can also be considered as part of educational activity. Other educational programmes for the YOG of the IOC include the following:

- **“Young Leaders of Change”**. This programme is a new stage in the development of the project “Young Ambassadors”. The project “Young Ambassadors” has been successfully implemented by the International Olympic Committee in a range of cultural and educational programmes of the Youth Olympic Games (YOG). The main mission of the selected young leaders of change is to support young athletes at YUI. Games leaders accompany their team and support them, together with the athletes taking part in cultural and educational activities, particularly in lectures and seminars, sports-oriented perspective, such as a career in sport, prevention of injury, anti-doping program, communication with the media information, etc. [52].

- ***“Athletes to follow”***. This programme is also implemented at YOG. Renowned athletes from around the world programme participate in it. They represent different kinds of sports. Inviting highly qualified athletes Play a key role in supporting and mentoring young athletes participating in the JUI. These athletes are present at various events, available for communication with the participants of YUI at competitions and training grounds, in the Youth Olympic Village and during a series of training events and seminars. The main goal of the programme is, on the one hand, to create opportunities for the best athletes in the world to share their experiences, and on the other – to outline learning paths for young athletes and motivate them to new achievements [52].
- ***“Young Reporters”*** are young journalists aged between 18 and 24 who are involved in YOG to disseminate YOG results and sports news. Nominated for the programme launched by the NOCs, the IOC selects the top 15, who take part in the programme [52].

Another important example of promoting Olympic education in the period of the YOG is the realization of cultural and educational programmes that have the following components:

- Olympism;
- skills development;
- healthy lifestyle;
- social responsibility;
- expression.

Besides that solving the tasks of Olympic education, it is necessary to note the activity of Olympic centres of research and education in the educational institutions of different levels, which contributes to the preparation for the Olympic Games. Thus, in

preparation for the XXV Olympic Games in 1992 in Barcelona (Spain), the Olympic centre for Research and Education was established. Currently, the programme of Olympic education for the XXXII Olympic Games 2020 (Tokyo, Japan) in cooperation with the University of Tsukuba, which was given the right to develop an educational programme “Sport for tomorrow” for university students who will become leaders of the future sports in the world [90].

Most of the world's Olympic academies have already implemented various forms of Olympic education at different levels. They cover the rising generation of children of preschool age to young people providing scientific research, dissemination and implementation of results.

Another form of Olympic education introduces general educational institutions based on creating teaching facilities. Typically, the implementation of such projects or programmes of Olympic education is implemented for a specific target audience. For example, “Alternative school” in Bulgaria, “Oly” in Turkey, “Olympic Workshop” in France and others.

Apart from the Olympic education scientific character and forms, which are implemented in schools, one can distinguish the shape of Olympic education in the form of non-regular competitions on the Olympic theme (Germany [90], Estonia [90], Latvia [39, 90], Lithuania [98, 90], Belarus [61, 90], the Russian Federation [63, 86], Ukraine [90]) and forms that are based on sports events aimed at the implementation and dissemination of Olympic education within the “Olympic Days“, “Olympic Festivals”, “Olympic Lessons”, “Closer to Sports” programmes – such forms of Olympic education is popular in Croatia [90], the Czech Republic [90] and other countries. Realization of tasks of Olympic education at carrying out of similar actions is considered as an addition to the basic programme of sports and mass action. Although the promotion of Olympic education is not the main purpose of such events, it is an important component of them.

A similar model is adopted in the form of Olympic education during a summer vacation in youth camps, which is widespread in Slovakia, France and Ukraine [90].

### **2.3. Patriotic upbringing of children by means of Olympic education**

It is a well-known fact that non-traditional forms of organizing the educational process evoke new emotions and pleasure in the process. In particular, students highlight among the forms of organization of extracurricular activities the most interesting work in groups, pairs, “brainstorming”, role-laying situations, discussion, quests. All these forms in a harmonious combination and complementarity can form patriotism through the prism of Olympic education. Interactive methods of presenting material during the development of the theoretical basis of Olympic education are common. The interactive method allows the student and the teacher to be in a mode of conversation or dialogue with each other. But we should not forget that the effectiveness and strength of the impact on the emotions and consciousness of students greatly affect the choice of style of work of the teacher, the choice of forms, methods and means of the teacher. Involving children and youth in the ideals of Olympism, which are focused on universal, humanistic spiritual and moral values associated with sports, is especially important in today's country, given the destruction of former ideological stereotypes, as well as taking into account that some young people embraced excessive pragmatism, nihilism and indifference to national values [42].

