



**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”

## **Olympic education in Lithuanian universities**

Ramūnė Motiejūnaitė

**Supervisor:** Konstantinos Mountakis  
Emeritus Professor

Sparta, March, 2016





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# CHAPTER I

## INTRODUCTION

History of the Olympics shows that Olympic sports unifying sport with culture and education, have been seeking to create a lifestyle based on taking a delight in every effort, the educational power of a good example as well as holding in respect global ethics. The Olympic sports have always impacted and are still impacting upon the development of the world society and it is one of the most lasting cultural values of humanity (Cruz, Baixados, Valiente, Capdevila, 1995). In 1960 A. Camus claimed that the context where it is possible to learn ethics is exactly sports activity. Not accidentally for a long time (up to now) Physical Education and later on sports have played the main part in forming a character and propagating patriotism.

Olympism is a set of principles, ideas, visions and challenges. P. de Coubertin described it in not completely systematic terms as a philosophy of life with the principles of a cult of effort, eurhythmics and a love of exercise, but also as a state of mind.

According to P. de Coubertin, sports as well as education through sports should help in building the better and peaceful world; there shouldn't exist any racial, religious or political discrimination of nations; labor has been appreciated (only amateur athletes may serve the purposes of education); paying respects to rules and competitors; the beauty of fight. 'In the Olympic Games the most important thing is to participate but not to win and all that matter is that the beauty does not come to victory but in the process of fight'.

In 1913 in the Olympic Congress in Lozano P. Coubertin dared to speak up for the opportunity of Olympic education at the university but stayed unappreciated among his colleagues – the members of the International Olympic Committee who approved only of the prosecution of Olympic Games and consolidation of sporting contacts. He was engaged in being heard by multitude. In order Olympic pedagogy worshipping of body and sports should be celebrated not only four times a year 'It should be practiced in everyday activity'.

Sport is an important part of culture which has a huge educational impact. P. de Coubertin chose sport as a mean of education. He seriously believed that sport, in other words, voluntary and constant efforts to improve, may be effectively applied to the

purposes of education: self – knowledge, self – control, a sense of systematic work, abidance by rules, the development of nobleness and honour.

Olympism is a philosophy of life, exalting and combining the qualities of body in a balanced whole. Will and mind. Blending sport with culture and education, Olympism seeks to create the way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.

Nowadays the process of education is based not only on the development of mind and intellect but also the body. The Olympic education means physic – mental education. With the help of it children and youth are supposed to understand that the durability conditioned by sport enriches other goals of life and helps to find their own lodgment in a society. This is the basis of the activity of the association “Sport for everybody”.

In the day schools of sport and universities it is encouraged to build the feeling of belonging as well as the responsibility of a team spirit. Both Olympic Games influences human feelings and sports days at schools and universities are an important part of their life and should agree with educational functions. They create a great opportunity to negotiate art and music, one of the esthetic sides of sport that leads to the development of a harmonious personality. It was one of P. de Coubertin’s Olympic education statements – the harmony of art, music and sport.

The Olympic movement among students is not widespread.

There is a need to inspire and heighten the awareness of students, encourage positive approaches and collaboration, develop a critical, intellectual personality. The aim of the Olympic movement is to conduce to the establishment of the more peaceful and better world, develop students in the spirit of Olympism which demands reciprocal understanding, friendship, solidarity and sporting gesture. It is important students to get acquainted with the ideals of Olympism which are oriented towards humanistic values concerned in sport. Introduction to the development of the Olympic movement, the history of Olympic games, the basic statements of Olympic Charter would help students better realize the meaning of Olympic ideas as well as the necessity of its implementation.

Mutual influence of the Olympic education is important not only for children and young people the knowledge of historical facts, Olympic records, the number of memorization, but the learner’s participation in physical activity and their desire to

achieve personal and sports scores first victory over yourself overcoming negative personality traits.

On the theoretical level, research related to Olympism and Olympic education is indeed significant, but the empirical data gained much less. Lithuania is studies have examined the moral values in physical activity studied students' attitude to the Olympic values, but there is nothing about high school students. This raises the problem of how to organize the training of students in order to impart to them the knowledge of the Olympic Movement and Olympism published humanistic principles of sport. We think that universities are the main medium, which should first be implemented in the Olympic program, because if students are more concerned with the Olympic movement to be aware of is they give their knowledge, ideas, convey to children.

Currently, Lithuanian Students Sports Association is organizing two events related to the Olympic movement – it's Lithuanian Universiade and Lithuanian Olympic Festival.

Olympic education is not knowledge of the Olympic Games, the sporting ideal conveyance for young people and physical activity, but also honor the principles of humanistic values – based of lifestyle and education.

Current investigate what measures offer and use university faculty, promotion and integration of the Olympic movement among students. It is also important to find out whether Olympism universities, and how we can spread the Olympic ideas among students.

### **Aim of the study**

To investigate Olympic education in Lithuanian universities

### **Objectives:**

1. To analyse the values that are developed in sports.
2. To explore factual knowledge about Olympism that is common among students of/in Lithuanian universities
3. Set the Lithuanian students' attitude to the values.
4. To survey the present situation of Olympic education in different Lithuanian universities.

**The study hypothesis.** Olympic education program for students in Lithuanian universities and academies preconditions youth to withdraw from the sport, cause an increase in health, positive effect on the formation of values and personality.

**Theoretical and scientific novelty.** Olympic education topic Lithuanian universities are not research. Therefore, our work is significant that for the first time, we theoretically to stake Olympic educational opportunities in universities.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. SPORT – A SOCIAL PHENOMENON

Development of physical features – old as humanity itself. In various periods of community formations, life of people wasn't easy. They had to survive in cruel daily fight with nature, wild animals, disasters, had to provide food and place to live. To outlive could only strong, agile, fast and thought people (Miskinis, 2002).

While people were training their body, appeared desire to compete, striving to win and be the one to lead. Arise and new Physical Education strain – sport, as particular sphere to verify people physical development of inspection, highlighting and comparison. Sport is a social phenomenon that is integral part of social culture – preparation for competitions and participation system to achieve the best sports results (Stonkus, 2002).

Sport came from a deep desire to incorporate the body into cultural life. Sport – nothing more than the physical education, that's goal is to induce the body forces and carry out all the possibilities latent in it. That's culture which requires that all physophysical organism of human would be released, that's why anyhow determines all human life (Sezemanas, 1997).

Sport from ancient times have become very important part of social culture having significant impact on the progress of society. Sports significance for culture reveals these words said in 1927 years in Olympia by Olympics Recovery initiator P. de Coubertin's. To worlds' youth he applied like this "Waking up Olympics from two thousand years of sleep, we want, that you would admire such sport religion, which him was given by our great predecessors. Nowadays the opening of greatest opportunities, on the other hand – big risks, olimpizm needs to be the school of aesthetic ideal and moral purity, physical endurance and body strength. Such tasks can be completed only when all of this will meet your honor and dignity, which you, as some athletes will use the spirit and culture to advance. The future is yours" (Zukowska, Zukowski, 1998).

P. Adller (1994) with his researches proved that sporting persons better understand norms and values of sports and transfer them to daily life situations. V. Soliarov (1998) found that while doing sport, it is possible to learn to trust yourself, to

take responsibility, create social and emotional connection with peers, to operate personal value system, while extreme sport fight situations can will highlight the athlete, intelligence features, creativity, morality, culture. Through sport nations reveals specific spiritual character, emotionality, national identity, nation and state are shown sporting tradition, folk art and sports communication identity, often based in bottom ethical and ethnic traditions.

Self – esteem, will sport the importance of education in the process of personality development highlights and other authors, Gumliauskiene, 1997, Jonutyte, 2000.

Assessing the sports activities, especially its formative impactwe often face with very complex problem, exactly: research connection between sports and culture. This problem is examined in many authors works (Stoliarov, 1998). Such question is relevant because not always want to recognize the sport's culture and, on the other hand, do not always coincide opinions about what relates sport to culture.

In date version of Lithuanian dictionary (2006), the word culture (lot. cultura – treatment, education, training, development, worship):

1) Human and society – respected and cherished objects and phenomena, their forms and systems, which existence allows to create, to use and to render that, what is perceived as material and spiritual values;

2) Causes the respect degree of perfection achieved in any field of activity.

Writer R. Eliot (Beliauskas, 1993), in analyzing the concept of culture, introduced the structure, which intersects the social, spiritual, aesthetic aspects of culture. These three levels of culture is at the same time independent, but cannot be adequately understood without having in mind their interdependence.

Culture is linked not to nature, material, biologically determined reality, but with social reality which is established by human. We have to cover all social sphere expressions, examine their system. That's why sociocultural term is used, it dictates that society and culture forms a unit or system. Culture is linked to social relationships (society). It is based on the norms, values, beliefs helps to highlight and explain why one or the other social relations takes place (Sukys, 2005).

Although from P. de Coubertin time it was published olimpizm principles that are based on the idea that sporting activities should serve the harmonious development of personality - have a formative potential, but without any major effort even then it was possible to discern the existing contradictions between the published principles and real

– life sports. O. Grupe (1997) in his work „sport and culture – sports culture „analyzes sports activities recognition of cultural phenomenon patterns from the early twentieth century till the beginning to the present day, reveals that the first decade of the century olimpizmo concept realized only a few people. While sporting activities as an educational activity and the concept seemed very nice, but mostly it was rejected as useless culture and the educational aspect. Sport not only for many decades haven't been recognized as part of culture, but much more it was evaluated as the weakening of cultural expression.

However, it can be noted that at end of the twentieth century the situation has radically changed. Despite still existing critical commentssports activities have become wide recognized cultural phenomenon. Now sporting activity occurs in various forms – as professional, as massive, as sports for all and etc. Wide recognition of sport as culture phenomena caused not only economical, social changes, but also it was caused by significant changes in the assessment of the concept of culture as itself. Sports activities have developed their specific culture, have found their place in schools and universities, and are widespread in everyday life with sports activities related behaviors (Sukys, 2005).

Constant times culture becomes or tradition or common sense, what is not questioned, it is perceived as a respected, cherished, rational. For many millennia sport took the first ranks of the world's culture. The ancient Greeks Olympia games with all their rites were an important cultural and political – ideological cooperation event. They came in well ahead of the Olympic Games and immerse themself in the vibrant life: walked around the city, admired buildings, statues and monuments, politicking, listened to speakers of languages, the stories of historians, philosophers reasoning, new writers work. The very first day of Olympic Games was dedicated to various ceremonies and cultural events (Miskinis, 2002).

Nowadays sports – that's international cultural phenomenon that expresses the values of society: fame and success. Prestigious image of the Olympic Games aims to use in many brands. Sports games are broadcasting all over the world passed beyond national borders, and the financing of sport is overwhelmingly no longer from ticket selling, the funds are being received from sponsors and television. This globalization created conditions for sports structures and binding of the complex system, which unites sports organizations, athletes' agents'

commercial partners (usually producers) and the emergence of broadcasters. We should include all social sphere phenomenon examine their system, so the term is used in sociocultural, who dictate that society and culture form a unit or system. In other authors opinion (McPherson, Curtis, Loy, 1989), despite of the abundance of cultural interpretations of the phenomenon, it contains the following main elements:

- ❖ Beliefs. They can be both descriptive (i.e. those beliefs that express ideas of what is, has been or will be), and prescriptive nature (i.e. those beliefs that express ideas of what should or have to be).
- ❖ Values. They are general criteria, on which human behavior evaluations is based on.

The importance of values in culture puts those authors who see the behavior as one of the most important phenomenon of social reality. Based on the individual behavior of a social phenomenon, it is possible to judge its relevance usefulness him. That's why one objects and phenomena's are evaluated positive and others-negative. Positively evaluated phenomena occur as values. They play important role in regulation of human social behavior, because they occur as the principles, objectives, as models of behavior, ideals that are aimed by entity. Thus, the values ensure the highest level of social regulation. Values get as value orientation. Values and the associated value orientation lead to a very different behavior patterns (Tamosauskas, Morkuniene, Visinskiene, 2008).

- ❖ Ideology. That's a part which is colored by the emotional content. By ideology people seek to explain or justify their social life is handled in this way.
- ❖ Norms. This is regulations, directions, laws and informal understanding, how every situation should be treated.

The analysis of sporting activities occurring ethical values, you should pay attention to the fact that most of the cases have not only sports, but also in other areas of life. With regard to the ethical ideals of sport, it is necessary to examine in greater depth: what features sports activities can be seen as ethical values, which, according to sports philosophers, humanist reveals its potential. Search for ethical values of sport must start from its interface with the game. If the game is like a retreat from the ordinary world into a conditional, temporary, the reality is much we can assess and combat sports. Sports battle also takes place in the limited space and time; allow certain barriers,



helping to create a world within the world. Another important feature of the racing counter is that it able to achieve equal opportunities.

Game world – this is the only one, artificially created reality, where the principles of equality and justice can be implemented, as the success of participants in reality does not depend on random factors or desires, communications or money (Sukys, 2002).

Sport in general is beautiful and valuable not only in sports results, sporting fight sensibilities, but also its moral values and opportunities to foster among young sportspersons. Philosopher V. Sezemanas (1997) explains that body training educates spiritual forces, teaches to realize human values.

Culture in any country can thrive only in time of peace. Act of competitive sport for peace has been outstanding. On times of Olympics Games the wars were suspended. Unfortunately, these principles are not respected. No suspension of clashes and unrest in the states. Nowadays, young people from different countries during the competition closely interact, exchange views, to become aware of each other, and when they return to their countries emit antimilitary principles. Sport and peace – two inseparable things.

Each particular society, taking into account its economic, political, social, ideological and other structures, the educational system provides a certain profile, promote foster the values of one or another provide certain social order (Tamosauskas et al., 2008).

It can be concluded that the sport has always been perceived as a complex, multifaceted phenomenon and an integral part of general culture, occupying an important place in the general system of values. It has a significant impact not only to biological but also intellectual, emotional, spiritual human environment (Miskinis, 2002).

The cultural paradigm should help to reveal the prevailing values of sport and their functions in sports. By exploring the cultural significance of sport, there is much debate whether sport operates and how the human morality, his aesthetic abilities, socio – cultural needs? What are the specific cultural values revealed in the sport and how they interact with other material and spiritual cultural values? These discussions revealed different approaches to social – cultural role of sport in general. One authors state, that sports is personal development and social progress assumption because embarrassment promotes human activity, helps develop important personal qualities

such as initiative, resourcefulness and so on. Other authors suggest that the auction situation negatively affected both by a specific person, and social relations.

Another trait of sport as a cultural value is that sport creates preconditions realizes humanistic opportunity principle of equality. In agreement with the statement that success in sport depends on the skills, knowledge, will, or relevance, dedication in training, instead of money, communication and informal communication, it should be accepted that the implementation of the principle of justice here (Laskiene, 2003).

The question of the social – cultural and humanistic value of sport as a special type of competition and preparation they are trying to solve, in accordance with the paradigm that says that sport is an abstract nature and essentially unchanging. At the same time, the opposite takes place battle, trying to prove sports humanistic values or, on the contrary, including torture and abuse of sports competitions treat sport as a manifestation of the individual's instinctual aggression, personality "pathology" (Sukys, 2005).

Popularity of sport in past years has numerous increased, increased numbers of participants, established new institutions – sports clubs, wellness centers. The emerging new sports culture already goes beyond the traditional concept of sports not only new forms of organization, facilities, but also values. Often, we are talking not only about the sport as a cultural phenomenon, and just about sports culture. The emerging new sports culture already goes beyond the traditional concept of sports not only new forms of organization, facilities, but also values. Often, we are talking not only about the sport as a cultural phenomenon, but just about sports culture. Sport takes much place in society life and in common culture and forms its specific sports culture.

### **2.1.1. Sport as a phenomenon of the culture of the society**

Sports are a social phenomenon that is an integral part of society – the system of preparation for competitions and participating in it to achieve the best sports results. (Stonkus, 2002). Sports – an important component of general culture occurring by serious human physical, intellectual and psychological powers of expression (Karoblis, 2006).

Fitness training is one of the parts of movement education, and sport – one of the components of human development, public educational system, personality development tool for complex multi – faceted social phenomenon, covering all ages,

people of different social groups (Skernevicius, Milasius, Raslanas, Dadeliene, 2011). Sport is special personality development tool. It participants as social phenoma are learner and educators, that is the whole team, preparing the athlete to achieve good results, which forms its spiritual and moral world, an individual's personality, which must exist in social and cultural life (Skernevicius et al., 2011).

Sport considered as socialization factor, athlete prepares to perform social functions. Sport, as vision of light and kindness, seek to implement the most beautiful human dreams to live in peace, beautiful, calm and happy. It becomes a clue for youth jaunimo education and training (Balsaitis, 2004).

According to the French sociologist P. Bourdieu, sports activities are often used to emphasize the social contract between the people (typical clothing, symbols, etc.) (Grupe, 1997). By analyzing social relations and cultural concept, it is possible to understand that sports activities is a socio – cultural product. That's why it depends on certain cultural norms, values, beliefs, and so on. American sports sociologists distinguishes three forms of sports activities which are related to the society and culture:

- 1) Sports activities reflect societal and cultural values, norms, beliefs. By noticing this memebers of society rates sport activity in favor. In addition, all the people belonging to the sporting community in the same time are the memebers of larger community;
- 2) Sports activities serve as a means of strengthening social inequality;
- 3) Sports activities may conflict with the socially acceptable norms and values. E.G., to promote the achievement of the objective by any means. And this society is not positively evaluated.

It should be noted that sports activities finding points of contact with social institutions, such as the economy, education, politics and family (McPherson et al., 1989).

*Economy.* In recent years, more and more are invested in sport. This helps to develop sports activities, health services network is expanding, more and more healf and sport clubs are opened, which attract more and more members.

*Education.* As it self, sporting activity can serve as a factor in the formation of a harmonious personality.

*Politics.* Sports activities can serve as a tool of trying to justify certain political advantages of the system. Most politicians want to be seen, seeks popularity. For this purpose is trying attempting to use sports activities and athletes.

*Family.* Sports activities affect family leisure. This is due both to the active physical exercise and sport events monitoring.

Personality in its social functions reflects its unique characteristics: character, will, mind power, needs and interests, knowledge, and values, worldview and others.

### **2.1.2. Sports and arts**

One of the levels of linking sport with culture – its interface with art. Commonly art is understood as the works of beauty. The following points highlight contemporary art features:

- 1) Art is for crating beauty;
- 2) It reflects reality;
- 3) Tries to give shape to things;
- 4) Is characterized by the expression;
- 5) Causes esthetical experiences;
- 6) Can strongly excite a person (Smalinskaite, 2003).

P. Arnold (1994) states, that sport activitiy is creative sphere, that's aim – expression and deep experiences of both “author” and the spectator. However, this aspect of sport has certain specificity. Firstly, experiences in sport not allways causes esthetical experiancies, secondly, sports activities, unlike art, does not create a permanent work of art for a long time, and provides "live" expression here and now. Even in artistic fields like theater, art work as well as the audience directly, and each performance can be slightly different. Second, sports activities, as a work of art remains, film, paintings, sculptures, and works of literature in the form and so on.

However, the assessment of rivalry, as one of the key elements of sports activities, it may seem that the main objective of fighting sports – victory, not beauty. As a result, a sporting activity moves away from the art. By analyzing the specifics of different sports, sports activities in conjunction with art, it is appropriate to assess the full sporting environment for the athletes and the audience, and the audience as well as a variety of movements, tools that are used.

Sports help to create aesthetic values. Mostly the beauty of body is judged in an erotic aspect and in fact it is a deep aesthetic experience. Aesthetic Beauty sport outwardly expressed motion rhythm and dynamics. Rhythm improves body plastic, provides artistic movement. Movement's rhythm of man means his spirit. That is why Plato in ancient times so closely linked gymnastics with music. Sports such as artistic, rhythmic gymnastics, figure skating is a combination of art and sports. They may occur more the institutional power of thought.

To identify the art and sport is not easy, because there are no good arguments. As is known, the main function of art is to express human aesthetic approach to reality. This function is realized in the human aesthetic approach to reality. This function is realized in the human inner world of the aesthetic, the aesthetic consciousness (Tamosauskas et al., 2008). In sports, artistic image is not created, and it is the base of art. In such sports as artistic, rhythmic gymnastics, figure skating, where are the number of artistic elements, mastery criterion is the movement itself not a result expressed by objective sizes. Of course, sports is not limited to the aesthetics of motion perfection, elegance – sport together dyed human feelings, cultural his behavior, harmonizes the physical and mental state. Sport and art in general have a lot in common. Sport reflected in the art (painting, sculpture, choreography, music), have lasting value for future generations. Artistic creation of sports topics enrich the aesthetic culture, promotes deeper understanding of the ideal of beauty (Tamosauskas et al., 2008).

Harmonious relation of art and sports are really obvious. Already Olympia Games Art competitions became an integral part of the Games. There participated the famous historians, philosophers, artists, scientists. This beautiful tradition continues till this day. For example, the modern Olympic Games opening and closing ceremonies are wonderful combination of sport and art, an extraordinary cultural event.

Sporting activities can help to promote and develop creativity. Immemorial possibility that sporting activities can promote creative athlete's abilities. Scientists stresses that the personal development and the pursuit of results to look for new knowledge, activities and tools to help perfect and creatively organize this process. The match, sports fight – it's always a step into the unknown. And that as a coach or athlete wants, they can not predict in advance to rehearse everything that can happen in short moments of the fight.

