



**UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND
QUALITY OF LIFE SCIENCES
DEPARTMENT OF SPORTS ORGANIZATION
AND MANAGEMENT**

MASTER'S THESIS

**“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION
AND MANAGEMENT OF OLYMPIC EVENTS”**

**Theoretical bases of the integration of Olympic Education
into the educational process of schools in Ukraine**

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Sparta, June, 2014



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INTRODUCTION

At the present stage of development, education in Ukraine is characterized by humanistic philosophy. It considers that humanistic qualities play an important role in the structure of universal human values and formation of these qualities is a necessary condition for the development of an individual. New educational models were designed to meet the current socio-economic realities, national and universal values that are generated in the country.

Humanistic ideas were part of the educational concept of the Ancient World. One of these ideas was *kalokagathia* - the spiritual and aesthetic ideal of the ancient Greek culture, which attracted the attention of scientists, educators and public leaders of many generations, from Aristotle till now.

Difficult issues of interaction and interrelation of mental, spiritual, aesthetic and physical development, that influenced the concept of education, were the subject of studies of European teachers and educators of the late 19th century and early 20th century such as P. Lesgaft, O. Butovskiy, P. Coubertin.

The founder of modern Olympism Pierre de Coubertin considered that it is necessary to develop spiritual, physical and intelligent qualities of individual simultaneously. He formulated the ideology of Olympism, which formed the basis of Olympic Education - pedagogical phenomenon, which was further developed by the work of scientists from around the world (C. Diem, L. Kun, V. Stoliarov, V. Platonov, M. Bulatova).

The issues of implementation of Olympic Education as a positive factor that contributes to the humanization of society were shown in the works of D. Binder, K. Mountakis, K. Georgiadis, N. Muller, R. Naul, V. Stoliarov, V. Rodichenko, M. Bulatova, S. Matveev et al.

The results of researches provide grounds to assume that one of the most effective approaches to solve the problems which Ukrainian educational system is facing at present can be organization of learning process in schools on the basis of Olympic ideology and through integration of Olympic Education into the practice of schools. The activities which are at the core of this education can contribute to the development of a physically and psychologically balanced person who follows the principles of fair play in his/her everyday life. The philosophy of Olympism is designed to help children to make the right choice which will show them the way towards personal development.

Taking into consideration the great scientific and practical importance of works of Ukrainian and foreign scientists, it should be noted that the problem of integration of Olympic education into the educational process of secondary schools has not been studied enough, and therefore Olympic Education has not been properly embodied in the practice of school education.

The relevance of identified problem and its social importance led to the choice of the research topic and helped to define its aim and objectives.

Aim of the research is to develop and justify theoretical bases and implementation technology of Olympic Education into the educational process in schools.

Objectives of the research.

1. To determine the historical background of the formation of Olympic Education as humanistic element of education for children and youth.
2. To justify the theoretical basics of integration of Olympic Education into the educational process in schools.
3. To analyze the level of awareness about Olympic Education among the members of the educational process in school.
4. To develop a model of integration of Olympic Education into the educational process in schools.

CHAPTER I

THE HISTORICAL PRECONDITIONS OF THE DEVELOPMENT OF OLYMPIC EDUCATION

1.1. The historical background of the formation of Olympic Education as humanistic element of education for children and youth.

Modern educational system (late 20th century - early 21st century) is paying a lot of attention to the humanistic education, which is strongly associated with Olympism and Olympic Education (Baltremus 2003, Beh 1998, Georgiadis 2007, Kobrinskiy 2005, Kontanistov 2007, Kremen 2005, Bulatova 2005, Binder 2012).

For the first time the issues of Olympic Education were discussed at the end of 19th century (in 1897, at IOC session in Le Havre) but its origin should be traced down to the Ancient Greece (Platonov 1997, 2009, Georgiadis 2010).

In the heyday of the Athenian culture (6th - early 4th century BC) in addition to physical training, some means to increase intelligence were also used. The developed system of aesthetic and ethical education of Athenians was perfectly combined with physical education (Kun 1982).

Physical education in Ancient Greek city-states implied the creation of conditions which ensured balanced development of citizens. The aim of Ancient Greek gymnastics was to provide the consistency between thought and action, behavior and prescription, word and action (Kun 1982, Bulatova 2011).

Ancient Greek pedagogy was based on the idea that every ability (skill) should be developed in struggle. Friedrich Nietzsche in his book "Philosophy in the Tragic Age of the Greeks" wrote that "...every Greek since childhood had a strong will to compete in favor of his city..." (Nietzsche 1873, p. 96). Sport for Greeks was more than just a leisure, it was an important part of their life which had strong connection to medicine, hygiene, ethics and aesthetics. Thus, physical education was one of the most important parts of the Ancient Greek culture (Maru 1998).

Intensive development of physical education and sports in Ancient Greece was greatly influenced by an important part of Ancient Greek life and culture – *agones* – the principle of competitiveness, which was realized in all spheres of Greek life (work, art, sport etc.). *Agones*

(agonistics) was aimed at achieving the best results, glorification of certain activities, gaining recognition and increasing personal prestige or prestige of a city-states (Platonov 1997, 2009).

Education of the new generations according to the spirit of sportsmanship had the same ideals underlying it as all other cultural values of Hellenic civilization. The most important among them was liberation of an individual from all kinds of despotism. Man was taught to believe in himself, to trust his powers and abilities, to believe in the loftiest values of human life. Man was taught to be an image of deity, because for Hellenes gods possessed human features. A perfect body, physical and spiritual might, which manifested themselves and were put to use, as a rule, at sport arenas, were at the main importance for ancient Greeks (Platonov 1997).

The synthesis of mental and physical perfection was the cornerstone of education system in Ancient Greece, with intellectual, musical and physical training as three major components of the system. The end result of the system was to have equally developed body and spirit, which would help to achieve the harmony of beauty and kindness. Therefore the role of *gymnasiums* and *palestras* was crucial for the development of the character and spirit of ancient Olympic Games

According to K. Georgiadis first examples of Olympic education for athletes and spectators can be seen in the ceremonies of the ancient Olympic Games. (Georgiadis, 2010, 2012)

The founder of modern Olympic Games Pierre de Coubertin was impressed by Greek education system, which was based on various competitions. As Coubertin once said: “One of the best features of the Greek civilization is contribution of muscles to the moral development...” (Coubertin 1919, p. 128). That was exactly what Coubertin tried to revive. His aim was to transfer the best legacy of ancient education system into the modern world (Sunik, 1994, p 14-16).

Explaining the essence of Olympic Revival, Pierre de Coubertin said: “Our aim is to revive the institute, which is completely forgotten. The value of sport is increasing year by year. Its role in the modern world is at the same importance as it was in antiquity. There are a lot of different sports that fit to the conditions and demands of modern time.” At the same time, he warned: “...the influence of sport can be both positive and negative, depending on the way of its using. Sport can encourage both noblest and basest feelings. It can be unselfish and greedy, generous and treacherous, brave and disgusting. Finally, it can be used as a mean to protect peace or as a mean to prepare for war”. Coubertin believed that “pursuit of selflessness and generosity, positive energy and peace is necessary condition of the modern democratic states development...” (Coubertin 1997, p 24-26).

His vision about the purpose of sport and Olympic movement Coubertin expressed in poetic form in his immortal "Ode to Sport" (Coubertin 1997).

Ideals, which were at the core of ancient Olympic sport (e.g. balanced development of body and mind), are timeless and attractive to humanity. The struggle for these ideals not only allowed to revive the Olympic Games, but also made the Olympic Movement very popular around the world. Olympic Movement became a phenomenon of social life and friendship which is well known across all continents and countries (Ageev 1985, Bulatova 2007).

One of the basic principles of Olympic Movement is defining Olympism as “a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles” (Olympic Charter, 2013, p. 11).

Coubertin believed that Olympism strives to unite all principles that contribute to the human perfection. Joy of effort, competitions, love for the motherland, generosity, the spirit of chivalry and strong connection to art and literature – are the basics of Olympism (Vasilieva 2004, Manolaki 2007, Stoliarov 1992).

The aim of Olympism is to place sport at service of harmonious development of a human, in order to create peaceful society (Bulatova 2007).

Olympism for Coubertin as a philosophy of life was a spiritual, mental and physical life experience in man's constant effort to achieve moral and intellectual evaluation. In understanding of the educational objectives of the Olympic movement Coubertin was guided by the idea of the harmonious development of individual. This idea can be traced down to the spiritual and aesthetic ideal of the ancient Greek culture – *kalokagathia* (kalos – good and agatos - kind), which means combination of external and internal qualities, the harmony of body and soul (Georgiadis 2007, Kun 1982, Stoliarov 2002).

Pierre de Coubertin also thought about the idea of Olympism and happiness. He used to say, that if he would be asked how to live in a harmony with the Olympic spirit, he would say - first of all you need to be happy. He also said that happiness gained through physical exercises is the result of two integral parts of human existence – body and soul. Separation of the two parts of one whole into independent factors leads to the disharmony of individual. Therefore, they should be combined together in order to achieve balance that was achieved many years ago in Ancient Olympia (Coubertin 1966).

Coubertin thought that the main educational objective of the Olympic Movement is development of balanced individual through sport. He emphasized that Olympic Movement can become the school of education of nobility and moral purity as well as physical endurance and

strength. It can build character and moral strength and therefore contribute to the harmonious development of individual (Coubertin 1919).

By emphasizing the idea that without knowledge about our past, we would not be able to understand our future, Coubertin hoped that history will realize all intellectual components including Olympism, which belongs to history. He pointed, that Olympic Games have strong pedagogical aspect, which as it was in the past, focused on youth and collective thought of people (Coubertin 1966).

Pierre de Coubertin was the first pedagogue who spoke about the educational role of Olympism. He thought that the main way to achieve peace is the education of moral qualities of an individual. His pedagogy was strongly connected to sport; he believed that sport is not just a leisure or compensation of intellectual activities, but the source of inner perfection of every human (Coubertin 1966).

The initiator of revival of the modern Olympic Games laid the foundation of scientific discipline, which he called - Sport Pedagogy. He foresaw the emergence of Olympic Education, which appeared later (Stolbov 1996).

Coubertin developed a universal pedagogical program which he called the Olympic Pedagogy. His Olympic Pedagogy included specific social, humanitarian and cultural objectives along with such important components as athletic education, education for peace, philosophy of physical education culture, sports psychology, social education, historical background, art in education, education to hygiene, from games to heroic acts, formation of character, modern chivalry etc. (Georgiadis 2009).

Coubertin perceived Olympism as a philosophy of life. He built up his theory around such values as human being and joy of the effort (Georgiadis 2009).

The result of the Coubertin's activities is creation of the sport pedagogy, and then Olympism and Olympic pedagogy. Olympic Games and sport in general Coubertin saw as a mean to solve pedagogical problems and as a mean to reform the educational system. According to Coubertin, the aim of Olympic Movement is to contribute to realization of humanistic ideals and values through sport and to oppose its hostile use at the same time (Stoliarov 2007).

1.2. The activities of international organizations towards the development of Olympic Education

1.2.1. International Olympic Committee

First steps to the Coubertin's dream were made in 1896, when world again got a grandiose sport event - the Olympic Games.

At the same time, summing up the first modern Olympic Games and preparing for Olympic Congress at Le Havre Pierre de Coubertin sadly said: "In Athens all efforts were concentrated on organization of sport competitions in historical context. There was no congress, nor conference, nor signs of moral or educational purpose" (*Olympic Review* 1997)

The first attempts to integrate the "Olympic Education" into the Olympic Movement were made at the second Olympic Congress in Le Havre (1897), which was organized by the IOC in order to discuss the issues of hygiene, pedagogy, history, physical education and other subjects related to sport and physical education (Platonov 2004). The official motto of that congress was "The Reunification of Body, Will and Mind".

In his introductory word Coubertin familiarized listeners with the promotion of sport in French schools. One day of the congress was assigned to the problems of physical education and sport.

The Dominican, Father Henri Didon made a report on "Features of sport that build the character", in which he emphasized insufficient use of physical education and sport in formation of personality (Pavlov 1980, Platonov 2009).

By the end of the congress Le Havre IOC recommended that issues that were raised during the congress should be discussed regularly.

Fifth Olympic Congress was held in 1913 in Lausanne. The reunion at Lausanne University in 1913 took the Olympic Congress to an altogether higher intellectual plane. Among the 100 or so participants were several academics, while many scientists from abroad submitted written presentations. The official motto of the congress was "The approval of sport as a mean for balanced development of physical, intellectual, moral and aesthetic qualities of individual" (Pavlov 1980, Platonov 2009).

At 8th Olympic Congress in 1925 in Prague the questions of pedagogy, ethical norms of athlete's behavior (rules of "fair play" and "chivalrous spirit") and the importance of exercise for health maintenance were discussed (Pavlov 1980, Platonov, 2009).

At 11th Olympic Congress in 1981 in Baden-Baden, V. Smirnov (at that time vice-president of the IOC) expressed his concern over the fact that holding of the Games came to be seen as a priority and the only goal of Olympism. Education of youth and spreading of the Olympic values all over the world became a secondary goal (Rodichenko 1999, p. 5). Critical comments that were stressed at the congress in Baden-Baden were taken into account.

The Olympic Education gradually became more important. The evidence of that is the resolution of third session of UNESCO intergovernmental commission for physical education

and sport (1983). According to that resolution all participant states of the committee had to introduce or strengthen teaching of Olympic ideals in schools and educational institutions according to their own educational system (UNESCO 1983).

The Centennial Olympic Congress in 1994, otherwise known as the Congress of Unity, was held in Paris, just as the first Congress had been. It was an important event for the development of the Olympic Education. For the first time representatives of Ukraine took part in the Olympic Congress. They were Valeriy Borzov – Ukrainian NOC President, Minister of Youth and Sports and two-time Olympic champion, Vladimir Platonov – Vice-president of the NOC, academician, rector of Ukrainian state university on physical education and sport (now National University of Physical Education and Sport of Ukraine), and Boris Bashenko – general secretary of Ukrainian NOC (Platonov 2009, Centennial Olympic Congress: Congress of Unity 1994).

At that congress IOC President Juan Antonio Samaranch said that Olympic Education should be implemented all over the world, at all social levels and it should be taught in all national languages (Platonov 2004).

The Olympic Congress in Paris became the starting point of the reformation of the Olympic Education. Olympic Education became the long-term program of the Olympic Movement. Therefore it is quite natural that final document of the congress includes the following lines: “It is recommended to all members of the Olympic Movement to join forces in order to intensify ethical, cultural and educational values of Olympism, and to expand the scope of sports. Practice of sports is an important form of education, which has to be implemented in schools and other educational institutions...” (Platonov 2009).

As a part of this Congress the book by V.N. Platonov and S.I. Guskov “Olympic Sports” was presented. “Olympic Sports” is the first in the world book about the Olympic Movement for higher educational institutions.

According to the decisions that were taken about the Olympic Education, this Congress can be considered as a starting point of the renewal of the Olympic Education.

For realization and spreading of Olympism at the national level, in 1994, with the support of Juan Antonio Samaranch, the managing committee of the worldwide program: “National Olympic Committees in action: spreading of the Olympic ideals through the educational system” was created (Filaretos 1992, Bulatova 2002).

The issues of Olympic education were widely discussed during the IOC sessions.

During the 2nd IOC session, that took place in in Le Havre (1897), the main topics of the discussion were pedagogy, hygiene and sport. As a result of the conference the resolutions on the physical education at the educational institutions were developed and accepted (Platonov 2004).

The issues of sport's pedagogy and special forms of physical education were included to the agenda of 7th IOC session in Brussels (1905). As a result of the session the recommendations on physical education in schools were developed (Platonov 2009).

The "Olympic education" was discussed at 32nd (Vienna, 1933), 36th (Berlin, 1936), 43rd (London, 1948), 44th (Rome, 1949), 61st (Moscow, 1962), 85th (Rome, 1982), 93rd (Calgary, 1988), 99th (Barcelona, 1992), 100th (Lausanne, 1993), 101st (Monaco, 1993), 102nd (Lillehammer, 1994), 108th (Lausanne, 1998) sessions of the International Olympic Committee (Platonov 2004).

The special 110th session of the IOC, that took place in Lausanne (December 11-12 1999) adopted a number of decisions concerning reformation of the International Olympic Committee and the International Olympic Movement. Also was decided to increase the support of the successful educational activities of the International Olympic Academy as well as regional and national Olympic Academies (Olympic Review 2001).

The declaration of the International Forum "Youth – Science – Olympism", that was a part of the International Youth Games in Moscow 1998, confirmed the attention of society to the issues of Olympic Education. The declaration emphasizes, that system of the Olympic education requires further development and implementation as a mean of familiarization of kids and youth with the spiritual and moral ideals of Olympism and humanistic values of the contemporary culture. It also stresses the need of education according to the principles of Fair Play (Declaration 1998).

The eight President of the IOC Jacques Rogge notes, that the Olympic Movement sees the educational values of sports as a tool for creation and development of mutual understanding between nations all over the world. The international character of the Olympic Movement allows spreading the Olympic Values worldwide (Jacques Rogge 2005).

The World Forum "Education and Sport at the service of Olympism", that took place in Barcelona in 2004, became the next step towards the implementation of the IOC policies on Olympic education. In its resolution it is strongly recommended to all National Olympic Committees "...to redouble efforts towards promotion and dissemination of the world culture, mutual understanding, mutual respect of different nations, universal ethics and the spirit of Fair Play within the framework of the Olympic education programs; to take an active part in the process of implementation of Olympic Education into the educational process in schools and higher educational institutions; to support the initiatives of the IOC commission on culture and Olympic Education" (IOC Recommendations 2004).

Coubertin's vision of sport pedagogy was reflected in the resolution of 52nd plenary session of the UN General Assembly "Sport as a mean to promote education, health and peace".

The resolution of the 52nd plenary session of the UN General Assembly recommends to all governments, international sport organizations and sports related organizations to develop and implement projects compatible with education in order to assist achieving the Millennium Development Goals. On 3 November 2003, the General Assembly decided to proclaim 2005 as the International Year for Sport and Physical Education, as a means to promote education, health, development and peace. It invited governments to organize events to underline their commitment and to seek the assistance of sports personalities in that regard (UN Resolution 2003).

The Continental Seminar "Olympic Education: upbringing, healthy lifestyle, social adaptation", that was held in Ukraine under the auspices of the International Olympic Committee, was devoted to the issues of promotion and dissemination of humanistic ideals and Olympic values. Professor Maria Bulatova notes, that seminar became an effective incentive to find innovative approaches to promoting the Olympic movement and promote the ideas of Olympism (Bulatova 2007).

International Olympic Committee organizes annual conferences devoted to such topics as: "Ecology and Sport", "Woman and Sport", "Olympic Education", "Sports for all" etc. The analysis of the Olympic Congresses and IOC sessions shows, that Olympic Education is one of the main topics for the International Olympic Committee.

There are two independent organizations that deal with the issues of Olympic Education. Those organizations are International Olympic Academy and the Olympic Museum.

1.2.2. International Olympic Academy

According to the Olympic pedagogy of Pierre de Coubertin there was a problem of "constant forge of sport stuff", like was a sports hall in ancient times. Coubertin dreamed about the revival of place where the Olympic pedagogy is at the great respect, the modern version of the ancient gymnasium. Perhaps Coubertin's ideas were the first steps towards the creation of modern Olympic Education (Georgiadis, 2010).

The idea of creation of the education center in Ancient Olympia was first suggested by Professor Ioannis Chrysafis, the Hellenic Olympic Committee representative, at the VIII Olympic Congress 1925, when delegates discuss a possibility of restoring an ancient gymnasium (Platonov et al 2009, Koulouri, Georgiadis, 2011).

In 1927 while Coubertin visiting Greece in connection with the opening of the memorial stele in Olympia, established in honor of the revival of the Olympic Games, the questions of

opening an academic center in Olympia were raised again (Platonov et al 2009, Koulouri , Georgiadis 2011).

At the IOC session held in Athens in 1934 there was a thorough discussion of the establishment in Olympia a cultural and educational institution, where the NOC of Greece proposed to reconstruct the stadium and hippodrome at Olympia for its own expense, to build an archeological museum on the money of the countries – parties, and to preserve the sacred Altis. Special merit in addressing this issue belonged to the Secretary General of the NOC of Greece Ioanis Ketseas and German Professor Karl Diem, which did much to realize the creating such a center at Olympia – the International Olympic Academy (Platonov et al 2009, Koulouri et al 2011).

The initiators of the creation of the International Olympic Academy imagined it similar to the famous Plato Academy – the educational institution, founded in the IV BC, and also relied on other historical facts, viz., for successful conduct of the games in ancient Greece there existed a special institute, where the judges were trained, whose primary task was to serve at the Olympics, and only then – to provide technical conditions for the implementation and improvement of the rules of competitions. At the same time during the training of judges, the main emphasis was on mastering their spiritual, ethical and moral values of the Olympic Games (Bulatova 2011).

According to that there were formulated the principles of the Olympic Academy, based on distribution and protection philosophy of Olympism, its spiritual and moral values, opposition to various external influences that can harm the humanistic component of the Olympic sports. Formation of these principles was based on a long-term activity of Pierre de Coubertin, who for decades sought to improve the philosophical and educational sides of the Olympic sports. These issues were repeatedly raised by Coubertin at the Olympic Congresses, noting the need in university education institutions of cosmopolitan and democratic orientation, whose primary would be to spread the Olympic principles, achievements and ideas (Bulatova 2011).

In 1938 Carl Diem discussed the possibility of establishment of the International Olympic Academy in Olympia with Ioanis Ketseas – the General Secretary of the Hellenic Olympic Committee. According to his plan, the Olympic Academy was supposed to work under the supervision of the Ministry of Education and the Olympic Committee of Greece. Diem developed a structure of the Academy, wrote a sample curriculum and begun an active correspondence on the subject with Ioanis Ketseas. The project was supported by the Greek Olympic Committee and the IOC, but its implementation was hampered due to the insufficient financial support (Platonov et al 2009, Koulouri et al 2011).

Due to the lack of financial support and consequences of the Second World War, Carl Diem proposed in 1945 to establish the International Olympic Academy in USA. He addressed with this proposal to the President of the U.S. Olympic Committee, the IOC Vice-president Avery Brundage. Karl Diem was convinced that the economic situation in the U.S. and popularity of sports in this country would make it possible to disseminate in the best way the ideals of Olympism and the Olympic Games knowledge among the youth of different countries. Karl Diem considered it unrealistic to develop this project in postwar Greece. However, Avery Brundage found no interest in resolving the issue of the IOA creation in the U.S. and did not give consent (Platonov et al 2009, Koulouri et al 2011).

Ioanis Ketseas continued to defend the idea of establishment of the International Olympic Academy in the homeland of the ancient Greek Olympic Games – in Olympia. The project of creation of such institution he presented to the participants of the IOC Session, held 1947, in Stockholm. Karl Diem, which by then became the rector of the Sport University in Cologne, actively supported Ketseas. The project of the Academy, its structure, curriculum, developed by Karl Diem and Ketseas, formed the basis of the proposals of the NOC of Greece were presented at the IOC Session, held 1949, in Rome. The Session anonymously supported all the proposals associated with the discovery at Olympia International Olympic Academy. However, the official opening of the academy was only in 1961 simultaneously with the opening of the restored stadium in Olympia (Platonov et al 2009, Koulouri et al 2011).