At the present stage of the formation of the New Ukrainian School, the implementation of the principles of Olympic education, in our opinion, should have one of the priority tasks. After all, previously the principles of Olympic education were aimed only at gaining a general idea of the Olympic Games and the Olympic movement,

the active promotion of the ideals and values of the philosophy of Olympism. However, the requirement of modern NUS is the completeness of the socio-cultural content of Olympic education, the universalism of Olympic values, the deep educational potential of humane and patriotic education of Olympic education. Olympic education as one of the forms of the social direction of formation of the Ukrainian personality is conditioned by historical, moral and ethical and aesthetic, patriotic ideas, norms and rules, which will contribute to the development of the education system of the growing generation.

Modern patriotic education must have a leading role in the democratic process. It should become a means of reviving national culture, stopping social degradation, stimulating the awakening of such moral qualities as conscience, humanity, self-esteem, a means of self-organization of personal responsibility, a guarantor of civil peace and harmony in society. And the introduction of various means of Olympic education with elements of national-patriotic education is a positive direction in increasing the patriotism of the younger generation [44].

We highlight the following principles of patriotic education through the system of Olympic education:

1) ***the principle of national focus*** provides for the formation of the national identity of Ukrainians, education of love for the native land, the ability to preserve their national identity, be proud to be a part of the Ukrainian people, participate in activities at various levels to protect their state;

2) ***the principle of humanization*** of the educational process: provides a focus on the younger generation as the highest value, taking into account its age and individual characteristics, motivation for independence, initiative, meets the basic needs of the child; stimulating a conscious attitude to their behaviour, activities, patriotic and humane values of Olympism;

3) ***the principle of self-activity and self-regulation***: is to form in the individual the ability to be critical and self-critical, the ability to evaluate themselves objectively

(following the principle of “fair play”), to make independent decisions. Formation of the public position of the individual, a sense of responsibility for its implementation in actions and deeds at sporting events;

4) *the principle of cultural conformity* provides for the organic unity of patriotic education with the history and culture of the people, its language, traditions and customs, which ensure the spiritual unity, continuity and continuity of generations;

5) *the principle of multiculturalism* provides for the integration of Ukrainian culture into the international space, a tolerant attitude to non-national ideas, values, to other peoples;

6) *the principle of social conformity* involves the education of readiness to defend a sense of personal responsibility through patriotic values [42].

The analysis of domestic and foreign developments on the researched problem has shown that at present there is no clear systematic introduction of Olympic education to form children’s patriotism at educational institutions. One of the best ways to solve the problem of improving the educational process in the new Ukrainian school is the ideas and principles of Olympism. Their implementation is possible through Olympic education, therefore, promotes the education of mentally and physically healthy people, patriotic, tolerant, law-abiding people.

The society involved in the educational process focuses on the school curriculum, as it forms the basis for many activities that need to be implemented in school. At present, issues related to the health, a culture of communication and social behaviour of young people are very closely related to school and are part of the curriculum, preaching the priority of universal moral and spiritual, including patriotic values. These aspects of social education have been included in the Olympic education programme to instil patriotism in the younger generation, promote a broader understanding of the Olympic movement and its impact on modern society.



The main forms of work on the patriotic upbringing of children are quizzes, drawing competitions on Olympic themes, Olympic weeks, Olympic lessons, educational hours, work on creating exhibitions on Olympic themes, decoration of wall hangings, acquaintance with symbols of the Olympic movement, meetings with prominent athletes, who by their performances and victories at competitions demonstrate heroism, patriotism and become an example for the younger generation [66].

One of the priorities of patriotic education, in our opinion, is Olympic education, because it is not only the formation of knowledge about the Olympic movement, its goal is to focus their efforts on the implementation of Olympic principles. The Olympic Charter also calls for a solution to this problem.