Olympia Games Recovery initiator and organizer of P. de Coubertin said that the big sport – it is also a great art. Sport had maintained a close relationship with other socio-cultural areas. The ancient Greek philosophers, writers, and actors took part in the Games of Olympia. Were read odes, created in honor of the winners of the Games and the best sculptors immortalized athletes marble (Karoblis, 2003).

## 2.2. VALUES AND SPORTS

Human development includes the development of sport, alongside, which is based on values, as in any educational institution, and we should keep this sport, going processes in being close to the values. Therefore, the question of values is particularly important when assessing the impact of sports activities athletes' personality, their behavior and education process (Stonkus, 2002).

Values – It is a specific object of the world around us and the values of the characteristics having a positive meaning to human, collective, public. Objects and phenomena become values only for the fact that they are included in the spheres of existence of human society. Therefore, the values are usually dependent on public objects and phenomena that are satisfying any of the human needs and interests, having a positive impact (<http://www.zodynas.lt/terminu-zodynas/v/vertybe>). Meanwhile in L. Jovaisa (1994), opinion value is what is subjectively and objectively significant.

For example, the values of philosophy Dictionary describes how the activity of personality and motives, associated with objects that match the cultural and spiritual needs of personality (Halder, 2002).

Values are linked with purposes. S. Schwartz (Lee, Cockman, 1995) identified 5 features that are typical to values:

- 1) Values are associated with beliefs and ideas;
- 2) Values are associated with a desirable behavior; certain steps have been completed;
- 3) They can resist exposed to certain specific situations, in a specific situation it is guided with already formed system of values;
- 4) They serve by evaluating and selecting phenomenas;
- 5) Values are arranged in a hierarchical order of importance, and this distinguishes them from the provisions.

Recently, the word values – one of the most popular concepts. They referred to expressing concern about the state of public morality in terms of policy, education of children, the state.

In general, meaning the value is what seems good, targeting for people. However, experience shows that the values for different people are different things (Vorgrimler, 2003).

In K. Miskinis (2002) opinion, values – that's principals or fundamental beliefs that are important behavior landmarks standards. Based on them it is decided what is good or desired.

Values are often avoided by describing specific definitions, so it is trying to find for the most abstract concepts (Miskinis, 2002).

J. Cruz et al. (1995), based on considerations of sports athletes fight dilemmas revealed 13 values:

- 1) Capacity display (payment of appropriate use of their skills and excellence in sport combat situations);
- 2) Achievement/victory (advantage acquisition to result permissible or impermissible use of tools);
- 3) Benefit (benefit pursuit team when fighting non-compliance);
- 4) Game pleasure (pleasure experienced the joy playing regardless of the outcome);
- 5) Interdependence of the team (the ability to fight in a manner required by the coach);
- 6) Compliance with agreements (in accordance with the fighting spirit of sport);
- 7) Racing nobility (respectable, tolerant behavior with rivals even defeat);
- 8) Consideration of other (rival topic of interest);
- 9) Obedience (consent of the coach, the referee's decisions);
- 10) The image in the public (behavior, acceptance/justified not only to teammates but also to the public);
- 11) Compatibility (the ability to work together with teammates during combat sports);
- 12) Justice (the pursuit of equality and dignity);
- 13) Social responsibility.

Table 1. M. Lee, M. Cockman (1995) exclusive sports performance values

<i>No.</i>	<i>Vaues</i>	<i>Values clarification</i>
1.	Pursuit	Successful and collective struggle
2.	Care	Caring, attention to other
3.	Friendship / communication	Playing sports together with people with similar interests
4.	Fitting in / compatibility	Ability to work in a team together in unison
5.	Awareness (honesty)	Handling as the best in all situations, without exploiting others for your own benefit.
6.	Compliance with agreements	The main consensus in any particular sport compliance, in accordance with the fighting sport fighting spirit.
7.	Joy	Feelings of satisfaction, pleasure playing / fighting experience.
8.	Respectability	Defined fairness compliance, dishonorable measures and actions intolerance in sport.
9.	Good fight (the game)	Fighting the fight despite the result, equality between rival realizations.
10.	Health, physical fitness	Health Promotion sports and sports activities acquired during certain sports maturity, mastery.
11.	Obedience	Respect for other important requirements and acceptance of them.
12.	Public image	Surrounding support, acceptance of what is being done and how it is treated.
13.	Sports dignity	Positive attitude towards others, acceptance losing without grievances, anger, respects for the opponent and so on.
14.	Self – actualization	Sense of satisfaction in sporting activities, feelings of transcendent experience.
15.	Display of abilities	Ability to make a good show, to realize athletic abilities in combat.
16.	Team of focus (collectivity)	The desire to do something good for others in order to prove that the team better, would gain a better mastery.
17.	Tolerance	The ability to be with others, in spite of interpersonal differences.
18.	Achievement / victory	Showing courage, advantages in the fight

Analyzing the sporting activities occurring ethical values (see Table 1), you should pay attention to the fact that most of the cases have not only sports, but also in other areas of life. With regard to the ethical ideals of sport, it is necessary to examine in greater depth: what features sports activities can be seen as ethical values, which, according to sports philosophers, humanist reveals its potential. Search for ethical values of sport we must start from its interface with the game. If the game is like a



retreat from the ordinary world into a conditional, temporary, the reality is much we can assess and combat sports. Sports battle also takes place in the limited space and time; allow certain barriers, helping to create a world within the world. Another important feature of the racing counter is that it is able to achieve equal opportunities. The game world – it is the only artificially created reality, which can implement the principles of equality and justice, as participants in the success of this reality does not depend on random factors or desires, communications or money available (Sukys, 2005).

Sport in general is beautiful and valuable not only in sports, sporting fight sensibilities, but also their dorovinėmis values and opportunities to foster among young sportspersons. V. Sezemanas (1997) philosopher explains that it brings together the body and the spiritual forces that teach to understand the human values.

In education of values it is important point of view and the following assumptions: the values that formed in sporting activities can be transferred to other areas of life and improve the individual and society.

It was found that the situation of extreme competition, hard workout develops a sense of patriotism, feeling of responsibility, respect, and many other eternal values. Therefore, the sport requires two aspects: it provides the opportunity to develop a dual – sportsmanship and sense of self – improvement.

Moral values are defined by the athlete's sport education. So sports teacher work is impossible without values. Each coach claims each his pedagogical action or abstention is based on his values. Principled coaches not only talk about values – they act according to their beliefs. Values are long – term, according to them people are able to respond quickly and flexibly to events. It is not surprising that adhere to its principles, people feel happy and their mental health is good (Miskinis, 2002).

### **2.2.1. Values fostered through sport activities**

Athlete – extremely complex, receptive, energetic, sensitive, sometimes whimsical and stubborn personality. Athletes own internal set of features determines its activities and behavior, independence and accountability. World of personality consists of four main elements: body, conscious, behavior and conscience. Develop a talented athlete bright individuality – long creative work, the coach gives to his learner daily physical, intellectual and spiritual forces. Athlete's personality – that is individual singularity, congenital and acquired properties of a whole, their interaction and unity. Personality –

incarnation of highest human values. Its nature values – this is a specific expression mind, feelings, and will, what we call individuality (Karoblis, 2003).

G. Butkiene, A. Kepalaite (1996) state that personality characteristics are: activity, purposefulness, deep meaningful processes, conscious relationship with reality.

According S. Sukys (2005), research for the ethical values of sport should start from their interface with the game. If the game is like a retreat from the ordinary world into a conditional, temporary reality, similarly, we can evaluate and fight in sports. Sports battle also takes place in the limited space and time; allow certain barriers, helping to create a world within the world.

According V. Stoliarovo (1998), sports fight – that's humane real-life situations in the game of competitive model. Real life (as sports) – that's a fight, during which the rival sides often fall under different conditions. Sports battle rival both sides have a level playing field to protect them from possible negative consequences of this battle. This is achieved by converting the real situations of competitive humane beings, contractual (game), based on certain rules, as well as the rules and prohibitions.

Athlete's personal characteristics may be associated with sports features. The most significant personal characteristics that determine the sports games marches performance and reliability may be:

1. Motivaion field – motivation to compete, management of will, determination.
2. Emotional field – emotional stability and reliability in all kinds of interference.
3. Comunication field – high personal status in sport, formal and informal between activities (Mikalaukas, 2002).

How R. Martens claims (1999) psychological education and values of sport promotion is an integral part of sports. Therefore, psychological skills' training personified values is mandatory training program for athletes.

Moral social skills in sport are the basis of morality, because they are one of the most important cross – sporting youth social skills training model components. Analyzing these moral social skills: comfort, help, expressing the sensitivity and deceive falsely describing openness to diminish, not to revange, follow his word and to answer for their actions (responsibility). So all these social values embodied in the relevant (Malinauskas, 2006).

Athlete's personal growth associated with the athlete's physical and spiritual strength – building, to live and act in accordance with the cultural and spiritual values (Malinauskas, 2003).

Sporting activities inevitably gets togetherness, communication, cooperation, friendship, fellowship and other similar values. Sport is one of the few events taking place in society, enabling each other as equals to compete in a variety of nationalities, races, social classes' people (Sukys, 2005).

Thus, the values of sports have the following features:

- 1) Sports values define and integrate the provisions of the people depending on sports activities, embodies the values, that are highly valued by the society;
- 2) The system of sports values shows personality cognitive structure;
- 3) Understanding of sports values can make influence to personal emotional condition, to sports and closest environment expression;
- 4) When human and his relatives realize what are sport values, conditions favor the motivation to start exercising;
- 5) Perceived sport values directly affect the young person self awareness, self – esteem, self – realization (Zukowska, Zukowski, 2010).

In recognition of the values of sport and to describe the structure of personality in sports and activities, you should know that none of the feature can occur without the other factors, particularly the teachers' participation in sports. Thus, the coach orientation of values as is programmed by all sportspersons activity leads to individual actions or deeds.

Subjective values – this is what man is seeking as the most sense thing, which will help him to distinguish between what is useless and hostile personality and society. In sport athlete's personality, sense of culture is better revealed than in the natural life.

Moral values – specific kind of values. It is socially important human deeds, their ideals, ideas, positive qualities of character. Positive human actions and deeds have a big importance, because they strengthen the basis for the existence of society are guaranteed progress.

It may be:

- 1) Ideal moral values – this is moral ideals, moral ideas, goodness, humanity, justice and other values;

2) Human character moral values – this is hard work, disciplined, modesty, kindness (Zemaitis, 1983).

Moral values running coach athletes education not only helps to achieve the best sports results, but also to develop spiritually rich man. With regard to the values of sport, it should be remembered that sport is not sacred. That's not a religion. It should be not be expected to demonstrate values that it does not have. Maintaining ethical values of sport is a daily battle (Miskinis, 2002).

The values of sport classification are quite diverse. Sociologist K. Heineman (1980) points out the following groups of values:

1. Emotions, experiences linked with body and physical condition.
2. Morphofunctional body development.
3. Psychic experiences.
4. Social motives.
5. Sports results and winning competitions sports results (Miskinis, 2003).

Each athlete is not only important to achieve concrete results in sports, but also to form values, attitudes towards values, to grow as a person. Individual horizon of values can be as long – term subjective assumption of a happy life. Therefore, the coach should not be limited to sports achievements. In addition, in accordance with moral beliefs, the coach not only decides how he should behave himself, but also judges the various moral and social life phenomena. In this way he better assessing decent phenomena, from obscene. Positive human deeds give meaning to moral values. Each coach is preparing not only one or other kind of sports athletes, but he is also the moral educator seeking to shape the people who are always formal. Coach must be promoter and disseminator of values, because sports training offer enormous opportunities to develop young people's spirituality, communication and cooperation between ethics and culture, fostering mutual aid solidarity, justice, dignity, responsibility, tolerance provisions and feelings. Moral values are effective educational tool in practical coach's work. Young people are grafted in moral values that are concentrated in mankind in the moral value of their identity, forcing always and everywhere behave impeccably, integrity, ethical norms. So coach ethical culture is an integral part of the general human culture. Ethical decisions and deeds always have a connection with deeds and assessments. They are expressed in relation with decision deed values. Coach in his work can not distance himself from

full development of personality and engrafting the values. His work will be complete only then, when it is based on the significant values of all the people (Miskinis, 2003).

To sum up, the values that are developed in sport, it can be said that sports coach, it is not only the teacher the rules of the game or trainer of the body, he is also moral values promoter and educator. In sport most likely occur togetherness, communication, cooperation, friendship, fellowship and other similar values. Sports training open opportunities for young people's spiritual development, communication and cooperation ethics, support, solidarity, dignity, justice, responsibility, tolerance education.

### **2.2.2. Moral values common for sport activities**

Values education is an important point of view and the following assumptions: the values that formed in sporting activities can be transferred to other areas of life and improve the individual and society. It was found that the situation of extreme competition, hard workout develops a sense of patriotism, feeling of responsibility, respect, and many other eternal values. Therefore, the sport requires two aspects: it provides the opportunity to develop a dual – sportsmanship and sense of self – improvement.

Moral values of sporting activities related with the venerable sports fight, right (morally) to both athletes and all persons involved in sports activities actions.

G. Papp and G. Prisztoka (1995) investigated the value orientations of young people in relation to sport, how they evaluate sporting activities. They found positive athletes' personality moral values:

- ❖ Honesty, respect for the opponent, regardless of the outcome of combat sports;
- ❖ Care of partner;
- ❖ Respect for referee;
- ❖ Moderation in case of winning;
- ❖ Compliance with the written and unwritten rules of the sports combat;
- ❖ Refusal of dishonest gained advantage;
- ❖ Respect yourself;
- ❖ Nationality, their homeland advertising.

In the analysis of moral values of sporting activity, it is considered appropriate to separately discuss the concept of *the dignity of the sport*. This is relevant because the sports generosity is often mentioned, but rarely explains its meaning. Some authors

argue that compliance with the rules of combat sports is only a minimalist expression of fair play (Arnold, 1994). Therefore, honorable fight still associated with such actions and deeds of athletes whose sport fighting defines rules and norms (for example, kicking the ball to a corner opponent of injuries and so on.). The essence of what the athlete does not make a small advantage in favor of greater. Such a rule exists as a moral value in all spheres of life (Sukys, 2002). Actions and deeds that go beyond obedience to rules and reflects the ethos of sports requirements, describes the concept of generosity sports (Arnold, 1994). P. Arnold (1994) defines the *dignity of the sport* as sporting value.

J. Parry (1994), based on binding action fighting sports, divides fair play into following special features:

- 1) Honorable fight is the most important rules of the virtue of obedience, which obliges all competing to abide by the rules of combat sports;
- 2) It requires to fight in accordance with good / reputable sports fighting spirit;
- 3) Both combined makes a joint approach to the sport and racing life, involving respect for others, defeating moderation, peace and conflict pursuit of spirituality.

The sum of sports activities moral goals and ideals uniquely is expressed in the term sports ethos, how uncertain of all sporting activities in the amount of positive reviews. Sports ethos means that sports combat situations contender seen as a partner, the match between the observed anti sporting joy principle focuses on the rules and compliance with equal opportunities, the victory is not considered greater than all, to adequately assess both victory and defeat, promotion accumulate all the energy to the exclusion of low *iškentėjimas* aspirations and injustice in all situations and ability in the event of problems, decide nobly and Education of integrity, virtue, discipline and obedience to the law (Sukys, 2002).

Representatives of sports science (Arnold, 1994; Tilindiene, 2000; Sukys, 2001) most concerned about the educational function of sport, as human values and characteristics of the transmission means and sporting activities on the promising athlete's value system change, morality, and his aesthetic abilities, different social and cultural needs of the individual and the emergence of satisfaction.

Value – specific social world definition of events that mark their positive or negative impact on the individual and society (good – evil, beauty – ugliness, etc.), in public life or natural phenomena (Dictionary of Psychology, 1999).

Based on the consideration on sport athletes' inner world dilemmas, it could be stated that J. Cruz, N. Baixados, L. Valiente, L. Capdevila (1995) have carried out the most accurate theories of values which are as follows:

- 1) Achievement, victory (gaining an advantage to the result with the permissible or impermissible measures);
- 2) Display of abilities (ability correct to use their skills and athletic prowess in combat situations);
- 3) Interdependence in team (ability to fight to the satisfaction of the coach);
- 4) Utility (gaining of team benefit in sport fight in non – compliance);
- 5) Compatibility (ability to work together with teammates during sports combat);
- 6) Pleasure of the game (experienced pleasure, joy playing, regardless of the outcome);
- 7) Justice (the pursuit of equality and dignity);
- 8) Compliance with the Agreement (fighting in accordance with the spirit of sports);
- 9) Social responsibility;
- 10) Sports dignity (respectable, tolerant behavior in relation to rival even defeat);
- 11) Public image (behavior, acceptance is justified not only teammates but also the audience);
- 12) Consideration of others (Interest in rival demonstration);
- 13) Modesty (The consent of a coach, the referee's decisions).

In summary it can be said that:

- 1) Sport values defines and integrates peoples provisions depending on the practice of sport – expresses the values that society most appreciates;
- 2) The system of sport values displays personality cognitive structure;
- 3) Understanding of sport values can influence the emotional state of the personality, sports and immediate environment (family, school) expression;
- 4) When a person and his family members aware of the values of sport are created favorable conditions for the motivation to start exercising;
- 5) Perceived sport values directly affect the young person's self awareness, self-esteem, self – realization and its role in the sport setting (Zukowska, 1996).

### 2.3. OLYMPISM AND ITS NOTION

Fewer, however, will have heard of “Olympism,” the philosophy developed since the 1890s by the founder of the modern Olympic Movement, Baron Pierre de Coubertin, a French aristocrat who had been much influenced by the British public – school tradition of sport in education. This philosophy has as its focus of interest not just elite athletes but everyone, not just a short truce period but the whole of life, not just competition and winning but also the values of participation and cooperation, sport not just as an activity but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life.

Olympism is a social philosophy that emphasizes the role of sport in global culture, international understanding, peaceful coexistence, and social and moral education. De Coubertin understood, toward the end of the 19th century, that sport was about to become a major growth point in popular culture – and that, as physical activity, it was potentially universal, providing a means of contact and communication across cultures (Parry, 2006).

To determine olympism is not easy (Stonkus, 2002; Barker, Baker – Ruchti, Rynne, Lee, 2012), that’s why it is defined in various ways. In Olympic Charter (2014) it is described like this: Olympism is 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 found in effort, the educational value of good example, and respect for universal fundamental ethical principles. The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.

Olympism system includes: noble and honourable sports fight, sports and cultural links, education, intellectuality, intelligence, universal ethical principles, respect for and fostering human dignity, mutual understanding, opposition to discrimination, struggle with body mutilation (especially doping, drugs), nature conservation, peace, love, and respect for people in sports competitions (Stonkus, 2002).

In Dictionary of Sports terms (2002) olympism is described as a "philosophy of life, energizing the body, will, mind and spirit in harmony, creating a lifestyle based on the joy of the good – educational model of the most important values and principles of



strength training; social phenomenon – participation in the Olympic movement, the movement support. Olympism – sports concept” (Stonkus, 2002).

Olympism – lifestyle, inner confidence human being, relentless faith ancient Greek “kalokagathia” (educational ideal – beauty and goodness seclusion) (Filaretos, 1994). That is youths' social philosophy that embraces many values: the eternal, universal, in the human spiritual and physical beauty, tolerance, cultured behavior, with constant pursuit to excel, spreading the noble idea that encourages creative initiative and is the basis for human life (Stonkus, 2000). A. Rychtecky (2007) identified olimpism as physical effort and results to be achieved cult, which is expressed in the epigraph of Citius, Altius, Fortius. Combining sport with culture and education olimpism creates life style, which is based on the joy of developing strength, good – educational model of the most important values and respect for universal principles. It aims that sport would assist people to exercise in a harmony, encourage the creation of a peaceful society that carries human dignity (Boulonge, 1995 – cit. Schantz, 2008). In V. Sergeev (2000) words, olimpism – inherently humanistic worldview, which develops human benevolence, peacefulness, the pursuit of cooperation, mutual assistance, understanding, and love; simulates human worthy life forms, and the man, his life, health, honor and freedom of time priority values.

Moreover, P. de Coubertin’s ideas developed over time, and in his voluminous writings on Olympism there are both contradictions and inconsistencies. At the same time, there are stable elements such as the view of Olympism as an educational philosophy of “...religion, peace and beauty” (Lucas, 1988).

What follows here, then, is an attempt to systematize these stable elements in terms of four main goals and to link Olympism to one central unit – idea which seems the very basis of the ideology. First of all, Olympism builds on a belief in the possibility of cultivating the individual through education of both mind, soul and body. A main goal is to educate and cultivate the individual through sport. The vision of cultivating the individual through (bodily) education is old – with roots in Greek antiquity at least – but finds its link to Olympism primarily as a result of Coubertin’s fascination with the English sport ideology. As a child of his time, he believed sport to be an arena for men only and for the development of traditional masculine virtues: sport plants in the body seeds of physio – psychological qualities such as coolness, confidence, decision, etc. The educator’s task is to make the seed bear fruit throughout the organism, to transpose

it from a particular circumstance to a whole array of circumstances from a special category of activities to all the individual's actions (Muller, 2000).

Olympism express the Olympic's emergence, where we find elements of truth from the ancient Greek idealism (Patsantaras, 2008). Modern olimpizm can be understood as a contemporary humanistic thought, based on an idealized and inspired by Greek sports prototype, perceived as an extremely important element of culture of ancient Greece, which complements the other components, such as art, philosophy, myths – religion, traditions and festivals (Dziubinski, 2009).