The main direction of the activity of the International Olympic Academy is its operation as an international cultural center, designed to preserve and disseminate the spirit of Olympism, to study and implement social and educational principles of the Olympic Games, to consolidate the various forces around the Olympic idea.

To achieve these goals the IOA implements in its activities the following tasks:

- Act as an international academic center on Olympic Education and studies;
- Act as an international forum for the free expression and exchange of ideas among members of the Olympic Family – scientists, athletes, sport leaders, educators, artists and young people from all around the world;
- Unite people of the whole world in the spirit of friendship and cooperation;
- Apply and receive knowledge and experience from implementing the ideas of Olympism in different countries;
- Preserve and disseminate the ideas and principles of the Olympic movement in the world;
- Collaborate with and support the National Olympic Academies and other institutions, the basis of whose activities is the Olympic Education;

- Conduct further studies on Olympism, and to promote the increase of its role in the development of modern society.

The basis of the International Olympic Academy activities is the realization of these educational programs through the annual international meetings:

- Students;
- Post-graduate and doctoral students;
- Presidents of the National Olympic Academies, members and representatives of the National Olympic Committees and national sports federations;
- Lectures for the educational institutions;
- Representatives of institutions and organizations involved in the Olympic movement – the National Olympic Committees, the National Olympic Academies, the International sports federations, Sports medicine societies, associations of coaches, referees, sports leaders;
- Sport journalists;
- Athletes – participants of the Olympic Games.

The IOA also conducts special sessions for institutions that are not directly related to Olympism, but aimed at spreading the Olympic ideas. There are supported the visit of experts whose studies are devoted to promoting the Olympic movement, held conferences and more.

The programs of the sessions deal with humanistic, social, legal and organizational aspects of the Olympic sports. The particular emphasis is placed on the ideas of Olympism, fair play, the impact of arts and social sciences at the Olympic Games, the contribution of the competitive sport in the harmonious development of man, the problems of doping in sports and others.

The IOA's organization and operation is supervised by the Ephoria headed by president – a Board of trustees with a four-year term of office, composed of nine members from the world of sport and culture, elected by the Hellenic Olympic Committee's Plenum. At least five members of the Ephoria must be members of the HOC. The members of the executive committee includes: the IOA President, the vice-president, the second vice-president, the honorary president (for life), the honorary vice-president, the dean, the IOC member for Greece, the president of the HOC, the president of the Association of Sports Journalists of Greece, member of the executive committee, the consultant on culture (Bulatova 2011, Georgiadis, Koulouri 2011).

The official languages of the International Olympic Academy are English, French and Greek. All the IOA sessions are held in Ancient Olympia, chaired by the president or dean.

For the first time the concept - "Olympic education" appeared in the report of Sisto Favre (Italy) at the 8-th session of the International Olympic Academy in 1968 (Sisto Favre 1968, pp. 94-106).

German scientist Ernst Lauerbach in his speech at the 12th session of International Olympic Academy in 1972, stressed the necessity of propagation of Olympic principles in schools (Lauerbach 1972).

The topic was continued at the 13th session (1974) of the International Olympic Academy. Austrian scientist Herman Andrecs, in his report "Olympic idea and its realization in schools" emphasized three main aspects of the Olympic idea, which according to the author, should be reflected in the school educational system. Those aspects are pursuit of excellence, cultural festivals and the integrative character of sports (Andrecs 1974).

At 16th session of the International Olympic Academy (1976), the report of the Greek representative Takis Doxas was devoted to issues the Olympic idea and its realization in the education of youth according to the principle of peaceful cooperation (Doxas 1976).

The IOC member and former Prime Minister of Tunisia Mohamed Mzali, during his reports at 18th (1979) and 25th (1986) sessions of the International Olympic Academy, repeatedly emphasized that Olympism is the philosophy of life, the aim of which is – "the harmonious education and improvement of a man", "the unity of physical, intellectual and moral education" (Mzali 1979, 1986).

General Inspector of Physical Education in Greece Triantaphyllos Karatassakis, during the 18th session of the International Olympic Academy (1979), shared his experience in implementation Olympism into the educational process of schools in Greece (Karatassakis, 1979, Ermolova, 2011).

Educationist from Greece N. Nissiotis at the 20th session of International Olympic Academy considered that

" the aim of Olympic Education it is not only counter negative influences aimed at the Olympic Movement and Olympic Games but also through Olympic Principles to influence the mass of youth of all social classes and teachers of every school subject..." (Nissiotis 1981).

Professor Zerguini at the 25th session of Olympic Academy also came up with the definition:

" Olympic Education is the sum of different methods and actions by the use of which the body, mind and soul can be educated to create an integrated and balanced person. At the same time Olympic Education is the main force of the International Olympic Committee for the popularization of sports, the dissemination of Olympic ideals and the preservation of the principles and unity of the Olympic Movement. " (Zerguini 1986).

Thus, it may well be thought that the task of Olympic Education is simply to tell - to make people more aware of the Olympic Games, the structure of the Olympic Movement, and perhaps some of the ideals espoused and problems encountered. Many Olympic Education initiatives seem to be taking this kind of approach. Certainly, the production of Olympic Education materials is heavily information-based. However, some believe that Olympism could well make a major additional impact on the school curriculum on a much broader front, addressing the student's intelligence, character and whole personality (Parry 2003).

26th session of the International Olympic Academy was dedicated to one of the most important components of Olympic Education – the aesthetic education. Peter Spear presented to the participants of the session a program of Olympic education that was developed in connection with XV Winter Olympic Games (Platonov 2004).

At the 27th session of the International Olympic Academy (1988), special attention was given to the methods of the Olympic education. A lot of scientists shared their knowledge and experience. American scientist Robert Paul reported about the organization of various literature and art contests and organization of the Olympic days for kids in U.S. German representative Heinz Baeskau accentuates the attention on such methods as organization of "round tables", festivals, Olympic days and weeks. S. Neverkovich from Russia, along with the characteristic of methods of Olympic education, stressed the necessity of using the methods that contribute to the development of social behavior according to the principles of fair play.

Hungarian scientist Arday Laeszlo, during his report at 28th session of the International Olympic Academy (1989), determined the main parts of the Olympic education. According to his theory, the main parts of Olympic education are: physical activity to maintain health, sport as a manifestation of beauty, upbringing of courage and behavior in the spirit of fair play.

28th session of the International Olympic Academy was dedicated to the issues of doping in sports and Olympic education as a mean to prevent this negative phenomenon (Laeszlo 1989).

9th session of the IOA for the directors of the National Olympic Academies (2007) was dedicated to the issues of Olympic education. A lot of leading scientists from different countries made their reports during the plenary meetings of that session. Thus, Michael Kruger's (Germany) topic of the report was "The evolution of Olympic pedagogy and its role in modern educational system". Austrian scientist Hermann Angrecs accentuates attention of the participants at the cognitive methods of Olympic education. Spanish representative Conrado Durantez stressed the issue of the preparation of physical educators and organizers of Olympic activities and necessity of such personnel for the transfer of Olympic values to young people. German scientist Robert Noul suggested that during the school lessons Olympic pedagogy has to be seen from the position of ethical values and principles of humanism. Professor V. Rodichenko

stressed the issue of the volunteers preparation, which is important for the realization of Olympic education in schools (Naul 2007, Rodichenko 2007)

It is important to note that there is a research center at the International Olympic Academy. Acting in the close cooperation with the Academy, it concentrates its activities at studying the actual issues of the Olympic movement.

International Olympic Academy coordinates the activities of the National Olympic Academies. Educational programs, suggested by IOA, aimed at encouraging youth to study foreign languages and cultural traditions of different nations. At the same time a lot of attention is given to the global problems such as: ecology, economy, health and education (Koulouri, Georgiadis 2011, Platonov et al 2009).

In his speech at the 25th anniversary of the International Olympic Academy, the IOC President Juan Antonio Samaranch characterized the IOA as “a symbol of unity and friendship among the people and continents, a great chain that connects past with future, tradition with modernity, Ancient Greece with XX century” (Platonov 1994).

International Olympic Academy as an international organization directs its activities at preservation and dissemination of the Olympic spirit, studying and realization of social and educational principles of the Olympic Games, coordination of the activities of National Olympic Academies. A lot of attention the International Olympic Academy gives to the issues of Olympic education of kids and youth all over the world.

1.2.3. National Olympic Academies

In his speeches and articles, Pierre de Coubertin repeatedly stressed the necessity of creation of the educational centers that would provide the Olympic education. Thus, he noticed that young people may not be interested in realization of Olympic principles because National Olympic Committees don't provide enough information about the Olympic movement to schools and higher educational institutions. That is why every National Olympic Committee in every country needs National Olympic Academy.

Starting from 1960s a lot of attempts were made to create organizations designed for dealing with Olympic education. First National Olympic Academy was created in Spain in 1968. Although its main development started in 1970s, when under the auspices of National Olympic Committees the Olympic Academies of U.S. (1976), Korea (1977), Taiwan (1977), Egypt (1978), Japan (1978) were created.

In 1984 all National Olympic Committees received circular letter signed by the seventh president of the IOC Juan Antonio Samaranch, in which he recommended the creation of

National Olympic Academies to all NOCs. On 1 January 1989, 45 National Olympic Academies were already operational (Platonov et al 2009). Over a period from 1978 to 1988 the number of NOAs multiplied by seven. That was a period of the most active creation of NOAs. Today the number of National Olympic Academies around the world is equal to 146 (Figure 1.1).

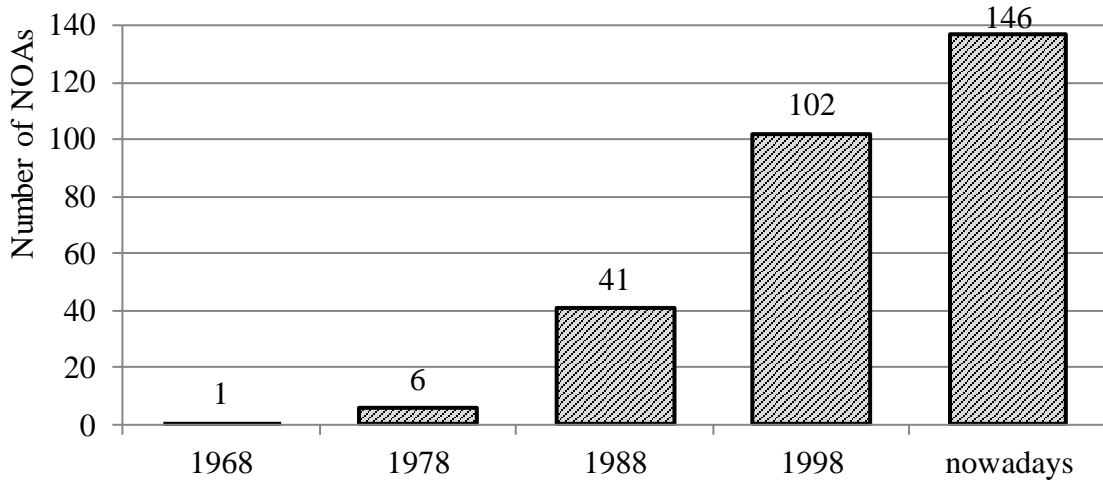


Figure 1.1 The NOAs growth dynamics

It is important to note that African continent has the second highest number of existing National Olympic Academies in the world, second only to Europe (Figure 1.2).

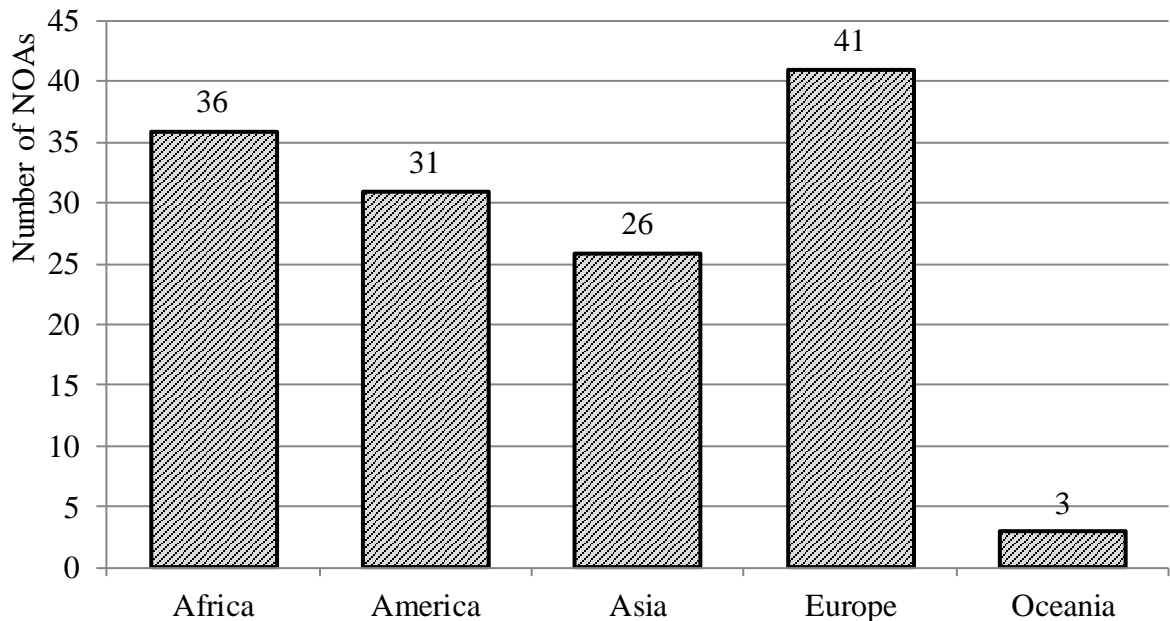


Figure 1.2 Dislocation of National Olympic Academies by continents

The responsibility of every National Olympic Academy is spreading the ideas and principles of Olympism among the general population, especially among kids, promotion and introduction to a healthy lifestyle, realization of the Olympic education programs.

The NOAs activity involves close cooperation with the International Olympic Academy, National Olympic Committees, International federations on different sports, educational institutions of all levels, other governmental and non-governmental organizations.

Practical realization of Olympic ideas and philosophy is the main goal of every National Olympic Academy (Platonov 2009).

1.2.4. Olympic Museum

There is one more organization, whose activities aimed at popularization and promotion of the Olympic knowledge, history and modern state of the Olympic movement and its place in educational system. That organization is the Olympic Museum.

Documents stored in the archives of the IOC indicate that the idea of creating a museum belongs to Pierre de Coubertin. Although, only seventh President of the IOC Juan Antonio Samaranch was able to realize Coubertin's dream (Platonov 1994).

In 1981 the temporary museum was opened by the International Olympic Committee in Lausanne. A year later, the IOC session gave its consent to develop the project of the permanent Olympic Museum (Platonov, 2009). The Museum was officially opened in Lausanne on the banks of Lake Geneva in 1993 in honor of 100th anniversary of the modern Olympic movement. It became a tribute and respect to its creators (especially Pierre de Coubertin) as well as sports leaders and athletes of five continents united by the Olympic idea (Platonov 1994).

All exhibits in the museum are located by the principle of comparison between sports and culture. The museum houses the world's largest exhibition of the cultural heritage of Ancient Greece. Most of the exhibits, which are of great historical importance, came from various museums around the world. Along with the permanent exhibitions the Museum also houses temporary exhibitions.

The exhibition, located on five floors of the museum, provides a complete picture of the Olympic movement, its current state and prospects. The exhibition emphasizes growth of the influence of the Olympic Games in the social, economic and historical aspects (Platonov 1994).

The exhibits include a collection of autographs of Olympic champions, collection of Olympic torches, a unique collection of coins, stamps, Olympic medals, flags, etc.. Also, a special place is occupied by the museum paintings, sculptures, photographs, and documents.

The museum also houses the Olympic Research Center. The Olympic Research Center includes a public library (15000 books), the department of archives and publications, departments of audio and video documents.

Besides the books, the library includes periodicals and publications of various NOCs and International sports organizations. The Olympic Research Center houses unique archives of the IOC, that include thousands documents, correspondence to Coubertin, more than 200 thousand pictures, more than 7000 hours of video films.

The Olympic Museum in Lausanne became an important scientific research center in the sphere of Olympic sports, Olympic studies and education (Platonov 2009).

1.2.5. International and National Centers of Olympic Studies

The Olympic Research Center was created by the International Olympic Committee in 1993 in Lausanne. The main goals of the Olympic Research Center are study of the history and features of functioning and prospects of the Olympic Movement and the Olympic Games, conducting and coordination of further researches in this sphere, spreading the knowledge about Olympism through different educational programs (Platonov et al 2009).

The Olympic Research Center houses the archives of the Olympic movement starting from 1886. The Fund of audio and video materials includes more than 17500 films starting from the first Olympic Games in Athens. The photo-library includes more than 410000 documents. Library - unified center of Olympic studies, open to all without any restriction. It includes more than 18000 books and 250 periodicals.

Center provides the educational services for kids and representative of educational institutions. The aim of such services is popularization of the Olympic education through the production of various textbooks.

Besides the Olympic Research Center in Lausanne there are: Center of Olympic Studies of the Autonomous University of Barcelona, created in 1989; The International Centre for Olympic Studies, established at The University of Western Ontario in 1989; German Olympic Institute, established in 1990; The International Centre for Olympic Studies and Olympic education, established at National University of Physical Education and Sports of Ukraine in 1992; The Olympic Studies Centre, established at the University of New South Wales in Australia in 1996; Argentine Olympic Studies Centre, established in 1996; Italian Sport Center of Olympic Studies, established in 1994 (Platonov 2009, p. 683).

Thus, the relevance and necessity of the Olympic education as one of the ways of development of the Olympic movement and humanization of whole society are recognized at the

international level. The Olympic education is constantly in sight of the International Olympic Committee. The issues of the preservation and promotion of the Olympic spirit, studying and realization of social and educational principles of the Olympic Games are subjects of the activities of such institutions as International Olympic Academy, National Olympic Academies, Olympic museums and Olympic research centers.

CHAPTER II

METHODS AND ORGANIZATION OF THE RESEARCH

To achieve the objectives of the study two types of research methods were used:

- a) Theoretical level – historical method and analysis of special scientific literature
- b) Practical level – sociological methods, pedagogical methods, and methods of math statistics.

2.1. Methods of the theoretical level.

The historical method of the research may and should be used in Olympic studies. That is why this method was used to determine the historical background of Olympic Education.

The historical method was used in combination with methods of theoretical analysis and generalization. Also, it was used at the preliminary research stage to define the place of Olympic Education in the structure of Olympic Movement, and to define the influence of Olympic Education on the process of balanced development of an individual.

The historical method allowed us to determine the characteristics of the development of Olympic Education in different countries around the world.

The method of analysis and generalization of special and scientific literature which was used in research to allowed us to get general idea about the level of elaboration of the topic; to define the features (characteristics) of integration of Olympic Education into the educational process in schools of Ukraine and countries around the world. Moreover, this method allowed to identify the opinion of the specialists (experts) concerning the technology of integration of Olympic Education into the school system of Ukraine.

2.2. Methods of the practical level

Methods of the practical level were used in forms of interviews and questionnaires. Questionnaire helped to identify the awareness and motivation of school teachers regarding the issues of integration and implementation of Olympic Education in schools; effectiveness of different forms of Olympic Education; the influence of Olympic Education on the children's motivation for practicing sports.

243 members of the educational process in secondary schools took part in the survey.

Firstly, the questionnaire was distributed among the schoolchildren (185 students) of 4th, 8th and 10th grades of the secondary school #137 and secondary school #66. Both schools are located in Kiev, Ukraine. The questionnaire was distributed at the beginning of the academic year (first dates of September). Students were asked to answer the questions of the survey during the theoretical part of the physical education lessons. The filled in questionnaire papers was collected by the physical education teacher.

The **questioning** of pupils allowed us to assess:

- the level of awareness about the Olympic Games among children;
- what do the children associate the Olympic Movement with ;
- the understanding of the concept of “balanced development of an individual”;
- the understanding of the role of sport and physical activities in the human life;

The questioning of pupils also helped to define the most appropriate sources of delivering information about Olympics for children.

Secondly, 42 teachers of different subjects of two schools located in Kiev, Ukraine (secondary school #137, secondary school #66) were asked to fill in the questionnaire designed for teachers. The data was collected personally by the researcher.

Thirdly, the questionnaire was distributed among the staff of regional the postgraduate pedagogical institutes. 16 experts, responsible for the development of the teaching programs in physical education were asked to answer the questions of the survey. The data was collected through the electronic correspondence.

The questioning of teachers and methodologists of postgraduate pedagogical institutes showed their attitude towards the integration of Olympic Education into the school education system.

2.3. Organization of the research.

The research was conducted in four stages as desk study (stages 1 and 2) and a field study (stages 3 and 4).

Desk study

First stage – the aspects of the formation and development of Olympic Education in the world and different phases of its development were analyzed.

Second stage – based on the analysis of literature and publications that relate to the research topic, theoretical, methodological and organizational principles of Olympic Education in different countries around the world were determined.

Field study

Third stage – to determine the level of awareness about the Olympic Movement the questionnaire of pupils and teachers of secondary schools was done. The interrelation of factors which affect the effectiveness of education according to the principles of Olympism were determined. The model of integration of Olympic Education into the educational process in schools was developed.

Fourth stage – included review and generalization of the research results and formation of conclusions.

CHAPTER III

OLYMPIC EDUCATION IN THE GLOBAL CONTEXT

3.1. The aim, objectives and functions of Olympic Education

Before we start to examine the aim, objectives and functions of the Olympic Education, it would be logical to define what Olympic Education is. Unfortunately it seems that there is no agreement between scientists on what Olympic Education ought to be.

As it has been mentioned before, for the first time the concept – "Olympic education" appeared in the report of Sisto Favre (Italy) at the 8-th session of the International Olympic Academy in 1968 (Sisto Favre 1968, pp. 94-106).

Professor Zerguini at the 25th session of Olympic Academy came up with the definition:

“ Olympic Education is the sum of different methods and actions by the use of which the body, mind and soul can be educated to create an integrated and balanced person. At the same time Olympic Education is the main force of the International Olympic Committee for the popularization of sports, the dissemination of Olympic ideals and the preservation of the principles and unity of the Olympic Movement. ” (Zerguini 1986).

Many authors prove that Olympic education appeared primarily as a mean of resolving the contradiction between the high level sports development and a low level of knowledge about the Olympic Movement among youth (Stoliarov 1998, Rodichenko 2005 , Visotski 2004, et al). This contradiction was actively discussed at XI Olympic Congress in Paris (1994), and at 110th session of the International Olympic Committee in Lausanne (1999).

The concept of Olympism and Olympic Education expresses the idea of Olympism as a backbone factor, and Olympic education as a way of educating young people according to the spirit of peace and cooperation.

According to the member of the International Olympic Committee's Commission for Culture and Education, Helen Brownlee, the Olympic Education – is multilevel, specially organized process of forming harmoniously developed personality through the acquisition of knowledge and skills, development of value orientations, based on humanistic ideals and values of Olympism. At the same time Helen Brownlee sees the Olympic Education as a part of general education (Brownlee 1998, p. 12).

