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

**THE METHODS OF INSTILLING PATRIOTISM AND INTEREST TO  
THE YOUNGER GENERATION FOR THE OLYMPIC GAMES AND  
SPORT IN GENERAL**

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MASTER Thesis submitted to the professional body for the partial fulfillment of the obligations for the awarding of a MASTER title in the MASTERS Programme, “Organisation and Management of Olympic Events” of the University of the Peloponnese, in the branch of “Olympic Education”

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## **SUMMARY**

Nina Malysheva: The methods of instilling patriotism and interest to the younger generation for the Olympic Games and sport in general

(Under the supervision of Konstantinos Mountakis, Professor Emeritus)

The aim of the present study is to educate patriotism for the Olympic Games into children in schools. In my diploma, I would like to prove that the problem of not knowing the history of the Olympic Games - is a major problem. An overview of the existing literature on the history of Olympic Games in ancient time, Olympic Games in modern time and the connection patriotism with sport then and now, was undertaken. 100 questionnaires were used in two stages of the research. 50 were used before the research, and then 50 – after.

The main idea of my diploma is to develop a program of the history of the Olympic Games and introduce it into schools, but I've started to introduce it in children's camp. And also to modernize lessons of physical education to add the theoretical part of the information into the schools' curriculum, concerning the Olympic Games and major sport events.

Keywords: history of the OG, physical education, major sports events

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## LIST OF ABBREVIATIONS AND ACRONYMS

Ifs	International Federations
IOC	International Olympic Committee
MOR	Moscow Oil Refinery
NOCs	National Olympic Committees
OV	Olympic Values
PE	Physical Education
ROC	Russian Olympic Committee
RWD	Ready for Work and Defense
OG	Olympic Games
UN	United Nations

## **CHAPTER I**

**Patriotism is not an explosion of emotions, but a calm and strong devotion that lasts throughout the life of a person" E. Stevenson**

### **INTRODUCTION**

Introduction is the most crucial part of the master's thesis, including in a condensed form all the fundamental provisions, the substantiation of which is devoted to the thesis. This chapter includes the relevance of the chosen topic, the aim and objectives of the research, the object and subject, the chosen methods of research, its theoretical, normative and empirical basis, scientific novelty, the provisions to be defended, their theoretical significance and applied value.

#### **1.1 Brief background**

Patriotic upbringing in modern conditions acquires a special actuality and significance. Patriotism and the culture of interethnic relations are of great importance in the social, spiritual, moral and physical development of a person's personality. Patriotism is one of the most important components of the nationwide idea of the Russian state.

In the Federal Law "On Physical Education and Sport in the Russian Federation" it is noted that, due to their specificity, sport and physical education have a great educational potential, they are the most powerful mechanism in the formation of such worldview bases of personality as citizenship and patriotism.

There is a huge number of meanings of the word "patriotism". The most common is that patriotism (from the Greek "patriotic" - compatriot and "patrick" - fatherland) is a moral and political principle, a social feeling whose main content is love of the fatherland and a willingness to subordinate its private interests to its interests.

Patriotism presupposes pride in the achievements and culture of its homeland, the willingness to subordinate its interests to the interests of the country, the desire to defend the interests of the Motherland and its people. The historical source of patriotism - the centuries-fixed existence of isolated states, forming attachment to their native land, language, traditions. During the formation of nations and national states, patriotism becomes an integral part of public consciousness.

Representations of patriotism are associated with a quivering attitude towards their homeland, but the idea of the essence of patriotism in different people is very different. Therefore, often people consider themselves to be patriots, while others do not consider them to be such.

The writer Bernard Shaw (2000) said: "Patriotism is, mainly, the belief that this country is the best in the world, because you were born here. There will be no peace in the world until the spirit of patriotism is knocked out of humanity. " Namely, "for the time being ... the spirit of patriotism will not be knocked out," and not the feeling of love for one's country. We should not think that people always identify patriotism with love and devotion only to their country. Patriotism can also be beyond the borders of one nation or state. Mahatma Gandhi (2015) said: "My patriotism is not a closure on one nation; it is all-embracing, and I am ready to give up such patriotism that builds the well-being of one nation on the exploitation of others. "

Patriotism is what we are taught, when we are subjected to (I can not find another word) patriotic education, using for this very powerful toolkit - school, books, television, cinema, sports, propaganda.