J. Parry (2006) points out that olimpism philosophy focuses not only to professional sportsmen but also to every person, not only in the short term, but also in life, not only in the competition and victory, but also the participation and cooperation not only in sports activities, but also the personality and social life improvement. Olympism philosophy promotes: individual fully harmonious human development; prowess and achievements; efforts in competitive sports activities; mutual respect, fairness, justice and equality; long – term development of friendly relations between people; peace, tolerance and understanding of the relationship was spreading together the international level; cultural fusion menu (Parry, 1998).

Olympism – lifestyle, inner confidence human being, a relentless belief in ancient Greek kalokagatija (educational ideal – beauty and goodness seclusion) (Filaretos, 1994). That is youths' social philosophy that embraces many values: the eternal, universal, and related to human spiritual and physical beauty, tolerance, cultured behavior, with constant pursuit to excel (Miskinis, 2003).

Combining sport with culture and education olimpizm creates life style, which is based on the joy of developing strength, good – educational model of the most important values and respect for universal principles. It aims to assist people to sport exercizein a harmony, encourage the creation of a peaceful society, caring human dignity (Boulonge, 1994 – cit. Schantz, 2008).

According to N. Muller (2004), olimpizm – it is a lot of values that are much more developed while sporting than physical strength. V. Barabanova (2010) supports the view that olimpizm is based on the humanistic sports, events and practice values. Olympizm expects to get a lot of benefit from the sport, so it uses sports in developing a wide range of social values and implementing the universal principles of Etnies.

Today Olympic sport – an important component of general culture, which manifests itself in difficult human physical, intellectual and psychic activities, honorable and noble fight arena, has helped to develop the very best human traits (Letenayova, 2005).

Olympizm is oriented to the future, it promotes confidence in a large, simply inexhaustible human effort and the people and their meaningfulness to form a harmonious, creative and free personality (Poviliunas, 2006).

Olympic Movement aim is to contribute to a more peaceful and better world development, educating youth sports olimpizm spirit. The social philosophy determines the role of sport in creating a better world by improving mutual understanding between people, as well as social and moral education.

S. Stonkus (2000) claims that the Olympic Movement aim is to develop young human mental and physical characteristics of the physical education and sport; educate young people so that they would be able to know and understand one another; promote and develop the Olympic ideas in the world; every four years, the Olympic Games; implement all the above reasons the objectives in order to striprètų peace, improve people's lives.

R. Hai (2000) refers to the values, which are developed in reaching the goals of olympizm:

- 1) Peace;
- 2) Justice;
- 3) Honourable fight;
- 4) Solidarity;
- 5) Friendship;
- 6) Democracy;
- 7) Respect for talent;
- 8) Healthy lifestyle;
- 9) The absence of discrimination;
- 10) Respect for unsuccessful;
- 11) Equality of all people;
- 12) International understanding;
- 13) Balanced development of the personality;
- 14) Positive attitude to life: “Citius, Altius, Fortius”.

S. Stonkus (2000) emphasizes that olimpizm ideas are expressed through philosophy (thinking), art and movements (sport). Olympism system includes: noble and honourable sport fight; sporting and cultural links; education, intelligence; universal ethical principles; respect for human dignity and fostering; mutual understanding; opposition to discrimination; the fight against mutilation of the body (especially with doping, drugs); environment protection; peace; love and respect for people in sports competitions (Stonkus, 2002).

Purpose of olimpizm philosophy – to save sports, cultural and educational principles; during the Games to express respect for fundamental ethical principles: tolerance, dignity, solidarity, friendship, respect for others and non – discrimination (Girginov, Parry, 2005).

J. Parry (2006) notes that olimpizm philosophy is guided not only to professional sportsmen but also to every person, not only in the short term, but also in life, not only in the competition and victory, but also the participation and cooperation not only in sports activities, but also the personality and social life improvement.

Olympism is especially valuable with its moral values; it helps young people to become fully – fledged personalities (Poviliunas, 1998). N. Muller (2004) argues that olimpizm – it's a lot of values that are more than physical strength is developed in sports. V. Barabanova (2010) supports the view that olimpizm is based on humanistic sports, competitions and workshops values.

N. Abreu (2001) argues that the Olympic values can be called values that are adaptive to conditions of good sense, and it is natural that they are still different interpretations in different nations. Some authors believe that the modern Olympic movement is closely linked to the social, economic and political processes taking place in the world and constantly affecting the Olympic Movement and the functioning of the state, under the leadership of institutions, and taken their decisions so these processes relations problem emerged with revitalizing the Olympic Games (Bulkina, Maksimova, 2010) In addition, the modern Olympic Games is a multi – faceted global event, with a range of influences from around the world participating athletes, spectators, the Olympic Games organizing cities or states, and the Olympic Movement multi – dimensional television audience broadcating (Vainauskaite, 2012). On the other hand, participants in the Olympic movement and the athletes will also have an impact on the social environment and behaviors (Patsantaras, 2008). E. Kulinovich (2002) emphasizes

that to keep olimpizmo – Olympic Movement – the integrity of the Olympic Games is possible only when the Olympic Games and other major competitions will be organized in accordance with the basic principles of olimpizm and achievements and significance of the Games will be used as a youth education and enrichment theory of olimpizm tool.

Olympism promotes the ideals of individual all – round harmonious human development:

- ❖ Toward excellence and achievement.
- ❖ Through effort in competitive sporting activity.
- ❖ Under conditions of mutual respect, fairness, justice, and equality.
- ❖ With a view to creating lasting personal human relationships of friendship.
- ❖ With international relationships of peace, toleration, and understanding and cultural alliances with the arts.

However, Olympism achieves its ends through the medium of sport, so it cannot escape the requirement to provide an account of sport that reveals both its nature and its ethical potential.

Although sports are widely considered to be pleasurable, their likelihood of gaining wide acceptance lies rather in their intrinsic value, which transcends the simply hedonic or relative good. Their ability to furnish us with pleasurable experiences depends on our prior recognition in them of opportunities to develop and express valued human excellences. They are widely considered to present such opportunities because, even as local instantiations, their object is to challenge our common human propensities and abilities (Parry, 2006).

In terms of promoting its aims of international understanding and multiculturalism in a practical way, it is most important that the Olympic Movement continue to work for a coherent universal representation of itself – a concept of Olympism to which each nation can sincerely commit itself while at the same time finding for the general idea a form of expression (a conception) that is unique to itself, generated by its own culture, location, history, tradition, and projected future (Parry, 2006).

### **2.3.1. Assumptions about the implementation of Olympism**

Some authors use the term Olympic education, other – Olympic education and upbringing, and others identify as Olympic pedagogy.

Education, according to the meaning of the words should be understood as communication between people that creates personality, interacting with the environment and human cultural values; education – focused, permanent (lot. permanens – uninterrupted), lasting whole life, process.

Assessing education as a pedagogical interaction we emphasize that the mere efforts of educators greater results cannot be achieved. Educational meaning – to encourage someone physically, mentally, socially improves, i.e. develop your personality (Jakavicius, 1998).

Education – this is a common pedagogy category, which covers the growth, education, training, education, education, formation. Connection between physical, mental, spiritual, educational fields is an important education theory problem (Jovaisa, 2002). The same author states that the first feature of education – physical education – solves four tasks: hygienic education, training, environmental education, physical education and sports training education (Jovaisa, 2002).

B. Bitinas (2004) notes that education – practical and systematic educational activity which aims to develop the personality position as a value orientation system development. Contemporary versions of Olympic education and the underlying concept of Olympism draw largely on the nineteenth century writings of French aristocrat and founder of the Olympic movement, Pierre de Coubertin (Lenskyj, 2012). A number of scholars (Binder, 2005; Naul, 2008) treat the Olympic movement, which is based on Olympism philosophy, as a form of education. Olympism is oriented not just toward the professional athlete but, rather, toward every individual; not just toward a short period in people's lives but, rather, to a lifelong process; not just to sport activity but, rather, to combining in a balanced whole, the qualities of mind, body, and will (Parry, 2006).

Olympic education is based on the Olympic movement, with a focus on Olympic values. However, contemporary Olympic sport is not without deficiencies that are also manifested in the sport of children and youth (Kavussanu, 2006), and sport activities are one of the most important extracurricular activities (Fredricks, Eccles, 2006).

R. Hai (2000) proclaims that Olympic education is a process by which people become aware and take over olimpizm values within a range of these process modifications maitaning fpcus on olimpizm principles. Olympic education – special pedagogical activity designed to attract children and young people to the ideals and values of olimpizm. (Stoliarov, 2007). K. Georgiadis (2007) claims that Olympic

education – this is individual training and development process, corresponding to the global olimpizm values and ideals. Olympic education is a pedagogical conception invoking olimpizm as a source of values and sports that is changing human qualities in teaching process (Nowocien, 2010).

Olympic education endeavors to provide a universal education or development of the whole human individual, in contrast to the increasingly specializes education encountered in many specializes disciplines. Consequently, it can only be based on the fundamental values of the human personality (Muller, 2004).

The educational aspect of the Olympic ideal only became public knowledge during the protracted debate about amateurism. For P. de Coubertin, this question was of no more than secondary importance: looking back, one might believe that the Olympic Movement spent all those years using this problem as a demonstration of its high ethical standards, in the same way as the doping problems of the present day. Coubertin thought differently: he was interested in the inner, moral, responsible attitude of the athlete to which the Olympic education was to contribute (Muller, 2004).

Olympic education – this is the Olympic ideals and values of equality, justice and fair play, peace, friendship and mutual respect) distribution, based on the skills (personal achievement, fair play, mutual respect) conception that covers a theoretical knowledge, building of mativation, education of skills and habits (Budreikaite, 2010). Purpose of Olympic education for identifying olimpizm ideas and values of sport, developing noble and honorable behavior not only in sports, but in life, maturing learner Olympic consciousness, helping to create the Olympic culture, which are related to today's real – life situations, essential in our age, nation and world sports programs (Puisiene, 2003).

In Olympic education of youth the most important thing is to combine sport with culture, upbringing and education level of human well – being. Only the development and deepening of the Olympic ideas, researches will have to grasp every nation needs and opportunities (Rafael, 2005). It is important to foster the idea that today we do not need the Olympic victories, available at any price. The Olympic champion has become a prominent example of young people not only as an athlete but also as a person, not restricted to sports competence, and with enough skills and knowledge to find a place in life after completion of the athlete's career. Good example significance for young man is hard to overestimate (Monkevicius, 2003).

P. de Coubertin Olympic education defines as on fundamental human values-based tool designed to provide people with a comprehensive education and maturity, as opposed to increasingly specialized sports. He identified five key principles of the Olympic education groups: a harmonious human development concept; human scientific, artistic and sporting excellence to pursuit of good results; voluntary ethical principles, vol. y. noble and honorable sport fighting, respect for the opponent compliance; equal opportunities in sport and through sport promotion; cultural understanding and peace (Mazeikiene, 2004; Deisenhofer, 2009).

Olympic education as an important cultural phenomena, high intellectual potential, is looking for new ways of working, laid the theoretical and practical problems in topics related to human health, physical fitness, sports skill development, decision (Poviliunas, 2000).

Olympic sports – the most important international sports movement, the manifestation of contemporary society and inter – state relations an integral part of an international sports movement, declaring humanistic values. In the Olympic sport everything is moving, changing and developing (Karoblis, 2006). Thus, the implementation of Olympic education programs must conform not only to a narrow education or physical education.

P. Karoblis (2013) uses the concept of Olympic education. According to the scientist, Olympic education – the eternal process that emits humanistic ideals of olimpizm with a strong position in the world, helping to improve the quality of human life, other Lithuania scientists (Smalinskaite, 2003; Puisiene, 2007; Budreikaite, 2010) uses concept of Olympic education as well. Olympic education purpose – revealing olimpizm ideas and values of sport, developing noble and honorable behavior not only in sports, but in life, maturing learner Olympic consciousness, helping to create the Olympic culture, which are related to today's real – life situations, essential in our age for the nation and the sports world problems (Puisiene, Deksnys, Majauskas, Kazlauskas, Statuta, 2007).

P. de Coubertin talking about the body and the mind sustainable development principles identified four main educational tasks: “[...] exclude... only body and mind [...] is too simple way, it is better to exclude muscle, mind, character and conscience. This is consistent with the four teacher positions” (Muller, 2000).



Olympic education purpose – to spread olimpizm ideas and values of sport, to educate the younger generation to act in good faith, not only in sports, but in life, maturing Olympic consciousness, helping to create basics of the Olympic culture, which are relevant to today's real – life situations, essential to our personal, national and global sports issues. Thus, it is clear that Olympic education is broad, covering many different things and very important Olympic training area, it is an integral part of the general cultivation of youth, social maturity education (Georgiadis, 2002). Olympic education prepares a man for life, a new understanding, and foster live in accordance with the rules of fair play, the noble principles of conduct climbing to the peak of achievement (Georgiadis, 2006).

K. Georgiadis (2008) states that the implementation of Olympic education in many countries is considered necessary, and the Olympic program gradually increases the important activities that have a strong influence on many global educational features. Olympic education and Olympic programs need to be integrated not only in schools but also in universities, because in recent time's high school student's sporty sophistication is weakening. Students do not exercise enough, little interest in the world of sport, does not respect the values. So spreading ideas of olimpizm, we can at least partly the youth world. The individual values influenced of internal and external factors are constantly changing: a man discovers new values, new aspects of his earlier values, one changes the other. Recently, highly emphasized isn educational function of sport, as human values and characteristics of the transmission and sporting activities ipact on the learner's system of values change in different social and cultural formation of the individual's needs and satisfaction (Tilindiene, 2000; Sukys, 2001). According to S. Sukys (2001), sports activities may affect not only the physical development of personality, but also health, values orientations, as well as the introduction of this activity related knowledge and payments. Positive that sport is characterized by an independent subculture, the values that are different from the common values (Tilindiene, 2000).

The scientists identifie the basic ideas of olimpizm philosophy and the Olympic education: the idea of peace, peaceful social systems, states and nations where olimpizm is folding factor in existence; Olympic education – as an educational tool for young people the spirit of peace; olimpizm human values and the Olympic idea of education that is based on internationalism; The idea of humanity, full of personality development,

the realization based on the Olympic education, Olympic subculture; ethical values ideas that originated from reputable sports martial philosophy, priority olimpizmeir Olympic education. The fundamental principle of the Olympic performance – a noble, honorable sports fight (Patsantaras, 2008).

Our times olimpizm, linking sport with culture and development, creates lifestyle. Olimpizm seeks that sport would help a person to develop in a harmony, would encourage the creation of a peaceful society that cares about human dignity. The main higlihgt of Olimpic philosophy:

- ❖ Non – elite athletes, but for everyone;
- ❖ Not for shoert respite, but for whole life;
- ❖ Not only for competitions and victories, but also rivalries, communication values;
- ❖ Not only for the sport as an activity, but also fot the human personality, a healthy lifestyle improvement, healthy life (Stonkus, 2000).

I. Smalinskaite (2003) in her scientific work shows that the values have to be submitted in the manner by which young people can be aware of the vaues and follow them. Olympic education seeks to emphasize that olimpizmo Values and Ethics apply worldwide. K. Georgiadis (2007) explains that the Olympic pedagogy covers the following: education, sports, world development and social education, history, philosophy, physical education, art, sports physiology education, hygiene skills, character building, the modern knighthood, apofeo areas. The effective implementation of Olympic education can be helped by coaches and sports professionals, teachers, educators, famous athletes, scientists, writers, journalists and artists.

D. Binder (2000) argues that the Olympic training includes classes and lectures for pupils and students to clear and modern provide them with information about olimpizm and present educational values. According to B. I. Peneva (2009), all teaching subjects, not just physical education, teachers have to seek universal values of olimpizm samples and give them to students. So we need to prepare the students this how, that after finishing high shoools aukštąsias they would be able to educate the youth in schools, sport clubs and etc. Olympic education should be integrated especially in universities, where coaches and teachers are taught.

R. Naul (2008) Olympic education breaks down into two parts: Olympic sports and olimpizm and Olympic sport distinguishes in to three parts: systematic training of

movement and sports skills; compliance with the rules and recognition of the opponent as a friend and partner; delivery of situations and forms, such as organizing of school sports festival where we can check acquired performance and social behavior.

Olympic culture – a unique philosophy of life that unites the spirit of sport content that includes historical, world view and axiological potential of sport, knowledge about the Olympic Movement, Olympic sports, sports humanistic ideas, ideals and their values, interests, needs, and values, skills, abilities, skill set, which affects the behavior of a young person, lifestyle (Stonkus, 2002). Education through Sport consistent with the Olympic spirit and education is an acceptable way for young people to develop respect, tolerance and other universal values through sport activities, so this form of education should be made systematic integration into the curriculum Conditions (Varkulevicius, 2009). Olympic education content consists of the main Olympic concepts; knowledge of antiquity; the modern Olympic Games and Paralympic, Special Olympic Games; the Olympic symbols; Baron Pierre de Coubertin action and its successors; the noble behavior and its constituent parts; the Olympic movement in Lithuania and the world's problems; Lithuania, as the state participation in the Olympic Games; Lithuanian National Olympic Committee (LNOK); Olympic's organizations and their leaders; the most famous Lithuanian Olympic and world champions, winners, record holders; etc. (Puisiene, Deksnys, Majauskas, Kazlauskas, Statuta, Smalinskaite, 2002). Mastering the Olympic cultural values of the Olympic curriculum also appointed by such Sands: provision of humane ideals and olimpizm values; interest in sports, sports activities need, the need for achieving sports results, winning the match between the objective of the formation of children and young people into active participation in various sports activity areas (health, sport, leisure). Olympic education active half is characterized by the fact that it is intended not only knowledge – building, the provision and take – up, but this absorption methods, thinking and activities such as human cognitive power and creative potential development (Lubysheva, 2001).

According to the researcher, these three elements are essential and didactic elements of Olympic education and Olympic training is based on the skills and values.

According to R. Naul (2008), creating an integrated Olympic education concept we must take into account the principles, ideals and the four laws (sports skills, social activities, moral behavior, Olympic knowledge). Only by combining them into one, it would be a continuous process of individual development. Then the children and young

people should be able to combine subjective properties (the ability to play sports, social, moral behavior, the Olympic knowledge) with the objective – fundamental Olympic pedagogical principles of conduct standards.

The theoretical basis of the empirical studies carried out produces, on the one hand, the abovementioned interpretation model for Olympic education of Grupe/Muller, and on the other, the didactic matrix for integrated Olympic education of Naul, which has been expanded by the author to include a fifth area of learning – artistic creativity – to cover the entire spectrum of Olympic education within the network of Coubertin schools (see Table 2).

Olympic education is open to all, the main goal – the development of youth sports need for life, enriching existence install olympizm ideal and spiritual values. Olympic education means education of the body and spirit at the same time. Olympic ideas and science, past jobs Treasury – common philosophy of life to all peoples of the world, celebrating and connecting into a coherent whole body, will and mind qualities. In purchase olympic as science heights the most important – the full development of personality, harmony in mind, feelings, physical power and will (Karoblis, 2003).

Table 2. The expanded didactic matrix for integrated Olympic education (R. Naul, 2008)

<b>Olimpizm</b> <b>The norms and values of the traditions of today's perspective</b>				
<b>E D U C A T I O N</b>		<b>DISPOSALS</b>	<b>ACTIONS</b>	<b>ORIENTATION</b>
	Sports Effort	To ewercise in effort	To share competition	To behave fairly
	Social Conduct	To aspire self – perfection	To seek for good examples	To act in solidarity
	Moral behaviour	To adhere rules	To accept values	To respect different cultures
	Olimpic knowledge	To acquire knowledge	To understand Olympic values	To compare vision and reality of Olympic ideals
	Artistic Creativity	To be active in the fields of music and arts	To combine arts and sport in a creative way	To develop an artistic and aesthetic understanding / feeling

S. Stonkus, A. Zuoza, V. Jankus, R. Pacenka (1998) identified the following challenges in Olympic education:

- ❖ Spread knowledge about olimpizm, an Olympic sport, the Olympic Movement;
- ❖ To form the motivation to participate in the Olympic movement, interest in it, exercise;
- ❖ To develop skills to exercise, to understand the Olympic idea, the essence and beauty of sport;
- ❖ Promote the Olympic ideas, organize the Olympic events;
- ❖ Develop habits beautifully communicate with partners, opponents, fight honorably, nobly deal.

Education through Sport, corresponding with the content to the essence of the Olympic education is encouraged and acceptable way for young people to develop respect, tolerance and human values in the presence of other sporting activities.

M. Bronikovski (2007) analyzed the 1990 – 2005 year. Poland conducted studies concerning the olimpizm made conclusions: firstly, schools, sports clubs, even the parents are unable to implement Olympic education without a corresponding education and specially trained moral (Olympic) education programs and professionals; secondly, the implementation of Olympic education program's effectiveness will depend on the development of methods and teacher communication with students. Therefore it is necessary for higher education institutions to train professionals or to organize courses in which students learn about olimpizm, his ideas and aspirations.

Olympic education – it is educational activity which aims to give children and young people's knowledge about the Olympic movement, the Olympic Games, as well as the Olympic ideals and values that came from the ancient Greek and adapted to contemporary interpretations of P. de Coubertin ideas and philosophical affinities (Egorov, Zaxarov, 2006).

Currently, Lithuania youth behavior is still noticed in a lot of negative things: the lack of respect for the senior and weak, inability to restrain violent instincts, unwillingness to comply with the established rules of behavior for centuries, generally shared values moral contempt. All this is resulting in increased youth crime. So Olympic Education, which published the ideas must reach every member of society, has an extremely relevant (Miskinis, 2000).