The more recent definition of Olympic Education was stated in 2004 for the Olympic Education programme of the Olympic Games in Athens:

“Olympic Education is a pedagogical program which comprises knowledge, skills, experiences and values which spring from the Olympic Games and athletic tradition and taking into consideration elements of contemporary reality aimed at changing the behavior of pupils in a socially desirable direction.” (Mountakis, 2013)

As we can see, over the decades Olympic education has grown from just a mean for developing a balanced person and the idea that the Olympic education could help the International Olympic Committee to make sports more popular around the world, to the pedagogical program which aim is to change the behavior of students in a socially desirable direction.

Now having more or less clear idea of what Olympic education is, let's proceed to aim, objectives and functions of the Olympic Education.

Analysis of scientific and methodical literature shows that there are many definitions of aim and objectives of the Olympic education. Thus, at scientific-practical conference "The Olympic Movement and social processes", which took place in 1999, more than one hundred definitions of aim and objectives of the Olympic education, were given only by Russians.

According to the Coubertin's concept, the Olympic education first of all aimed at bridging the gap between physical and spiritual development of a man and requires a combination of physical, intellectual and moral education.

His vision of the purpose of the Olympic education he announced at a conference on science, art and sport, held in Paris on May 23, 1906:

“We need to re-unite the bonds of wedlock of a long divorced couple - Body and Mind. Their mutual understanding lasted long and was fruitful. But adverse circumstances separated them. Our task – is to reunite them again... in order to have the mutual benefit, art has to be connected with the practice of sports” (Coubertin 1997, p. 52).

According to N. Nissiotis and his report at the 20th session of International Olympic Academy:

“ the aim of Olympic Education it is not only counter negative influences aimed at the Olympic Movement and Olympic Games but also through Olympic Principles to influence the mass of youth of all social classes and teachers of every school subject...” (Nissiotis 1981).

In his welcoming speech to the participants of 39th session of the International Olympic Academy Juan Antonio Samaranch noted:

“All people own cultural heritage, the values of which are close to such concepts as equality, solidarity and brotherhood. Olympic education lays the foundation for these values and

determines the place of sport in the harmonious development of man through the consolidation of peace and preservation of human dignity” (Samaranch 1994).

Russian scientists V. Rodichenko and V. Stoliarov emphasize that the main aim of Olympic education is not only to make participants of the Olympic movement understand the ideals and values of Olympism, but make them use those values and principles in their real life (Rodichenko 1997 - 2008; Stoliarov 1998 - 2007).

Their opinion is shared by V. Sergiev, who notes, that final aim and result of the Olympic education is a man, who thinks and acts according to the principle of the Olympic Charter and humanistic relationships between people that cultivated by Olympism (Sergiev 1998).

According to O. Grupe, the Olympic education, as a “special sport education”, focused on study of human capabilities, teaching of solidarity and friendliness (Grupe 2000).

According to N. Muller the result of Olympic education is achieving the specific goals through the formation of the Olympic values. Those goals are: “religion of athletes”, “the idea of peace” and “the principle of rhythmic plasticity”. By “plasticity” he understands balanced development of human’s body and mind (Muller 1975).

M. Bulatova believes that the purpose of Olympic education is creation of conditions for the formation of children’s qualities, attitudes, beliefs, that provide a harmonious development of the individual within the educational system "Olympic pedagogy" (Bulatova 2010).

L. Kulikova sees the aim of Olympic education in formation of the honorable behavior, striving for the harmonious development of the physical and spiritual qualities of students (Kulikova 2003).

V. Stoliarov defines the aim of Olympic education as a humanistic influence on the personality by special means, determined by the nature of the Olympic movement and its connection to sports (Stoliarov 2007).

Belarusian scientist E. Kulikovich believes that aim of the Olympic education is contribution to the harmonious development of an individual and learning about values of Olympism through sport activities (Kulikovich 2001, 2002).

According to V. Manolaki and A. Budevich, scientists from Moldavia, the main goal of the Olympic education is harmonious development of personality and education of youth according to the spirit of social responsibility and understanding of cultural differences (Manolaki, Budevich 2007).

Lithuanian scientist E. Puishiene believes that Olympic education designed to educate the harmoniously developed personality and contribute to the development of peaceful society that cares, protects and provides dignities of the individual (Puishiene 2002).

According to O. Isaev the aim of Olympic education is creation of conditions for the formation of special social skills, views and beliefs among kids and youth that contribute to their harmonious development (Isaev 1998).

The literature analysis shows that most of the scientists have the same or very similar opinion about the aim of Olympic education. We tend to support their point of view, in which they agree that the main aim and result of the Olympic education is the development of personality that in his/her actions and thoughts, his/her sport activities or everyday life is guided by universal humanistic norms of behavior, cultivated Olympism and the Olympic Charter.

Defining the tasks of Olympic education, Russian scientists V. Rodichenko and V. Stoliarov accentuate their attention on the fact that Olympic education as a socio-pedagogical activity designed to build and improve a humanistic system of knowledge, skills, interests, needs, etc. With sufficient duration and effectiveness of Olympic Education, this system may take a proper place in the general system of personal qualities, which can turn into a life philosophy that directs all actions and relationships with other people on cooperation, collaboration, and other spiritual and moral values (Rodichenko 1997 – 2008, Stoliarov 1998 - 2007).

President of Ukrainian Olympic Academy Maria Bulatova defines following tasks of the Olympic education:

- 1) Shaping the worldview based on morality, law-abiding, healthy lifestyle;
- 2) Formation of positive motivation to learn and work, creative attitude to the duties;
- 3) Harmonious development considering individual specificities and requirements of the school;
- 4) Increasing the role of Olympic Education in everyday life (Bulatova 2005).

Among the main tasks of the Olympic education V. Stoliarov allocates a certain system, which provides development and improvement of:

- 1) Knowledge;
- 2) Motivations (interests, needs, values, attitudes, etc.);
- 3) Abilities and skills, that appear in certain activities (behavior);

Stoliarov believes that the main task of Olympic education is formation of the real behavior, lifestyle that corresponds to the Olympic ideals and values (Stoliarov 2007).

According to L. Lubisheva the main task of such pedagogical activity as the Olympic education is formation and development of the “Olympic culture” through:

- formation of knowledge in the field of Olympism, Olympic Games;
- education according to the spirit of Olympism and principles of the Fair Play;
- familiarization of kids with the active sports activities (Lubisheva 2007).

Along with the task of harmonious development of a man, G Alexeenko and V. Moroz also determine another task of Olympic education, the task of contribution to the moral and aesthetical education of students (Alexeenko, Moroz 2001). According to G. Petliovaniy the Olympic education task is formation of correct, deep and full knowledge about Olympism among the schoolchildren (Petliovaniy 2002).

Due to the fact that Olympic education is primarily a pedagogical process, and based on the literature analysis, we have a reason to believe that Olympic education combines teaching educational and health improvement tasks (Figure 3.1).

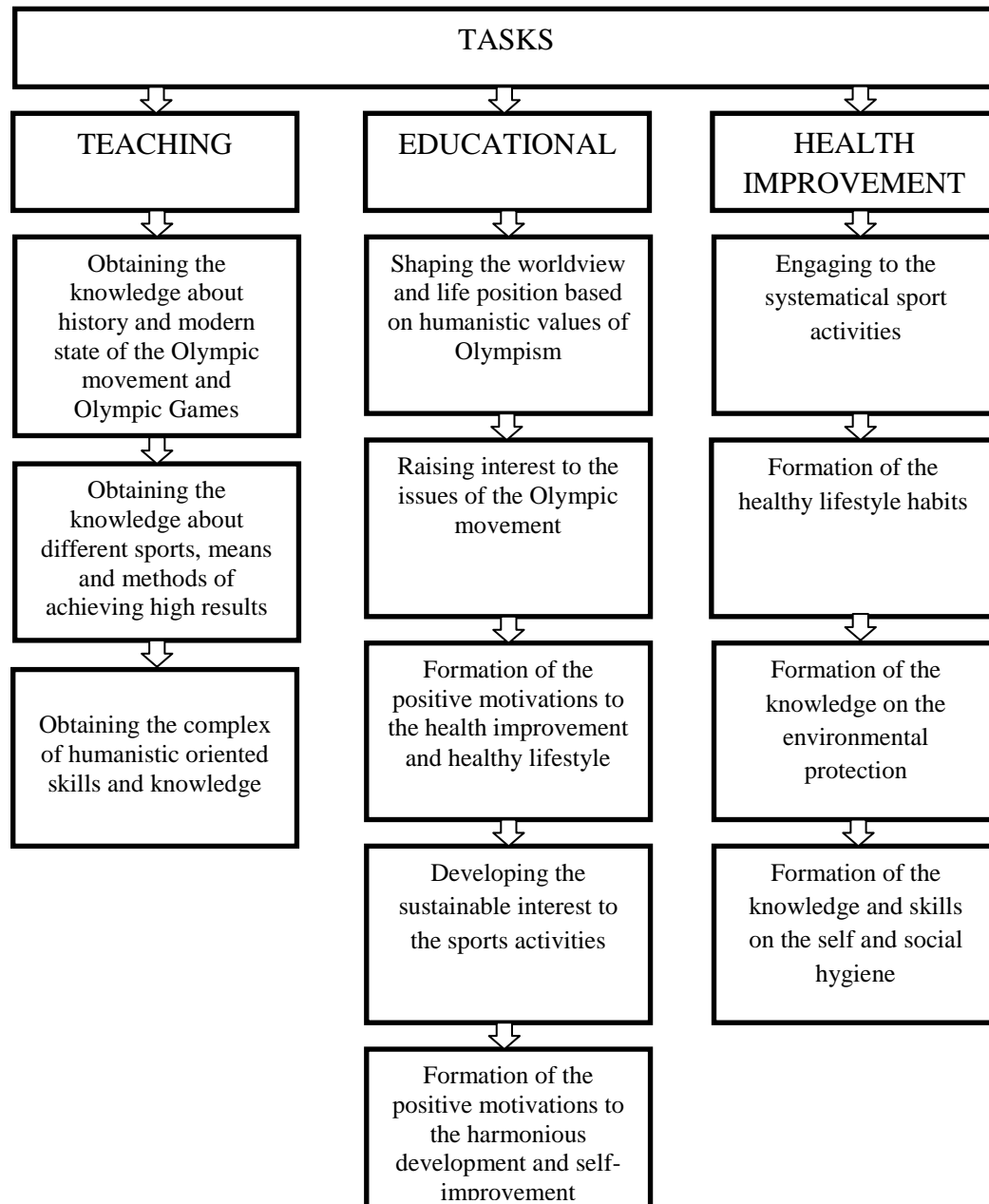


Figure 3.1 Tasks of the Olympic education

General education and Olympic education fulfill certain social functions. Specific functions of education are: cognitive, which provides which provides knowledge transfer and

knowledge creation; socio-cultural, which provides creation and transfer of cultural legacies; humanistic, which promote and develop intellectual and creative abilities of a person (Utisheva 1999).

According to A. Issaev, S. Matveev and E. Puishiene, along with the functions of general education, Olympic education performs other specific functions, which are: status, forming, information, prevention and motivational functions (Figure. 3.2).

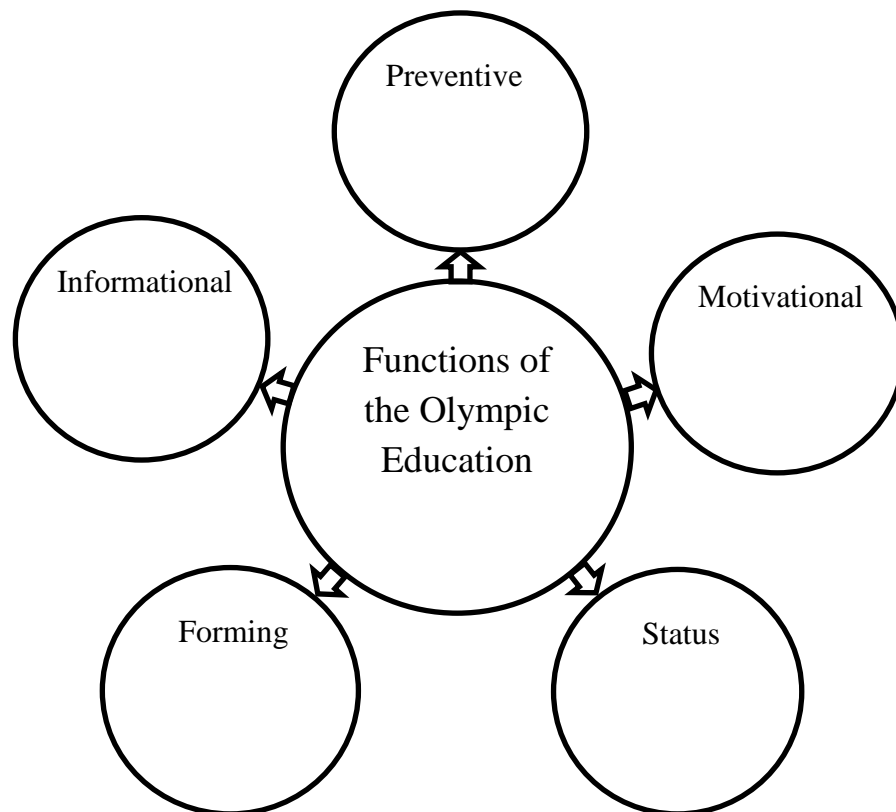


Figure 3.2 Functions of the Olympic Education

Informational function of the Olympic Education provides increasing of the cultural level and self-fulfillment of a teacher, helps to choose the appropriate methodology and teaching activities, positively influences the development of social relations in the societies of educational institutions.

Forming function of the Olympic Education provides positive conditions for the ideas of Olympism, promote self-fulfillment and creativity of every pupil through the humanistic and democratic principles of the Olympic movement.

Pierre de Coubertin believed that creation of the harmoniously developed person is only possible through the connection of sport activities with the other spheres of human life. According to Coubertin sport and intellectual activities must be strongly connected in learning as well as in everyday life (Coubertin 1919).

Status function of the Olympic Education provides understanding the role of the Olympic movement as an effective tool of educating the youth all over the world. In this regard, management activities in schools must be based on the systematic and comprehensive principles as well as principles of coordinated activities and individual responsibility of every member of learning process (Bulatova 2005).

Motivational function is about creation of the socio-psychological and pedagogical conditions that encourage subjects of the Olympic education process to the efficient execution of their duties and social functions at the educational institutions. This function is also aimed at creation of special conditions for the formation of motivational and behavioral characteristics among students. It helps to develop an active social position based on the principles of the healthy lifestyle (Bulatova, 2006).

Preventive function allows to predict, avoid and eliminate the manifestations of antisocial behavior and negative qualities of student's character. In combination with the appropriate educational means it can contribute to the development students' personality.

Functions of Olympic Education is a specially organized system that affects personality of a child by bringing him/her to the different activities associated with the Olympic movement and through the creation of certain pedagogical situations to solve the specific educational objectives.

For the efficient implementation of the new methodologies and innovative technologies including the Olympic Education, the readiness of the teaching staff is at the special importance. Teachers must have proper moral orientation, high intelligence level and the desire to acquire new knowledge and transfer it to their students.

Olympic education can fulfill its function only in an appropriate educational environment, which must meet certain psycho-pedagogical requirements:

- the initial conditions for the formation of the integral personality of a child are: communication, education and development;
- the individual approach must be aimed at recognition of every child as a main social value, considering his/her abilities;
- education and teaching must be organized in the appropriate environment, where the atmosphere of emotional excitement, ideological activity and ethics is created;
- the relationships among the participants of the educational process should have the humanistic nature to create a comfortable psycho-pedagogical climate (Bulatova 2007).

Thus functions of the Olympic Education correspond to the functions general education, as well as the trends of modern society development, interests and needs of modern civilization.

These functions are independent of the state governing system because the only goal of Olympic Education is determined by the International Olympic Committee.

3.2. The implementation of Olympic Education around the world

The establishment of the International Olympic Academy in 1961 became a powerful push for the researches devoted to the implementation of the Olympic Education the basis of which was laid down by Pierre de Coubertin in his “Sport pedagogy”. Moreover, the huge interest of the Intergovernmental Committee for Physical Education and Sport at UNESCO and the International Olympic Committee contributed to the further activation of scientific researches in this field. On the initiative of the International Olympic Committee the Steering Committee of the worldwide program: “National Olympic Committees in action: spreading of the Olympic ideals through the educational system” was created (Filaretos 1992, Bulatova 2002).

The Olympic Education as an important part of physical education in end of XX – beginning of XXI century became global. In some countries the Olympic Education programs were implemented into the activities of the educational institutions.

The end of 80th – beginning of 90th was characterized by the activation of researches on developing of the national systems of the Olympic Education in many countries, as well as developing of scientific and methodological materials for the Olympic Education programs.

Programs of the Olympic Education were aimed at familiarizing of students with the active lifestyle, spreading the humanistic values of Olympism and promotion of the Olympic movement.

The issues of the implementation of Olympic Education in England are considered by an ad hoc committee, which operates under the patronage of the National Olympic Committee. This committee is responsible for holding the annual conferences on the actual problems of Olympic Education, seminars for teachers of the different subjects, developing of scientific and methodological literature, holding the art, poetic and photo contests. One of the forms of Olympic education in England is “The club of young Olympians”, which helps students to expand their knowledge about the Olympic movement. British Olympic Association, whose members are all participants of the Olympic Games that live in England, provides significant assistance in terms of realization of the educational programs (Rodichenko 1999).

In Argentina the Olympic Academy of Argentina deals with all issues of the Olympic Education in country. The main form of its activities is holding the lectures and seminars for the students, teachers and sport club members. The preparation of lecturers is made on annual sessions of the Olympic Academy.

The main feature of the Canadian model of the Olympic Education is that the role of Olympic educational institution is played by the Canadian Olympic Committee. Approximately 20% of the annual budget goes to the development of the Olympic Education, which is highly supported by the official organizations of Canada (Rodichenko 1999, IOA 2007).

Spreading of the Olympic knowledge in Bulgaria is made through the project “Free school”. This project provides the additional education, which goes beyond the official school curriculum and gives the opportunity to obtain new knowledge and social experience. Students are taught the discipline, which consists of the following subjects: Olympism and culture, biology, chemistry, ecology, recreation, art. Classes are mixed with the sports competitions, meetings, social evenings, plays, parent’s days etc. (Antipova 2008).

There are special programs of the Olympic Education in USA. Those programs are aimed at students and active athletes. The main attention is given to the promotion of Fair Play principles through the Olympic Education. To spread the spirit of the Olympics different films and short movies devoted to the Olympic Games are used. It is important to say that promotion of the Olympic movement and its ideals is highly supported by the American Olympic Committee (Rodichenko 2000).

The model of Olympic Education in Germany is based on the activities of the National Olympic Academy. The priority is given to the promotion of the Olympic ideals and values based on the monitoring of student’s motivations to learn about the Olympic movement and participate in sports (Grupe 1997).

In Dominican Republic first knowledge about the Olympic movement pupils obtain in the second grade. The most common form of the Olympic Education is holding different art contests devoted to the Olympic theme and production of the Olympic merchandise. National Sport Federations and Special Olympiad of Dominican Republic take an active part in the promotion of the Olympic movement and its values (Rodichenko 1999).

The main aim of the Olympic Education in Poland is promotion of the Fair Play principles as a part of the Olympic philosophy. The experimental program of the Olympic Education that was implemented into the educational process in Poland, has proved “that the most efficient methods of the moral education are based on the experience of solving the individual and group problems in the context of physical education” (Zukowska 1996, Visotski, 2006 Bronikowski 2007).

The important role in spreading the ideas of Olympism in Poland is given to the Museum of history, tourism, sports and Olympism of Poland.

It is important to consider that the Olympic Education in these countries is based on the social model, because the Olympic Education is taken care by such social organizations as National Olympic Committees and National Olympic Academies.

3.3. The implementation of Olympic Education in post-Soviet countries

The creation of 15 independent states on the territory of the former Soviet Union led to a complete reorganization of all aspects of society including the educational system. After the creation of National Olympic Academies and National Olympic Committees in post-Soviet countries the Olympic education has got a new push towards further development and implementation.

For the organization of Olympic Education in schools of Moldavia a lot of methodological recommendations for the physical educators and students of specialized higher educational institutions were created.

The course of lectures on such topics as: “The origin of Olympic Games”, “Modern Olympic movement”, “Pierre de Coubertin – the revival of modern Olympic Games”, “International Olympic Committee and National Olympic Committees”, “Symbols and rituals of the Olympic Games”, “The participation of Moldavian athletes at the Olympic Games” and “Social role of the Olympics” was prepared for the implementation to the school curriculum.

There are traditional Olympiads on physical education in schools that annually held in Moldavia. The Olympiad consists of three levels: school level, regional level and republican level. The program of such Olympiad includes sports competitions, quizzes and art exhibitions. Opening and closing ceremonies of such events are accompanied by Olympic rituals (Rishniak 1998).

Since 1998/1999 the important part of the Olympic Education in Georgia is implementation of theoretical course called “Olympism” to the majority of physical education programs in schools of Tbilisi. In order to implement this project four books on the Olympic theme were prepared and published. Those books are: “Modern Olympic Movement”, “Olympism in Georgia”, “Olympism” (author A. Cibadze) and “Olympic encyclopedia” (author I. Gugusvili). The organization of lectures for parents and their children is used for propagation of the Olympic ideals (mostly among the sport schools). The “Olympic days” are very popular and widely used in order to spread the Fair Play principles among the schoolchildren (Apciauri 2002).

The issues of the Olympic Education in Armenia are solved by the National Olympic Academy that a wide range forms and methods to spread the Olympic ideals and principles among the schoolchildren. The issues of Olympic Education were included to the “Complex program” on physical education in schools, starting from the second grade. Annual Olympiads on physical education, Olympic art contests and quizzes became a traditional means to spread the Olympic ideas in Armenia (Maliksetian 2002).

The issues of implementation of the Olympic Education in Lithuania are solved by the Ministry of Education of Lithuania, Lithuanian Olympic Committee and the department of sports and physical culture under the Government of Lithuanian Republic. The general program of Olympic Education for schoolchildren in Lithuania is characterized by its dynamics, integrity, humanism and perspective. It consists of four cycles, which coincide with the Olympic Games. It gives the opportunity to the schoolchildren and youth to take part in the school, city, regional and All Lithuanian Olympic Games. This program is not only consist from the sport events, but also from the different school subjects. Regardless of the stage, the program includes cultural events. Hosting the “Olympic day” and using the Olympic attribution became traditional in schools of Lithuania. Various seminars for teachers and students of the pedagogical institutions are held for the teacher training in Olympic Education. One of the interesting and effective forms of Olympic Education in Lithuania is holding the abroad seminars that take place at the International Olympic Academy in Greece (Puishiene 2002).

Moreover, the program of Olympic Education was developed for the schoolchildren of 14-15 years old. This program allows to involve teachers of the different subjects into the process of Olympic Education. The Olympic Education mainly integrates through sports and physical education. In terms of other school subjects the Olympic Education may be integrated through such disciplines as: art, human and nature, geography, music and other informal curriculum means (Smalinskaite 2002).

In recent years the Olympic education of children and youth has developed significantly in Belarus. At the beginning of XXI century the necessity of multidimensional positive educational impact on the rising generation led to the inclusion of Olympism into the experimental curriculum on physical education in schools (Kulikovich 2001, 2002).