How still it is difficult to find a common understanding for all patriotism. Probably everyone, when assessing the patriotism of something, compares it with the internal "scale of patriotism", which is inherent in his education, his life experience. Therefore, people evaluate patriotism in such different ways. Let's remember from the Lermontov's poem "Homeland" 1899: "I love my homeland, but with strange love! Her reason will not win. No fame, bought with blood, neither full of proud confidence in peace, nor dark antiquities cherished devotions Do not stir in me a pleasant dream. But I love - for what, I do not know myself ...? »

Here it is, the key: "for what - I do not know myself." I just love, it happened, it is so, and it cannot be connected with dislike for another. This is patriotism, at least in my understanding.

## **1.2. Statement of the problem**

"Two things are really important for the prestige of the nation: flying into space and gold Olympic medals," said 35th US President John F. Kennedy in the early 1960s when the Caribbean crisis transferred the rivalry of the two nuclear superpowers to the "peaceful" coexistence ". In other words, the victories at the stadiums were perceived as a pleasant and safe surrogate for military and political victories. Let's remember at

least the finals of the 1972 Olympic basketball in Munich or the USSR super hockey super series. After the end of the Cold War and the collapse of the Soviet Union, sport in our country seems to have finally passed into the business of show business, where everything revolves around the "stars" - only here, unlike movies and music, they are called champions and record holders. Sports "stars" from national heroes have become just one of the landmarks on the horizon of this virtual world, a model for global imitation and worship. The size of their fees and sexual adventures cause much more interest than purely sporting achievements, although the degree of attention depends on the victories: points, goals, kilograms, meters, seconds ... Sport educates patriotism in athletes and fans, and at the same time grows on its soil. The sports team that is in favor of a particular city, on the one hand, has a powerful "feeding" of its forces both at the expense of support of fans, and at the expense of its desire "not to drop" the honor of the city. On the other hand, the support of this team unites its fans, fuels their sense of pride in their city. The boorish behavior of some fans already leads to an outflow from the stadiums of real fans.

In Russia, sports and patriotic upbringing has now become one of the priorities of the state policy in the field of physical education and sports. Recently, our young people did not associate their future with their native country. Lately, the situation began to change. It is very important that sport does not only carry patriotism, but also kills nationalism. In sport, people are always "sick for our", regardless of nationality. Sport is a fight by the rules. They satisfy not their territorial claims, but healthy ambitions. And that's why sport is always a peace, not a war. That is, this is a very important element in international relations. A huge interest in our flag and symbols came with sports victories. We see a huge number of Russian flags on the streets and not only in Russia, but also abroad. In support of these feelings of citizens, a bill was submitted to the State Duma concerning the use of state symbols. Now the opportunity to use the Russian flag is given to "citizens, public associations, and organizations, if such use is not a violation of the Russian flag." Such a bill serves to further development of patriotic education in the country. Due to its specificity, sports and physical culture have a huge educational potential, they are among the most powerful mechanisms for the formation of such worldview bases of personality as citizenship and patriotism, and are considered as sporting patriotic education. Sports-patriotic education is a multifaceted, systematic, purposeful and coordinated activity of state bodies, public associations and organizations to form a physically and spiritually developed

personality, morally stable, capable of realizing creative potential, possessing a high level of civic-mindedness, patriotism, ready to fulfill constitutional duty.

The goal of sports and patriotic education is the development of citizenship and patriotism in children and youth as the most important spiritual, socially significant values of the individual, the development of high efficiency, the formation of professionally significant qualities, skills and readiness for their active expression in various spheres of society.

### **1.3. Aim of the research**

The aim of the research is to improve moral education, the development of the child's personal culture, as the basis of his love for the Motherland and educate patriotism for the Olympic Games and sport in general in children.

### **1.4. Objectives of the research**

1. To come up with and hold a day dedicated to the Olympic Games, where the children by themselves took part in different games, quizzes.
2. To form the interest of every schoolchild in the age of 12-15 years to the history of the Olympic Games of his country; to the history of the Olympic Games in ancient times; and in general to the history of sports of his country.
3. To educate in the soul of each child: curiosity, a sense of beauty, a feeling of love and affection for their family, their home, their people, their history, customs, and traditions.

### **1.5. Primary Research Questions**

These questions are based on the objectives of the research on which the researcher would like to answer.

1 question:

Did I raise the interest in children with the help of a day spent on OG's history?

2 question:

Methods (a game, a conversation, an excursion, a lecture, a project etc.) of formation the pupil's interest in the history of the OG.

3 question:

Did I succeed in raising in the soul of each child the curiosity of feeling the beauty, the feeling of love and affection for their family to their home, to their people and traditions?