### **2.3.2. Implementation of Olympism in Lithuania**

In recent years sport has started to lose its status as a general culture. It has become more like mercantilism which claims to displace moral values of sport, as the athletes become more like goods; early need for good results stops athletes from education; sport becomes like a business; also it becomes a testing area for medicine, technology.

Such fears suggest that in order to form the personality we need to increase and widen pupils and students' knowledge about the Olympic Movement, Olympic culture, and health priorities. Youth Olympic education – is a development of body, mind and intellect at the same time. The goal of Olympic education and the goal of all of us is to combine sport with culture, sport with upbringing and education. Sport should be one of the tools to enrich the human existence.

Olympic education as a field of research was appeared both in Lithuania and abroad only at the end of the twentieth century. At that time schools started to implement the Olympic movement programs and the impact they have on students' development. However, there are no research or very little on how students are involved in the Olympic movement in Lithuania and its neighboring countries. So, in this chapter we will discuss the research of the older school age pupils. This is the closest age to university students, thanks to which we could bring university school students to the Olympic Movement.

P. de Coubertin has claimed that every child has the right to experience the Olympic through training, and one needs to develop not only the mind and spirit, but also the body". In other words, the Olympic education refers to the development of body, spirit and intelligence at the same time. A. Poviliunas (1998) raises the mentioned goal by claiming that our goal in Olympic education is to combine sport with culture, and suavity for student well – being.

E. Puisiene (2000) had the objective to evaluate the influence of Olympic education for young people in terms of symbolic values of sport. Examination of 10 – 14, 15 – 18 and 19 – 21 years old students found that Olympic education, in different countries, for different age young people, helps better understand the active participation in sport symbolic positive values of sport, as well to understand sport as an event. The examination revealed that countries with a long tradition of Olympic education, older youths, compared with younger, better understand the sport symbolic positive values. In addition, in these countries lower percentage of young people who

consider argued that participation in sport can impair health, develop egoism, self – love and other negative feelings, to contribute to the aesthetic and artistic loss, lower levels of educational, training in a one-sided, to improve the material conditions and trained to win at any cost.

I. Smalinskaite (2003), investigating the Olympic education as a pedagogical framework for Lithuanian secondary school, found the complex to the Olympic education has a positive impact on adolescent personality development: increasing students' interest in sports, physical activity, there is a level of knowledge and formation of value orientations. The study has shown that coordinated Olympic education consists of the implementation of new forms of training in modern educational system and guarantees interdisciplinary and socio – cultural integration.

V. Zilionyte and S. Poteliunienes (2012) study found that one of the most important factors in Olympic education program in Lithuanian schools contributing the implementation was teachers observed positive behavioral change, increased activity of pupils, practical organizational skills acquisition, development in respect of self-perception and through the expression of citizenship, national identity, moral behavior in sports critical perception. The researchers found and other Olympic education programs factors contributing to the installation: This program brings together the school community, there is the perception of the meaningfulness of the program activities, sharing best practices, increasing the teacher's self – esteem. It revealed that the implementation of the program compounded by weak pupils' learning motivation, their families' passivity, teacher anxiety of unknown activity, lack of competence and to gain an initial misconception about the Olympic education program.

In Lithuania, the integrated Olympic education program has been implemented since 2002 and, most recently, in more than 100 schools. The program content is integrated into formal and informal education process. The entire school community contributes to the implementation of the Olympic education program, the aim of which is to develop an appropriate attitude in children and youth toward the issues of contemporary sport, and to instill both motivation for regular exercise, and knowledge on the ideas of Olympism and the development of the Olympic Games. The program is taught during classes in various subjects, thus ontegrating Olympic education ideas into the subject content and teaching the principles of fair competition (Sukys, Majauskiene, Cesnaitiene, Karanauskiene, 2014).

We have analyzed how Olympic education is implemented in neighboring countries (Belarus, Latvia, Poland, Russia) in order to assess and reveal the situation of Olympic education in Lithuania:

**Belarus.** The Ministry of education of Belarus and Belarusian Olympic Academy have organized work on integration of theory of Olympic Education into the curriculum 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: pre – school children, students from elementary school pupils in basic schools, teens of the high school and vocational schools, students of the higher educational institutions (Kulikovich, 2002).

The aim of the study was students from universities. It was decided to analyze the students of High schools and vocational schools. The aim of Olympic Education in these organizations: 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. Educational activities: Learning the Olympic Education through the teaching of basic school subjects; optional and profiled courses of Olympic Education; lectures and seminars on the Olympic topic.

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 institution. For schoolchildren and teachers such books as “Belarusian Olympic study book”, “Integration of Olympic Education into the educational process of the Olympic reserve schools”, “Integrative technology of the Olympic Education”, “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” were published (Kobrinskiy, Guslistova, 2008; Grigorevich, 2007; Kulinkovich, 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, 2002).

**Latvia.** Several organizations participate in the popularization of Olympic movement in Latvia. That is: Latvian Olympic Committee, Latvian Olympic Academy, Latvian Club of participants of the Olympic Games, Latvian Competition Agency, project “Pedas” (footsteps), etc., which organize different events, involving every volunteer into Olympic movement. These organizations have created nice traditions; the events of Olympic education have become more and more popular; and youngsters participate in them more and more.

During the study years 2006 and 2007 an experiment was conducted in the Latvian Academy of Sport Education in the framework of study course of the Olympic education, which showed the usage of interactive methods (Gulbe, 2010).

Latvian Academy of Sport Education, where sports specialists are educated, and this is the only higher educational institution, which realizes the program of Olympic education in the study course of sports, cooperating with Latvian Olympic Committee, make practical realization of the program.

The target audience of the Program of Olympic education is all stages of education, existing in Latvia (Gulbe, 2010).

The topics, connected with Olympic education, are not the subjects taught at school and they are not fully integrated. According to the only 39, 9 % of the surveyed teachers used topics related to the Olympic movement. Following the results, we get that it is necessary to use the topic of Olympic education at school, which could be used in different subjects like: Health care, in Ethics, in Economics, in Latvian Literature, in World Geography and World History, and in Sports (Gulbe, 2010).

**Poland.** The main aim of the Olympic Education in Poland is to promote 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” (Bronikovski, 2007; Zukowska, 1996).

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

**Russia.** The development of scientific and methodological basis of the Olympic Education in Russia started in early 1980s. The formation stage of Olympic Education in Russia is related with the beginning of activities of Russian Olympic Committee by formatting of Olympic Education in schools of Russia. There were two possible models considered.

First model was a civil model under the care of the National Olympic Academy and/or National Olympic Committee. The model was not governmental and it was not obligatory for the official educational institutions and it did not attract a lot of school pupils to the Olympic Education (Kontanistov, 2003).

Second model was Public – State model of the Olympic Education, it was 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).

The Main approach of this model was “Direct teaching – organization of Olympic Education within the theoretical part of physical education in schools” (Kontanistov, 2007). Therefore, this model was chosen for the Olympic education.

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 (Rodichenko, 2008).

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 were 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).

In Russia Olympic education is well developed in all age groups and in all education system. This country has deep Olympic traditions.

#### ***2.3.2.1. The project „Olympic education of children and students“***

Olympic education emphasizes not only the memorization of knowledge, historical facts, Olympic records and numbers for children and young peoples, but learners' participation in sport and their desire to pursue personal and sports records, and most important – victory against themselves overcoming negative personality traits (Puisiene, 2003). Sports activities themselves are perceived as one of the factors of personality development, the condition of multi – faceted education (Dailidienė, 1997). It includes not only the development of human physical performance, but also the perception of cultural values and norms. Sport undeniably contributes to promoting physical and mental health and to developing the values of discipline and team spirit, which in turn promote social integration.

Many Olympic training topics are analyzed in Lithuania, but only in schools and not universities. All of the students who received higher education diplomas educate children in schools. Therefore, Olympic programs are necessary not only for high school students, but for university students as well. This would have an educational impact and would promote healthy lifestyle.

Children and Youth Olympic education project – an attempt to draw students and their teachers, as well as the public's attention to the sport not as great achievements in the area, but as fair play and the spirit of friendship, I would encourage activities that are of interest to participate in all ages. Respect for other people, the ability to honestly compete especially true in recent times, especially when there is a large human alienation, and the sport – the desire victory at any cost, the emphasis and the media.

In view of the above situation, the four Lithuanian authorities (Lithuanian Ministry of Education and Science, Physical Education and Sports Department under the Government of the Republic of Lithuania, Lithuanian National Olympic Committee and the Lithuanian Olympic Academy) has initiated a project of Children and Youth Olympic training schools of the country, which would implementation of the Olympic development program in 2006 (<http://www.ouprojektas.lt/apie-projekta>).

The project aims to make the Olympic ideas are integrated into formal and non-formal educational process for all types of schools in promoting interdisciplinary integration. His heart should become knowledgeable and generous behavior content, will help young people build the Olympic cultural underpinnings that are relevant to the real life situations of today. Children and Youth Olympic education should include visual sports experience, expression, knowledge of the world of sport, history and other knowledge.

The project is coordinated by the Executive Committee of the ruling LNOC up LNOC structural unit – the Olympic Education Commission.

Objective of the project – for children and young people to install the Olympic ideals and humanistic culture, develop their spiritual values and attitudes, to form a harmonious, creative and free individual (<http://www.ouprojektas.lt/apie-projekta>).

Objectives:

1. To develop students' comprehensive approach to contemporary sport issues, critically evaluate and analyze them.
2. During various lessons of their awareness of the Olympic ideas and revitalization of the Olympic Games in historical perspective, and cherish them.
3. Built-Olympic training ideas into educational content.
4. Enable and educate students need to actively participate in school sports community work.

*Expected Results.*

Students will gain a better understanding of the sport, the Olympic movement, the Olympic žaidynes. Gerosios experience will be based on the recommendations for quality improvement (<http://www.ouprojektas.lt/apie-projekta>).

*Participants.*

Pre – school, elementary, secondary, primary schools, high schools and vocational schools teaching team. Project participants list is constantly updated.

The updated programme of Olympic education of Children and Youth in the schools of Lithuania is being organised in schools till 2015. It involves 100 educational institutions of Lithuania. This program is being executed and implemented by the Lithuanian teachers and the entire school community, which also form the humanistic

values of the students, and perpetuate the Olympic ideal. The Olympic training of young people must be given not only to the mind and intellect, but to the body as well. Olympic education refers to both physical and mental training. A. Poviliunas (1998) claims that every child has the right to experience the Olympic during the training, and most importantly, he or she is able to participate in the Olympic games and engage in pursuit of excellence at all stages of life. Our youth entry into the Olympic sports facilities have to be high honour thing, because the athlete's name is associated with the gentleman's name, and the road of the Olympic Games of the school must be opened to refined, and disciplined youth only (Majauskiene, 2013)

Olympic competition of the school is an expression of student cultural activities, and a part of student culture including educational success, educational development, and competition. This is a constant pursuit of perfection, a model of meeting the creative and prestigious purpose. According to the rivalry art of the Greeks it is important to compete and develop yourself in all areas of life, i.e., work, education, art and sport. However, each student needs more Olympic light, going beyond not only the mind and intellect, but also the body. It is particularly necessary to give an advice to the student in an intelligent constructive and intellectual manner when developing the habits and skills. It is necessary to remember that each person requires constant attention so the teacher needs to find time for advice, talk to the student to lift mood, etc. The Program of Olympic Education is to contribute to the development of the beautiful and talented personality of the Lithuanian student. It must be created and developed by all us together.

### ***2.3.2.2. Problems of Olympic Movement in the schools***

There are certain problems that schoolchildren encounter with. The Associated Professor Vida Volbekiene at the time of an international conference has claimed that attitudes of schoolchildren towards physical education declarative because of abandoned physical activity of schoolchildren in the family, poor strong stability of lesson content and methodology, lack of a modern approach to the physical education among students, relatively little attention is given to knowledge, lack of methodical literature, lack of development in motivation of physical activity of students, poor sports facilities, and technical and sports equipment does not meet modern requirements. In addition, a vast majority of studying youth smoke, abuse alcohol, there is widespread

drug addiction, and violence. Sports starts to lose its overall culture of status as commerce aims to displace moral values, an athlete become a commodity, the early pursuit of results retard education of young athletes, sports become a business, an arena of medicine and technology testing (Majauskiene, 2013).

Such concerns suggest that it is necessary to increase and develop student knowledge about the Olympic movement, Olympic culture and the health priorities in the event of formation of the personality. Student Olympic education refers to the development of the body, spirit and intelligence at the same time. The goal of Olympic education and all of us is to combine sports with culture, suavity and educated for human well – being. Sports should be one of the tools to enrich the existence. It is expected that the implementation of this programme will allow students to gain a better understanding of the sports, the Olympic movement, the Olympic Games, learn the ethics of noble competition, improve the interpersonal communication between students and teachers, gain experience of cooperation and develop recommendations to improve the activities. Student life and his attitude ought to be to be filled with joy, cheerfulness, and faith in the future every day (Sukys et al., 2014).

There is the continued implementation of the program of Olympic education of children and youth at the schools of the nation depending on a situation. The prepared program of sports education in schools include sports culture, Olympic education, values of intelligence, also encourages school leaders, and teachers actively introduce the humanistic ideals of Olympism, and develop their spiritual heritage.

Lithuanian Olympic Academy develops and organizes a wide range of conferences, seminars for teachers, presentations, covering a wide variety of topics related to Olympism. The topics include policy of Olympic education, management structure of performance and assurance of quality, development of environment of Olympic education, Human Resources, Olympic education in formal education of children, and other (Majauskiene, 2013).

#### 2.4. IMPLEMENTATION OF OLYMPISM IN LITHUANIA UNIVERSITIES

In 1913 in the Olympic Congress in Lozano P. de Coubertin dared to speak up for the opportunity of Olympic education at the university but stayed unappreciated among his colleagues – the members of the International Olympic Committee who approved only of the prosecution of Olympic Games and consolidation of sporting contacts. He was engaged in being heard by multitude. In order Olympic pedagogy worshipping of body

and sports should be celebrated not only four times a year 'It should be practiced in everyday activity'.

Sport is an important part of culture which has a huge educational impact. P. Cubertin chose sport as a mean of education. He seriously believed that sport, in other words, voluntary and constant efforts to improve, may be effectively applied to the purposes of education: self – knowledge, self – control, a sense of systematic work, abidance by rules, the development of nobleness and honour (Karoblis, 2008).

Olympism is a philosophy of life, exalting and combining the qualities of body in a balanced whole. Will and mind. Blending sport with culture and education, Olympism seeks to create the way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles (Binder, 2000).

Lithuanian students has always been the most active sporting population. The representatives of Lithuanian high schools each year actively participate in the sessions of the International Olympic Academy.

The young scientists of Lithuanian Olympic Academy of Young Scientists have become the equivalent competitors in the scientific battles with the representatives of Europe and the world. And the future is to be encouraged young scientists trips to international conferences of the International Olympic Academy sessions, which highlighted humanist ideals of the ancient Greeks to promote the beauty and practicality of the body, mind, spirit, sportsman dignity fairness and education. Young scientists can not progress without constant physical and spiritual development, and having no significant contribution to human culture (Georgiadis, 2008).

In Lithuania there is an attempt to expand the Olympic movement through non-formal education. Lithuanian Students Sports Association organizes Lithuanian Youth Olympic festival where all higher schools are involved in. The main ambition of the festival is to involve as many students as possible in the Olympic movement. Sports contests are held in every higher school. At the Olympic festival final, the toughest teams and sportsmen of the higher school are delegated. Sportsmen of team events (basketball 3x3, football 5x5 and volleyball 4x4) who have won first-second- third place at the second stage qualify for the finals in the contest of the Olympic festival. All participants are allowed to compete in tug – of – war, weightlifting, darts, orienteering, arm-wrestling, cross-country race and third stage festival. At the fourth stage there is 'a celebration of sport and art' at the festival closing day (<http://www.lssa.lt>).

At the Olympic festival closing day, the best contestants of higher schools are awarded. The higher school having a win over the most number of first places gets a cup and a diploma from Ministry of Education and Science; the higher school taken the second place gets a cup and a diploma from Physical Education and Sports Department near Government of the Republic of Lithuania, the higher school taken the third place gets a cup and a diploma from the Lithuanian National Olympic Committee. In addition to these awards, the rest of higher schools participated at the Olympic festival receive thank you certificates from Lithuanian Students Sports Association.

Lithuanian Students Sports Association organise the Lithuanian Universiade since 2008. This is a new direction, a new understanding, it is an excellent and instructive example to all the universities of Lithuania and the Baltic states.

This year Olympic Games of Lithuanian University of Educational Sciences (LUES) have been held for the seventh time. Such an idea came from the University of Tartu as it has organized Olympic Games of students for many years. The spirit of Olympics and also its conception are being intensified between students and lecturers by this sports contest. There is an attempt to broad a mass of sport in LUES and also teach students how to spend their leisure time purposefully. Both amateur sportsmen willing to participate in any sporting event and just curious onlookers come to this competition. Not only has the community of the university taken a delight in the festival but also the common people living in neighborhood by university. All faculties and institutes of the university take part in the opening parade of the Olympic Games.

Each year all participants of the festival are welcomed by the godfather of the Games, the dean of the Faculty of Sports and Health Education Audronius Vilkas, LEUS rector, an academician Algirdas Gaižutis and other distinguished guests from LNOC and LOA.

The honour of carrying LUES Olympic torch and a flag is given to the most eminent sportsmen of the university. In most cases LUES students – Olympic champions light LUES Olympic flame, for example, Vida Venciene (1988 m. Calgary), Lina Kaciusytė (1980 m. Moscow), Romas Ubartas (1992 m. Barcelona). Also one of the participants in the name of sportsmen makes an oath to contest by fair means and achieve results, meanwhile the arbiter of the contest in the name of referees makes an oath to judge worthily. The quests of the festival as well as entrants are welcomed by



the appearance of lecturers, workers together with students of the university and other quests.

There are frequently eight events in the programme of the competition. All events take place at same time. They are tried to relate with the ancient Olympic Games a little. The contestants may take their choice from a horseshoe and a log throw, a penalty kick, gladiators' battle, chariot racing, little football, tug – of – war, frisbee. Lecturers and workers of the university are supposed to play darts.

All champions and prizemen receive LUES Olympic medals and diplomas of the Lithuanian National Olympic Committee. Champions are decorated with garlands of laurels.

Many of Lithuanian universities participate in SELL students' games. SELL is open Students' Games organised by four Baltic countries – Finland, Estonia, Lithuania, and Latvia. A lot of students come there not only from those countries but also from Russia, Italy, Greece or even China. Each year the competition is held in a different country. SELL Games host country has the right to choose which kind of sports will be organised in the competition. At the Opening ceremony the flag of SELL students' contest is run up, the Olympic flame is lit, students' hymn is sung. The festival is similar to student Olympic Games which unify students of universities from various countries (<http://www.lssa.lt>).

Lithuanian Olympic Academy is amplifying the idea to organise Olympic students' events to the extent of Lithuania and also Baltic countries. Only purposive work is able to gain future perspectives. That is a kind gesture as such events attract plenty of students' attention.

Lithuanian students have always been the most active sporting population. The best Lithuanian student – athletes represent the country in the biggest international competitions, the Olympic Games, Universiades. We have become especially active at the event of participation in the Games organised by of Finland, Estonia, Latvia, and Lithuania. The Great sports must be a matter of prestige, honour, and one of the measures of the good image – building. The examples of great mastery at the universities confirm the fact that the sport personalities possess an irrepressible desire to race, compete, and develop in all areas of life including science, work, arts, sports, and culture. Scientifically and sporty educated young people are our greatest treasure. Higher education has a huge scientific potential, which helps to develop elite athletes.

Nowadays, teachers of physical education do not have an encompassing scientific system, learning improvement, Olympic education training programs, teachers are rarely held scientific conferences, symposiums, little given to research articles in prestigious scientific journals, poor relationships with foreign universities. Nowadays there is a relationship being made with The International University Sports Federation (FISU), which is a major promoter of global student movement. The initiative of FISU is inspired by the International Olympic Academy, and meets the Olympic spirit of students of the world.

The teachers in Lithuania require regular forums, the place where you can discuss the sport of the students, it is an opportunity for the teachers and students from different universities to share their experiences. There is the magazine called Student Sport being published thanks to Associate Prof. Česlovas Garbaliuskas. This is the mirror of sports and scientific performance of the faculty and students reflecting the sports events, festivals, games, competitions, and scientific conferences on sports. This magazine should become the most effective means to enhance health of the students, develop the Olympic ideas, for the Universiade of the world, and to the SELL Student Games in question. The magazine must be enriched by all the teachers, students and sports managers of higher education (Gerogiadis, 2008).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **Introduction**

In Lithuania we have the problem of how to organize the training of students in order to impart to them the knowledge of the Olympic Movement and Olympism published humanistic principles of sport. We think that universities are the main medium, which should first be implemented in the Olympic program, because if students are more concerned with the Olympic movement to be aware of is they give their knowledge, ideas, convey to children.

Currently, Lithuania LSSA (Lithuanian Students Sports Association) is organizing two events related to the Olympic movement – it's Lithuanian Universiade and Lithuanian Olympic Festival. Here students coming from all Lithuania. Our aim of the study is to investigate Olympic education in Lithuanian universities.