Resolution of Belarusian Olympic Committee (protocol № 14 of 06.06.06) “On the results of Belarussian athletes on XX Winter Olympic Games in 2006 in Turin (Italy) and preparation to XXI Winter Olympic Games in 2010 in Vancouver (Canada)” signed by the president of Belarus O. Lucashenko, obliged the Ministry of education and Belarusian Olympic Academy to organize work on integration of educational course on theory of Olympic Education into the curriculums of schools and higher educational institutions. The aim of such educational

course is to increase the efficiency of educational process of children and youth through the humanistic principles, patriotism and love to the motherland. According to this, the activities of Olympic Education were divided into three groups for different age categories: re-school children, students from elementary school pupils in basic school, teens of the high school and vocational schools, students of the higher educational institutions (Kulikovich 2001, 2002).

According to the age of student the appropriate tasks and means for their realization were defined (table 3.1).

Table 3.1

Olympic Education in Belarus depending on the level of educational institution

Level of the educational institution	The aim of Olympic Education	Educational activities
Pre-school	Creation of basic understanding about the Olympic Games, inclusion of the elements of Olympic Education into the playing activities	Games, talks, contests, celebrations, creation of the Olympic symbols and attributes, creation of the sport teams, activities of the children ant patent club
Elementary school	Familiarizing of students with the basic knowledge about the Olympic movement through the academic subjects	Inclusion of the Olympic Education issues into the theoretical part of such academic subject as “Physical culture” and elements of Olympic knowledge to some other school subjects. Extracurricular work: organization of Olympic clubs, camps, holding the Olympic contests and quizzes
Basic school	Formation of the system of knowledge on the history of Olympism; creation of a stable interest to the Olympic Education; improvement of education on the basis of humanistic potential of Olympism	Learning the Olympic Education through the teaching of basic school subjects; creation of the optional course on Olympic Education; organization of Olympic clubs; holding the Olympic festivals
High school and vocational schools	Realization of Olympic Education through the maximal number of the academic subjects; organization of extracurricular and competitive activities in order to develop the physical culture of an individual	Learning the Olympic Education through the teaching of basic school subjects; optional and profiled courses of Olympic Education; lectures and seminars on the Olympic theme

A lot of attention is given to the methodological support of the integration of Olympic Education into educational institutions of Belarus. Such games as “Olympic lotto”, “Olympic domino”, “Olympic puzzle”, “Olympic alphabet” and books “Mathematics visiting Olympics”,

“Physical culture that heals”, “Pre-schooler’s health diary” were created and published for a pre-school institutions. For schoolchildren and teachers such books as “Belarusian Olympic study book” (authors M. Kobrinskiy, L. Trigubovich), “Integration of Olympic Education into the educational process of the Olympic reserve schools”, “Integrative technology of the Olympic Education” (author I. Guslistova), “Advices to the young Olympians”, “Olympic Education for you”, “Golden pages of the Olympic movement in Belarus”, “Educational program for the students of 8-11 grades “Basics of the Olympic knowledge” (Kulinkovich 2002, Grigorevich, 2007, Kobrinskiy 2008).

The issues of implementation of the Olympic Education in Azerbaijan are solved by the National Olympic Academy. For spreading the Olympic ideals and values the Olympic Academy of Azerbaijan has developed the appropriate program for the creation of the Olympic Education system in country. One of directions of the program is providing the knowledge on history of Olympic Games and Olympic movement to the schoolchildren and youth. The Olympic Education is organized through the inclusion of Olympic issues into the general school subjects. It is also supported by media, radio, television, and periodicals. Different programs such as: clubs of the young Olympians, Olympic camps where various discussions and contests take place are organized in school and other educational institutions. Taking into consideration the importance of the Olympic Education for athletes, special lessons about the ideals and values of Olympism as well as lessons about the development of the Olympic movement are organized for active athletes and their coaches. A lot of attention is given to the preparation of experts in Olympic Education. National Olympic Academy in cooperation with the Academy of physical culture and sport of Azerbaijan organize special courses for teachers of physical education, coaches, club managers etc. (Rahmanov 2002).

3.4. The implementation of Olympic Education in countries that have hosted the Olympic Games

Activation of the implementation of Olympic Education programs occurred primarily in those countries that won the right to host the Olympic Games. Thus, first Olympic Education program was developed in 1972 on the occasion of XX Olympic Games in Munich. Next Olympic Education program was developed in 1976 in Canada for the XXI Olympic Games. 1980, the year when Moscow hosted XXII Olympic Games, became the starting point for the formation of Olympic Education system in Russia. In 1984, when XXIII Olympic Games were staged in Los-Angeles, the Olympic Education program appeared in USA. XXVI Olympic

Games in 2000 in Sydney became a push for the creation of the national program of Olympic Education in Australia. Games of the XXVIII Olympiad encouraged Greece to create the complex program of Olympic Education “Athens-2004”. China – country that hosted XXIX Olympic Games in 2008 developed and successfully implemented the program of Olympic Education “Beijing – 2008”. The Olympic Education program was also developed for the XXX Olympic Games in London 2012.

Implementation of the Olympic Education in Russia. One of the first post-Soviet countries, that begun to implement the Olympic Education into the educational process of schools was Russia.

The development of scientific and methodological basis of the Olympic Education in Russia started in early 1980-s by the group of scientists under the leadership of professor V. Stoliarov. First programs of Olympic Education for schools, youth sport schools and students were shown in the doctoral theses of his students: A. Gutin, O. Samusenkov, U. Segal, I. Barinova and others (Gutin 1988, Samusenkov 1989, Segal 1990, Barinova 1994).

First steps towards the implementation of the Olympic Education Russia made as a part of Soviet Union during the preparation for the XXII Olympic Games in Moscow 1980. By that time first methodological guidebook for pedagogical staff was prepared and published. That guidebook included information and methodological materials on the Olympic theme (Korotkov 1979).

The resolution of the State Sports Committee from July 31, 1989 № 93 “About using the Olympic ideals and principles during the educational activities with athletes” became an important step for the creation of the Olympic Education system. The resolution was prepared by professors V. Rodichenko and V. Stoliarov.

The formation stage of Olympic Education in Russia coincided with the beginning of activities of Russian Olympic Committee towards the formation of Olympic Education in schools of Russia.

A group of Russian scientists under the leadership of Doctor of Philosophy V. Stoliarov and Doctor of Pedagogy V. Rodichenko started their work on the creation of conception of Olympic Education in Russia.

The concept was formed in the organizational and administrative documents in 10 areas:

1. Definition of Olympic Education;
2. Creation of the department for the formation of the Olympic Education system within the Russian Olympic Committee;
3. Choosing the strategy of Olympic Education development;

4. Involvement of the leading scientist in the creation of teaching and methodological materials;
5. Inclusion of the Olympic Education into the school curriculum in physical education;
6. Stimulation of the scientific researches on Olympic Education;
7. Creation of the regional Olympic Academies;
8. Cooperation of the Olympic Academy's Council with the department of Olympic Education of Russian Olympic Committee;
9. Formation of Russian Fair Play Federation;
10. Inclusion of Russian Fair Play movement into the world and European Fair Play movement (Rodichenko 1997).

During the formation of Russian Olympic Education system two possible models of its development were considered.

First model was a civil model under the auspices of the National Olympic Academy and/or National Olympic Committee. The model was not governmental, which meant that it was not obligatory for the governmental educational institutions to use it. Therefore such model was not able to attract a lot of schoolchildren to Olympic Education (Kontanistov 2003).

Second model was Public-State model of the Olympic Education, which based on the cooperation of the executive authority in education, Russian Olympic Committee, executive authorities in physical culture and sports and regional Olympic Academies (Kontanistov 2003).

For the organization of Olympic Education in Russia the Public-State model was chosen. The Main approach of this model was "Direct teaching – organization of Olympic Education within the theoretical part of physical education in schools" (Kontanistov 2007).

The joint resolution of Russian Ministry of Education and Russian Olympic Committee "About the issues of Olympic movement and Olympic Games" became another powerful push for the Olympic Education in Russia. This resolution included a wide range of methodological and informational activities on Olympic Education among youth. Those activities were:

- creation of temporary groups to develop teaching and methodological materials of Olympic Education for educational institutions;
- inclusion of the Olympic issues into the extracurricular teaching programs on physical education;
- inclusion of the Olympic issues into the teacher's training programs;
- implementation of the academic discipline "Olympism, Olympic movement, Olympic Games" into the teaching process of sports educational institutions and faculties of physical education (Rodichenko 2000).

For realization of this resolution in 1996 the teaching material “Basis of the Olympic knowledge” was created. At the same time the issues of Olympic theme were added to the exam questions for students of 9 and 11 grades (Rodichenko 2008).

For realization of the Olympic Education a complex of teaching and methodological materials and literature was created. The complex included:

- study guide “Your Olympic textbook” (Rodichenko 1996, 1998, 1999, 2000);
- educational poster “The world of Olympic rings”;
- series “Olympic school” (author V. Rodichenko) that consists of four leaflets;
- leaflet “General Butovskiy for Russia” (author V. Ageevec);
- textbook “Invitation to the Olympic world” (authors A. Ratner, V. Stolbov, V. Rodichenko);
- media software “The Olympic encyclopedia”.

Moreover, the issues of Olympic Education were added to the textbooks for physical education for the students of 2-11 grades (Rodichenko 2008).

Russia - one of the few countries where permanent Olympic Education system was developed and implemented into the educational process of educational institutions of different levels.

Implementation of the Olympic Education in Australia. During the preparation for the XXVII Olympic Games in Sydney 2000 the project of Olympic educational programs was developed. Among the educational programs of Sydney 2000 the important role was given to program called “School strategy of the Olympiad – 2000”. That program included following activities:

- “Friendship connections”;
- “Collection of Olympic resources”;
- “Pierre de Coubertin honors”;
- “Guide an athlete”;
- “Olympic knowledge week”;
- “Share the spirit!”;
- competition “Australian frog”.

Art and poetic contests “The spirit of Olympism” were very popular among the children of different age categories: pre-school children, students of the elementary school and students of the higher grades (Brownlee 1998).

Moreover, in terms of the educational program of XXVII Olympic Games the Australian Olympic Committee came up with an idea of joining the international cooperation program “The friendship network”, the main tasks of which were the inclusion of students from all continents

to the process of obtaining of the humanistic and moral values of Olympism; improving mutual understanding among people all over the world; obtaining knowledge about the Olympic Games and their role in the society (Brownlee 1998).

Nowadays, the Australian Olympic Committee's Olympic Education program, for primary and secondary teachers, is designed to instil in young Australians an appreciation for the values, spirit and philosophy of the Olympic Movement.

The program uses the Olympic sport traditions and values to teach life values and life skills. Olympians promote the positive impact sport has on one's life.

The program includes primary cross-curriculum resources, a secondary digital history resource, Chat to a Champ, Village Art, Cheer for a Champ and more (london2012.olympics.com.au, 2014).

Cheer for a champ. Students were asked to show their support for the Australian Team by making a short video to help inspire the nation's Olympians to glory in London.

Chat to a champ. The London 2012 Games edition of the Australian Olympic Committee's Chat to a Champ program has been a huge success with schools from every state and territory around Australia having the chance to be inspired by a host of Australian Olympians in London. 22 schools were involved in the program with students chatting to 15 athletes competing in nine different Olympic sports at the London Games.

Village art. Primary school students across Australia have submitted artwork to decorate the apartments in the Olympic Village of the 2012 Australian Olympic Team. Over 2000 pieces of art have been received and all will be displayed in the Olympic Village.

In consultation with teachers and educational advisors the Australian Olympic Committee developed the London 2012 Olympic Resource that features over 60 primary cross-curriculum lesson plans and student handouts themed around the 2012 Olympic Games in London, England. Some of those lessons are still available to download (<http://corporate.olympics.com.au/>, 2014).

Implementation of the Olympic Education in Greece. In Greece, with the opportunity of the Athens Games, the program was aimed at all schoolchildren in primary and secondary education, thus representing an innovative educational process. Its basic philosophy was to link the school to the local community and its institutions, emphasizing the humanistic and ethical dimensions of Olympism.

It also wanted to attract and include all those involved in education and training, without any distinction, to inspire and raise students' awareness, promote positive attitudes and values such as cooperation, empowerment, critical thinking and responsibility. The program included a series of actions implemented within the school environment, which enhanced the educational and cultural value of the Olympic Games. Sport, culture, Olympic Truce, combating social

exclusion and respect for multiculturalism, were the core elements of these activities. The objective of the whole program was to initiate a strong volunteering movement that would cover all the facets of young people's social life (Georgiadis, 2008, p 6712).

Within this program the weekly classes on the history and tasks of the Olympic movement and history of the modern Olympic Games were organized for students of the elementary and middle school. One of directions of this complex program was creation of the special literature and video materials on the Olympic theme, where in an accessible form, on the examples of pictures, paintings, games, interesting historical facts and myths the role and place of the Olympic movement in the society was shown.

Special attention must be given to the series of textbooks "Olympic Games 2004. Activity Book" for the children of 6-9, 10-12 and 13-16 years old. Each textbook is accompanied by a special notebook for practical exercises.

The textbook for students of 6-9 years old includes basic concepts of the history of Olympic Games and differences between Summer and Winter Olympic Games. The Olympic Education for this age category is integrated through pictures (Olympic Games 2004: activity book, 2004).

The textbook for students of 10-12 years old includes deeper material about the Ancient Olympic Games, the revival of the Olympic Games, Olympic symbols, information about the Olympic sports, playing activities (Olympic Games 2004: activity book, 2004).

The textbook for students of 13-16 years old is a mini-encyclopedia in which students can find the fundamental principles of the Olympic movement, history of the development of Olympic movement, competition rules of Olympic sports and information about the Paralympic Games.

Implementation of the Olympic Education in China. On the occasion of the XXIX Olympic Games, China has implemented "The Olympic Education program – Beijing 2008".

The Olympic Education in China went through two stages of its development: first – origin stage, second – active development stage, which started right after the city of Beijing was elected to host XXIX Olympiad.

The initial point of the Olympic Education in China was the decision to host the Olympic Games in Beijing, taken in 2000. Therefore, the activities aimed at the development of Olympic Education started in early 90-s of the last century. By that time the issues of Olympic Education were added to the programs of physical education in educational institutions of all levels. At the same time first Chinese textbooks "Olympic history" for elementary school (1993) and "Olympic knowledge" for middle school were published. In order to help teachers the teaching guideline "The Olympic movement" was published in 1993. Moreover, a lot of methodological

materials on the implementation of Olympic Education in China were published by scientific magazine “Physical education in China” (Tomenko 2008).

The election of Beijing to host the Olympic Games became a powerful push for the project of development and implementation of Olympic Education system in China. The authors of the project are the IOC member, Chairman of the IOC Commission for Culture and Olympic Education Mr. Zengliang He, director of the Olympic research center, professor of the Capital University of Physical Education doctor Hai Ren and professor of the Beijing Capital University, doctor Donguang Pei.

The implementation of the Olympic Education into the educational process of the elementary and middle schools became one of the main directions of the Olympic Education system in China. In 2001 Beijing elementary school Yang Fang Dayan became a pioneer of Olympic Education in schools. Along with the traditional forms of the Olympic Education such as ancient pentathlon competitions and holding the Olympic ceremonies, new innovative forms of the Olympic Education were implemented. Those forms were: “The Olympic Glee”, “The Olympic knowledge corridor”, “School’s United Nations” and “Olympic alley” (Tomenko 2008).

The approval of a joint plan of Chinese Ministry of Education and Beijing Organizing Committee for the XXIX Olympic Games (BOCOG) became the next step for the development of Olympic Education in China. The plan was about spreading the Olympic Education among elementary and middle schools of China. As a result – system of Olympic Education covered approximately 400 million schoolchildren.

The main link of the Olympic Education program in China was the franchise of Olympic Education model schools, which united 356 educational institutions from different parts of China (200 in Beijing) (Beijing 2008: Olympic Education Program). In December 2005, BOCOG and the Ministry of Education have designated Olympic education model schools nationwide, 200 of them were in Beijing, aiming to push forward the education program. These schools include the ordinary primary and secondary schools, the vocational schools, special schools and ethnic schools, along with the international schools, private schools. This reflected the Olympic ideals of peace and equality. (Zhang 2005)

The program of the Olympic Education Model Schools was also designed to advocate Olympic spirits and strengthen school sports in the construction of curriculum, textbooks and the physical education classes. During the past five years’ practice, this program has accumulated valuable experiences worth spreading to the rest of the nation.

The program of Olympic Education “Beijing – 2008” included a number of projects such as:

Heart-to-Heart Partnership. The Heart-to-Heart Partnership was made to let Beijing schools communicate with Olympic family members, develop international exchange of Olympic education and globally spread Olympic spirits. This program is based on the experience of previous Olympic host cities and the suggestion of the International Olympic Committee, and it was jointly designed by BOCOG and the Municipal Commission of Education of Beijing.

In this program, students from 203 schools in Beijing became a partner with some National Olympic Committees (NOCs) of around 203 countries and regions worldwide. Students were encouraged to learn foreign languages, cultures, history, geography, art, sport and other things. So far, there are 196 schools have connected with their partner countries and regions, and 168 schools have conducted activities with them, 130 schools have established the close relationship with schools in their partner countries and regions. This program proved to be a historical breakthrough for Beijing education in terms of international culture exchange. Both of these programs are able to meet the requirements of the International Olympic Committee and its spirit. Finally, they were proved to be truly successful (Pei 2010).

The teacher's preparation program was developed by Beijing Capital University. The whole educational course for teachers consisted from 12 different programs in which nearly 3000 teachers had been trained to perform Olympic Education. The aim of this program is to ensure that every educational institution of Beijing has at least one expert in Olympic Education and other regional institutions have enough teaching and methodological materials to train teachers.

The Olympic mascots China tour was about spreading the playing cards with Olympic symbols, created by the elementary school Ho Ia Lu, all around China. The design of those cards was based on the Olympic knowledge and elements of Chinese culture (Zhang 2005).

Project **“Multicultural exhibitions”** was developed by the Olympic model school Bai Hua Zuang. The aim of the project is organization of “Beijing Cultural Show” by schoolchildren. Before the project was implemented all students have successfully went through such educational courses as “Olympic Singing”, “Olympic Spirit” and “Olympic Creativity” (Zhang 2005).

Project **“Olympic volunteer-interpreter”** was developed by the Olympic model school Fang Kao Dee. The project was aimed at preparation of the official volunteers interpreters for the XXIX Olympic Games. Those volunteers were supposed to speak many languages and have a deep knowledge about different cultural traditions (Zhang 2005).

Project **“Change yourself through the Olympic spirit”** was successfully implemented by the Dzing Song school. The activities of this school were organized under such slogans as: “Olympic spirit makes me healthier”, “Olympic spirit makes me confident”, “Olympic spirit

makes me happy”, “Olympic spirit makes me active”. Those activities were aimed at the formation of physical, moral, spiritual and social health among the schoolchildren.

Project **“Be useful for the Olympic Games”** was developed by the elementary school Dong Fang Dee Kai, where such courses as “How to enjoy sport competitions?”, “Olympic English”, “Olympic songs” were added to the curriculum. The aim of the project is to develop communicative skills through sports and art.

Also the Beijing International Forum on Olympic Education “Olympiad: education and harmonious development” became an important event for the development of Olympic Education in China (Beijing 2008: Olympic Education Program).

Implementation of the Olympic Education in England. The London 2012 Organizing Committee (LOCOG) has used a wide-ranging education program to help bring the Olympic Games and the Olympic values to young people throughout the host nation and beyond.

More than 20,500 schools in the UK were registered with the innovative “Get Set” program, which was launched by LOCOG in 2008. The scheme uses an interactive website to provide students and teachers with access to free learning resources, such as inspirational films, games, activity ideas and fact sheets, which help young people explore the Olympic values and enable them to play their part in the London 2012 Olympic Games.

Schools and colleges that demonstrate their commitment to living the Olympic values could also join the Get Set network, receiving rewards, recognition and endorsement for work around the values. LOCOG announced that 10,000 schools had already joined the network.

“It is fantastic that 10,000 schools right across the UK are actively demonstrating how they are using the Olympic values in their schools,” said LOCOG chairman Sebastian Coe.

“Members of the Get Set network are brilliant advocates for London 2012 – demonstrating what a positive difference linking learning to the Games can make to young people.” (olympic.org 2014).

It is not only schools in the UK that have benefitted from the London 2012 education program, however, as the Get Set resources have been made available in a number of languages, enabling young people all around the world to learn about, discuss and take part in projects related to the Olympic Games.

The “In class” project was developed to enhance teaching and learning programs across a range of subjects including PE and sports, literacy science, math, humanities, expressive arts, design etc. “In class” project include three curriculum-related classroom projects for 5-11, 11-14 and 14-19 years olds.

The classroom project for 5-11 years old students includes a set of smaller projects, such as: PE and Sport Projects, Art Projects, Design and Technology, Olympic Day, Cultural

Understanding and Literacy projects. They were designed to refresh children’s thinking around the Values.

The classroom project for 11-14 years old students offers some new ideas for classes. It includes projects which are inspired by the Olympic and Paralympic Games and the Values. The projects for this age category are: Creative Arts, Design and Technology, Enterprise projects, STEM projects, PE and Sport and Effective Communication project.

The classroom project for 14-19 years old students was designed to add value – and the Values – to the curriculum delivery. The projects for this age category are all take their inspiration from the Olympic and Paralympic Games (getset.co.uk 2013).

Speaking at the September launch of the international resources, Coe said, “We have always believed that the Olympic Games have the ability to capture the imagination of young people all over the world and to encourage them to choose sport. We are delighted to launch these new resources and to provide a new platform from which they can learn about and join in the London 2012 Games.” (olympic.org 2014).

3.5. Classification of the models and programs of Olympic Education

Examining the status of Olympic education in the world gives reason to believe, that at the present stage of development, the Olympic Education is realized through two models: public model and public-state model (Figure. 3.3).

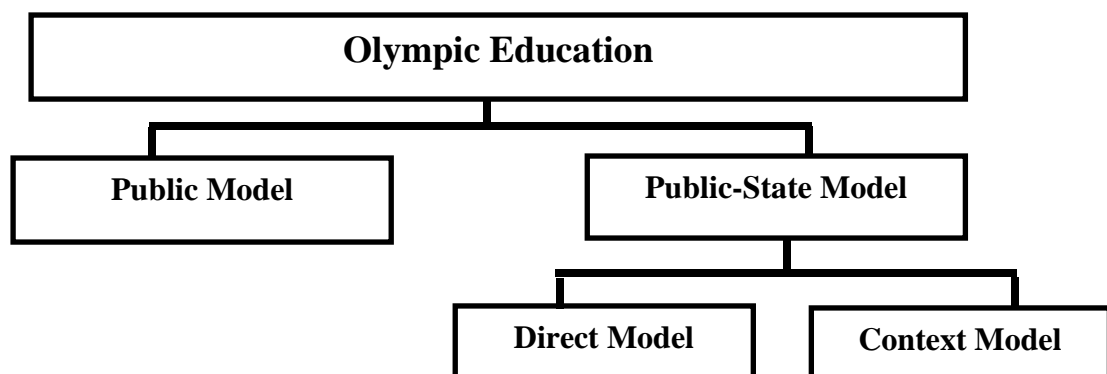


Figure 3.3 Models of the Olympic Education

Public Model. This model of realization of Olympic Education is used by public organizations under the auspices of the National Olympic Committee and/or National Olympic Academy. In terms of this model all programs of Olympic Education are not governmental, which means that they are not provided or recommended by the official educational authority in country. Therefore such educational programs are not compulsory. Schools, universities and other educational institutions are not obliged to use them in their practices. In other words, such

models belong to decentralized curriculum that cannot attract a large number of children to the Olympic knowledge.