Today, the purpose of patriotic education of the younger generation is specified through a system of such educational tasks:

- personal awareness of patriotic values, cultural and historical past of Ukraine;
- education of respect for state symbols;
- promoting the acquisition of the younger generation of practical readiness for state-building, the ability to choose the forms and methods of their participation in the life of Ukrainian society, to be communicative with social institutions, authorities, the ability to follow laws and protect human rights, readiness and willingness to take responsibility; to resolve conflicts following the democratic principles of humanity;
- formation of a tolerant attitude to the state attributes of other peoples, cultures and traditions;
- acquisition of democratic morality as a basic foundation of modern civil society;
- popularization of the best features of the Ukrainian mentality – diligence, kindness, honesty, freedom, justice, caring for nature [66].

In our opinion, it would be more effective to combine these tasks with the tasks of Olympic education:

- awareness of the historical value of Olympism and the responsibility of an athlete-patriot who stands for the honour of his country;
- educating the interest in the Olympic Games and the Olympic movement, the desire to participate in sports competitions and demonstrate honesty and noble behaviour (under the principles of “fair play”);
- fostering respect for state and Olympic paraphernalia;
- promoting the acquisition of patriotism experienced by the younger generation based on readiness to participate in various events, protection of their state;
- education of the desire to be an active participant in the Olympic movement, to explain and promote the ideals of Olympism, to promote its development in their country;
- fostering a sense of personal responsibility for realization in sports with the help of patriotic values;
- educating aesthetic sense of the beauty of sports, feeling of indignation connected with any infringements of patriotism, morality, etc.;
- cultivating the habit of always waging a fair and just struggle, showing courage and will in sports, in sports to defend the honour of their country;
- educating aesthetic ability to see, feel and correctly understand the beauty and other aesthetic values of sports, to act in sports “according to the laws of beauty” and to reflect it using art, to promote the best features of the Ukrainian mentality;
- educating skills and abilities to communicate with other athletes, coaches, judges, journalists, spectators, the ability to explain and promote the ideas of Olympism as a basic foundation of civil society [42, 44].

Among the methods and forms of patriotic education in the system of Olympic education, the priority role belongs to active methods based on the democratic style of interaction, aimed at the independent search for values and promote the formation of critical thinking, initiative and creativity. Such methods include:

*Application of interdisciplinary links:*

- Geography: conducting classes dedicated to the study of the birthPlace of prominent Ukrainian Olympians, the capitals of the Olympic Games;

- Music: learning the anthem of Ukraine, songs that encourage physical culture and sports and focused on vital human values;

- Foreign language: learning foreign words on Olympic topics (flag, anthem, state), etc.

Schoolchildren's cognitive activity: propaganda in the system of the Olympic movement:

- designing various videos, posters, newspapers, news columns about outstanding Ukrainian Olympians and those that reflect the true ideals and values of Olympism ;

- organizing the Olympic day, as well as holding competitions of drawings, photos of Ukrainian athletes, etc., theatrical performances on sports and Olympic themes, "Olympic Fun Club", conferences, quizzes on Olympic themes, discussion of interesting books or movies about Ukrainian sports, Olympic Games;

- organizing competitions among excellent students – o "Most Sports Excellent",

- establishing Olympic museums;

- organizing correspondence with schoolchildren, students, athletes of other countries who are interested in the problems of the Olympic movement.

Olympic lessons:

- acquainting students with the history of the Olympic Games in ancient Greece and the main sports of these games, focusing on patriotism, as well as Olympic attributes and symbols (torch and lighting ceremony, the Olympic flag with five rings and the symbol movement).

It is worth noting that the forms of work related to the study of sports history of the native land and people are a historical local lore include visiting historical events (large-scale competitions), studying literature, collecting documents and monuments,

photographing historically valuable objects, making schemes, layouts, exhibitions, organizing the trip “Ukrainian Sports”, compiling a sports history, the Olympic week, sports celebrations of Constitution Day and Independence Day of Ukraine. These are the most motivating activities for the younger generation [44].

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## 2.4 Innovative forms of Olympic education

Today, many projects are being implemented in Ukraine, including the Olympic lesson, Olympic week, Olympic day, Olympic book, Olympic corner, Olympic stork, drawing and painting contests, Olympic breaks, Olympic Mile competitions, and Olympic festivals, kaleidoscope, Olympic museums, lectures on the Olympic movement and many others. The promotion of such projects contributes to the active development of Olympic education in Ukraine.