First of all we examined the literature sources. Scientific literature analysis let us understand easier the importance of the moral values, Olympism and Olympic education understanding. To reveal the peculiarities of the moral values and absorb how sport activity influence the moral attitudes and culture.

Whereas, one of the work goal was summarize the students' attitude towards Olympism and reveal Lithuania higher education schools' knowledge about the Olympic movement – there was used a questionnaire survey. Also running the survey there was also used a qualitative research, i.e. there were supplied open questions to express own opinion.

While designing the questionnaire there was invoked the dissertation of Dr. Daiva Majauskienė “Olympizm expression and tone with school's culture and pro – social behaviour” (2013).

We used the doctor dissertation's questionnaire and we adopted it to be suitable for the students. While designing the questionnaire there was reached to submit questions which would allow gathering the information to reach the research connected aims.

Wanted to explore situation in Lithuania's universities the Olympic questioner have been delivered to 19 high school students, three universities haven't responded to it. So now we are researching situation that is related to olimpizm in 16 Lithuania's universities.

We have interviewed 218 students from 16 higher education schools of Lithuania (see Table 3). 51% of the interviewed were females (111) and 19% males (107). The research group was chosen randomly – the questionnaire was distributed in Vilnius, Kaunas, Klaipeda and Siauliai higher education schools: Lithuanian University of Educational Sciences (LUES), Vilnius university (VU), Mykolas Riomeris University (MRU), Vilnius Gediminas Technical University (VGTU), Aleksandras Stulginskis University (ASU), University of Bialystok (UB), the ISM University of Management and Economics (ISM), Kaunas University of Technology (KUT), Klaipeda University (KU), Lithuanian Academy of Music and Theatre (LAMT), Lithuanian Sport University (LSU), Lithuanian University of Health Sciences (LUHS), Šiauliai University (SU), Vilniaus Academy of Arts (VAA), International Business School at Vilnius university (IBS), Vytautas Magnus University (VMU). The volunteers were given a questionnaire (see Appendix 1).

Presenting the results first we will talk about data related to Lithuanian students' knowledge about Olympic Games and olimpizm. Presented data of students' survey, is in high school carried out activities related to the Olympic Movement and compared results. Comparing physical activity involved and having Olympic event or lectures students olimpizm values and norms with other universities students presented data. From results we get we can make comparison for students view to honorable, noble sport fight.

Table 3. Number of the interviewed students of the higher education schools.

The higher education schools	L U E S	V U	M R U	V G T U	A S U	U B	I S M	K U T	K U	L A M T	L S U	L U H S	S U	V A A	I B S	V M U
Number of students	58	19	16	13	12	3	6	11	10	11	13	9	12	10	4	14

### 3.1. RESEARCH PLANNING

**Stage I** – 2013 12 01 – 2014 05 01. Scientific literature analysis and summary of the study in order to identify particular features.

**Stage II** – 2014 01 01 – 2014 12 01. The Olympic questionnaire modification for the students. The questionnaire has been given to 16 higher education schools in four cities.

The interviewed physical education students taking Olympism lectures and other students who have not taken. Pedagogical study has been carried out.

**Stage III** – 2014 03 01 – 2015 06 01. Summarizing and analyzing the study data, the process of their scientific – theoretical interpretation and justification of hypotheses, formed conclusions and practical recommendations' draft.

## 3.2. SURVEY METHODS

There were used the following methods:

1. Analysis of the scientific literature and web – pages.
2. Questionnaire
3. Mathematical – statistical analysis (The data has been processed with the PC program SPSS 15 for Windows).

### 3.2.1. Questionnaire survey

There in the work have been accomplished quantitative and qualitative researches. This survey is too difficult to understand it using usual mathematical methods. There was used a questionnaire survey. Also running the survey there was also used a qualitative research, i.e. there were supplied open questions to express own opinion.

We used the doctor dissertation's questionnaire and we adopted it to be suitable for the students. While designing the questionnaire there was reached to submit questions which would allow gathering the information to reach the research connected aims. In the questionnaire instruction the students were presented with the research aim. There was also named the research implementing institution, announced about the research anonymity. While designing the questionnaire we tried to make it easily filled by students, and to collect all the necessary information. We tried to change the more difficult question blocks into the much easier ones. Assuring the interviewees' anonymity, there was no intention to ask their personal data. The most important was the title of the higher education school.

While designing the questionnaire there was used the Olympic questionnaire (Telama, Naul, Nupponen, Rychtecky, Vuolle, 2002). The questionnaire consists of 3 parts (1<sup>st</sup> supplement). The first part was designed to ascertain the students' knowledge about the Olympic Games and the Olympians. Part of the questions are closed, another part – open ones. We ascertained the students' knowledge concerning the history of

Games. Thus there was asked where and when the first modern Olympic games took place.

Accordingly, was asked where and when the last summer and winter Olympic Games were held. To set the students' knowledge and values there was also asked to respond, how they relate the Olympics, how it is different from the antique games, what the Olympic rings symbolize, what they know about Mr. de Coubertin and the current president of the International Olympic Committee. To find out if students are aware of the Olympic Movement, if universities focus on olympizm they were asked to answer to the question if a higher education institution organizes activities related to the Olympic Movement, from where they get information about the Olympic Games (see Appendix 1).

The second part is devoted to investigate the students' attitudes towards the olympizm values (*the assessment of the Olympic ideals*). The examination of attitudes to the Olympic values were the three blocks of claims, which form a common list of 52 values. Assessing each of them, the students had to choose one of four response options (from 1 – strongly disagree to 4 completely agree). Like Daiva Majauskienė (in 2013) in her doctoral dissertation, so we distinguish four groups of values: *the social virtues associated with olympizm; Olympic career and personal benefits; associated with human values and personal development related values.*

The third part consisted of 10 statements scale, which was used to determine students' attitudes towards sports noble and honourable sports struggle. Each scale argument was measured in four-point scale from strongly agree to strongly disagree. Some of the claims wording is negative, thus the scores were counted in reverse order.

## CHAPTER IV

### 4.1. STATISTICAL ANALYSIS

For the statistical procedures there was used the SPSS 15 for Windows via the setting. The analysis of quantitative research data there were used various statistical analysis methods. Inside compatibility questionnaires scales determined by counting the Cronbach alpha coefficient. The students' attitude towards the values of the Olympic structure estimated using the essential components of extraction and Varimax factor rotation method. Differences were considered statistically reliable at a maximum of 5 per cent of error ( $p < 0,05$ ). The link is considered to be statistically significant at a wider than 5 per cent of error ( $p < 0,05$ ).

### 4.2. ANALYSIS OF THE DATA

#### 4.2.1. Students' knowledge related to the Olympic Movement

First step that we did in this work was to find out students' knowledge about the Olympic Games. That is first part of questionnaire. There were submitted 4 close and 12 open questions. Through several options students could answer to several questions about Olympic Games: Why Olympic Games are called Olympic? In which town the first our times Olympic Games were held? Where were held 2014 summer Olympic games?

To first question about Games title even 61,9% Lithuania's' students claimed that Olympic Games are called Olympics, because they were held for Mount Olympus gods. 4,2% students said that the Games are called so that the champions of the event called olympionics and 33,9% said that the Olympic Games are called by that name because they were held in Olympia. That's the right answer. Correctly responded to this question were 90% of Physical Education students who have olympizm lectures. It can be stated that this knowledge they receive at university

78,5% of students who responded to the second question said that the modern Olympic Games took place in Athens. 10,5% felt that they were held in Rome, while 11% of respondents said that the Olympic Games were held in Paris. However, it was held in the French capital after four years – in 1900. 91,8% of students know that last winter Olympic Games were organized in Sochi. And completely uninterested in sports respondents said that the Games were held in Turin or Albertville.

85,4% students know 2012 summer Olympic Games were held in London. 6, 8% stated that it took place in Rio, o 7,3% - on Sydney (see Table 4).

Table 4. Students' knowledge about the Olympic Games.

<b>Why do you think the Olympics is called Olympic?</b>			
<b>Replies options</b>	Because Olympic Games were held in Olympia	Because they were held for Mount Olympus gods	Because champions of the event called olimpionics
<b>Number of students</b>	74	135	8
<b><i>In which town first modern Olympic Games were held?</i></b>			
<b>Replies options</b>	Rome	Paris	Athens
<b>Number of students</b>	22	23	172
<b><i>Where was 2014 m. winter Olympic Games organized?</i></b>			
<b>Replies options</b>	Sochi	Albertville	Turin
<b>Number of students</b>	201	7	10
<b><i>Where were 2012 m. summer Olympic Games held?</i></b>			
<b>Replies options</b>	Rio	London	Sidney
<b>Number of students</b>	15	187	16

The survey asked of students to submit their views, what they are related to the Olympic Games. Receive data content qualitative analysis was based on R. Telama et al. (2002) used the answers coding form, i.e. it has already been written on the categories of the answers can be assigned. However the suggested form was used as a reference point, because not all students' answers were possible to math with sense of categories. So the categories were adjusted. We can see students expressed opinion about the Olympic Games (see Table 5)

Inquiring students what is them related to the Olympic Games, 68.8% of Lithuanian students said that this is a big event, and glory. This is cooperation between nations and the largest sports festival. That said all 48 LEU physical education students, as well as another 102 students engaged in vigorous physical activity.



Table 5. Students expressed opinion about the Olympic Games.

Meaning categories	Number of confirming statements	Examples of confirming statements
Socioeconomic experience, sports, money	23	Spirit, the embarrassment, the money, the fight for the medals.
Olympic competitions, peace	150	The biggest event, the glory, sports achievements, results, records, cooperation, peace between the continents, association of all countries.
Moral values	10	Joy; Fight for your country; pride in what you are doing.
Historical roots	4	Preservation of old traditions; history; Greece
Olympic symbols	18	Olympic rings; Olympic flame
Other	13	Nothing, I do not know, I am not interested in sport

Lithuanian high school students think that Olympics is the world's largest event, where every four years, all the strongest athletes on the planet meets to find out who is the best. This is event that brings together athletes, no matter which religion, race or gender.

10 physical education students (4,6%), which is engaged in professional sport, believes that the Olympics is the pride of all peoples' athletes. To get to this event you need work hard and long time. Emotions, when your country athletes and pride of your country. This is sports pre – test and new aspirations.

10,7% of respondents say that the Olympic Games related to haste, sporting spirit, joy and medals. 8,2% of students Olympic Games are related with Olympic rings. 5,9% of respondents thought (13 students out of 218) did not respond to this question or said they did not know with whom connected Olympics. For several students the Olympics is related to the history and Greece.

86,7% of respondents (189 students) are aware that the modern Olympics is different from the antique. Students who was claiming that the modern Olympics is different from the antique, was asked to describe the differences. Replies content analysis was performed based on the above – mentioned author (Telama, et al., 2002)

offered coding form. In Table 6 submitted categories, confirming the number of units of meaning and examples.

Table 6. Students described differences between the modern and ancient Olympic Games.

Meaning categories	Number of confirming statements	Examples of confirming statements
Non – discrimination of participants	33	There is no religious, ethnic discrimination; Olympics involved both men and women.
Other sports and more, other with history related differences.	60	More sports, some are no longer certain; It lasts longer; more innovation; now it takes place in winter and summer Olympics.
Organization	25	Games are known all over the world; diverse program; modern arena; new technologies.
Records, results at any cost	30	Every athlete, the party wants to show what they can; by helping of technology increasing the records; results at any cost, so gets odd fight, use of unauthorized products.
Commercialisation	28	The desire to win, the desire to get rich; money above everything; Olympics these days is commerce.
Media	13	Games see the whole world; you can watch the Olympic Games with the details.
Other	29	I do not know, I am not interested in sport

Students know that sports events changed, some of them no longer exists. Now the Olympics involved in the whole world, in the past it was a Greek festival, attended only by men. The emergence of innovation Games became colorful. New technologies have resulted in the inventory, which allows more accurate to set score, the winner. The desire to win has led to unfair play. Modern and ancient games for century’s abyss practically incomparable. At present, everything tends to commerce, money, fame and politics. Everything related to sport, the Olympic Games are inseparable from the

policy, which makes people to demonstrate their ideologies, their party strength. 29 students (13,3%), replying to questions, did not know the difference between the modern and ancient Games.

When asked students what Olympic rings means, 81,6% of all university representatives said that they know what this means. 162 students replied that it means continents (74,3% of all representatives). 8 students answered in more detail: the rings symbolize unity, togetherness, Olympic movement, versatility, sporty Movement, tolerance and respect, unity of races and continents. Accurately answered 8 students (3,65%), which stated that Olympic rings represents the world's continents, and that at least one color in each world flags. 18,4% of respondents answered incorrectly or not at all know (40 students). They said that there was a rainbow, victory, water, sun, blood, etc.

When asked students if they know what the Paralympics and the Special Olympics, only 11,5% of respondents answered correctly. It is people having physical and mental disabilities Olympics. 170 students (78%) said that this is persons with disabilities games. 10,5% could not answer the question or did not know the answer.

Regardless of the answers, 84% of students believe that Paralympic and Special Olympics are important, but they are less popular as the Olympic Games. This is motivation for the man that while many obstacles in life, but they are all surmountable. People with certain disabilities may feel themselves to realize the joy of victory, spiritually and mentally, may feel satisfaction in what they do. Of course, they can show the people that they are not different from others. This is an opportunity to prove them. Physical and mental disability is not an obstacle to achieving the goals and lives a full life.

Students were asked to give the definition of what Olympic champions they do not like. Results showed that less than half of respondents (42,7%) said that they do not like the champions, who, becomes deception, bad faith. They feel a lack of respect for athletes who use unauthorized formulation or playing unfairly. 2% of the respondents provided examples of athletes who have become unacceptably Champions. 18,6% of students believe that all champions deserve respect, they are not judged. But even 80 students (36,7%) did not know the answer to this question, or simply had no opinion. This is little physical activity engaged in, or the entire student – athletes.

According to the survey, 40,1% of students would like to become Olympic champions. They claim that this top-level sports award. Every athlete wants to become a true Olympic champion. The mere participation in the Olympic Games is a great honor and athlete evaluation. After all, not everyone is given to become the strongest in the world. This is the tallest athlete's life step. Olympics congeal blood. 24.3% of students would like to become Olympic champions on the financial feasibility secured future. They dream about money, fame and power. After all, becoming a champion is to lead by example. 58 students interviewed would not want to become Olympic champions. They do not want the commitments are not interested in sports, don not want to be popular, want to realize themselves not through sport. 9% of those surveyed had no opinion, did not know how to answer this question.

Finally, we asked students where they get information about the Olympic Games. It turned out that most students receive information on the internet or watching TV (78%). Less often receives information listening to the radio (12%), from friends and coach – 10%. 58 students receive their information through university lectures and events.

#### **4.2.2. Students' attitude toward values of Olimpizm**

Firstly, that we could make factor analysis, it was counted the Cornbrash's Alpha. In second part of Olympic questionnaire, there were separated three groups, three questions, where students had to submit their views on issues related to the Olympic Games. In first question „Olympic games encourages“ Cornbrash's Alpha rate is very strong 0,89. All 18 propositions related to Olympic Games are related correlational, compatible, complement one another. Second question „Do you think the Olympics lead to“: statements are consistent. Cornbrash's Alpha rate is 0,86. Internal qualitative data compatibility is big. In third question, „How Olympic Games are related to a specific tasks“, Cornbrash's Alpha is lower than in other questions, however rate is strong as well – 0,84. One statement that in the Olympic Games aims to drug abuse is incompatible with the others. So if we threw it, Cornbrash's alpha increases to 0,86. Calculated Cornbrash's Alpha, we are able to perform factor analysis.

Applied Approach's' to the Olympic values scale (Telama et al., 2002). It was identified four groups of factors: Social virtues in Olympism; Human values in Olympism; Olympic career and personal benefit; Striving toward personal growth/development (see Table 7).

Table 7. The results of the factor analysis of students 'opinion on Olympic values.

<b>Social virtues in Olympism</b>	
Youth togetherness	0,78
Sincerity	0,71
Virtue	0,70
Better World	0,69
Purity	0,69
Gentlemen's behaviour	0,67
Amateurism	0,65
Goodwill	0,65
Solidarity	0,63
Peace	0,63
Friendship	0,62
Broad-minding	0,61
Absence of discrimination	0,60
Nationalism	0,59
Pride	0,59
Obedience	0,59
Modesty	0,55
Equality	0,55
Beauty	0,43
<b>Human values in Olympism</b>	
Honesty	0,75
Cultural richness	0,74
Mutual respect	0,69
Cultural awareness	0,69
Body and mind harmony	0,67
Optimism	0,66
Strength of will	0,65
Generosity	0,64
Tolerance towards other nations	0,63
Honourable contention	0,59
Moral principles	0,57
Freedom	0,50
<b>Olympic career and personal benefit</b>	
Financial (monetary) benefits	0,73
Drug abuse	0,71
Wealth	0,70
Recognition	0,70
Professionalism	0,69
The desire to earn	0,68
Deception	0,67
Popularity	0,66
Career	0,63
Victory at all costs	0,56
<b>Striving toward personal growth/development</b>	
Focus maximum effort	0,75

Self – monitoring	0,70
Sportiness	0,69
Artfulness	0,64
Competitiveness	0,63
Respect of the rules	0,62
Joy efforts	0,62
Winning	0,60
Physical capacity	0,60
Cooperation	0,59
Perfection	0,51

Students assessing them given values, we think already take into account the experience gained in past time. Students already are looking to human values opposed than pupils, making us more difficult to assess their values. Most importantly, in universities we need to provide, to teach them how they could spread the Olympic values to younger people. For the students who graduated from universities, comes to life, where willing or unwilling becomes as example to the young people and children

Therefore, from the students' knowledge begins dissemination of values to young people. After the factor analysis we can see how individual values are compatible with each other and what the number is bigger, the connection stronger. The analysis separately for men and women groups has similar results.

Table 8. The inter – correlation among the factors determining values of Olympism.

No.	Groups of values	The average score (M)	Cronbach alpha
1.	Social virtues in Olympism	3,52	0,91
2.	Human values in Olympism	3,94	0,94
3.	Olympic career and personal benefit	3,30	0,90
4.	Striving toward personal growth/development	3,00	0,78

The study revealed that Lithuanian students to the most important attribute values of human values and social virtues associated with Olympism (see Table 8). The least important values related to personal development. Thus, students with olimpizm mostly associate honesty, mutual respect and cultural understanding, optimism, strength of will, dignity, tolerance for other nations and other. The emphasis on the importance of values related to the same Olympic Games, whose philosophy puts values such as excellence,

equality, sporting a noble and honorable struggle, people's awareness of cultural pluralism (Muller, 2000). These results stem from general view of the Olympic Games.

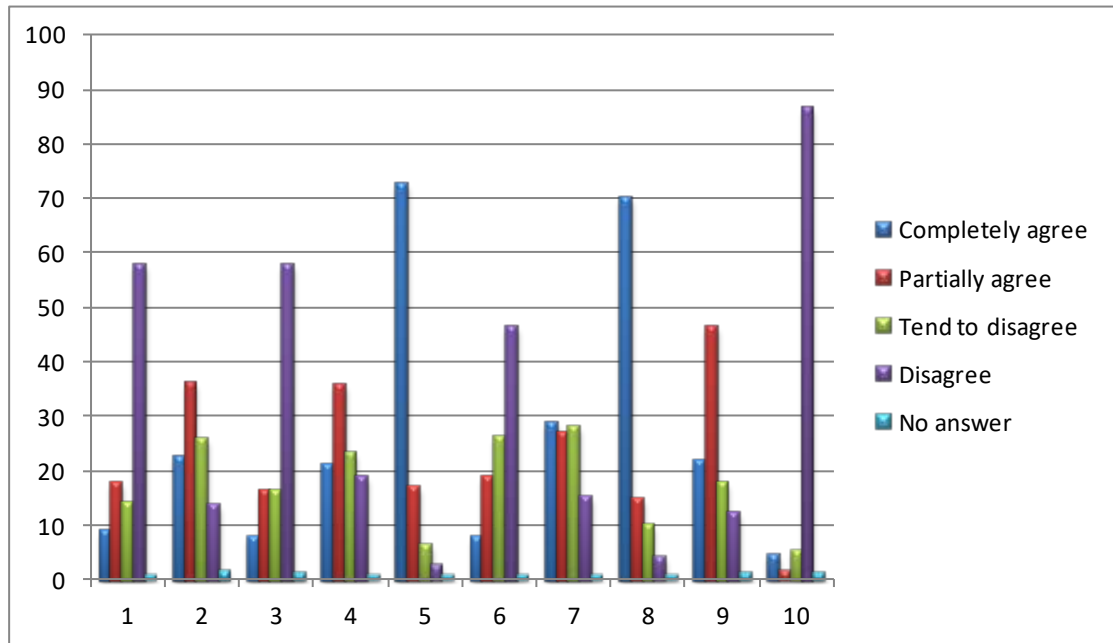
For example, students answering the question what they do not like in Olympic champion, or what it means Paralympics and the Special Olympics, they have revealed their attitudes to human and Olympic values. Olympics winners, champions, or even the Games participants often are described as strong – willed people who are fighting for respect and tolerance for each other. The analysis of the data obtained, showed that the students care with social virtues associated with olimpizm. They care of young people togetherness, sincerity, virtue, better world, gentlemanly demeanor, harmony in body and mind, and more.