Public-State model. This model is based on cooperation of educational authorities in country, state authorities on physical culture and sports, National Olympic Committee and/or National Olympic Academy. There are two kinds of public-state model: direct model and context model.

- Direct Public-State model is about realization of Olympic Education in schools within the theoretical part of physical education.

- Context Public-State model offers the transfer of Olympic knowledge during the process of teaching of different academic subjects. Integration of the Olympic issues into the educational programs of different subjects without changing their structure.

It is important to notice that realization of Olympic Education in most of the countries is done through the public model.

Modern Olympic Education programs can be classified according to two criteria: 1) depending on their aim and objectives; 2) depending on the educational institution (Rogozina 2003).

Classification of modern Olympic education programs can be represented by the following scheme (Figure 3.4).

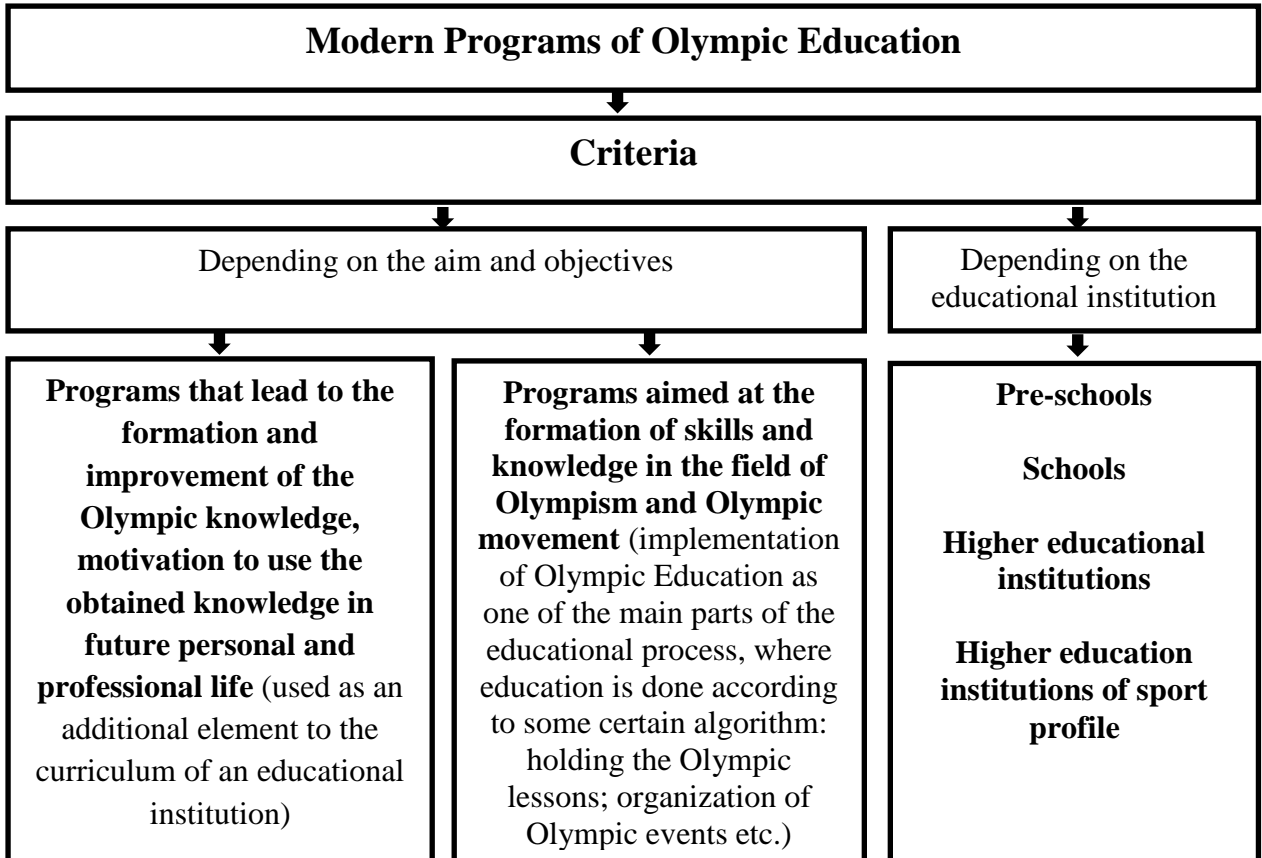


Figure 3.4 Classification of modern Olympic education programs (according to Rogozina, 2003).

At the same time it is important to say that some of the programs are universal and they can belong to both models.

Having familiarized with the various systems, models and programs of Olympic Education as well as with forms and methods of its implementation in different countries all over the world we can conclude that national models of Olympic Education are the part of the global space of Olympic movement and education. At the same time, their structure and functions must be developed according to the cultural differences of a nation.

3.6. Priority directions in the development of Ukrainian education system

In contrast with the traditional educational model, which based on the priority of simple assimilation and reproduction of information, the main aim of the educational system in XXI century is the harmonious and balanced development of an individual. Democratic orientation in education gives opportunity to adapt to the rapidly changing conditions of social and professional life.

Article 29 of the Convention on the Rights of the Child signed by the UN General Assembly on November 20, 1989 says: "States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment" (Convention on the Rights of the Child, 2001 p. 9).

Convention on the Rights of the Child came into force for Ukraine on 27 September 1991. The provisions of this convention are reflected in the official documents of Ukraine relating to education. Strategic directions of reforming the system of public education outlined in the laws of Ukraine "On Education" and "On General Education" (Convention on the Rights of the Child. 2001 p. 9).

These laws determined the main goal of education – “the comprehensive development of human beings, the development of talents, mental and physical abilities, training of high moral character, forming citizens that able to make a deliberate choice, enriching intellectual, artistic and cultural potential of the nation, raising the educational level of the nation.” (Law of Ukraine "On Education", p. 7-38).

Such phenomena as globalization, the need to maintain democracy and social stability, preservation of national and cultural identity encourage European countries to seek the general trends in educational development. Ukraine is not an exception. The evidence of that is the National Doctrine – strategical document on the development and enhancement of intellectual and spiritual potential of Ukrainian nation, education of a patriot and a citizen (National Doctrine on education 2002). It outlined the humanistic character of Ukrainian educational system and determined the prior directions of its development, such as:

- personal orientation in education;
- constant improvement of quality, content, forms and methods of education;
- promoting of the healthy lifestyle;
- introduction of innovative technologies;
- integration of national education into the European and global education (National Doctrine on Education, 2002, p. 4-9).

Modern educational system in schools of Ukraine is aimed at the creation of special conditions for the development and self-fulfillment of every individual as a citizen of Ukraine, formation of generations that able to learn throughout life, develop and spread the social values (Sazonenko, 2006).

The dynamism of social development, incensement of social activity and individual mobility require new approaches to the development and implementation of the educational methodologies, innovative technologies in education, and formation of the educational environment that would contribute to the development of an individual. In this connection following questions arise: how should we change the educational system in order to satisfy all needs and demands of the society; which pedagogical technologies should be implemented to insure the formation and development of moral values of the rising individual?

The obligatory condition for the improvement of Ukrainian society is the creation of high-moral environment and formation of the high moral culture among the youth. It is especially urgent nowadays, when socio-economic difficulties and information flow led to the spiritual and moral crisis among the youth.

Back in the 19th century, nurturing the idea of reviving the Olympic Games, Pierre de Coubertin proposed to use the ancient Greek ideal *kalokagathia* as the dominant principle of the

educational system. *Kalokagathia* reflects the idea of balanced development of an individual as well as the harmony of physical and intellectual abilities.

It is not a secret that sport is the efficient mean for the development of value orientations of an individual, creation of the moral values and formation of the lifestyle. Sport creates skills and qualities essential in work, life and leisure time (Ermolova 2009).

Personal oriented education that happens in the sports environment presupposes formation and development of personal values that help to solve a lot of life issues and achieve the individual and social goals (Bulatova 2007).

Learning the history of Olympic Movement, its ideals and principles, its place among the phenomena of social life has huge educational meaning (Bulatova 2007, Matveev 2007).

Focusing on the ideals of Olympism, the Olympic Education is the efficient mean of education the youth with orientation on self-fulfillment, socialization, partnership, moral values and the necessity of self-perfection in sports and social life (UNESCO 1976).

That is why the Olympic Education and Olympic pedagogy became extremely important nowadays.

3.7. The development of Olympic Education in Ukraine

In the late 1980th social and political crisis in Soviet Union led to the aspiration of Soviet Republics to be independent. That was also the creation of independent from Moscow public organizations and their integration to the international organizations. Thus, 22 December 1990 the Ukrainian National Olympic Committee was created. It was recognized by the International Olympic Committee in 1992 (Platonov 1994, 2010).

Political changes and upheavals that took place in Ukraine in 1990s led to the unstable situation in economics and sudden politicization of society. Former idealistic stereotypes and ethical bases of the social life were destroyed. The processes of education of children, teens and youth undergone the biggest changes (Bulatova, 2007). The newly created conditions required serious changes in educational system, mainly liberation from ideological and administrative custody, search for the innovative, non-traditional sources of education that would contribute to the humanization of educational system and promote the universal moral and ethical values.

Creation of the modern educational system and upbringing new generations are not possible without solving the social, economic, ecological, political, legal, patriotic and other issues. One of the options of solving this complicated problem might be organization of

educational process on the basis of Olympism ideology through the implementation of Olympic Education (Bulatova 2007).

Upon the recommendation of the International Olympic Committee, in 1991 the Ukrainian Olympic Academy was created. The aim of Ukrainian Olympic Academy is – development and strengthen of the Olympic movement in country, spiritual enrichment of people, exchange of the national and cultural values, promotion of the ideas and principles of Olympism. The Olympic Academy of Ukraine jointly with the Ukrainian NOC Commission for Olympic Education and Culture realizes educational programs of the Olympic orientation.

Development and promotion of knowledge about the Olympic movement and Olympic sports in Ukraine is done in two relatively independent directions - general educational and specialized education (Bulatova 2005, 2006).

Special education direction is an integral part of the created in Ukraine educational system for preparation of the various experts in the field of sports, such as: physical education teachers, coaches, sport managers etc. This direction provides in-depth basic training for the students of specialized higher educational institutions or sport departments of other educational institutions in all aspects of the wide-range system of knowledge in the field of Olympic movement and Olympic sports (Bulatova, Yermolova 2006).

Within the special education direction the teaching program called “Olympic Sport” (135 academic hours) for specialized and non-specialized higher educational institution was developed. With inclusion of a discipline "Olympic Sports" into the university curricula the new academic speciality was opened in 1992 - "Olympic and Professional Sports" (MD, Ph.D., Dr.Sc.) (Bulatova, Dotsenko 2010).

General education direction provides spreading the knowledge about the Olympic movement, its values, long and rich history, best representatives of world and Ukrainian sport society among the children and students. This direction was developed in accordance with the public model of the Olympic Education. It includes humanistic, social, ethical, moral, patriotic and other aspects of the formation of child’s individual.

Recently the Olympic Education in Ukraine entered a new phase of its development. It has moved from the theoretical researches to the practical implementation. Signing of the agreement on cooperation between the Ukrainian NOC and Ministry of education and science of Ukraine (2006) allowed switching from the public model to the public-state model of the implementation of Olympic Education.

In 2005-2006 during development of the new educational programs the issues of the Olympic theme were included to the theoretical part of physical education for the students of 3-11 grades (Table 3.3).

Table 3.3

Olympic issues in the program of physical education in schools, 3-11 grades

Grade	Topic
3	Track and Field competitions in the Olympic program
5	The origin of physical exercises. Healthy lifestyle.
6	Physical Education in Ancient Greece. The importance of physical education and sports for the maintenance of intellectual working capacity. Ethical education during physical education.
7	Olympic Games of the Ancient Greece. Basics of the healthy lifestyle.
8	Revival of the modern Olympic Games. Health systems and their role in health promotion. Deleterious effect of bad habits.
9	Humanistic ideals of Olympism. Health systems as a mean to satisfy personal interests and motivations.
10	History of Ukrainian sport. Ukrainians at the Olympic arena. Factors that determine the efficiency of the competitive activity.
11	Development of the physical culture and sports in Ukraine. Ukrainian athletes in the Olympic movement. Olympic sport at the present stage of development.

Given that the formation of morality begins in early childhood and considering the importance of familiarizing of children and students with the universal ideals and values through the harmonious mix of sports, culture and education, the Ukrainian NOC and Ministry of education and science of Ukraine signed an agreement on cooperation #75 from 12.09.06, which provides along the traditional educational system the Olympic Education activities in schools.

Fulfilling its educational mission Ukrainian Olympic Academy in collaboration with Ukrainian NOC prepared and published a textbook “Your first Olympic guidebook” for the students of elementary and middle school. This textbook provides information about the Olympic movement in an accessible form. The textbook can be used during the physical education lessons as well as during the extracurricular lessons. It is also published in English (Bulatova 2011).

To ensure clarity of the teaching material the Olympic Academy prepared and published a series of ten posters: “Ancient Games”, “Revival of the Games”, “Symbols”, “Games, which conquered the world”, “Diversity”, “Tendencies”, “Challenges and Issues”, “Winter Olympics”, “The NOC of Ukraine”. They reveal important pages in the history of ancient and modern Olympic Games, tell about the Olympic symbols, prominent Ukrainian Olympians.

Annually the Academy prepares and publishes the Olympic diary for the schoolchildren.

On the initiative of Ukrainian Olympic Academy publishing of the textbooks about the Olympic Games became traditional. UOA has published: “XXIX Olympic Games, Beijing 2008”, “XXI Winter Olympic Games, Vancouver 2010”, “Youth Olympic Games, Singapore 2010”, “I Winter Youth Olympic Games, Innsbruck 2012”, “XXX Olympic Games, London 2012” (Bulatova et al, 2008, 2010, 2012).

The integral form of implementation of Olympic Education is developed by Ukrainian Olympic Academy board game “Olympic races” for the students of middle and high school, which may be used during various contests of Olympic lessons.

Since 2007 Ukrainian Olympic academy holds annual All Ukrainian contest “Expert of the Olympic Sports”.

On the initiative of Ukrainian Olympic Committee in 2005 the annual holding of the Olympic Lesson was established. The program of the Olympic Lesson can include (depending on the age of students) information about Olympic Games of Ancient Greece, Revival of the modern Olympic Games, Olympic Sport and its contemporary state, problems of doping in sports, ecological aspects of the Olympic movement etc. The program also includes holding of the “School Olympic Games”, meeting with the famous athletes, their coaches, veterans of sport, representatives of media etc. Since 2006 All Ukrainian Olympic Lesson is organized by Ukrainian Olympic Academy and its regional departments at the central squares of Ukrainian cities.

CHAPTER IV

AWARENESS ABOUT THE OLYMPIC EDUCATION IN SCHOOLS

The phenomenon of Olympism and its active realization in Olympic and sport culture is very important for the formation of personal consciousness.

Considering the educational process of schoolchildren as a place for integration of Olympic Education, our objective was to determine scientifically based forms and methods of such integration into the educational environment of schoolchildren in Ukraine.

The results of many foreign and Ukrainian studies indicate insufficient level of knowledge about the history of Olympic movement, Olympic values and principles among the schoolchildren (Segal 1990, Penlevaniy 1997, Naul 1998, 2008, Bronikovski 2007, Vaceba 2007, Savchenko 2007).

In order to determine the level of awareness about the Olympic Education not only of schoolchildren, but also other members of the educational process the survey of methodologists of physical education of regional postgraduate pedagogical institutes as well as teachers and students of Ukrainian schools (Kiev) was conducted.

4.1. The analysis of awareness about the Olympic Education among schoolchildren

185 students of 4th, 8th and 10th grades (88 boys and 97 girls) of two secondary schools (school # 137, school # 66) of the Kiev city took part in the survey.

Analysis of the survey showed that 59,3 % of schoolchildren have some information about the Olympic movement, among them 55,7% girls and 63,3% boys (Figure 4.1). Moreover, the greatest level of awareness was shown by the girls (59,5%) and boys (66,8%) of youngest school age (4th grade).

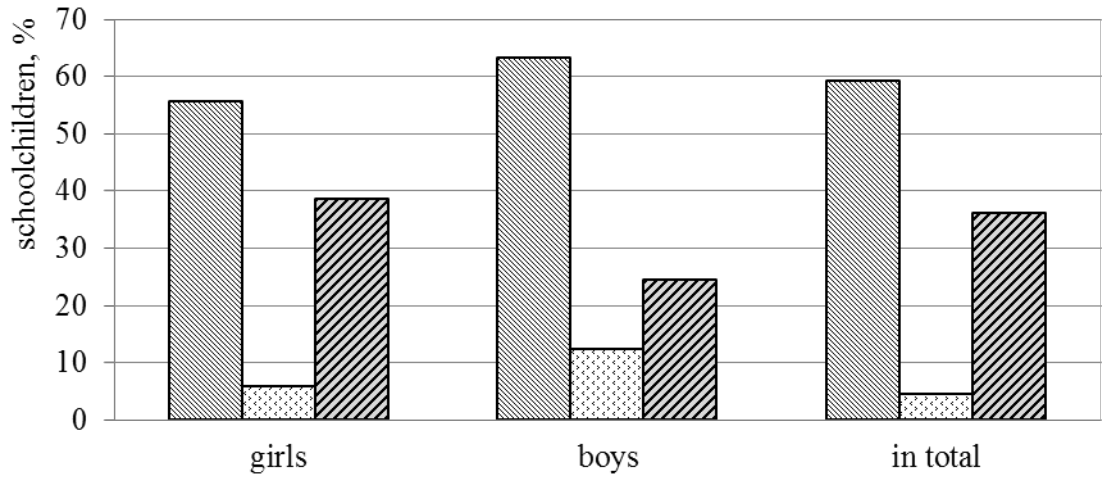


Figure 4.1 Level of awareness about the Olympic Education among schoolchildren:

- ▨ – aware about the Olympic movement;
- ▤ – not aware about the Olympic movement;
- ▧ – partially aware about the Olympic movement

The analysis of the survey also showed that 58,5% of schoolchildren aware about the origin of Olympic Games, among them 54,8% of girls and 62,7% of boys (Figure 4.2). The highest level of awareness was shown by the schoolboys of middle school – 63,4%. The lowest level of awareness was shown by the schoolgirls of elementary school – 51,8%.

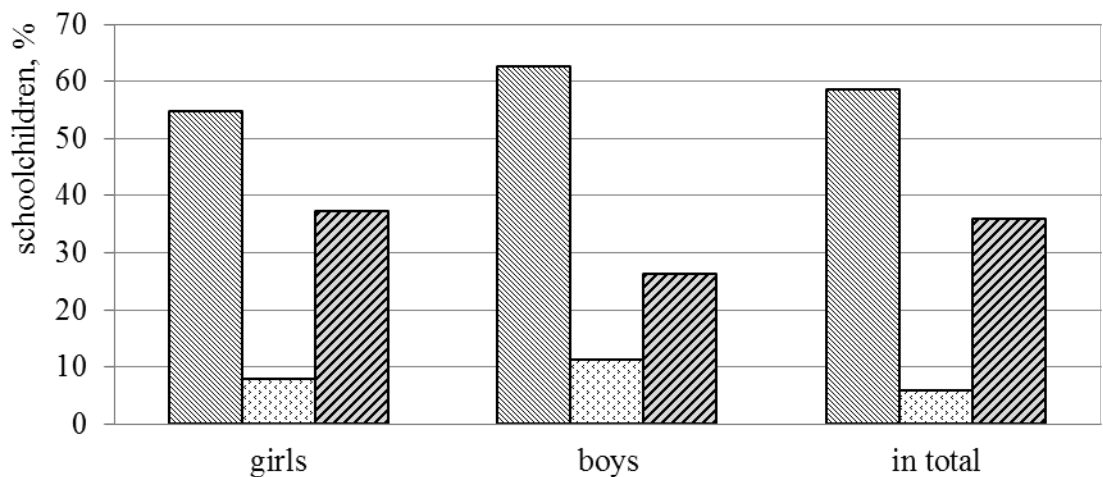


Figure 4.2 Level of awareness about the origin of Olympic Games among schoolchildren:

- ▨ – aware about the origin of Olympic Games;
- ▤ – not aware about the origin of Olympic Games;
- ▧ – partially aware about the origin of Olympic Games

It is important to notice that schoolchildren have different associations with the Olympic movement. Due to the fact that children were asked to indicate few areas of interest the overall

rate may be more than 100%. Thus, 54,7% of schoolchildren that took part in the survey associate the Olympic movement with the desire to win (50,2% – girls, 51,75 – boys).

Unfortunately, only 10,4% of schoolchildren associate Olympic movement with the career grows and improvement of their own financial situation. The analysis showed that only 14,4% of boys and 6,7% girls believe that involvement into the Olympic movement might help them to build career and lead to the financial benefits. The lowest level of association with the career and financial benefits was shown by the boys and girls of elementary and middle school.

Also the harmonious development causes the low level of association with the Olympic movement among the schoolchildren. Only 16,4 % of respondents associate the Olympic movement with harmonious development of an individual (!!!).

At the same time only 3,2% of the surveyed schoolchildren associate the Olympic movement with such amoral manifestations as doping and bribery. This opinion is shared by 2,2% of girls and 4,3% of boys.

20,4% of respondents associate the Olympic movement with such concept as fame. The Olympic movement is associated with fame among the 22,3% of boys and 18,6% of girls.

Also the Olympic movement is associated with the youth festivals. Such opinion is shared by 13,5 % of surveyed schoolchildren.

The high level of association with the Olympic movement among the schoolchildren was shown by such indicators as: the most important competitions – 46,7% of respondents, fair play – 49,8 % of respondents, physical growth and development – 36,8% of respondents, national honor and dignity – 50,1% of respondents (Figure 4.3).