The #OlympicLab project, which is an innovative form of Olympic education, deserves special attention. This project was created by Vera Perederiy. It meets the modern demands of society and is available to anyone who wants to learn more about the Olympic movement and sports. The content of the project is multifaceted and is based on the cultural and educational programme of the Youth Olympic Games (YOG), which was approved in 2010, starting with the first summer YOG in Singapore.

The #OlympicLab project contains six content modules:

- mental training;
- Healthy Lifestyle;
- universal and Olympic values;
- chat with champions and leadership qualities;
- volunteering;
- basics of business and career.

The project was created in 2016 and implemented with the support of the NOC of Ukraine by its regional offices throughout the country. It should be noted that the #OlympicLab project received a grant and patronage from the International Olympic Committee (IOC) during 2016-2017. In 2016, #OlympicLab was recognized by the IOC

as one of the five most successful projects of the Young ChangeMakers + program. The website of the NOC of Ukraine contains all the necessary methodological information about each of the modules. For convenience and clarity, to facilitate the work of regional offices, video samples were created based on “model” activities from all modules of the project.

The main objectives of the #OlympicLab project are to spread the ideas of Olympism, information about the results of Olympians and high-level athletes, forming a system of knowledge about the Olympic movement in young people, acquainting participants with Olympic values, involving project participants in sports, educating young people on Olympic values. education. Important advantages of this project are the diversity of information on these topics, the flexibility of the project and the use of innovation as a leading element for the successful and effective development of Olympic education. It should be noted that one of the most effective modules is “Chat with champions and leadership skills” and “Universal and Olympic values” [89].

Moreover, also within the framework of the scientific project “Innovative model of realization and formation of patriotism of children by means of Olympic education,” several modern innovative forms of patriotic education of the young generation was initiated.

*Olympic alphabet.* The project proposed an innovative version of the Ukrainian alphabet called “Olympic Alphabet”, which will allow the younger generation to learn the Ukrainian language easier and faster, in addition to learning about various sports, to form certain national civic values from an early age, which may in the future it will allow children to choose their favourite sport and get good results in it for the benefit of the state.

The “Olympic Alphabet” is made in a patriotic style presenting with observance of national symbols, in particular Ukrainian blue and yellow paraphernalia (flags, appropriate clothing).

The alphabet consists of 33 letters of the Ukrainian alphabet. Each capital letter has its small counterpart, so children will learn to recognize and distinguish them in writing. The letters are divided into vowels and consonants, respectively, orange indicates vowels, and dark blue – consonants. This distinction will make it easier for children to master and understand the specifics of such a phonetic division in the Ukrainian language. Below there are words that have one or more of these letters. In addition, the alphabet contains images that correspond to a certain letter and word below it. This allows children to memorize the alphabet more easily and quickly, making certain associations with sports and the corresponding images to them. Also along the entire alphabet are other drawings that show different types of Olympic sports, which in turn forms the Ukrainian patriotic identity from an early age through the prism of innovative forms of Olympic education.

Bright pictures stimulate children to more productive learning and encourage learning the Ukrainian language, as well as help to form patriotic values and qualities through the forms of Olympic education, physical culture and sports (Fig. 2.2).



Fig. 2. 2 Olympic alphabet



*Olympic puzzles* were created to promote the basic principles of patriotic education through the prism of Olympic education. It is a kind of game that allows children to develop hand motor skills, attention, observation, logic. The puzzles are aimed at educating and instilling universal patriotic values with the help of Olympic education.

Puzzles created in honour of the Olympic Games in Tokyo (China) and Beijing (Japan). They are made in the Ukrainian patriotic style. In addition, they contain the main Chinese and Japanese symbols and attributes (Fig. 2.3-2.4).



Fig. 2.3 Puzzles of the Olympic Games in Beijing



Fig. 2.4 Puzzles of the Olympic Games in Tokyo

*Olympic quest.* The quest is designed in the form of a game that is aimed at children aged 5-12 years. 2-6 Players have the opportunity to take part in this game. The main purpose of the quest is to promote and shape the patriotic upbringing of the younger generation, which is growing up, through Olympic education. The game-quest instils a desire and love for a healthy lifestyle, Olympic movement, physical culture and sports (Fig. 2.5).