According to the survey, students at least with the Olympic Games link pursuit of personal development, cunning, career, cooperation and other. In their opinion above goes Olympic career and personal benefits. In sport activities it is associated with the negative aspects (Karoblis, 2006). However, in modern society, career, personal benefit, money are peoples aspirational and one of the main aspirational goals. Scientific works, discussing the negative aspects of sport, almost does not mention the Olympics, because they are does not possess negative values. Precisely in the Olympics, perhaps more than in other sports events highlighted the negative attitude towards fraud, doping, and odd fight. The Olympic Games are associated with generosity, the venerable sports struggle, honesty, respect.

#### **4.2.3. Students' attitude towards noble and honorable sports struggle**

Lithuanian students were asked to answer the question of how they understand the sport struggle. This question was answered by 211 students, and 17 could not answer, did not know the answer (see Drawing 1). Even 86,7% of the students declared against the athlete can consume doping in order to win an Olympic medal. 41,3% of students (90) said that the venerable sports struggle; this is stuggle, in accordance with the rules. 88 students, most engaged in sporting activities, said that the honorable fight, this is embarrassment without fraud, honest, fair, honorable fight. This is equivalent, honest and mutually respectful rivals' duel, after which the winners are revealed, it is able to concede defeat and congratulate stronger opponent. Ethic is very important in sport. In addition to its sports would not educate people with great moral values. Honorable struggle, its embarrassment without illegal preparations required compliance with all

rules and not thinking just about winning at any cost. This is respect for the Olympic Charter. 10,1% of respondents answered simply, that glorious fight, this is embarrassment without using the doping and various preparations.



Drawing 1. Students view to honorable, noble sport struggle expressed in percentage.

*Columns explanation:* 1. In sports it is acceptable if someone tries to violate rules; 2. In some sports it is impossible not to traumatise the opponent; 3. In sport It is impossible to achieve sporting success in the fight honourably; 4. Violence is an integral part of some of the sports part; 5. Sport activities can be won in honourable fight; 6. If a contestant is competing dishonest, he can paid off the same; 7. The rules encouraging roughness must be absolutely prohibited in sport; 8. Noble, honourable fight sports is an integral part of both children and adults' sports; 9. In sport one can be a little selfish; 10. An athlete can consume doping in order to win the Olympic medal.

Clarifying students' attitude towards noble and honorable struggle was submitted ten statements. Most students (126) indicated that in sports is not acceptable, if someone tries to violate the rules. Even 159 students believe that in sport it is possible to win and fight honorably. 153 students are in full agreement that a noble, honorable fight sports are an integral part of both children and adults sports. However, it was supporting in some sports sometimes impossible not traumatized opponent (fully agree – 22,5% agree in part – 36,2%). 21,1% believe that violence is an integral part of some of the sports



part. It is said by most students from universities where there is no olimpizm lectures and no Olympic Festivals are organized.

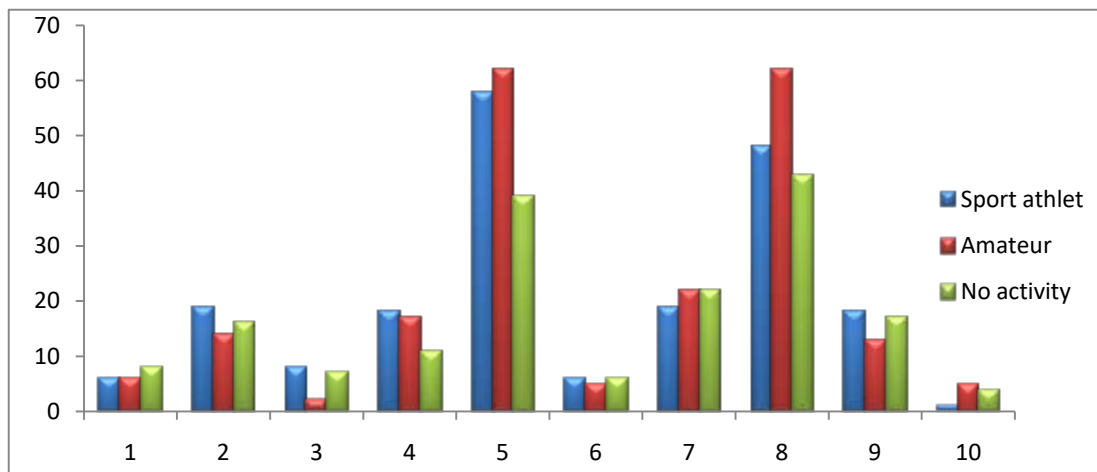
Separately interpreting students engaged and not engaged in physical activity attitude towards noble and honorable sport struggle we see the similarities between the two groups of respondents answering the ten questions. Picture indicates only answer option completely agree data. Only in the eighth statement, there are divergences. 62 sports buffs fully agree that a noble, honorable fight in sporting are an integral part of both children and adults sports. All athletes are equal to contest rules and all equally bound to respect them. A bit less athletic students agree with this statement – 48 from 72. Much less sedentary students completely agree that in sports fight it is possible to win the fight with honor. It has been supporting that in some of sports sometimes impossible not traumatized opponent. Fully accepted by 26,4% of students' that are involved in sports, 17,5% of sports fans also agreed with this statement, although 36,3% of them partially disagreed with this statement.

So as we can see from the chart, we may notice that athletes and sports fans opinion about the same. Visible from the two groups released their opinion completely student – athletes, but the differences are minor.

Such age young people already selects about attitudes and values, which pertain to the principles of life.

In order of more analysis the results of this work problem we divided students into two groups – young people who olimpizm lectures (78 students) and without (140 students). We compared the two groups of respondents' attitude towards noble and honorable sport fight. Picture indicates only answer option completely agree details (see Drowing 2).

As mentioned above, students' attitudes and values are formed. However, students who have lectures at the University of Olimpizm are more aware of the Olympic values and attitudes. The most important thing of everything is a noble and honorable sports fight. Both groups of respondents understand what is a beautiful game, but the students without of olimpizm lectures were more supporters that in sports it is possible to fight with violate the rules, it is impossible to reach the sporting heights fighting honorably.



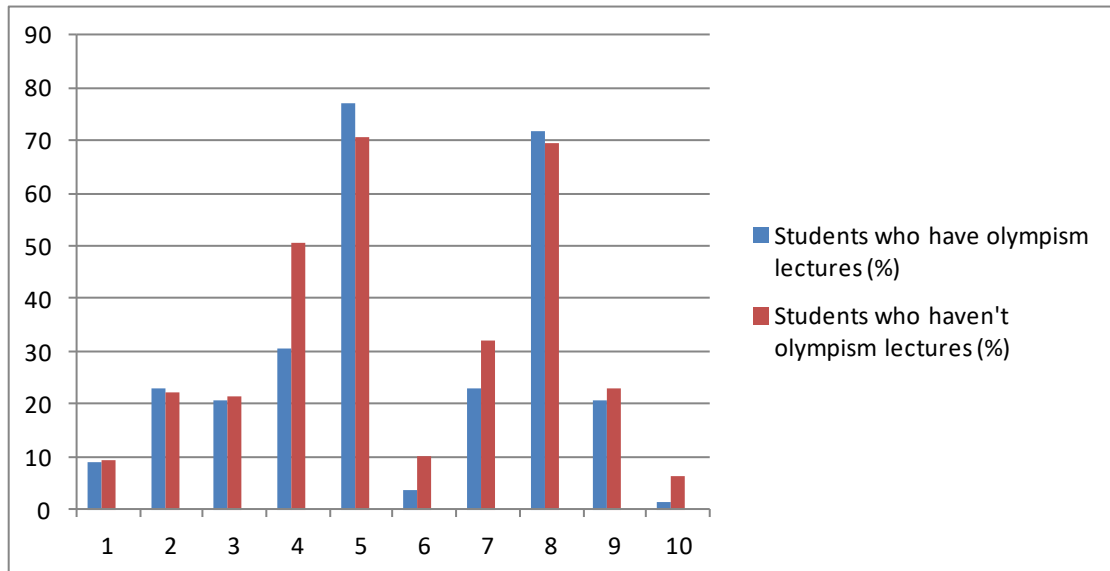
Drawing 2. Different physical activity involved students the opinion to a noble game.

*Columns explanation:* 1. In sports it is acceptable if someone tries to violate rules; 2. In some sports it is impossible not to traumatise the opponent; 3. In sport It is impossible to achieve sporting success in the fight honourably; 4. Violence is an integral part of some of the sports part; 5. Sport activities can be won in honourable fight; 6. If a contestant is competing dishonest, he can paid off the same; 7. The rules encouraging roughness must be absolutely prohibited in sport; 8. Noble, honourable fight sports is an integral part of both children and adults' sports; 9. In sport one can be a little selfish; 10. An athlete can consume doping in order to win the Olympic medal.

They are also agreeing that in sports can be selfish people and that violence is an integral part of some of the sports part and if the challenger compete dishonest, he possible repay the same. In their view, the rules encourage roughness should be prohibited in sport. Most importantly, this group of students agreed that the athlete can consume doping in order to win an Olympic medal.

Also we compared the students studying in the eastern part of the country and the western attitude towards noble and honorable struggle. Thus, the individual opinion of university students in a noble and honorable game is different, but slightly according to the statement. E.g. 63,8% LUES students opposes the fact that in sports acceptable if someone tries to violate the rules. This statement is opposed to 58,3% of SU students

and 60% of KU. All university students approach to the honorable game results are provided in the annexes (see Drowing 3).



Drowing 3. Students with olimpizm and without the opinion to the beautiful game

*Columns explanation: 1. In sports it is acceptable if someone tries to violate rules; 2. In some sports it is impossible not to traumatise the opponent; 3. In sport It is impossible to achieve sporting success in the fight honourably; 4. Violence is an integral part of some of the sports part; 5. Sport activities can be won in honourable fight; 6. If a contestant is competing dishonest, he can paid off the same; 7. The rules encouraging roughness must be absolutely prohibited in sport; 8. Noble, honourable fight sports is an integral part of both children and adults' sports; 9. In sport one can be a little selfish; 10. An athlete can consume doping in order to win the Olympic medal.*

Four Lithuanian university students have a minimum contact with the olimpism. Lithuanian University of Educational Physical Education specialty students have olimpizm lectures and there is organized the Olympics by the university. Also LUES students participate richly in Lithuanian Olympic Festival. Lithuanian sports university is taught olimpizm and students' sports' history. Also, the university students participate richly in Lithuanian Students Sports Association organized events. Klaipeda University students learn Lithuania's physical education and sports history, which, of course,

students will study and olimpizm. Siauliai University physical education students also have sports history lectures, which is in contact with the olimpizm. However, these two university students do not participate in the Olympic festival of Lithuanian students. Of the 16 surveyed Lithuanian high schools half their students do not participate in the Olympic Festival of Lithuanian, where is some small contact with the Olympic movement. Students should be encouraged and attracted by someone to the event, so that they would understand and noble sense of fair play, touch the Olympic values, hear what the Olympic movement is (see Appendix 2 and Appendix 3).

Olympic sports, Olympic education – it is not only the past but also the future. Olympic education – the priority of moral values in the direction of development. It is important through different things lectures; various events integrate Olympic education ideas. The most important thing students 'introduction' to the Olympic values of the world that highlights common human values meaning the student elevates the spirit.

## CHAPTER V

### DESCUSSION – CONSLUSIONS

#### **Analyses of the values that are developed in sports.**

The first objective of our study was to, “To analyse the values that are developed in sports“. It was found that in scientists opinion, it is very difficult to distinguish the values that are typical for only sport activities. The values that get formed doing a sport might be transferred into other life spheres, it helps develop both an person and society. It can be stated that such values like trained body, wellness and discipline have become important not only in sports. Otherwise, sport has always been understood as a difficult phenomenon, cherishing human values and having a big impact on person’s internal strength expansion. Summarizing the values, developed in sports, there can be said that a ports trainer is not only a teacher of PE but also moral values teacher. In the sport there often shows community, collaboration, friendship, creativity and other similar values. Sport trainings open possibilities to develop people’s spirituality, communication and collaboration, ethics, help, solidarity, dignity, fairness, responsibility, tolerance towards education. Olympism is valuable for its moral values, helps the youth to become wholesome personalities. The philosophy of the olympizm stimulates comprehensive harmonious person’s development, mastership and victories, inter-respect, honesty, tolerance etc.

#### **Explore factual knowledge about Olympism that is common among students of/in Lithuanian universities.**

The second objective of our study was to, “Explore factual knowledge about Olympism that is common among students of/in Lithuanian universities“. It was found that only 33,9% of the respondents know that the Olympic games are called the Olympics because they were held in the town Olympia. About 80% of the students know the main facts about the Olympics. 68,8% of Lithuania’s interviewed students said that the Olympics is a big event, glory; this is an event which unites sportsmen, where religious becomes unimportant, as well as race or gender, this is all nations’ pride of their sportsmen. 86,7% of the respondents know that modern Olympic games are different from the antique ones. 29 students while answering the questions did not know how antique differs from the modern one. So, such gaps should be eliminated at universities

spreading the information. About 80 % of the respondents knew what the Olympic rings symbolize, but they answered not rightly. Only 8 students (3,65% of the respondents) answered most correctly, that the Olympic rings symbolize the Earth's continents and that at least one colour exists in any country's flag. Only 11,5 of the respondents correctly answered about the Paralympics and special games. The students' get the information about the Olympic games from range of sources: radio, TV, newspapers, trainers. Such information should be spread at universities, especially with pedagogic tendency, as later the postgraduates educate children who are have to supplied with much of information.

### **Set the Lithuanian students' attitude to the values**

The third objective of our study was to, "Set the Lithuanian students' attitude to the values". It was found that Lithuanian students tend to assign the values which are connected with human values and social virtues connected with olympizm. The least important values are connected with personal development. So, the students olimpyzm mostly associate with honesty, two – way respect, cultural awareness, optimism, strength of the will, generosity, tolerance towards other nations etc. Such results are determined by an opinion about the Olympic games itself. Analysing the research results there has emerged that for the students is important social values, bounded with olympizm. They find it very important a sense of community, heartiness, goodness, better world, gentlemanly behaviour, body and mind harmony etc. The least connected thing with the Olympic games the students named personal development, artfulness, career, collaboration etc.

Ethics is very important in sports. Most of the students stated that it is not acceptable if someone tries to break rules. Even 159 students stated that it is possible to win competing honestly. 153 students agree that honest and fair sport contest is a concurrent both among kids and adults sport. But there are who agree on that in some sports it impossible not to traumatise the rival, that violence is a necessary part of some sports. All the sportsmen are equal for the rules and all of them have to obey them. The most important thing is noble and honourable sport contest. Both respondent groups (who do sport activities and who do not do) understand what a nobly play is. Among the students who did not have lecturers about olympizm, there who agree on possibility to break the rules, and that it is not possible to gain good sports results in fair play.

**Survey the present situation of Olympic education in different Lithuanian universities.**

The third objective of our study was to,“Survey the present situation of Olympic education in different Lithuanian universities“. It was found that the students, who have olympism classes at university, better understand the Olympic values and regulations. In Lithuania there are held olympizm programs for schoolchildren but not for students. There is no system which would involve into the Olympic movement. At four Lithuanian higher education schools (LUES, LSU, KU, SU) from nineteen, the students have olympizm or PE and sport history lecturers where they minimally get closer to the olympizm. They held for the future sport specialists. The only Lithuanian university (LUES) organize university Olympic game where every student can take place. Also Lithuanian students' sport association organize students' Olympics festivals where can take place everybody who wish even who is not in sports or who do not like sports. About a half of the respondent universities do not participate in Lithuanian Students' Olympic festival.

## **Recommendations**

Under modern conditions Olympism, Olympic sport and Olympic education, naturally developing with the national culture, grew into the cultural life of the independent Lithuanian State, became an important source of the physical and mental strength of the nation. Olympism in the university should become a life style, based on the unity of the beauty and the good. Such lifestyle, based on moral values, links between sport and culture, art and science will support development of the personality in the university, the wealth of the human being and the community, will facilitate the efforts to make the world more beautiful, more tolerant and more fair.

Firstly, the students shall experience Olympism through learning, Olympic education, sports competitions and also sense the beauty of sport, alternation, depth of emotions and feelings, the bless and the underlying of the strength of values. Students, as young people, are full of enthusiasm, energy, drive for improvement and learning.

Olympic sport, Olympic education, the humanism of competition, the conception of sports activities, and education of the personality of culture expresses the greatness and beauty, highlights the significance of common values and elevates the spirit. The global guideline in Olympic education – Olympic pedagogics – is the science about education of the young person with reference to the humanistic ideals and values of Olympism, full of joy, sparkle, belief in the future.

It is necessary to develop a program of Olympic education for students. When developing it, the profile of a university should be taken into consideration. Four universities in Lithuania are of pedagogic profile, the rest are different. Olympism should be integrated into study programs. So, students should be considered and efforts to get them involved into Olympic movement shall be made, irrespectively of the student's engagement in sports.

A methodological book "Students' Olympism" shall be developed. This could help the students to form a general vision of Olympic education, together with students and the youth clarify how they understand Olympic ideals and values and how they appreciate the ideas of noble sport, the Olympic Games, to discuss the relationship between Olympic sport and politics.

It is a must for universities to organise Olympic Days, Olympic festivals that would attract more students.



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## **APPENDIX**

## Appendix Nr.1

I am a master degree student at University of Peloponnese (Greece). I study Olympic education. Master thesis topic – Olympic movement at Lithuanian universities. With this questionnaire we would like to find out the current and former students' knowledge of the Olympic movement. We also want to find out whether sport has an impact on people who do sports and those who are not interested in sports values.

### OLYMPIC QUESTIONNAIRE (PART 1)

#### **Title of your higher education school:**

1. Lithuanian University of Educational Sciences (LUES)
2. Vilnius universiry (VU)
3. Mykolas Riomeris University (MRU)
4. Vilnius Gediminas Technical University (VGTU)
5. Aleksandras Stulginskis University (ASU)
6. University of Bialystok (UB)
7. The ISM University of Management and Economics (ISM)
8. Kaunas University of Technology (KUT)
9. Klaipeda Universuty (KU)
10. Lithuanian Academy of Music and Theatre (LAMT)
11. Lithuanian Sport University (LSU)
12. Lithuanian University of Health Sciences (LUHS)
13. Siauliai University (SU)
14. Vilniaus Academy of Arts (VAA)
15. International Business School at Vilnius university (IBS)
16. Vytautas Magnus University (VMU).

#### **Your gender:**

1. Female
2. Male

#### **Do you do any physical activity?**

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#### **Why do you think the Olympic Games is called Olympic?**

1. Because the Olympic Games were held in Olympia town
2. Because the Olympic Games were for the gods of Mount Olympus
3. Because the Olympic champions were called Olimpionics

**Which city were the first modern Olympic Games hosted in?**

1 Rome  2 Paris  3 Athens  4 I don't know

**When did the first modern Olympic Games take place?**

1 1842  2 1896  3 1908  4 I don't know

**Where did 2014 Winter Olympic Games were held?**

1 Soch  2 Albertville  3 Torino  4 I don't know

**Where were held 2012 Olympic Games?**

1 Rio  2 London  3 Sydney  4 I don't know

**Who do you relate to the Olympic Games? (describe briefly please): \_\_\_\_\_**

**Is the modern Olympic Games different from the ancient ones?**

Yes  No

**If yes, so, please describe the differences \_\_\_\_\_**

**What do symbolize the five Olympic rings? \_\_\_\_\_**

**Who is the International Olympic Committee president?**

\_\_\_\_\_ I don't know

**Do you know who Pierre de Coubertin is? \_\_\_\_\_**

**Which of the Olympic champions you do not like? Why?**

\_\_\_\_\_

**Did you study about the Olympic Games at your of higher education institution?**

Yes  No

**Where do you get the information about the Olympic Games?**

1. Parents  2. Sisters / brothers  3. Friends   
4. Radio  5. TV  6. Newspaper   
7. Trainer  8. Others  9. Nothing

**Does your university hold such an event as "The Olympic Day", "The Olympic Week", "The Olympics" or "The Olympic Festival"?**

Yes  No

**What do you think is the Paralympics and the Special Olympics?**

Do you think The Paralympic Games are important? Yes  No

Why? \_\_\_\_\_

Would you like to become an Olympic champion? Yes  No

Why? \_\_\_\_\_

### OLYMPIC QUESTIONNAIRE (PART 2)

Select one of your suitable answers. In your opinion, the Olympic Games are stimulated by.

Tick one of your most suitable answer options: completely agree (1), partially agree (2) tend to disagree (3), disagree (4).