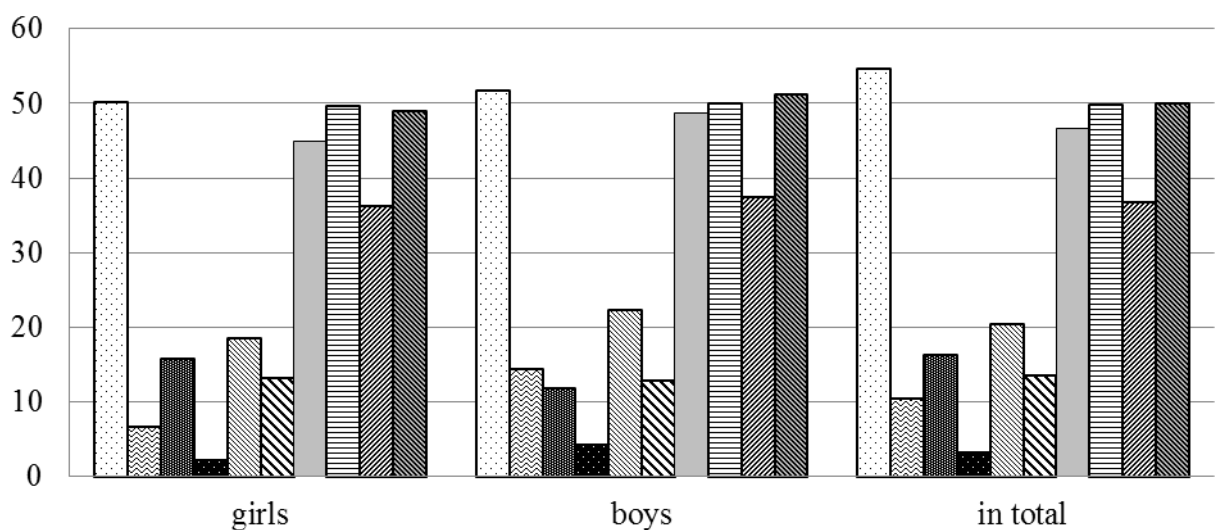


Figure 4.3 Associations that causes Olympic movement among the schoolchildren:

– desire to win;
 – career grows;
 – harmonious development;
 – amoral manifestations;
 – fame;
 – youth festivals;
 – important competitions;
 – fair play;
 – physical development;
 – national honor and dignity.

Nowadays, the concept of Fair Play is recognized all over the world. It came from sports and considered as highest manifestation of nobleness. The analysis of survey results showed that only 41,4% of schoolchildren are familiar with the concept of Fair Play and 30,8% of schoolchildren are not familiar with this concept. The lowest level of awareness was shown by the schoolgirls of elementary school – 39,1% (Figure 4.4).

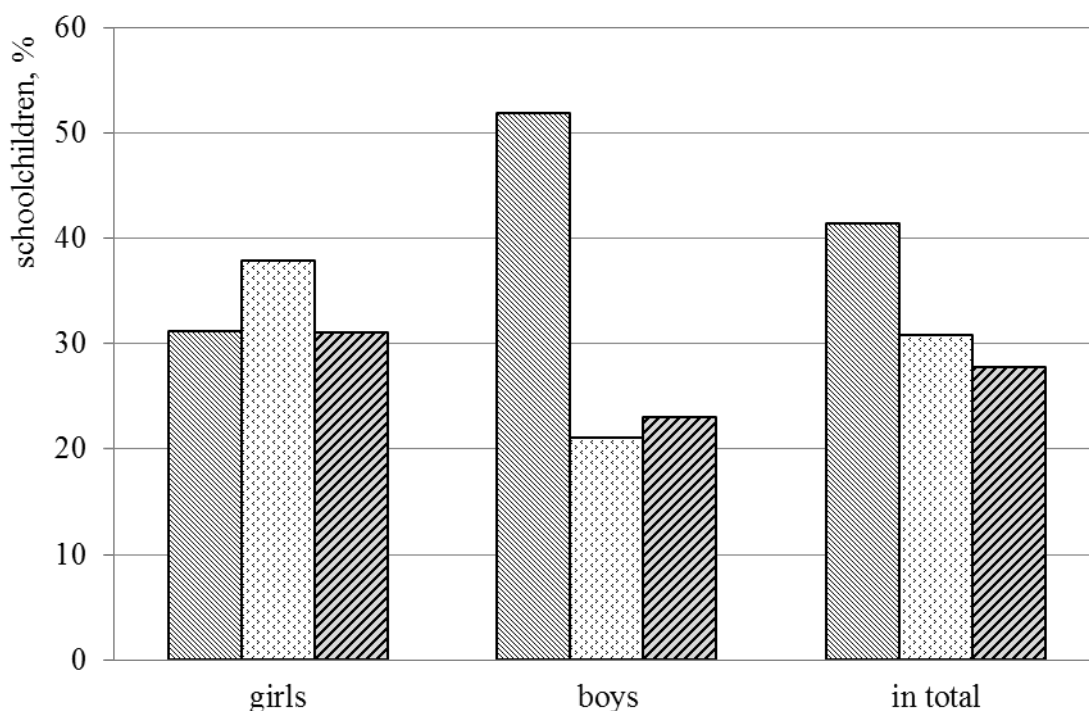


Figure 4.4 Level of awareness about the concept of Fair Play among schoolchildren:

- ▨ – familiar with Fair Play;
- ▤ – not familiar with Fair Play;
- ▩ – partially familiar with Fair Play

It is important to notice that 60,1% of the surveyed schoolchildren consider Fair Play as norms of behavior in sports, 51,3% – believe that Fair Play may be equally used in daily life and only 7,35% believe that Fair Play is an opportunity to break the rules if it helps to win.

The analysis of questionnaire allowed us to define that 94,3% (94,39% – girls, 94,23% – boys) of schoolchildren understand and support one of the fundamental principles of Olympism – the harmonious development of body, will and mind. The highest rate observed among the girls of the high school (97,1%) and boys of the elementary school (96%). Only 3% of girls and 2,89% of boys do not support the necessity of balanced development of body, will and soul, and only 2,75% of the surveyed schoolchildren are indifferent to this issue (Figure 4.5).

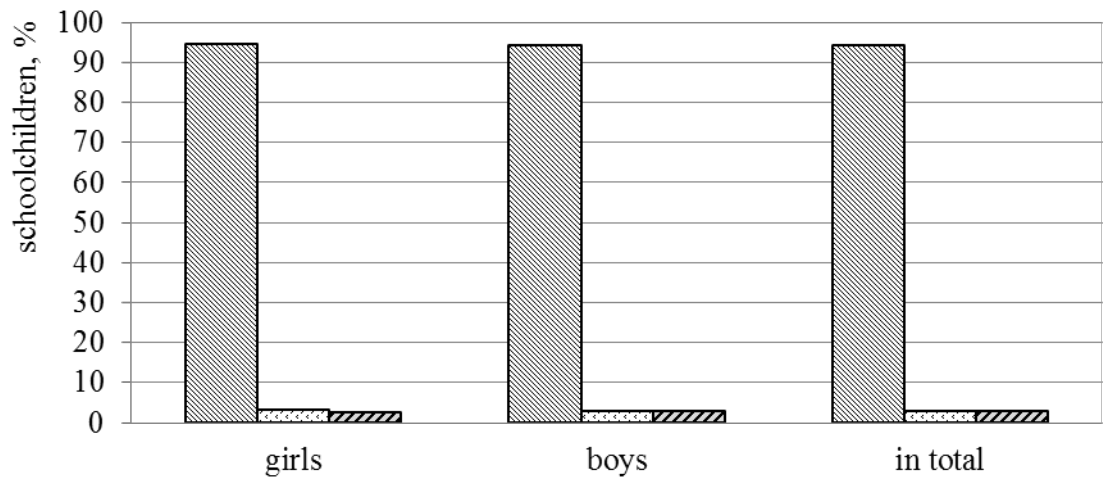


Figure 4.5 Schoolchildren's opinion about the necessity of balanced development:

- ▨ – believe that balanced development is necessary;
- ▤ – believe that balanced development is not necessary;
- ▧ – indifferent to the balanced development

At the same time 84% of schoolchildren (88,2% – girls, 84% – boys) expressed the opinion that they want to be successful in studying, to achieve high results in sport and to be familiar with any kind of art. Such opinion is shared mostly by the girls (94,85%) and boys (86,2%) of the elementary school and girls of the middle school (88,9%). The analysis of schoolchildren's questionnaire showed the decrease of desire to be developed harmoniously among the students of the high school (77,3% – girls, 75,16% – boys) (Figure 4.6).

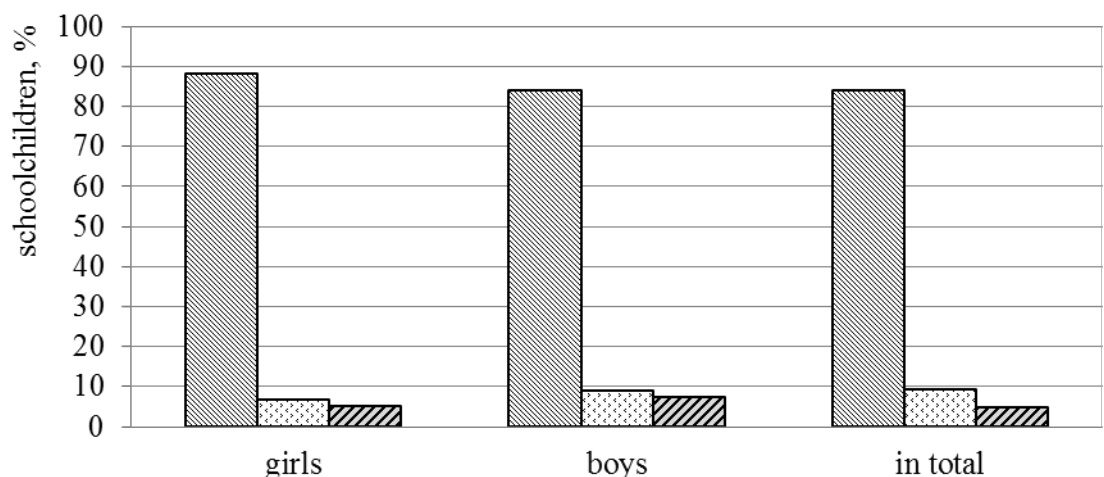


Figure 4.6 The desire to be harmoniously developed among the schoolchildren:

- ▨ – want to be harmoniously developed;
- ▤ – do not want to be harmoniously developed;
- ▧ – indifferent to the harmonious development

Today, the problems of unhealthy lifestyle and struggle against bad habits are seen by the world community as some of the most important problems of the world scale. The importance and relevance for those problems led to the necessity of promotion of the healthy lifestyle. One of the most efficient means to maintain the health and increase active longevity and life expectancy is systematic exercise and sport. The analysis of survey results allowed us to determine the 84,9% of schoolchildren (82,8% – girls, 87,2% – boys) believe that systematic exercise and doing sports is an integral part of healthy lifestyle. The high level of agreement on this issue was showed by the boys of high school (93,2%) and girls of the elementary school (90,4%) (Figure 4.7).

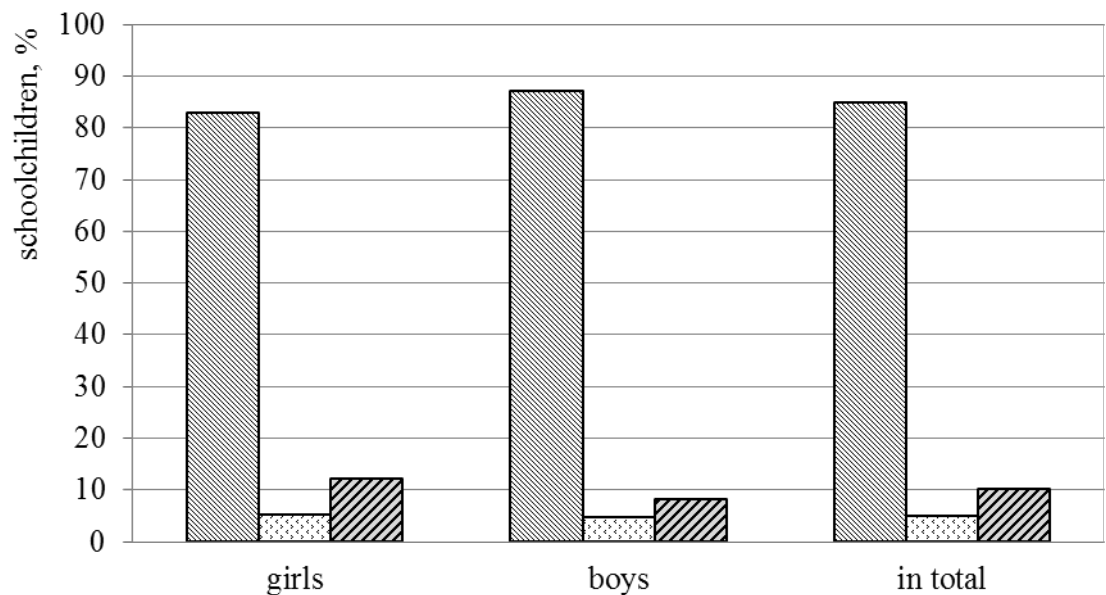


Figure 4.7 Attitude of schoolchildren towards sports as an integral part of healthy lifestyle:

- ▨ – believe that sport is an integral part of healthy lifestyle;
- ▤ – believe that sport is an integral part of healthy lifestyle;
- ▧ – indifferent to the healthy lifestyle

However, the questionnaire analysis indicates that only 77,25% of the schoolchildren are actually doing some sports or engaged into some sports communities. It also showed that boys are much more interested in going sports, then girls (62,9% – girls, 86,4% – boys). It is important to notice that girls lose interest to sport as soon as they grow older (from 73,5% to 66,6%) and it is totally opposite for boys, they become more interested in sport when they grow older (from 86,2% to 90,6%) (Figure 4.8).

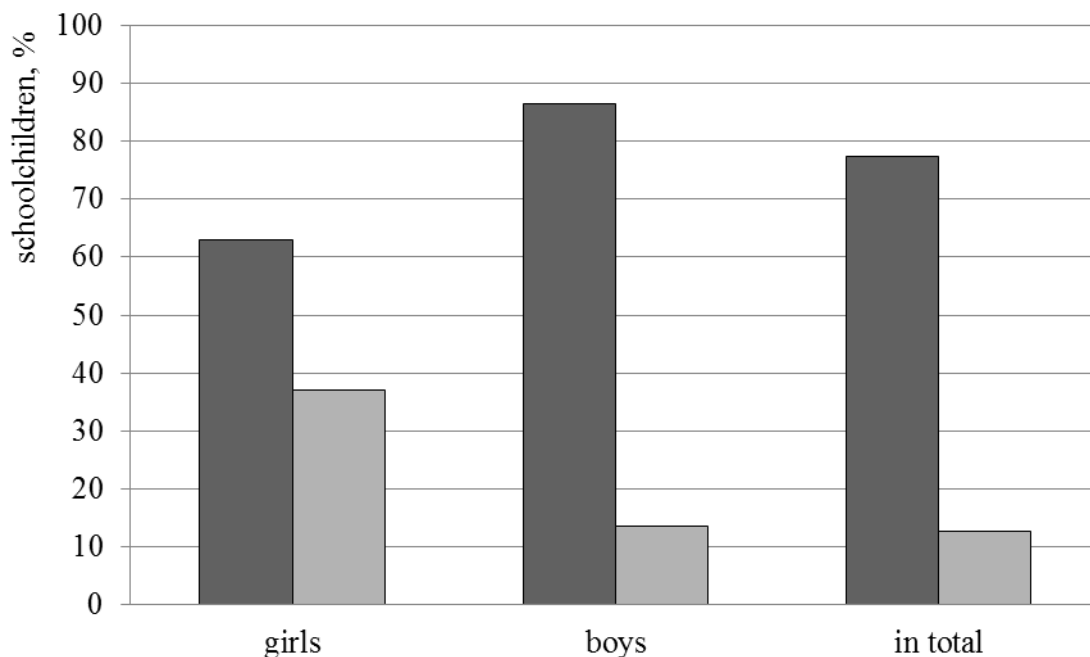


Figure 4.8 Engagement of the schoolchildren into the systematic exercise and sports:

- – engaged;
- – not engaged

For the developing of activities and programs in Olympic Education it is important to know which sources of obtaining the knowledge about Olympic sports and Olympic movement are the most valuable and how those sources affect different age categories of the school children. Considering this, we developed survey questions aimed at determining sources of obtaining the information on Olympic theme among the schoolchildren.

It should be noted that family holds a special place in informing children about the Olympic movement. The influence of family is the most important for children of the elementary school. This is confirmed by the analysis of questionnaire results, which showed that family is the main source of information about the Olympic sports and Olympic movement for the students of the elementary school (42,65% – girls, 38,8% – boys).

Children tend to change their priorities about the source of information as they grow older. Although it is important to notice that big number of surveyed children indicated such powerful sources of information as personality of the physical education teacher and TV shows.

It is also important to notice that despite the fact that Internet is highly available for the schoolchildren nowadays, it is not one of the main sources of obtaining information about the Olympic movement. Moreover, only 15,86% of girls and 21,66% of boys indicated that they

obtained some information on Olympic theme from the Internet (table 4.1). Since children were asked to indicate few sources the overall rate may be more than 100%.

Table 4.1

Sources of obtaining the information on Olympic theme among the schoolchildren

Source of information, %	Respondents, age					
	girls			boys		
	9-10	13-14	15-16	9-10	13-14	15-16
Physical education teacher	55,2	60,4	44,4	60,5	46,5	52,2
Teachers of different subjects	52,8	17,7	14,9	26,3	14,5	13,6
Parents	42,7	21,3	22,2	38,8	25,6	23,6
Coach/trainer	34,8	22,9	25,6	36,8	29,1	24,8
Books	31,6	22,4	23,7	33,5	20,3	20,5
Newspapers/magazines	16,9	21,8	32,8	19,7	23,8	31,1
Television	32,4	56,2	36,7	45,4	58,1	74,5
Internet	12,5	17,7	17,4	15,8	25	24,2

During the research we were interested to define whether the available sources of information match with those sources of information about the Olympic movement that children would prefer to use. The analysis of respondents answers showed some differences between the available and desirable sources of information about the Olympic movement (table 4.2).

Table 4.2

Sources of obtaining the information on Olympic theme that schoolchildren would prefer to use

Source of information, %	Respondents, age					
	girls			boys		
	9-10	13-14	15-16	9-10	13-14	15-16
School classes	44,8	36,4	32,4	51,3	30,2	37,3
Trainings at the sport clubs	47,7	33,8	28	48	47,6	32,3
Extracurricular classes	17,6	13,5	10,6	26,6	12,8	12,4
Newspapers/magazines	12,5	23,9	10,6	21	16,3	25,5
Parents	27,9	22,9	20,7	33,5	19,8	18,6
Literature sources (textbooks, special literature)	40,4	32,3	37,6	46	29,6	37,9
Social TV shows	28,7	47,9	48,8	32,2	41,8	47,8
Internet	11	19,2	20,7	12,5	21,5	25,5

Analyzing the data presented in table 4.2, we can conclude that the most appropriate sources of information about the Olympic movement for the schoolchildren are: educational process in schools, specialized TV shows and literature on the Olympic theme.

On the question “Would you like to have more information about the Olympic movement and Olympic Games?” 83,2% of respondents gave positive answer, which greatly expands the

possibilities of formation of humanistic characteristics among the schoolchildren. Although some students (6,9% - gave negative answer and 9,9% - are indifferent to this question) do not understand the role of the Olympic knowledge, which indicates the low level of promotion of the Olympic movement and ideals of Olympism among the schoolchildren. The greatest desire to enhance their knowledge on this subject was shown by the students of elementary school (Figure 4,9).

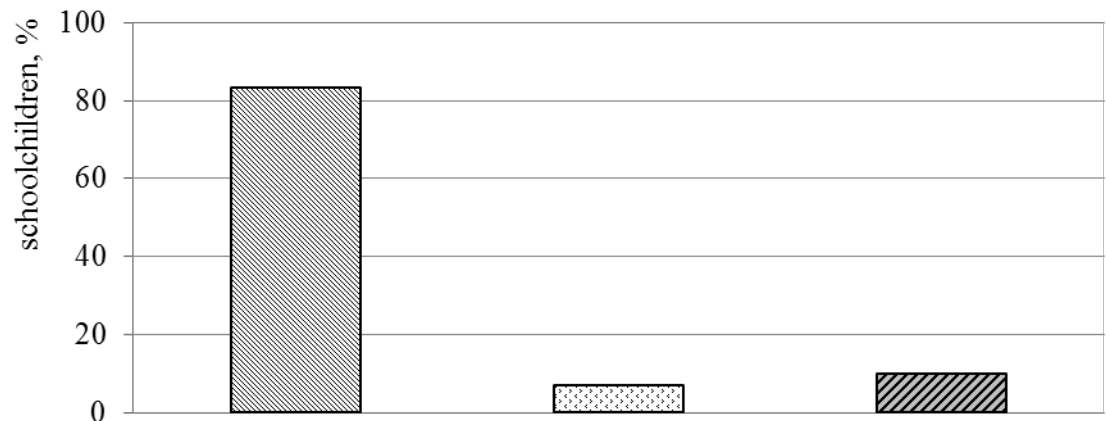


Figure 4.9 Desire of the schoolchildren to have more information about the Olympic movement and Olympic Games:

- ▨ – want to to have more information;
- ▤ – do not want to have more information;
- – indifferent to the issue

Results of the research show the following:

1. The level of schoolchildren's knowledge about the Olympic movement and Olympic Games is not high enough.
2. 84% of schoolchildren want to be successful in studying, to achieve high results in sport and to be familiar with any kind of art, which greatly expands the possibilities of formation of humanistic characteristics among the schoolchildren.
3. Integration of Olympic Education into the educational process is relevant both in primary and in secondary and high school.
4. Obtaining information about the Olympic movement and Olympic Games during the educational process in schools and trainings at the sport clubs is the most appropriate for the schoolchildren.
5. Considering that the most appropriate way to obtaine the information about the Olympic movement and Olympic Games is educational process in schools, there is a necessity of special training for the school teachers.

6. To increase the efficiency of Olympic Education in schools and to ensure the availability of the information sources the preparation and publishing of scientific and methodological literature as well as creation of TV shows about the Olympic movement and Olympic Games are necessary.

4.2. The analysis of awareness about the Olympic Education among teachers

One of the main characteristics of the educational process and pedagogy is the relationship between a teacher and a student, which ensure the transfer of knowledge and skills from teacher to student as well as student's responsibility for the task that was given by the teacher. Thereby, during the research the questionnaire of 42 teachers of different subjects of the middle schools was conducted. The aim of the questionnaire was to determine teacher's opinion about the Olympic Education and its integration into the educational process in schools of Ukraine.

The analysis of questionnaire results showed that 41% of respondents believe that ideals of the Olympic movement may become one of the main parts of the educational process in schools, while 53,15% of respondents believe Olympic ideals may partially become a part of the educational process and only 5,85% expressed negative opinion on this question (Figure 4.10).

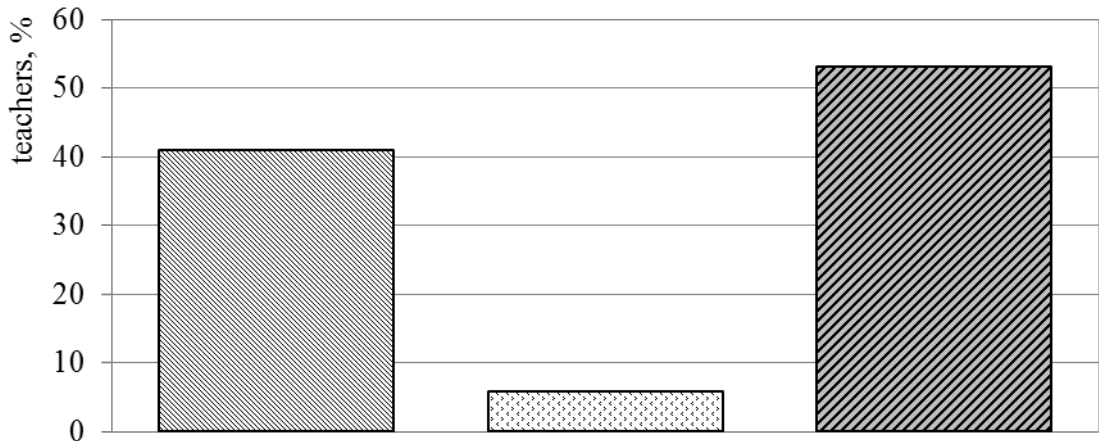


Figure 4.10 Teacher's opinion about the integration of the Olympic Education into the educational process in schools:

- ▨ – believe that Olympic Education may be integrated;
- ▤ – believe that there is no need in integration of Olympic Education;
- ▩ – believe that Olympic Education may be partially integrated

At the same time 50,9% of teachers believe that integration of Olympic Education into the educational process in schools will contribute to the improvement of the system of physical education, 44,59% of respondents believe that integration of Olympic Education may partially improve the system of physical education and only 4,5% believe that such integration has no sense (Figure 4.11).