The essence of the game is to choose only one of the hexagonal cards depicting various Olympic sports (six of them); the cards showing the inventory should be



love for the Motherland, language, knowledge of Ukrainian culture and traditions through the Olympic movement.

During the game, players should bring the flag of Ukraine to the highest point, which is Mount Hoverla, overcoming several obstacles and answering certain questions. It is due to the list of issues that are mandatory during the game that children develop universal patriotic values and qualities (Fig. 2.6).



Fig. 2.6 Olympic Relay

“*Olympic minutes*” is a series of videos with the participation of Bukovina Olympians and specialists in the field of physical culture, physical education and sports (Fig. 2.7). A series of videos “*Olympic minutes*” is aimed at improving the health of pupils and students during distance learning. Such physical activity allows them to

maintain their health, namely to strengthen posture, improve blood circulation, which in turn will increase the mental activity of children in the process of online learning. These minutes are already adapted to the educational process of students, as well as their experimental testing and effectiveness.



Fig. 2.7 Olympic minutes

Such “Olympic minutes” are perceived positively by students and will be used during pedagogical practice in secondary schools.

By innovative forms of Olympic education, we mean developing various activities for the students of different age categories. With the help of this, the younger generation is encouraged to engage in physical culture and sports (Appendix A, B).

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## Appendix A

### Scenario for the event “We are future Olympians”

**Purpose:** instilling a love of sports; dissemination and development of universal values of love for the Motherland, patriotism, loyalty and devotion to the state through the means of Olympic education and sports.

**Leading roles:** leaders, goddess Themis, teams.

**Equipment:** projector, speakers, songs, sports equipment.

#### Main part of the event

**Host 1:** Dear guests and everyone present, we are glad to welcome you to the holiday dedicated to the Olympic movement! Today's event will take you back several centuries. So get ready to immerse yourself in the unforgettable atmosphere of the Olympic Games.

A solemn melody is played, the State Flag of Ukraine and the flag of the National Olympic Academy of Ukraine are brought in.



Fig. 2.8 The State Flag of Ukraine



Fig. 2.9 The flag of the National Olympic Academy of Ukraine

Fanfares sound, the anthem of Ukraine and the anthem of the National Olympic Academy of Ukraine – [https://www.youtube.com/watch?v=6Qu\\_zYjhTlk](https://www.youtube.com/watch?v=6Qu_zYjhTlk) (accompanied by a presentation)

The presenters announce the Olympic oath, which is duplicated at the presentation

**Host 1:** On behalf of all athletes, I promise that we will participate in these Olympic Games, respecting and following the rules, in a truly sporting spirit, for the glory of the sport and in the name of the honour of our teams.

**Host 2:** On behalf of all judges and officials, I promise that we will perform our duties at these Olympic Games with complete impartiality, respecting and caring for the rules by which they are conducted, in a truly sporting spirit .

**Host 3:** On behalf of all coaches and other members of the athletic teams, I promise that we are committed to ensuring true sportsmanship and fair Play, in accordance with fundamental Olympic principles.

**Host 1:** The Olympic Games are international sports competitions in which participants demonstrate their results in sports. The winners of these games receive the



lifetime title of Olympic champion. In addition, they are an indicator of patriotism, love for the Motherland, a sense of dignity and pride in their country. We demonstrate devotion and loyalty to our homeland. To glorify our state, to multiply its achievements is our basic value, and sport is the driving force for achieving this goal.

**Host 2:**

Time passes, year after year.

Life remains the same.

Wherever a man goes,

There is an Olympic sport nearby.

The beauty of our lives,

Oh sports, today we celebrate your day.

And the pulse speeds up the beating,

And we raise your flags.

**Host 1:** We know that any games and competitions are impossible without judges who fairly and honestly help determine the winners, so our holiday was visited by a guest of honor – the goddess Themis, who will tell about how the Olympic Games took Place and help us find out various curiosities about them.

*Themis appears, dressed in a long white dress and with a laurel wreath on her head*

**Themis:** Congratulations, dear students and guests! I am the goddess Themis. I came to you for a holiday from Greece itself, where everyone calls me the goddess of justice. I help eliminate disputes, quarrels, choose winners. Do you want me to tell you about the Olympics?

**Host 2:** The goddess Themis brought to our holiday a magic book that will take us back millions of years, we will be able to personally visit Greece and see how the competition took Place at that time.