The Olympics promote:

		Completely agree	Partially agree	Tend to disagree	Disagree
1	Beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Competitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Honourable contention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Popularity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The desire to earn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Strength of will	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Cultural awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Optimism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Generosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Artfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Mutual respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Pride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Tolerance towards other nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Moral principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Gentlemen's behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**We would like to know your personal opinion about these principles. Tick one of your most suitable answer options: completely agree (1), partially agree (2) tend to disagree (3), disagree (4).**

**In your opinion, The Olympics leads to the:**

		Completely agree	Partially agree	Tend to disagree	Disagree
1	Body and mind harmony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Better World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Broad-minding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Physical capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Cultural richness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Solidarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Absence of discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Purity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Nationalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Victory at all costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Deception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Joy efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Sincerity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**It is often asserted that the Winter Olympic Games are associated with some specific objectives. Tick one of your most suitable answer options: completely agree (1), partially agree (2) tend to disagree (3), disagree (4).**

**Aims of the Olympic Games:**

		Completely agree	Partially agree	Tend to disagree	Disagree
1	Perfection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Financial (monetary) benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Modesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Winning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Drug abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Goodwill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Obedience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Respect of the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Youth togetherness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	Virtue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Focus maximum effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Self-monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Amateurism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Sportiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### OLYMPIC QUESTIONNAIRE (PART 3)

**How do you understand the honourable sports struggle (please write)?**

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**Read the statements and evaluate them by selecting one of four response options. Write if you agree (disagree) with the following attitudes?**

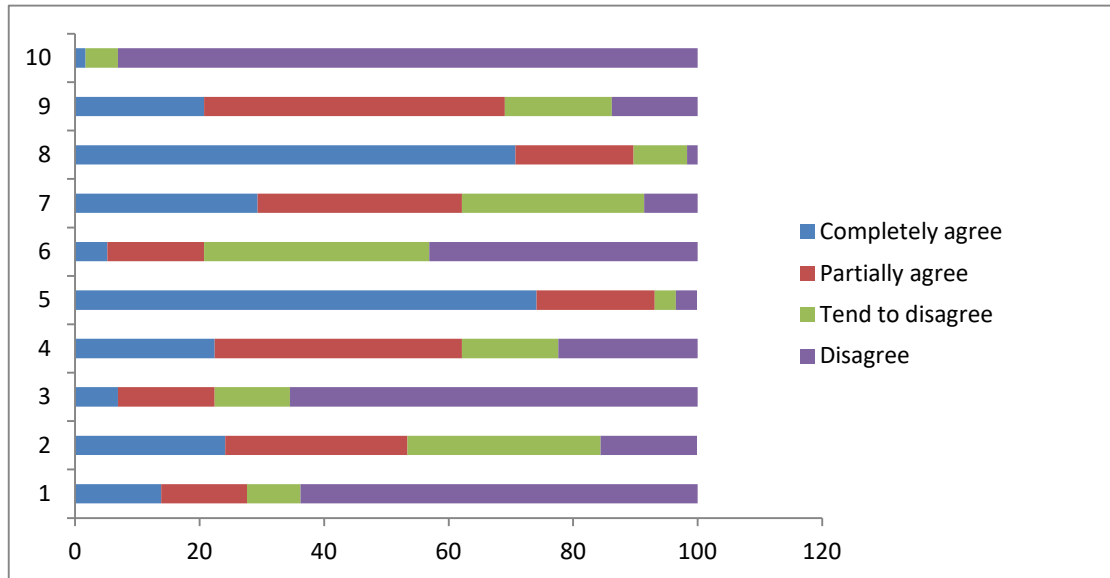
	Completely agree	Partially agree	Tend to disagree	Disagree
1. In sports it is acceptable if someone tries to violate rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In some sports it is impossible not to traumatise the opponent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In sport It is impossible to achieve sporting success in the fight honourably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Violence is an integral part of some of the sports part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sport activities can be won in honourable fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If a contestant is competing dishonest, he can paid off the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The rules encouraging roughness must be absolutely prohibited in sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Noble, honourable fight sports is an integral part of both children and adults' sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In sport one can be a little selfish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. An athlete can consume doping in order to win the Olympic medal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 2

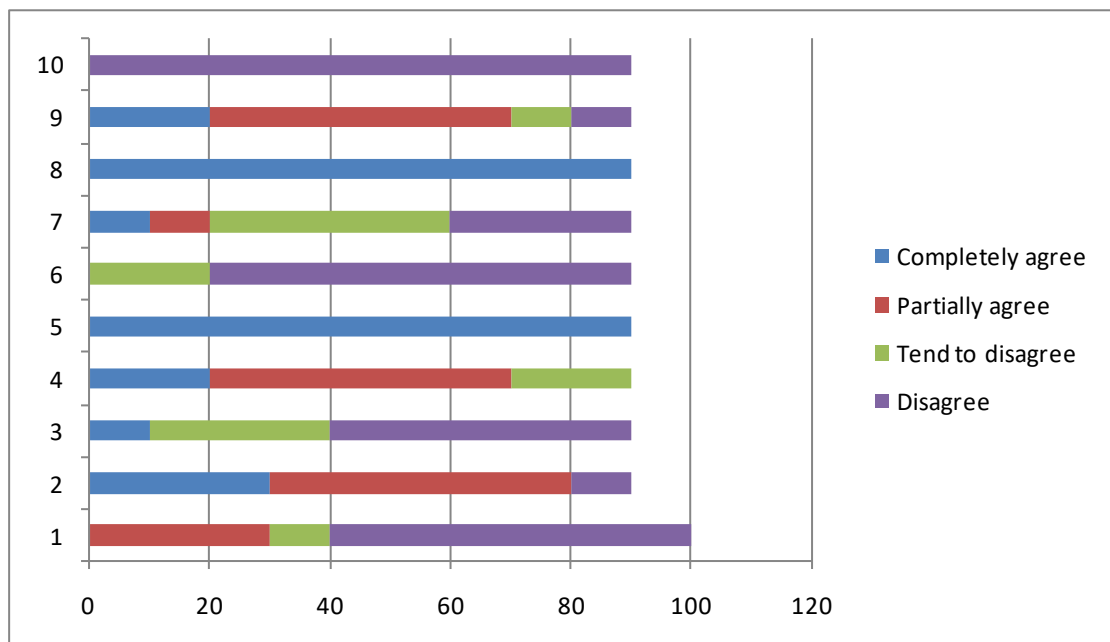
Table 9. Students view to honorable, noble sport struggle expressed in percentage.

Statements	Completely agree	Partially agree	Tend to disagree	Disagree	No answer
1. In sports it is acceptable if someone tries to violate rules	20	39	31	126	2
2. In some sports it is impossible not to traumatise the opponent	49	79	56	30	4
3. In sport It is impossible to achieve sporting success in the fight honourably	17	36	36	126	3
4. Violence is an integral part of some of the sports part	46	78	51	41	2
5. Sport activities can be won in honourable fight	159	37	14	6	2
6. If a contestant is competing dishonest, he can paid off the same	17	41	57	101	2
7. The rules encouraging roughness must be absolutely prohibited in sport	63	59	61	33	2
8. Noble, honourable fight sports is an integral part of both children and adults' sports	153	32	22	9	2
9. In sport one can be a little selfish	48	101	39	27	3
10. An athlete can consume doping in order to win the Olympic medal	10	4	12	189	3

### Appendix 3

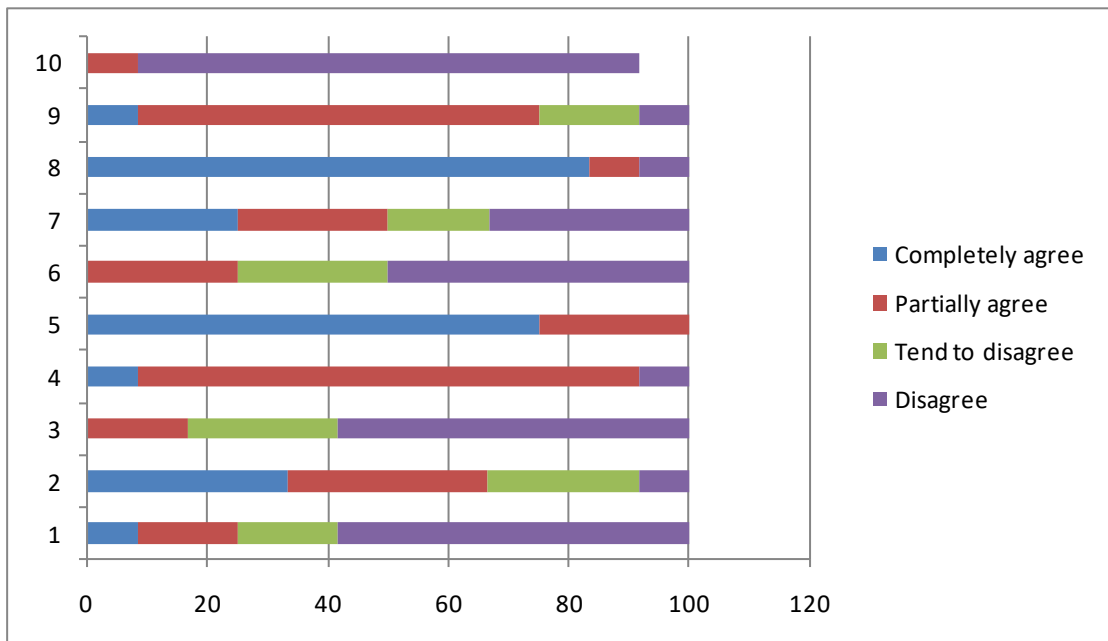


Drawing 4. LUES students view to honorable, noble sport struggle expressed in percentage.

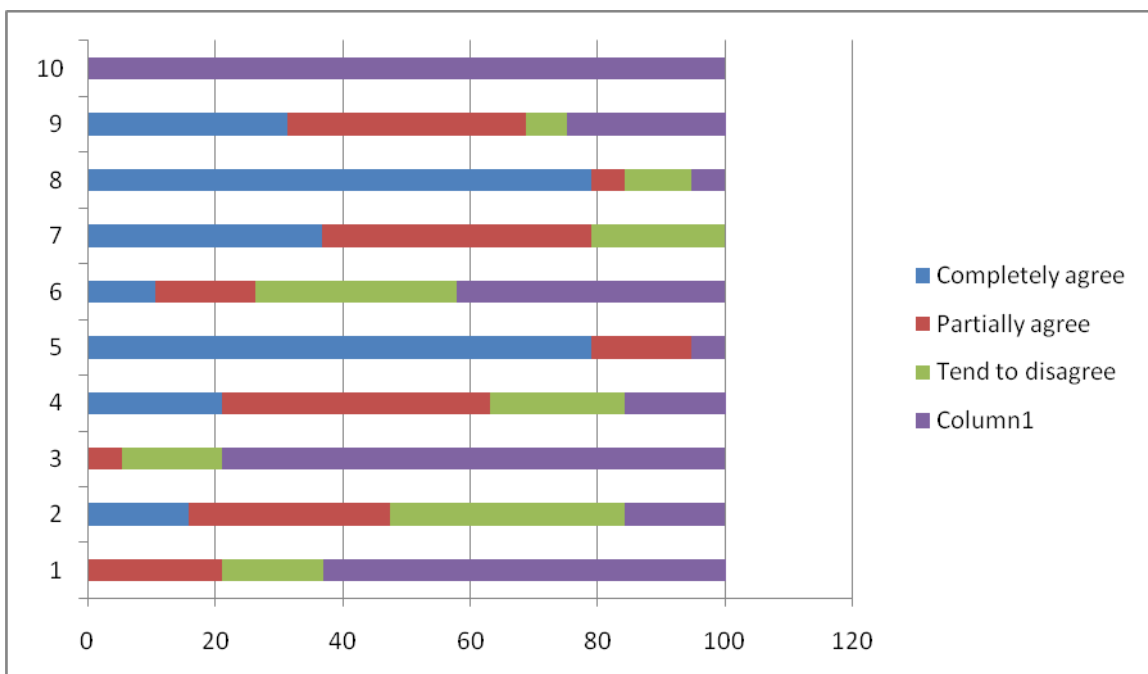


Drawing 5. KU students view to honorable, noble sport struggle expressed in percentage.

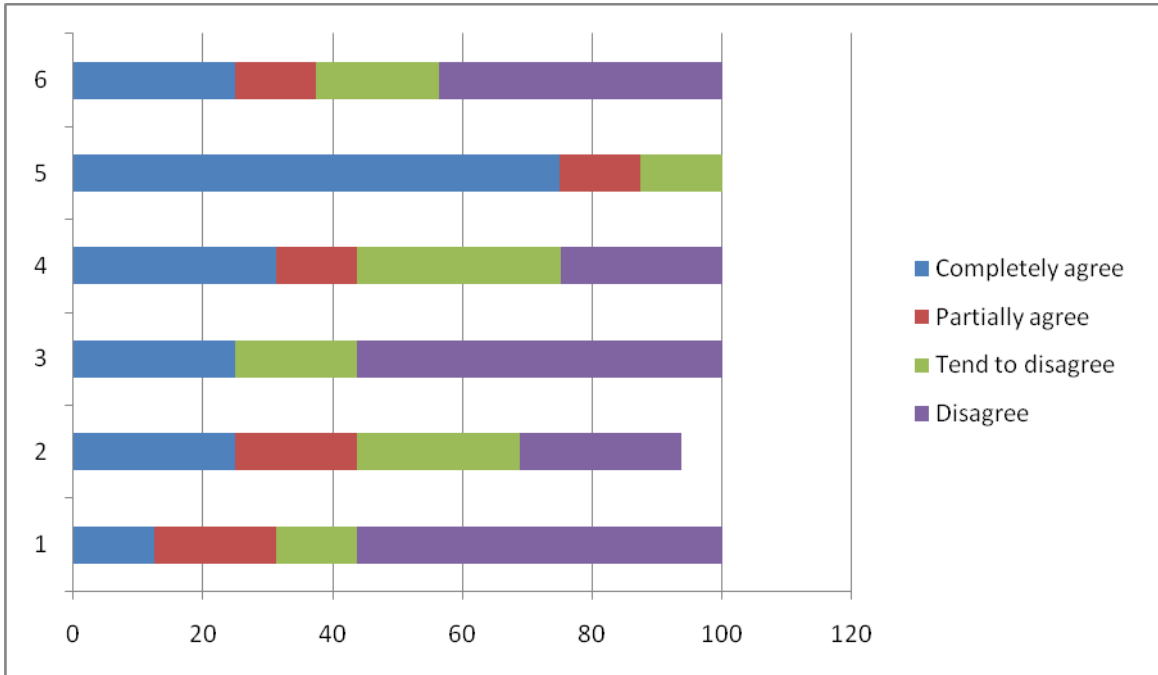




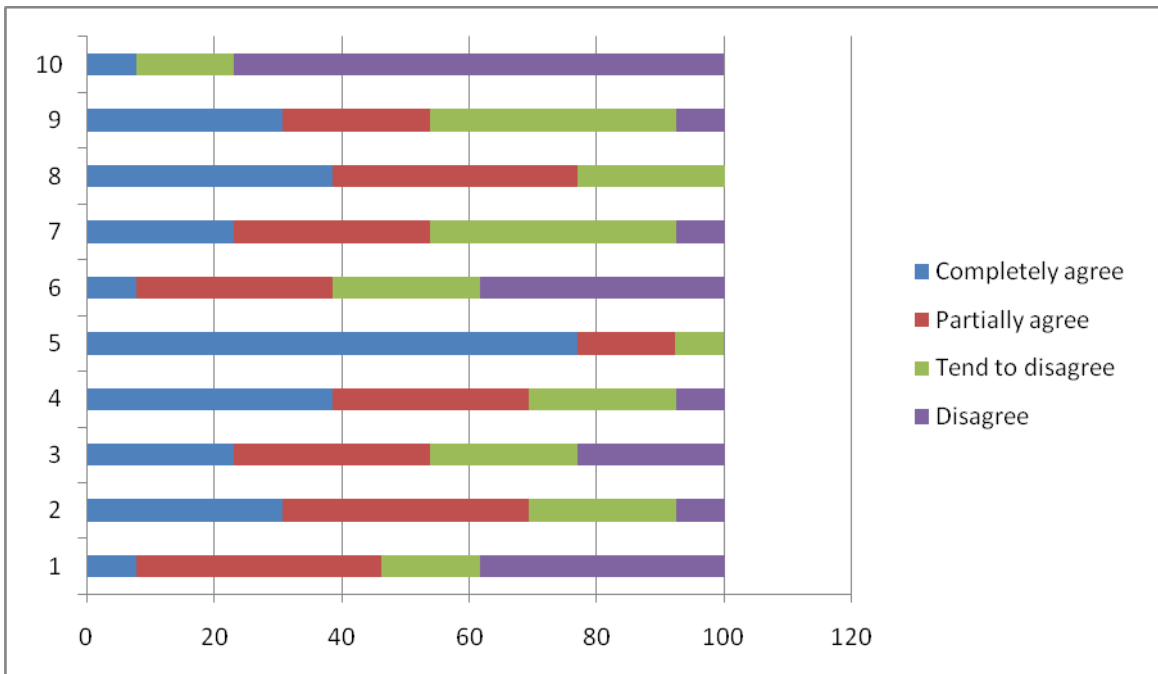
Drawing 6. SU students view to honorable, noble sport struggle expressed in percentage.



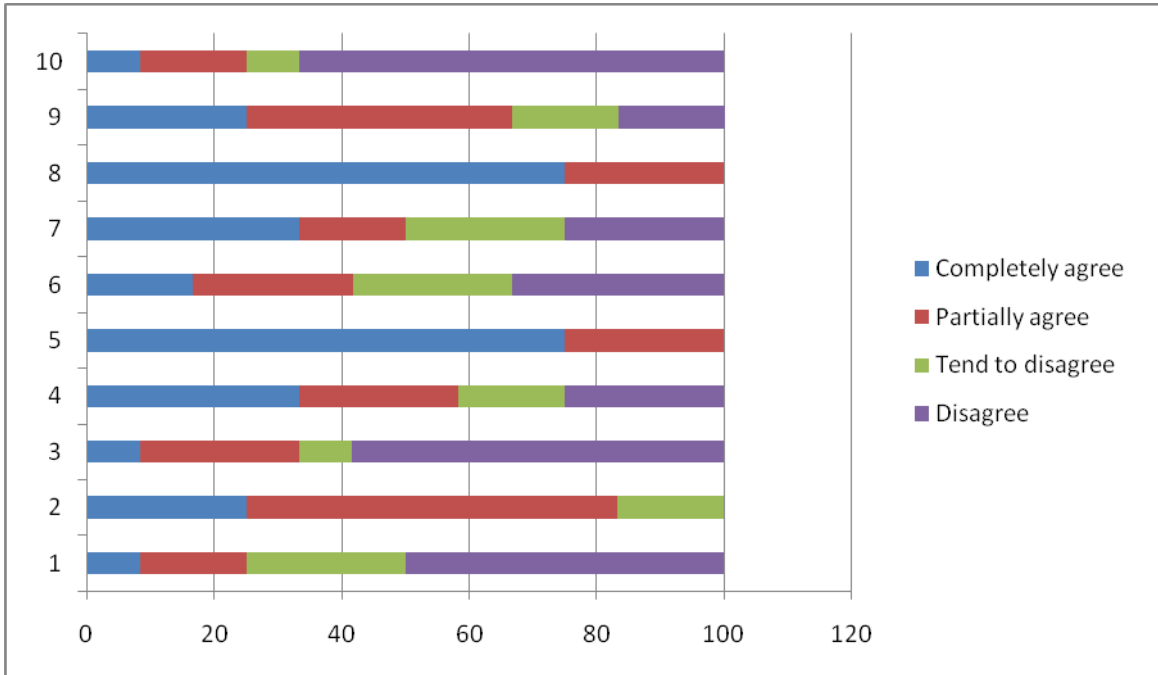
Drawing 7. VU students view to honorable, noble sport struggle expressed in percentage.



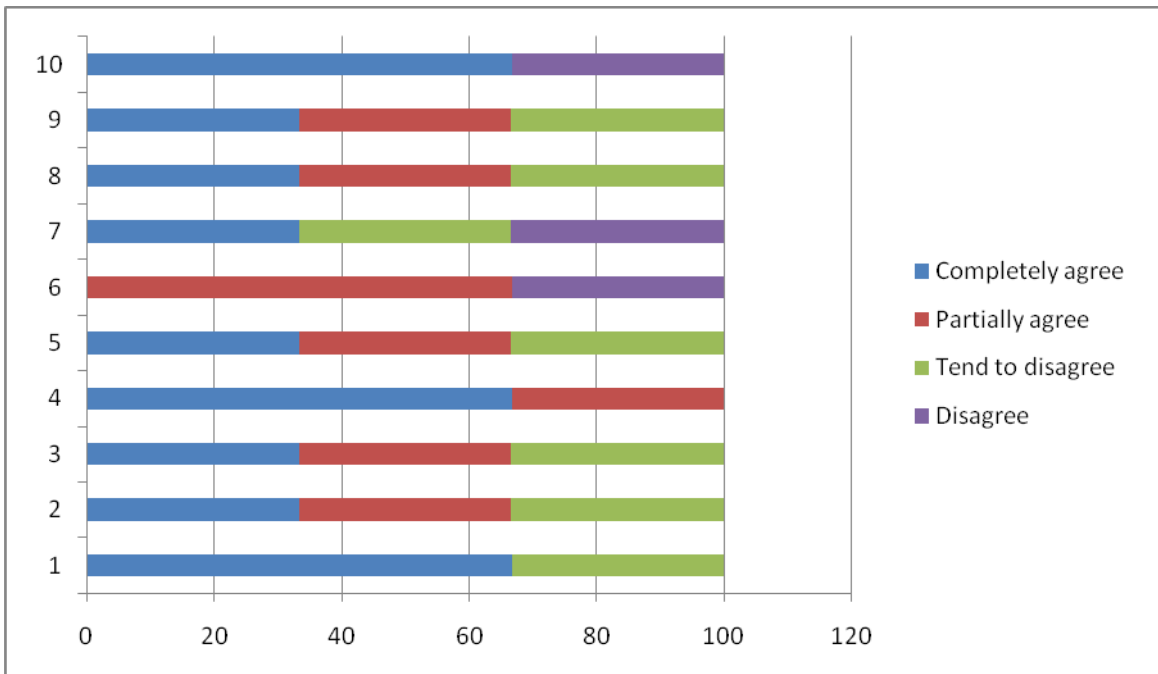
Drawing 8. MRU students view to honorable, noble sport struggle expressed in percentage.