Results of the research showed positive attitude to the integration of Olympic Education into the educational system in schools among teachers.

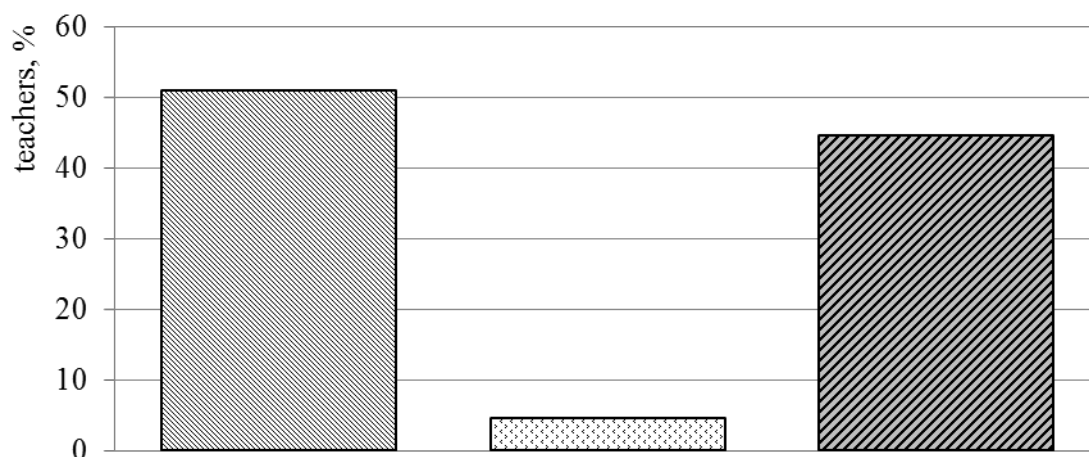


Figure 4.11 Teacher's attitude towards Olympic Education as a mean to improve system of physical education in schools:

- ▨ – believe that Olympic Education can contribute to the improvement of physical education;
- ▤ – believe that integration of Olympic Education has no sense;
- ▩ – believe that Olympic Education may partially contribute to the improvement of physical education

Questionnaire also showed that have different opinion about what the Olympic Education ought to be. On the question “What do you think the Olympic Education is?” we received answers that represented in the table 3.3. The overall rate may be more than 100%.

Table 4.3

Understanding of the term “Olympic Education” by teachers

Possible answers	% of teachers
Knowledge about the Olympic Games	51,3
Engagement of youth to the sport activities, healthy lifestyle	80,6
Knowledge about the Olympic movement in Ukraine	54,5
Pedagogical process that based on the ideals of the Olympic movement and universal values	66,2

Analysis of the questionnaire results allow us to determine that 22,5% of school teachers expressed their desire to integrate Olympic Education into the educational process of their school, while 63,1% expressed desire to integrate Olympic education only if they will have an appropriate methodological support and only 11,4% of teachers do not want to deal with Olympic Education. However only 29,3% of teachers are ready for the integration of Olympic Education, 59,9% of the surveyed teachers are partially ready (those who need additional scientific and methodological help and support) and 10,8% are not ready for the integration of the Olympic Education into the educational process in their schools (Figure 4.12).

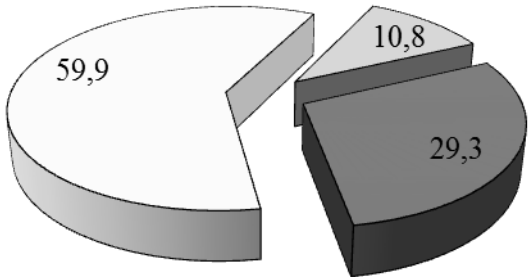


Figure 4.12 Readiness of teachers for the integration of Olympic Education:
■ – ready; □ – partially ready; □ – not ready

In connection to this we were interested in teachers’ opinion about their own level of knowledge in Olympic education. The question that we asked them was “Do you want to improve your knowledge about the Olympic Education?”. There were following answers: 45% of teachers want to obtain more knowledge about the Olympic Education, 44,6% of teachers want to improve their level of knowledge, but only partially and 10,4% of teachers do not have such desire (Figure 4.13).

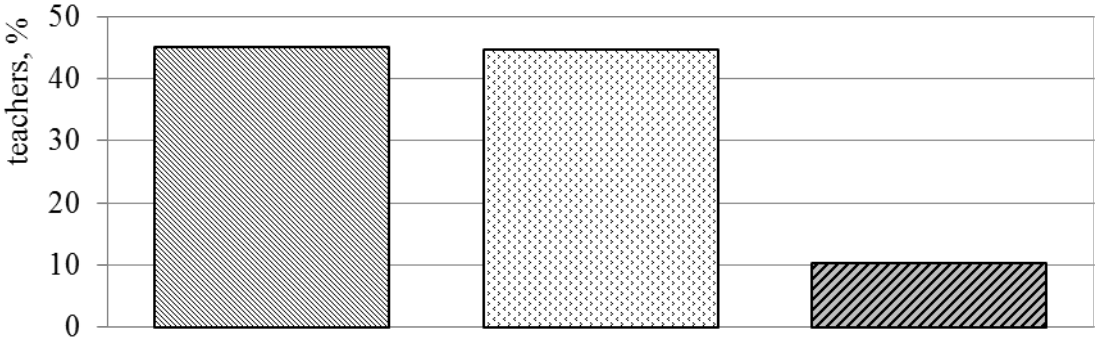


Figure 4.13 Desire to improve knowledge in Olympic Education among teachers:
▨ – want to improve their knowledge;
▩ – want partially improve their knowledge;
▧ – do not want to improve their knowledge

According to the teachers' opinion the most appropriate forms to improve their knowledge about the Olympic movement are seminars (48,2%), refresher courses (35,1%) and trainings (27,9%) (Figure 4.14).

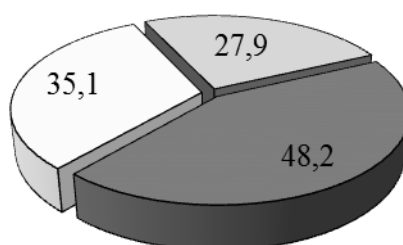


Figure 4.14 Readiness of teachers for the integration of Olympic Education:

■ – ready; ■ – partially ready; □ – not ready

Designed questionnaire allowed us to define which issues of the Olympic theme are the most interesting for the school teachers. Since teachers were asked to indicate few issues the overall rate may be more than 100%.

Table 4.4

Olympic issues that are of the interest of the school teachers

Issues	% of teachers
The influence of physical exercises on health	50
Ethical principle of the physical culture and sports activities and their influence on personality	46,4
Aim, objectives, structure, basic ideals and values of the Olympic movement	50
History of origin and revival of the Olympic Games	50,9
Teaching methodology in Olympic Education	37,8

Results of the questionnaire analysis allowed us to determine teachers' opinion about schoolchildren's level of knowledge about the Olympic Games and Olympic movement. Thus, 11,3% of the teachers define schoolchildren's level of knowledge as high, 40,9% of the teachers believe that schoolchildren have average level of knowledge, 40,9% define schoolchildren's knowledge as passably and 6,9% believe that schoolchildren's level of knowledge is low (Figure 4.15).

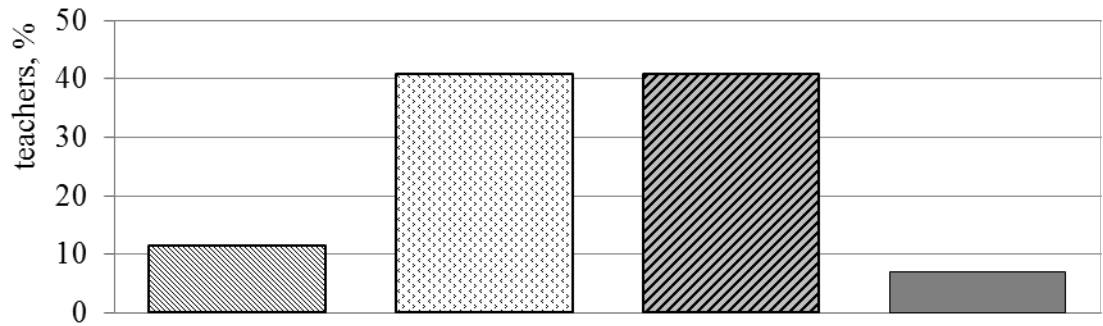


Figure 4.15 Teachers' opinion about schoolchildren's knowledge about the Olympic movement:

▨ – high; ▩ – average; ▧ – passably; ■ – low

Level of schoolchildren's knowledge about the Olympic movement and Olympic Games depends on a big number of factors, which can be divided in two groups (Figure 4.16):

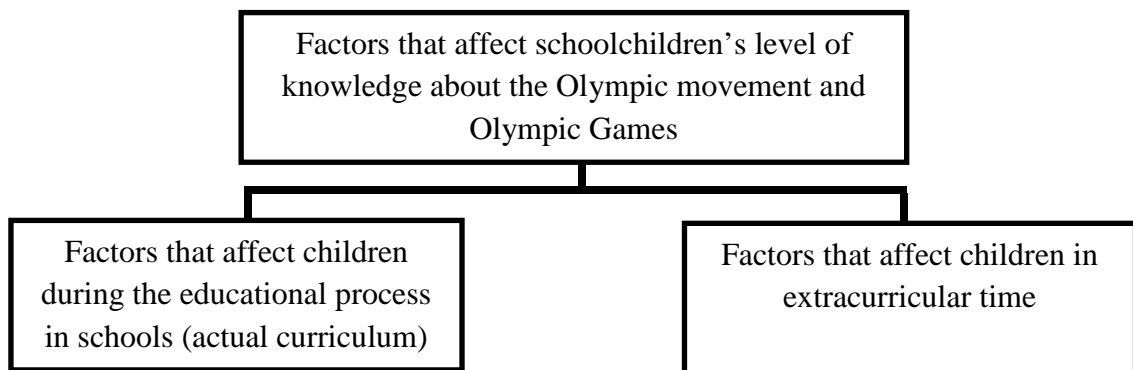


Figure 4.16 Factors that affect schoolchildren's level of knowledge about the Olympic movement and Olympic Games

Analysis of the questionnaire allowed us to define factors that influence schoolchildren's level of knowledge about the Olympic movement and Olympic Games during the educational process in schools. These factors can be classified by the level of significance (since teachers were asked to indicate few factors the overall rate may be more than 100%):

- | | |
|--|---------|
| 1) availability of appropriate curriculum | – 62,2% |
| 2) accessibility of scientific and methodological literature | – 51,8% |
| 3) presence of video materials | – 51,3% |
| 4) presence of teaching materials on Internet | – 45,5% |

Factors that influence schoolchildren in extracurricular time were also classified by the level of their significance:

- | | |
|--------------------------------------|---------|
| 1) sport TV shows | – 59,9% |
| 2) participating in sport activities | – 51,3% |

- | | |
|-----------------------------------|---------|
| 3) meetings with athletes | – 41,9% |
| 4) sport newspapers and magazines | – 40,5% |
| 5) family traditions | – 33,3% |
| 6) life perception of friends | – 26,1% |

One of the main mechanism of realization of pedagogical activities is creation of the situations in which interaction between student and teacher appears. Such situations are the basis of the pedagogical communications, that ensure transfer and assimilation of knowledge. In order to achieve learning objectives modern teacher must be capable to choose and apply the most efficient teaching methods.

Answers of the respondents allowed us to determine the most efficient, according to their opinion, forms of the integration of Olympic Education (since teachers were asked to indicate few forms of the integration overall rate may be more than 100%).

Forms of the integration of Olympic Education into the school curriculum:

- | | |
|---|---------|
| 1) teaching the Olympic Education during physical education classes | – 71,2% |
| 2) integration of additional course “Olympic Education” | – 57,2% |
| 3) use of the interdisciplinary connections | – 45,5% |
| 4) use of an Olympic themes by the teachers of general subjects | – 41,4% |

Forms of the integration of Olympic Education in extracurricular time:

- | | |
|--|---------|
| 1) spreading of the Fair Play principles and humanistic ideas during the educational process | – 64,9% |
| 2) holding social-sport events (“Olympic day”, “Olympic festival”, Olympic contests etc.) | – 48,2% |
| 3) creation of “Olympic museums”, “Olympic Education” classrooms at educational institutions | – 44,6% |
| 4) meetings with the Olympic champions, coaches, outstanding sports and arts figures | – 31,9% |
| 5) holding of the drawing and photo contests devoted to the Olympic theme | – 26,1% |
| 6) design of stands and posters devoted to the Olympic theme | – 19,4% |
| 7) design the Leaderboard of students that efficiently combine sports and studying | – 13,5% |
| 8) organization of discussion groups on Olympic topics | – 3,6% |

Analysing the results of questionnaire among the teachers of Ukrainian schools we came to the following conclusions:

1. Most of the teachers believe that integration of Olympic Education will lead to the improvement of physical education and educational process in general. At the same time they believe that ideals and values of Olympism may become an important part of the educational process in modern schools.

2. Most of the surveyed teachers have desire to integrate Olympoic Education into the educational process in their schools, but they need an additional scientific and methodological support.

3. Teachers have classified the most appropriate, according to their opinion, forms of the integration of Olympic Education into the educational process in schools and extracurricular educational process.

4.3. The analysis of awareness about the Olympic Education among the methodologists of physical education of postgraduate pedagogical institutes

At the present stage of development Ukrainian educational system is characterized by implementation of an effective and innovative technology of teaching, new principles and approaches in theoretical and methodological preparation of teachers. At the same time the issue increasing of professional competence of pedagogical staff in schools of Ukraine is extremely urgent.

The objective of the postgraduate pedagogical institute is raising the professional level of teaching and administrative staff of secondary schools, the continuous development of the creative potential of every teacher and manager, their intellectual and general cultural level, updating and improvement of professional knowledge and acquired competencies, conducting of researches and experimental work at the educational institutions.

One of the main duties of the postgraduate pedagogical institute is teachers training, making them able to work with new content, programs and objectives of education. Also the postgraduate pedagogical institute is responsible for the scientific and methodological support of the teaching process. That is why we were interested in the opinion of methodologists on physical education of postgraduate pedagogical institutes about the integration of Olympic Education in schools of Ukraine. Methodologist is a highly qualified person, who performs teachers training, helps teachers to start using new teaching technologies and methods. 16 methodologists of regional postgraduate pedagogical institutes (PPI) took part in the research.

The analysis of questionnaire results showed that most of the methodologists of PPI (81,2%) believe that education of schoolchildren according to the ideals and values of Olympism is a factor that might contribute to the development of harmoniously developed person, while

18,8% of respondents believe that such education may have only partial positive influence (Figure 4.17).

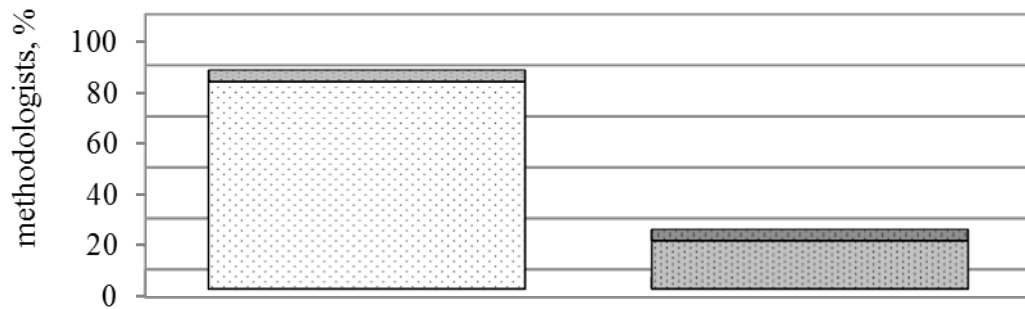


Figure 4.17 Methodologists' opinion about the integration of Olympic Education:

- ▨ – believe that Olympic Education may contribute to the harmonious development;
- ▩ – believe that Olympic Education has only partial positive influence

Questionnaire analysis allowed us to determine that 31,2% of methodologists believe that Olympic Education is the formation of knowledge about the Olympic movement among the schoolchildren, 37,5% of the surveyed methodologists believe that Olympic Education is holding the sports events. At the same time all respondents (100%) agreed that Olympic Education is a complex educational approach based on the universal ethical principles and values of Olympism.

Thus, the results of questionnaire among the methodologists of postgraduate pedagogical institutes confirm positive influence of Olympic Education on the educational process and formation of the harmoniously developed person.

Most of the methodologists on physical education (62,5%) believe that formation of knowledge about the Olympic movement and its values and principles shall be started from the early school age (elementary school), while 18,8% of methodologists believe that Olympic education shall be integrated from the age of 10-11 years old, 6,2% - from the age of 12-13 years old, 6,25% - from the age of 14-15 years old and 6,25% of methodologists believe that the most appropriate age to begin the Olympic Education is 16-17 years old. Results of the research showed that methodologists' opinions coincide with the views of teachers about the integration of Olympic Education. Both, teachers and methodologists, believe that the process of Olympic Education will be more efficient if it starts from the early school age.

The results of questionnaire analysis allowed us to determine the most effective forms of Olympic Education for different age categories. Since methodologists were asked to indicate few forms of the integration overall rate may be more than 100% (table 4.5).

Table 4.5

Forms of integration of Olympic Education depending on the age categorie of schoolchildren

Forms of integration	Age categories of schoolchildren		
	6-9	10-14	15-16
Integration of Olympic issues into the program of general school subjects	56,2	62,5	43,7
Additional classes	6,2	56,3	50
Drawing contests	68,8	37,5	12,5
Literature contests	18,7	43,8	43,7
Quizzes	57,5	56,2	43,8
Olympic festivals	12,5	56,3	62,5
School Olympic Games	18,7	68,8	56,2
Olympic lessons	75	62,5	62,5
Discussion groups	31,2	50	56,3
Activities of the Olympic classroom (museum)	50	62,5	56,2

Thereby, methodologists of postgraduate pedagogical institutes believe that the most efficient forms of integration of Olympic Education into the educational process of the elementary school (1-4 grades) are the Olympic lessons (75%), drawing contests (68,8%), quizzes (57,5%), integration of Olympic issues into the program of general school subjects (56,2%), activities of the Olympic classroom or museum (50%).

Methodologists believe that students of the middle school will benefit from all the integration forms mentioned above. Drawing contests might not be very interesting for the students of the high school (12,5%), but they still can be organized. According to the methodologists opinion such forms of integration as Olympic festivals (62,5%), Olympic lessons (62,5%) and discussion groups (56,2%) are the most appropriate for the high school students.

Analysis of questionnaire results showed that 31,3% of methodologists have enough knowledge to discuss Olympic issues during the teacher's training courses, 50% have partial knowledge and 18,7% do not have such knowledge (Figure 4.18).

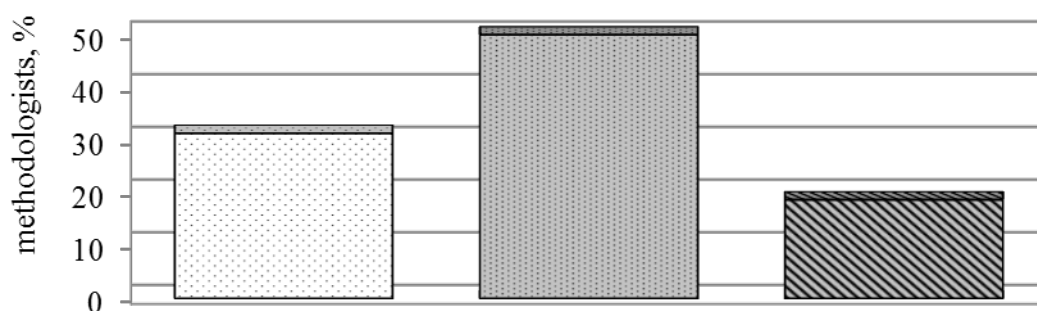


Figure 4.18 Readiness of methodologists of PPI to discuss Olympic issues during the teacher's training courses:

- ▣ – ready;
- ▣ – partially ready;
- ▣ – not ready

Results of the research allow to conclude that there is a necessity in organization of special educational events for the methodologists of PPI. Such events might contribute to the acquisition of knowledge about the Olympic Education as well as methods of its integration into the educational process in schools, which in its turn will increase the level of school teachers competence on the issues of Olympic Education.

Analysing the results of questionnaire among the methodologists of regional postgraduate pedagogical institutes we came to the following conclusions:

1. All methodologists on physical education of the PPI that participated in questionnaire, indicate positive impact of Olympic Education on the processes of education and formation of harmoniously developed person.
2. Most of the methodologists on physical education of PPI believe that formation of knowledge about the Olympic movement and its values and principles shall be started form the elementary school.
3. Methodologists on physical education of the PPI need to increase their own theoretical and methodological level in order to teach the Olympic Education during the teacher's training courses.

CAPTER V

INTEGRATION OF THE OLYMPIC EDUCATION INTO THE EDUCATIONAL PROCESS OF SCHOOLS IN UKRAINE

5.1 Organizational and pedagogical conditions for the integration of Olympic Education into the educational process of the school

Formation of Ukrainian statehood, civil society, integration of Ukraine into the world and European community presuppose orientation on Human, its spiritual culture and determine main directions for the modernization of educational process. Forms and methods of education should rely on the best acquisitions of national and world pedagogy (National educational program 2004).

Nowadays, the process of integration - relevant combination and coordination of different parts of an integral system - broadly covers modern Ukrainian and world pedagogy. Considering Olympic Education as one of the effective means of the humanistic pedagogy we believe, that integration of Olympic Education into the educational system of schoolchildren will contribute to the harmonious development of an individual.

According to A. Daniluk integration of knowledge and consciousness is much more important than integration of content. Such integration is not only adding different knowledge into the new educational context, but connection of different knowledge inside human's consciousness that lead to the formation of mental, conceptual and semantic structures (Daniluk 2001). Thus, it is a technological tool for obtaining new knowledge. Integrative approach avoids duplication, allows to see the effectiveness of the theory and implement it into practice. Interdisciplinary communications are very important psychological and pedagogical mean for improving the scientific character and availability of education, enhancement of the knowledge and skills formation process (Abramova 2006).

The process of integration of Olympic Education is an integral part of educational process, which is a broader system with its own structure.