*Themis opens a magic book and begins her story, meanwhile a presentation about the history of the Olympic Games appears on the screen*

**Themis:** Listen to me carefully, children! It was a long time ago, when people needed to run fast, have endurance and strength to survive. But there was no mention of sports then. He was born a little later in Greece in the town of Olympia. The life of the local gods was full of various wars, disputes, quarrels, so the Greeks borrowed from them the tradition of holding competitions to avoid such misunderstandings.

There are many versions of the origin of the Olympic Games, but I will tell you the truest of them. The people of Greece lived very hard because of the constant wars, people were afraid to even go outside. Zeus found a way out of this situation: he proposed to resolve disputes not by wars, but by competitions for speed and agility, so that everyone at the stadium in Olympia showed their strength. Brave, agile and strong Greeks became true patriots of their state thanks to such competitions.

And now I suggest you recall the Olympic champions of Ukraine, who defended the honor of the state at the Olympic Games with dignity.

*Themis sits in her place, the presenters come out and talk about the Olympic champions of Ukraine, a presentation appears on the screen at the same time*

**Host 1:**

Yana Klochkova is an Olympic swimming champion.

Vasyl Lomachenko is an Olympic boxing champion.

Lilia Podkopaeva is an Olympic champion in gymnastics.

Oksana Bayul is an Olympic figure skating champion.

**Host 2:**

Volodymyr Klitschko is an Olympic boxing champion.

Olexander Abramenko is an Olympic freestyle champion.

Kateryna Serebryanska is an Olympic champion in rhythmic gymnastics.

**Host 3:**

Oleksandr Usyk is an Olympic boxing champion.

Olga Harlan is an Olympic fencing champion.

**Host 1:** And now we will conduct a small survey in which students will show their skills and knowledge about the Olympic Games and sports. This game is designed to develop dexterity and speed, the ability to react quickly. We suggest that students form two teams and name them.

**Host 2:** During the survey you will be asked questions that need to be answered quickly, respectively, the team that gets the most answers will be the winner.

The survey questions are covered at the same time at the presentation

**Host 3:**

- 1) What Olympic sports do you know?
- 2) Who is the Olympic champion?

**Host 1:**

- 3) What Ukrainian Olympic champions do you know?
- 4) Where did the Olympic Games originate?

**Host 2:**

- 5) Who started the Olympics?
- 6) What is the symbol of the Olympic Games?
- 7) In whose honour do we sing the Olympic anthem?

**Host 3:** And now, children, we will play a small game called “*Tug of War*”, which will determine which of the teams is the strongest.

The rules of the game are that the two teams are located on opposite sides of the field behind the starting lines. Perpendicular to the line we place a rope. Each of the team must pull to his side following the signal. The team that copes better with the task wins.



Fig. 2.10 “Tug of War”

**Host 1:** Teams, we wish you success! The game begins!

A cheerful melody is heard during the competition

**Host 2:** That's the end of our competition. Now there will be gifts to all participants of the Olympic Games, because the Olympic motto is the following words: “The main thing is not victory, but participation.”

*Participants are awarded prizes*

**Host 3 :**

Oh SPORT! You are peace!

You bring joy, happiness and peace  
Like a river – spring waters.  
Under the cover of your wings  
There are friends and nations.

**Host 1:**

On the basis of friendship and competition, the  
Fountain beats clean springs.  
And drink that water without hesitation,  
And weak and muscular.

**Host 2:**

Your name is on your lips  
In the city, in the plague and in the tent.  
Oh Sports! You are the peace and possessions of  
all nations on the planet!

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## Appendix B

### Scenario for the event “Ukrainian Olympic Games”

**Purpose:** to spread the principles, ideals and values of Olympism, love and dignity for their country, the formation of universal national values.

**Leading roles:** leaders, Zeus, Hercules, teams.

**Equipment:** projector, speakers, Olympic flag, Ukrainian flag and torch, phonograms of songs, sports equipment.

#### Main part of the event

The State Flag of Ukraine and the flag of the National Olympic Academy of Ukraine are introduced.