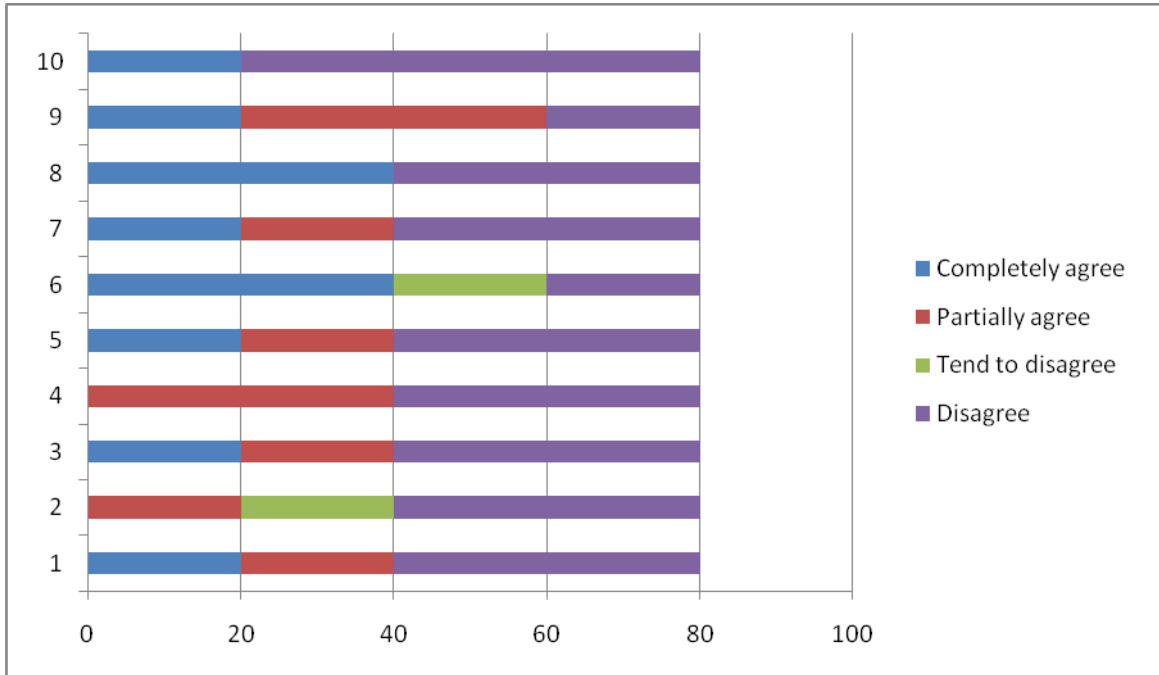
Drawing 9. VGTU students view to honorable, noble sport struggle expressed in percentage.



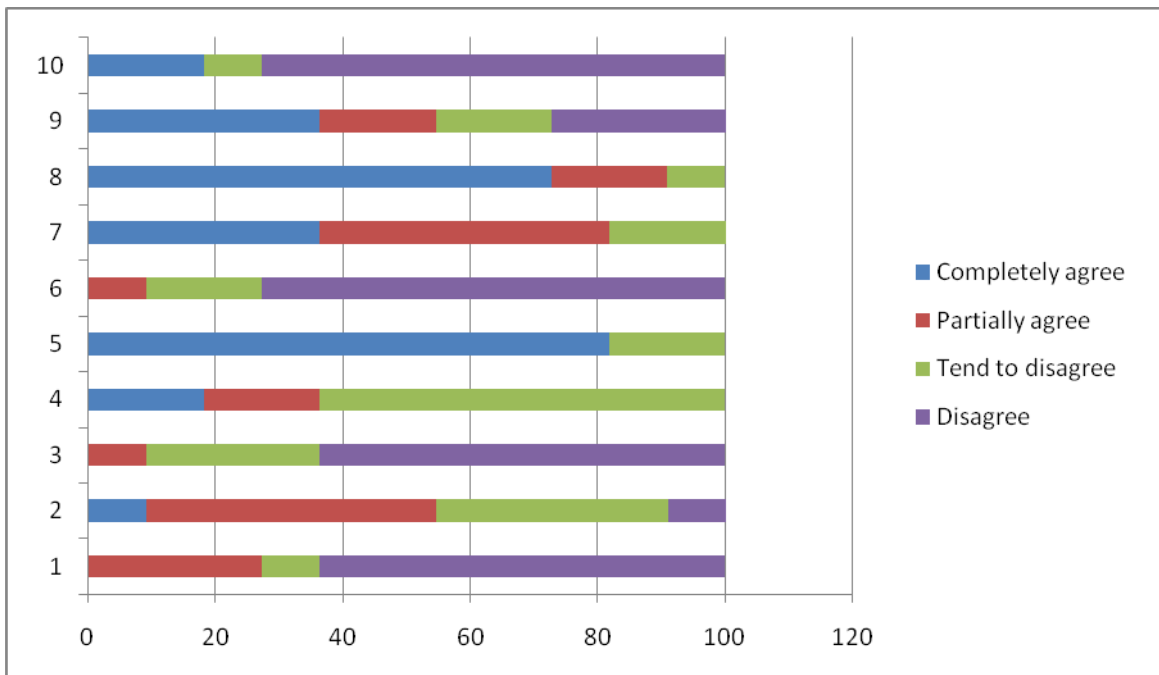
Drawing 10. ASU students view to honorable, noble sport struggle expressed in percentage.



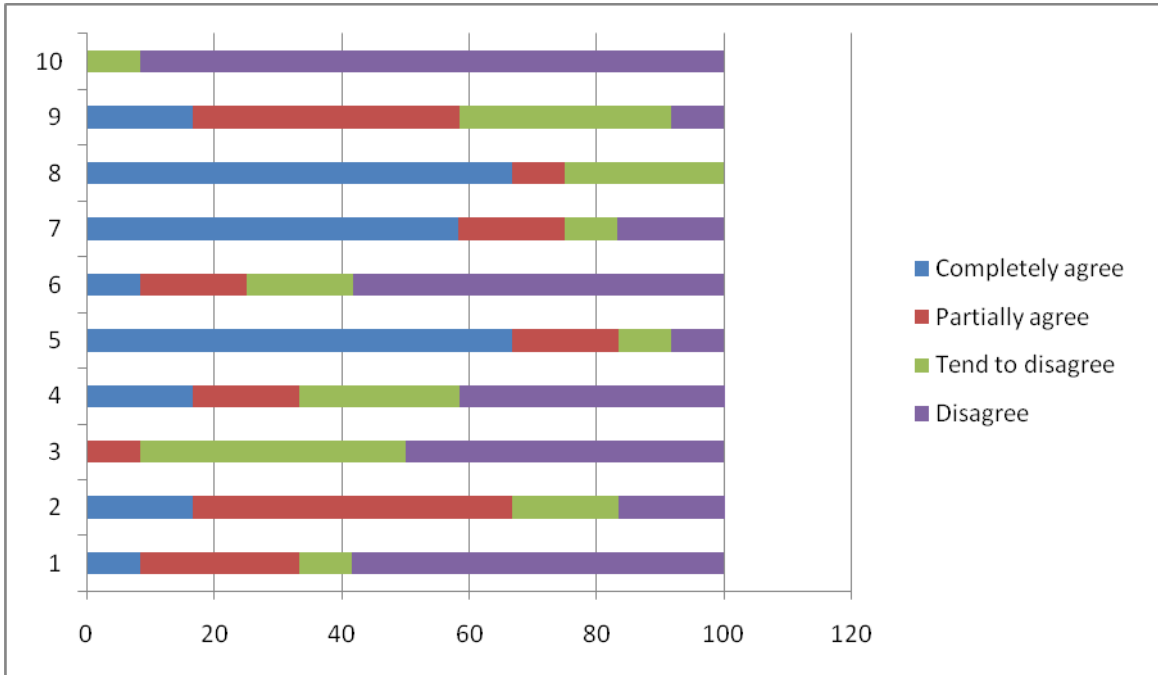
Drawing 11. UB students view to honorable, noble sport struggle expressed in percentage.



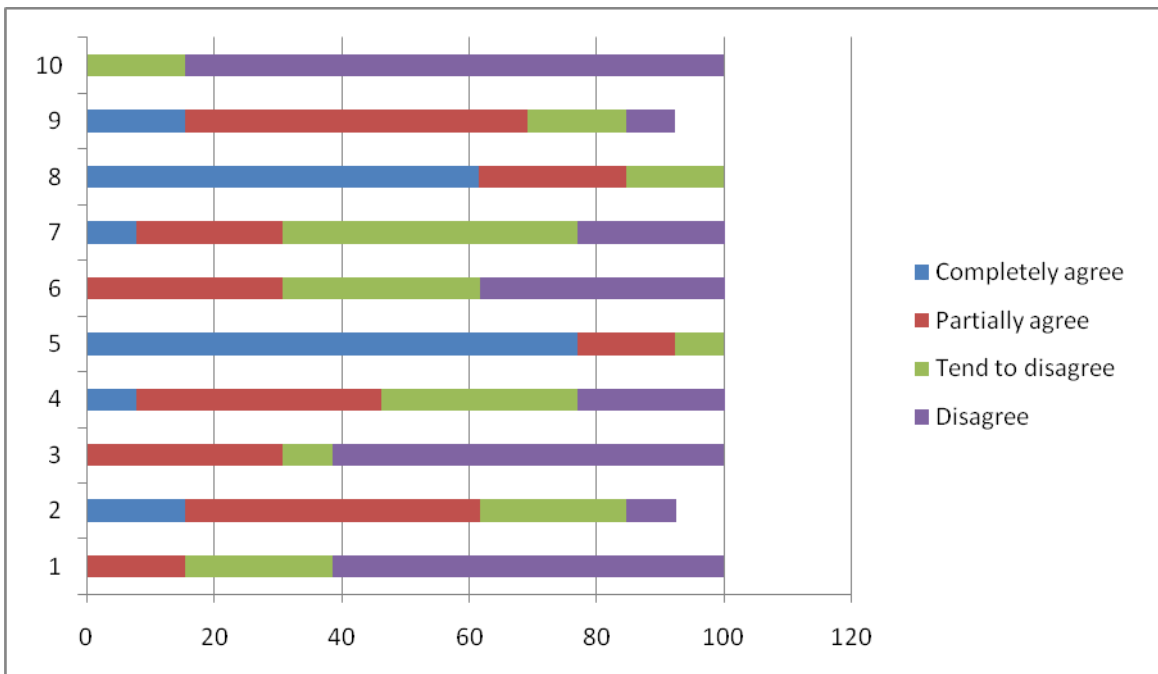
Drawing 12. ISM students view to honorable, noble sport struggle expressed in percentage.



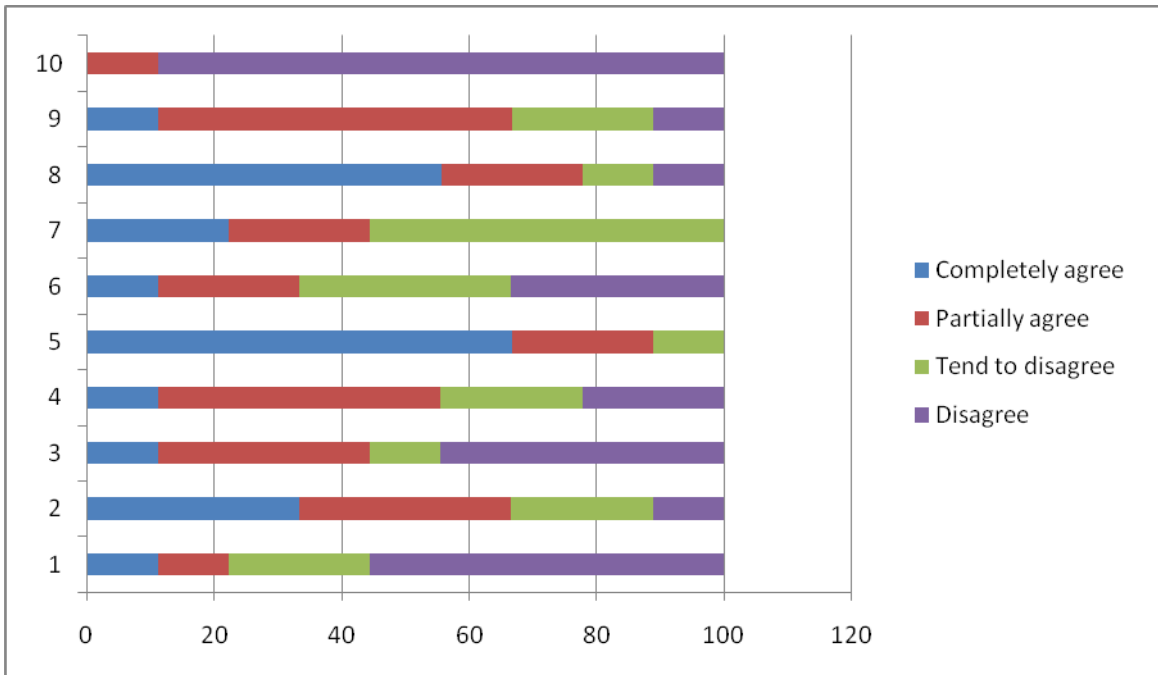
Drawing 13. KTU students view to honorable, noble sport struggle expressed in percentage.



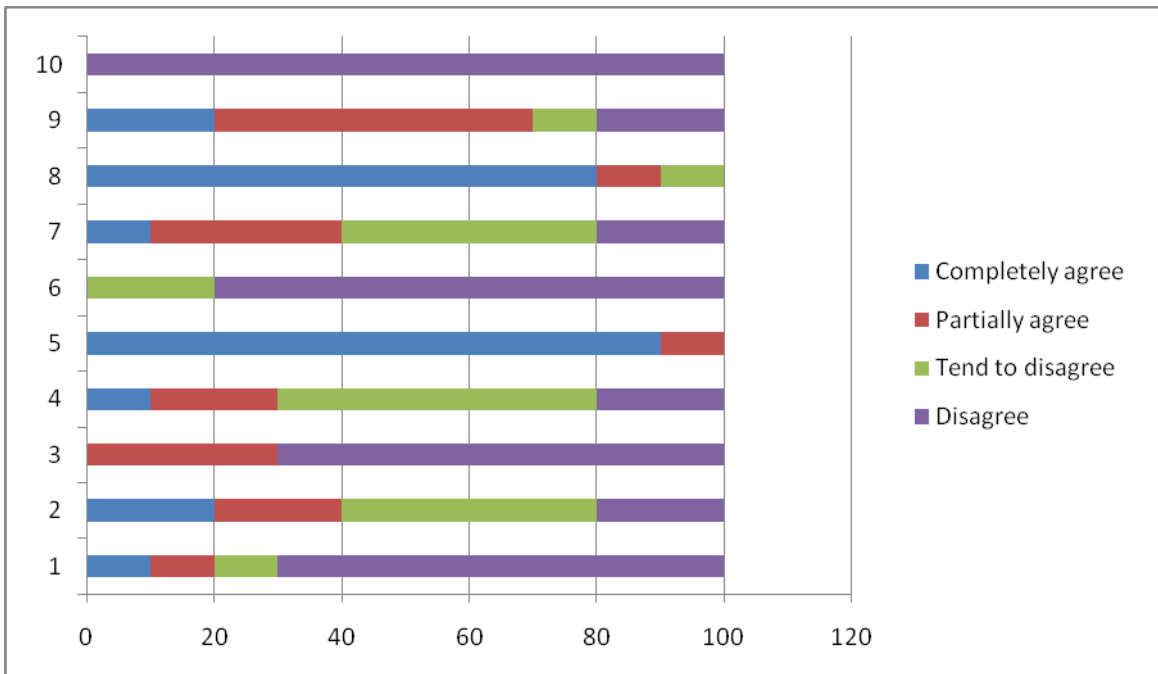
Drawing 14. LAMT students view to honorable, noble sport struggle expressed in percentage.



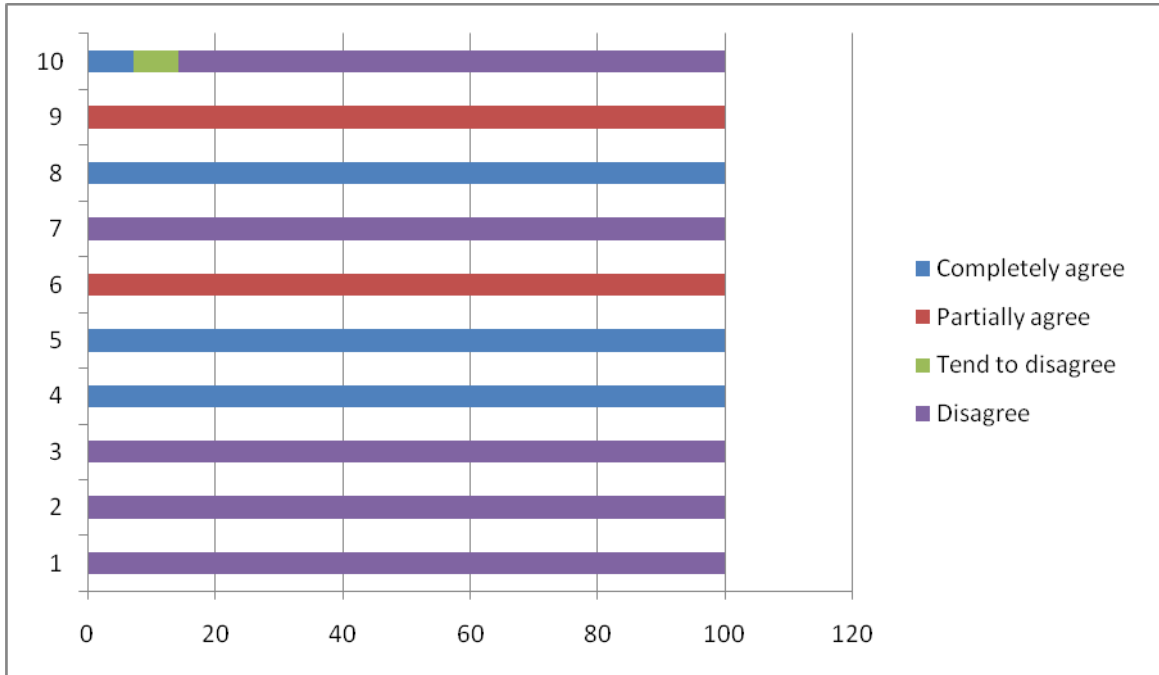
Drawing 15. LSU students view to honorable, noble sport struggle expressed in percentage.



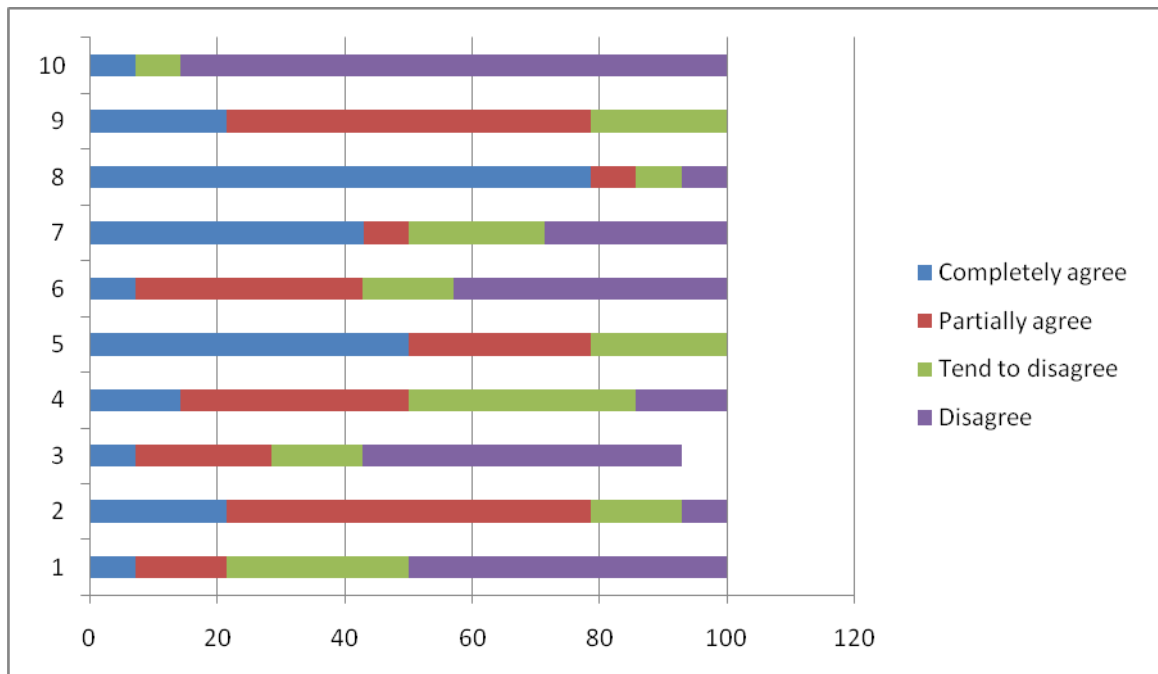
Drawing 16. LUHS students view to honorable, noble sport struggle expressed in percentage.



Drawing 17. VAA students view to honorable, noble sport struggle expressed in percentage.



Drawing 18. IBS students view to honorable, noble sport struggle expressed in percentage.



Drawing 19. VMU Students view to honorable, noble sport struggle expressed in percentage.