It is important to notice that concepts of "system" and "structure" are closely interconnected, but not the same. System is an internal organizational order, characterized by the functional integrity and interrelationship of its various elements. Structure in this case should be

viewed as a subject of the system aimed at the formation of the harmoniously developed person. The subjects of such system in school are: students, teachers, parents and administration.

Thus, we can conclude that formation of the harmoniously developed person through the integration of Olympic Education into the educational process is an independent system, which acts as a part of an integral system of educational institutions as well as the other public and state institutions connected to the education. Such system is characterized by interconnection of its elements: firstly – its aims, objectives and principles; secondly – its content, forms and methods; thirdly – its functions, that were mentioned before; fourthly – levels of the pedagogical influence. Such vision of a system is acceptable for our research because it enables versatile consideration of an educational institution and allows finding new way for its improvement.

The important feature of the integral pedagogical process of education is comprehensive approach to the formation of harmoniously developed person according to the universal values and ideals of Olympism. Given this the educational process should be built as a purposeful interaction and cooperation of all its members – students, teachers, parents, and representatives of society. Moreover, the educational process should be based on the individual and systematic approaches. The individual approach requires formation of the active position of an individual and personal development through the physical, moral and spiritual improvement. Systematic approach presupposes integrity of practical activities aimed at comprehensive realization of educational objectives.

Considering the Olympic Education as pedagogical process where succession of events, states and actions leads to the desired results, we can distinguish its structural and functional components.

Given this, the pedagogical process can be seen as consistent and logical interaction of its subjects and objects. In our case the aim of such interaction is formation of physically, psychologically and socially developed and healthy person.

In order to be successful this pedagogical process should include such procedure components as: aim, objectives, content, structure, forms, methods and principles of the interaction between teacher and student.

We believe that the final aim and result of Olympic Education is formation of an individual that acts and thinks according to the universal humanistic norms of behavior and Olympic ideals and values.

Considering that Olympic Education is an educational process we believe that its objectives are teaching, educational and health improvement.

Among the functions of Olympic Education we distinguish status, forming, information, prevention and motivational functions. These functions are realized on two pedagogical levels: general and individual.

Olympic Education as a humanistic pedagogical process is guided by the basic educational principles. According to the recent research of Ukrainian scientist and curriculum developer V. Ermolova, the principles of the Olympic Education process are (Image 5.1):

- *principle of availability and scientific character* is about adaptation of scientific knowledge to the age requirements and needs of schoolchildren;
- *system principle* presupposes logical and systematic connection of all stages of pedagogical process aimed at the harmonious and various development of a child;
- *principle of continuity and practical orientation* presupposes consecutive realization of educational stages within different social institutions and forms of education;
- *preventive principle* means that stages of education should be built according to the interests of individual, society and all parties that take part in the pedagogical process and aimed at prevention of the negative behavior among the schoolchildren, production of immunity to the negative impacts of the social environment;
- *humanistic principle* is about perceiving schoolchild as the highest value. It is about the creation of the favorable situation where the educational influence can be adequately perceived by the schoolchildren and conscious attitude toward one's own behavior can be formed;
- *integrative principle* presupposes synthesis of theoretical and practical knowledge of the integral educational system (Ermolova 2008).

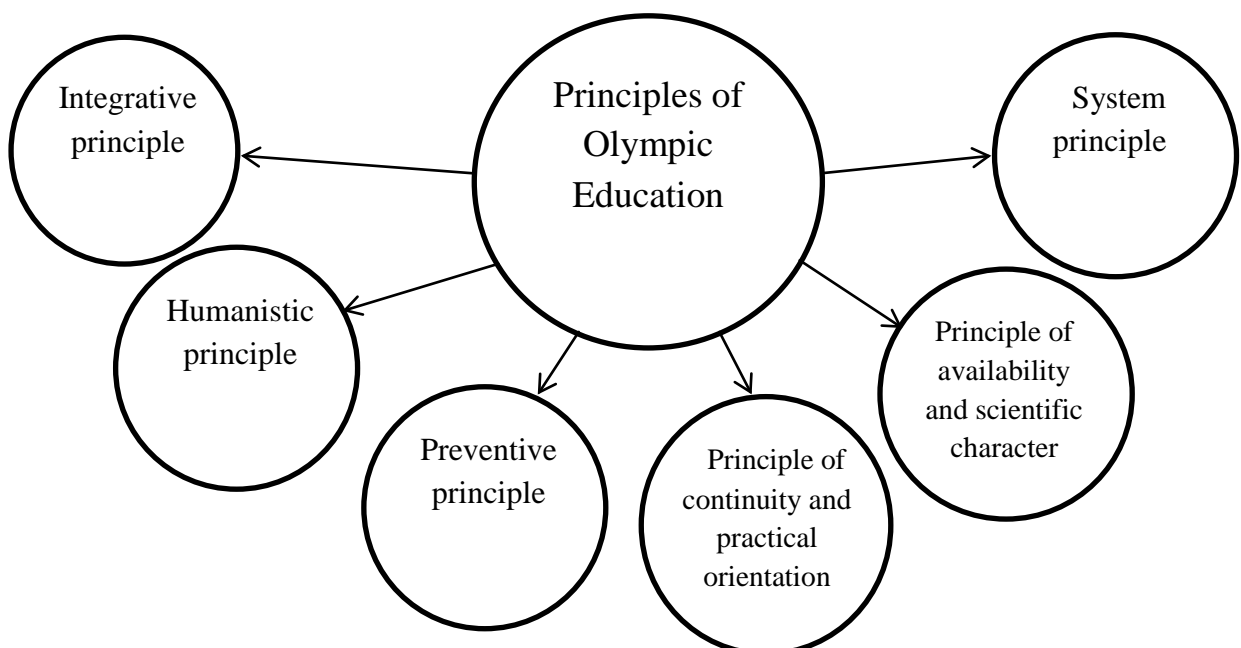


Image 5.1 Basic principles of Olympic Education

Under the structure and content of Olympic Education we understand some certain range of knowledge and skills. This range of knowledge and skills is reflected in the educational programs and extracurricular educational work and aimed at the systematic and purposeful influence on every school child. The important condition is consistency of educational influences and school curriculum. Content of the Olympic Education includes knowledge about the history of Ancient Greek Olympic Games, revival of the modern Olympic Games, Olympic symbols, international Olympic system, Olympic sports, development and present state of Olympic movement in Ukraine. It is important to connect acquisition of knowledge about the Olympic movement with physical and sport activities.

Achieving the goal is only possible using the pedagogical technologies. The word *technology* has Greek origin and means “knowledge about the skill”. Pedagogical technology – is a set of procedures that reinforces the professional activities of a teacher and guarantee the achievement of final outcome. (Sisoeva 1996). The integral parts of every pedagogical technology are forms and methods of education.

Form - is an external expression of any content. Under the forms of Olympic Education we understand the variety of ways to organize the educational process. Forms of Olympic Education can be curricular and extracurricular.

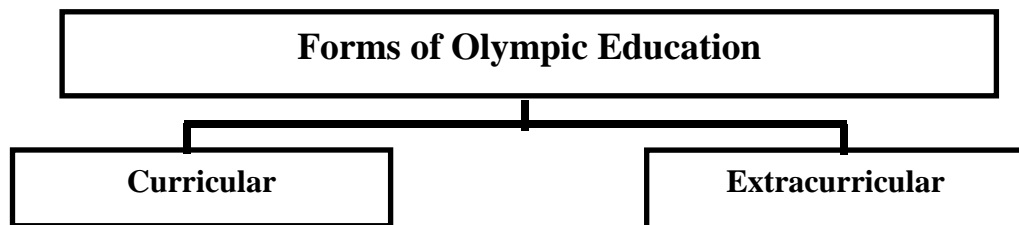


Image 5.2 Forms of Olympic Education

Curricular forms of Olympic Education are those that implemented into the school teaching program (Image 5.3).

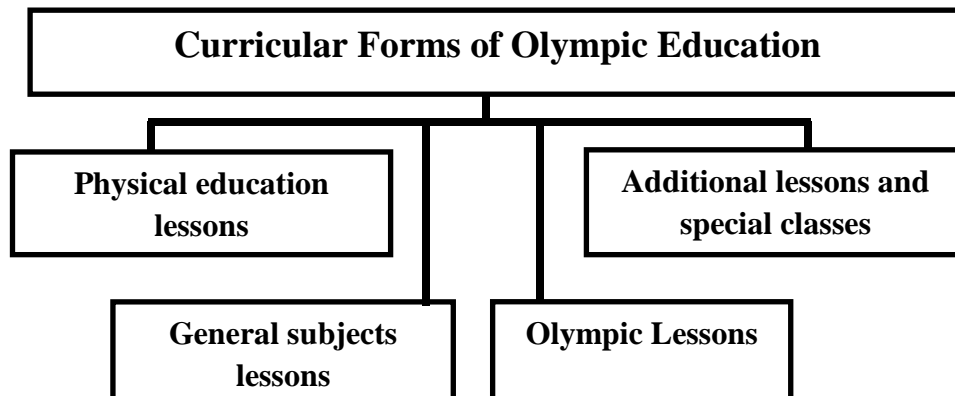


Image 5.3 Curricular Forms of Olympic Education

Extracurricular forms of integration of Olympic education into the educational process presented wider than curricular (Image 5.4).

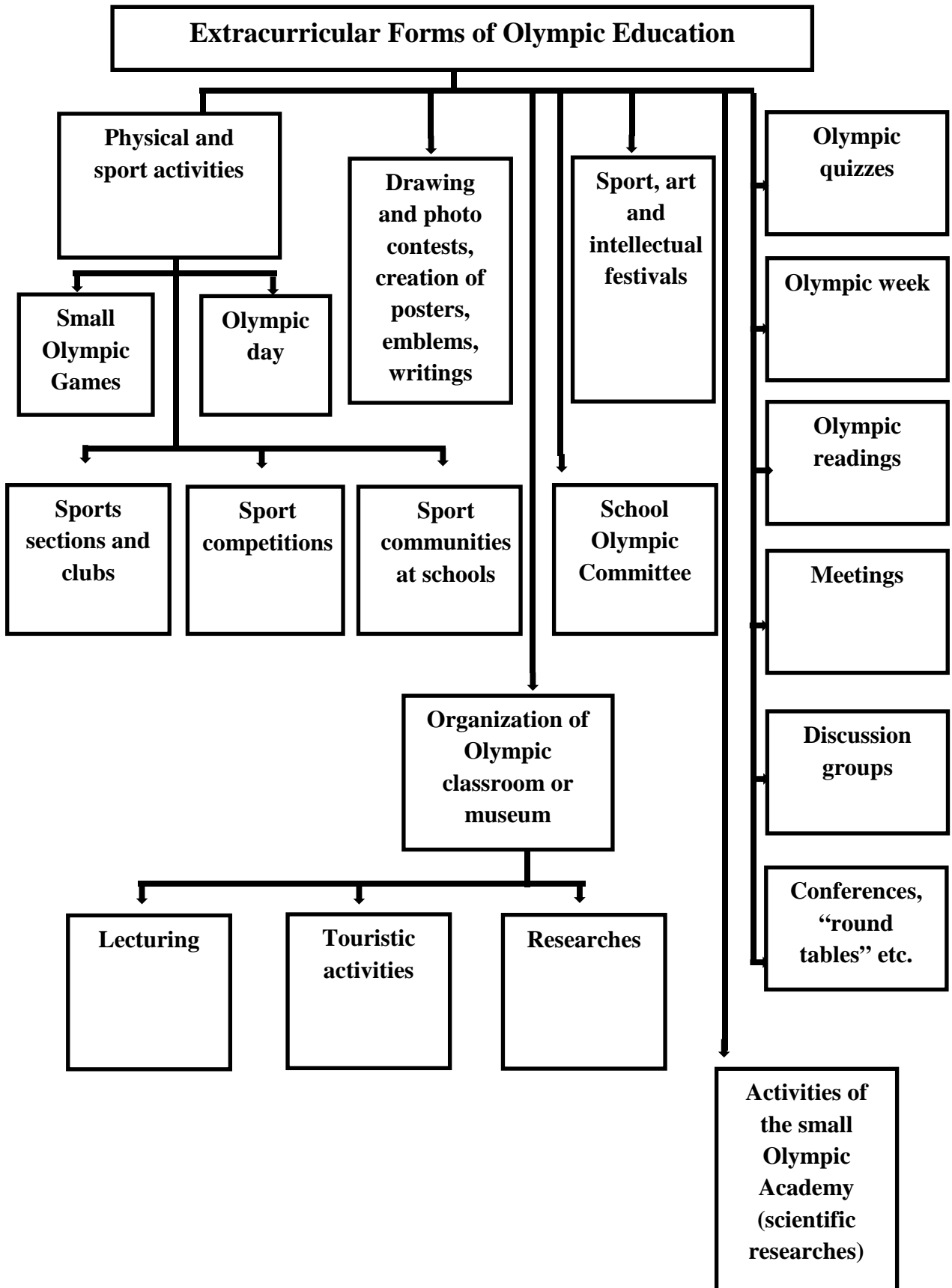


Image 5.4 Extracurricular forms of integration of Olympic Education into the educational process

Method is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. Method is a way to achieve the goal, solve a particular problem, a set of techniques or procedures of theoretical and practical cognition of reality. Under the methods of integration of Olympic Education we understand a set of interactions between teacher and students during which students acquire knowledge about the history and development of the Olympic movement, develop necessary skills to organize physical and sport activities, develop knowledge and skills related to arts, learn to use new methods and technologies. During the process of Olympic Education oral, visual and practical methods of education are equally used. These methods perform educational, developing, motivational and correcting functions.

Determination of structural and functional components of the integration of Olympic Education into the educational process allowed us to build the structure of integration of Olympic Education into the educational process. As a basis of the integrational structure we used the model of Olympic Education published by V. Ermolova in 2008 (Ermolova 2008). We have modified that model according to the temporary conditions of education in Ukraine.

Structure and functional model of the integration of Olympic Education is schematic representation of the secondary educational institution system. The basis of the system is educational process and its components are curricular and extracurricular work with schoolchildren.

Fulfillment of the social order of formation of physically, psychologically socially healthy and harmoniously developed person is performed by the educational institution during the curricular and extracurricular educational process. In its turn the Olympic Education can provide clear aim and objectives, content which may vary according to the school environment, and appropriate forms and methods of education. This educational process is based on the universal humanistic values as well as ideals and values of Olympism.

Given this, the process of formation of physically, psychologically socially healthy and harmoniously developed person through the integration of Olympic Education into the educational process in school presupposes such features:

1. Formation of the value and social orientation of sports, gaming, educational, communicational and other activities.
2. Formation of organizational skills, mutual assistance and responsibility for one's own actions. These skills should be used during the organization of sports, gaming, educational, social and other activities.

3. Formation and development of physical and intellectual self-improvement skills: expansion of worldview through the self-education, stand-alone sport practice, self-organization skills, self-realization etc.

4. Education of the positive moral features and physical abilities in order to develop the worth citizen of every society, who seeks physical and spiritual perfection and lives according to the universal values and ideals of Olympism.

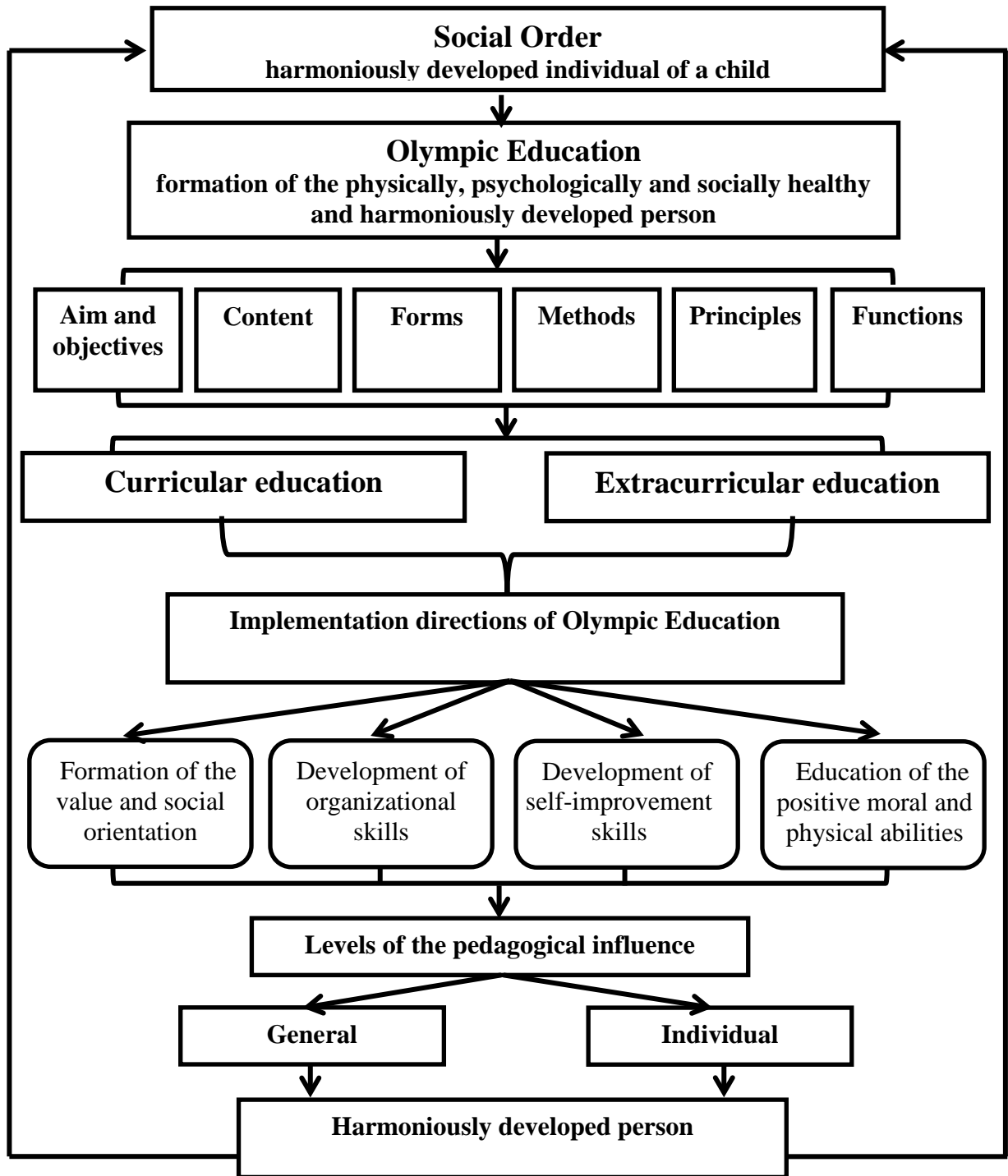


Figure 5.5 Structure of the integration of Olympic Education published by V. Ermolova and modified by G. Lopatenko

The Olympic Education covers wide range of activities that belong to the level of pedagogical influence as well as to the larger social scale. However, the most perspective and efficient influence of the Olympic Education activities refers to the pedagogical and moral processes.

One of the priorities of the innovative approach is development of skills based on education and self-education that allows reaching the highest level of expertise in every sphere of activity. Thus, formation of commitment to excellence, self-education, self-realization and self-control among the schoolchildren is very important. Thus, innovative education includes individual approach, fundamentality of education, creativity, combination of technical and humanitarian directions, use of the latest information technologies (Stoliarenko 1999). Comparing the characteristics of innovative education and Olympic Education we came to conclusion that Olympic Education can be considered as a kind of innovative education.

Results of the research allowed us to develop structure and functional model of integration of Olympic Education into the educational process in schools. The developed model is characterized by the presence of clear aim, objectives, content, forms methods and means of its organization. Results of the research allowed us to determine that integration of Olympic Education into the educational process of schoolchildren is an integral pedagogical system that realizes under specific organizational and pedagogical circumstances.

CONCLUSIONS

1. Analysis of the literature sources and practical experience in organization of Olympic Education allowed us to determine that such complicated issues as development and integration of Olympic education into the educational process in schools and research on the attitude towards Olympic education of governmental and public organizations as well as members of the educational process were solved by the scientists from all over the world. Nevertheless, such important problems as absence of the integral system of integration of Olympic Education into the educational process in schools and selection of the most appropriate activities for the integration of Olympic Education are still being unsolved. Moreover, the analysis allowed us to determine that such processual components of Olympic Education as content, forms and methods of integration are not justified enough.

2. The historical preconditions for the formation of Olympic Education can be traced down to the Ancient Greece. Modern Olympic Education is the result of Pierre de Coubertin's activities towards the creation of "sport pedagogy", "Olympism" and "Olympic pedagogy". Historical process of origin and development of Olympic Education in the world led to the creation of the International Olympic Academy, National Olympic Academies, Olympic Museum in Lausanne and International centers of Olympic research. Nowadays, the issues of realization of Olympic Education are solved by the governmental and public organizations as well as other social organizations related to the physical education and sports.

3. The analysis of the organizational systems of integration of Olympic Education in different countries allowed us to determine the integrity and interconnection among the aim, objectives, methods, principles and functions of Olympic Education. The integrity and interconnection of these elements are the theoretical basis of Olympic Education, which contribute to the humanistic orientation of educational process and balanced development of an individual. At the same time there are differences in implementation of Olympic Education related to the role of governmental and public organizations. Realization of Olympic Education can be done through two models: public model (in most of the countries) and public-state model. In its turn public-state model can be split into context and direct models.

4. During the period from 1991 till 2006 Ukrainian system of Olympic Education for youth and children was organized according to the public model. Since 2006 the public-state model of Olympic Education is used. Integration and spreading of knowledge about the Olympic movement and Olympic Games in Ukraine is done through two relatively independent directions

- general educational and specialized education. Olympic education as a pedagogical process combines teaching educational and health improvement tasks. The functions of Olympic Education are: status, forming, information, prevention and motivational.

5. The analysis of awareness about Olympic Education among the members of the educational process allowed us to determine that:

- 59,3 % of schoolchildren have some information about the Olympic movement and 84% of schoolchildren want to have more information on the Olympic theme;

- 84,9% of schoolchildren believe that physical exercises and sport activities are integral part of the healthy lifestyle, but only 77,25% of respondents are actually doing some sports or engaged into some sports communities;

- 94,3% of schoolchildren have positive attitude towards harmonious development of body, will and mind;

- schoolchildren (83%), teachers (95,5%) and methodologists of postgraduate pedagogical universities expressed positive attitude towards the integration of Olympic Education into the educational process in schools.

6. Theoretical research allowed us to develop the structure and functional model of the integration of Olympic Education into the educational process in schools, which characterized by the presence of clear aim, objectives, content, forms methods and means of its organization. Results of the research allowed us to determine that integration of Olympic Education into the educational process of schoolchildren is an integral pedagogical system that realizes under specific organizational and pedagogical circumstances.

7. Implementation of the structure and functional model of integration of Olympic Education into the educational process in school may positively influence the complex of main educational characteristics such as: level academic achievements, engagement into the sport activities, engagement into the creative and art activities, manifestations of antisocial behavior, incidence. Integration of Olympic Education into the Educational process in schools will lead to the promotion of the humanistic ideals and Olympic values among the schoolchildren. As a result, such integration will contribute to the harmonious development of schoolchildren.

Due to the fact that every secondary school has different capabilities to implement the Olympic Education, promising direction of our future research is developing of the specific Olympic education models that will meet needs and capabilities of each school.

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