Fig. 2.11 The State Flag of Ukraine



Fig. 2.12 The flag of the National Olympic Academy of Ukraine

Fanfares sound, the anthem of Ukraine and the anthem of the National Olympic Academy of Ukraine – [https://www.youtube.com/watch?v=6Qu\\_zYjhTIk](https://www.youtube.com/watch?v=6Qu_zYjhTIk) (accompanied by a presentation)

A student appears in the room with a torch in his hands

**Host 1:** Congratulations to all present at this Olympic holiday! Today we will make a kind of trip to the country called the “Olympic Games”. Here you will be able to feel like real athletes, Olympians.

**Host 2:** The Olympic flag has 5 rings on a white canvas – blue, black, red, yellow, green. It is solemnly raised during the opening of the Olympic Games. Each colour on the ring has its own symbolic meaning. The blue ring symbolizes Europe, the black ring symbolizes Africa, the red ring symbolizes America, the yellow ring symbolizes Asia, and the green ring symbolizes Australia.

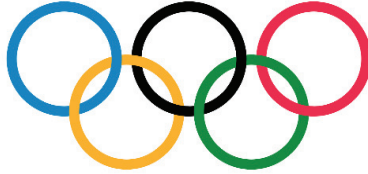


Fig. 2.13 The Olympic flag

*The screen shows the opening of the Olympic Games*

**Host 1:** In Olympia, the Olympic flame is lit, which burns throughout the Olympic Games.

**Host 2:** During the opening ceremony of the Olympic Games, a representative of the country where the Games take place raises his right hand and takes the Olympic oath, holding the edge of the flag with one hand.

**Host 1:** On behalf of all athletes, I promise that we will participate in these Olympic Games, respecting and following the rules by which they are held, in a truly sporting spirit, for the glory of the sport and in the honour of our teams.

**Host 2:** On behalf of all judges and officials, I promise that we will perform our duties at these Olympic Games with complete impartiality, respecting and caring for the rules by which they are conducted, in a truly sporting spirit.

**Host 3:** On behalf of all coaches and other members of the athletic teams, I promise that we are committed to ensuring true sportsmanship and fair play, in accordance with fundamental Olympic principles.



*The Olympic oath is at the presentation*

**Host 1:** Do you know, children, who and where started the tradition of holding the Olympic Games?

**Host 2:** The most famous myths indicate that the founders of these games were the god Zeus and his son Hercules. According to myths, it was Hercules who called the Olympic Games and decided to hold them every 4 years.

**Host 3:** To learn more about the Olympics, we invited them to our party. Meet the chief of the Olympian gods, the god of thunder and lightning – Zeus, and his son Hercules who due to his power performed 12 feats.

*Students disguised as Zeus and Hercules appear on the stage, their performance is accompanied by music*

**Host 1:** Almighty Zeus descended from Olympus with uncontrollable force - a strict judge who will fairly judge our competitions.

**Zeus:** Congratulations on this holiday, young athletes! Strength, speed and endurance are the key to victory. Not everyone can win it, but only those who are able to go to victory, overcoming all obstacles. My son Hercules can serve as an example for you. He performed 12 feats, surpassing all in his strength and courage, and thus equated himself with the gods.

**Hercules:** In order to become a winner, you need to have great willpower, to go through to your goal, defending your honour and the honour of the Motherland. I performed many feats and won many victories. In addition, I know how many outstanding Olympians your country has that you should be proud of and follow. Who among you can remind me of the names of famous Ukrainian Olympic champions?

*Students take turns naming famous Ukrainian Olympic champions*

**Zeus:** Well done, students. And now Hercules and I offer you to visit the Olympic Games yourself in the role of real Olympians, to feel the spirit of competition and victory.

**Hercules:** We have prepared interesting games for you. The first of them is called “Ring”. You need to form two teams and your teacher will be the captain. Teachers stand in front of their teams and hold wide bags. There are balls on the floor between the teachers and the teams, the students need to grab the ball, reach the teacher and throw it in the bag. The team that manages faster will become the winner.

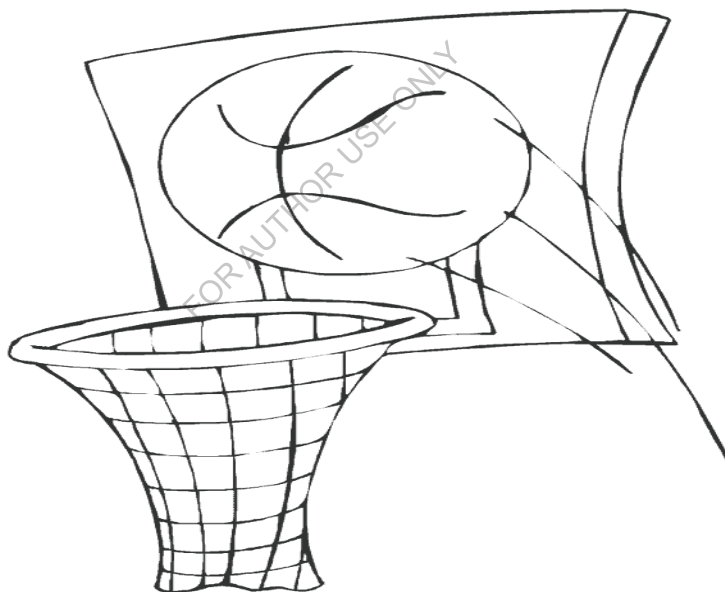


Fig. 2.14 “Ring”

**Zeus:** We wish success to the teams.

*Students are divided into teams, determine the names and start the game*

**Zeus:** The second competition is called “Targeting”. Next to each team on the floor is a hoop and a bag of sand. The student, having reached the line, must take the bag and hit the target, i.e. the hoop. If it is not possible to do this the first time, the student makes several attempts until he hits. Each team must hit the target as many times as possible to win.



Fig. 2.15 “Targeting”

*Teams prepare for the competition and start the game*

**Hercules:** Well done, team! And now our last and decisive competition will take Place under the name “Passing balls in columns”. Each of the teams is lined up in a column one by one, one parallel to the other. Players take their Place at arm’s length. The ball belongs to the team captain. At the signal, the team Players pass the balls back with a turn of the torso. The last Player, having received the ball, runs forward and continues the game. The team whose captain will be the first to start will win.

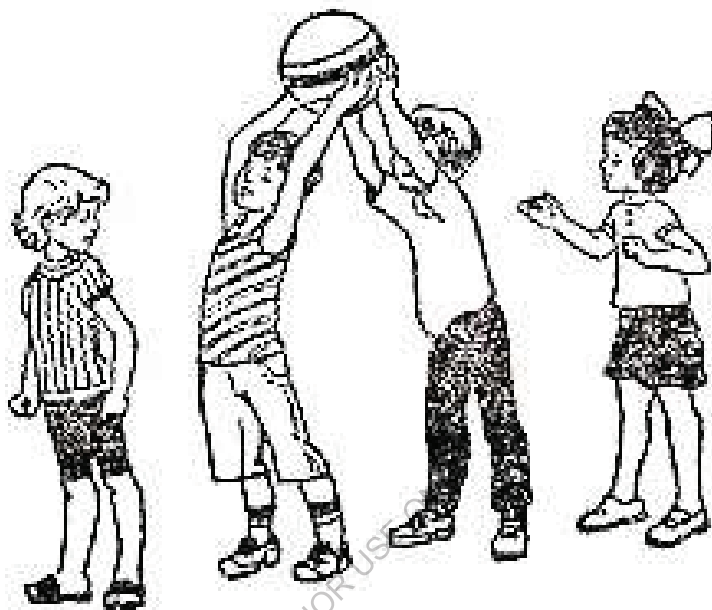


Fig. 2.16 “Passing balls in columns”

**Zeus:** So let's start the game!

*The teams are provided with the necessary equipment and they start the competition*

*All competitions are accompanied by fun music*

**Zeus:** So, our competition is over. Congratulations to all the winners! And now there will be gifts to all participants of the “Olympic Games of Ukrainians”, because the Olympic motto is the following words: “The main thing is not victory, but participation.”

*Participants are awarded prizes*

**Hercules:** We wish you success, determination, endurance and as many victories as possible .

**Host 1:**

Oh SPORT! You are peace!  
You bring joy, happiness and peace  
Like a river - spring waters.  
Under the cover of your wings  
Tribes are friends and nations.

**Host 2:**

On the basis of friendship and competition, the  
Fountain beats clean springs.  
And drink that water without hesitation,  
And weak and muscular.

**Host 3:** Your name is on your lips

In the city, in the plague and in the tent.  
Oh Sports! You are the peace and heritage of  
all nations on the planet!

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