### **1.6. Significance of the Study**

The results of this research would be an insight to help the ministry of education and schools to modernize and revise school curriculum implementation of PE lesson. Instead of pursuing purely physical trainings and playing different active games, there were also classes of the sport as theoretical part of the lesson where they would go through the history of sports as an addition to PE lesson.

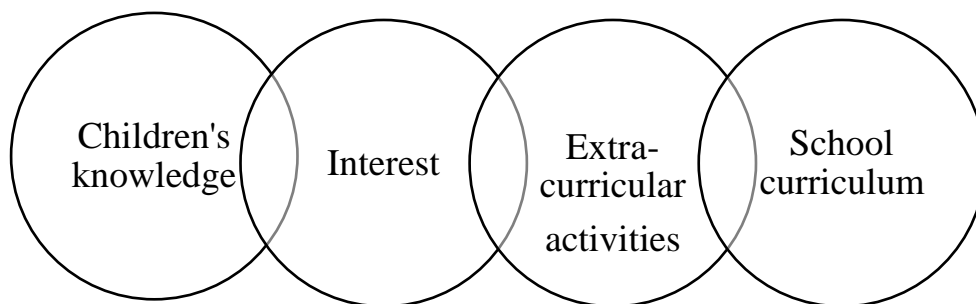
### **1.7. Theoretical framework**

It is based on patriotic education of children. In Russia in 2014 OG were held in Sochi. Accordingly to that, children's interest in OG has increased / not increased, and games have also been held in Moscow in the USSR in 1980. They wanted to know its history of their country in more detail.

It is expected that this study will help teachers to adapt practice and overcome barriers that will help them to modernize the PE lesson with the new technologies, which includes in the school curriculum.

### **1.8. Conceptual framework**

“The conceptual framework of the study—is the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs research—is a key part of your design. Besides, conceptual framework explains, either graphically or in a narrative form, the main things to be studied-the key factors, constructs or variables - and the presumed relationships among them (Miles & Huberman, 1994).



**Chart 1.** Structure of Conceptual Framework

In the basis of this concept I put the knowledge of children, which should be formed on their interest to learn something new. Without this interest, there can not be extra-curricular activities, respectively. But the framework of this whole is the school curriculum, which carries a certain percentage of the load.

### **1.9. Definitions of the terms**

In this research there are some words, which are repeated and it is necessary to define them for the correct meaning:

- Motivation – It is the process that manages for the sake of achieving the goals.
- Patriotic education of schoolchildren - It is a systematic and purposeful activity to form a high patriotic consciousness among pupils, a sense of loyalty to their Fatherland, readiness to fulfill civil duty and constitutional duties to protect the interests of the Motherland.
- Patriotism – It is loyalty and love for our country, for our people and readiness for any sacrifices and exploits in the name of the interests of our Motherland.
- Sports – All sorts of the physical, fitness and game activities.
- School curriculum – This is a conceptual framework document that determines the learning outcomes and standards of content in the field of general education, the subjects stipulated for each stage of general education, the weekly norm of hours allocated for classroom and extra-curricular activities, the rules for organizing the educational process, the



main principles for evaluating and monitoring the learning outcomes and the structure of curricula in individual subjects.

#### **1.10. Summary of the Chapter**

This chapter has a brief background about the problem, concerning sports and patriotic education. Aims and objectives of the study are formulated above. The significance of the study indicates that schools may take into consideration this study and modernize PE lessons in the school program.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Relationship to sport in 90s

Sport is divided into: sports of high achievements, which are usually engaged in professional athletes, and mass amateur sports. In the USSR it was believed that mass sport is the key to health and one of the forms of recreation for Soviet people, that's why huge resources were invested in its development. Between mass and professional sports there was a close relationship: the best amateur sportsmen joined the ranks of those who were engaged in the sport of high achievements.

All sports clubs and schools were involved in ideological work aimed at the development of patriotism. Also, sport was an important element in the military-patriotic education of youth. It was believed that athletes, including amateurs, would be the best "defenders of the fatherland". The system of mass sports education of youth, created in the 30s, was called the complex of the RWD - "Ready for Work and Defense". Schoolchildren and students were required to play sports and pass RWD standards (Kvak, 2010).

The purpose of its complex is "further raising the level of physical education and mobilization readiness of the Soviet people, especially the younger generation ..." (Kvak, 2010). The main content of the RWD complex was focused on the qualitative physical training of hundreds of millions of Soviet people.

Those who successfully carried out the tests and were awarded the RWD pin had a privilege to enter a special educational institution for physical education and a pre-emptive right to participate in sports competitions and sports festivals of the republican, all-Union and international scale.

Soviet athletes regularly won the most prestigious international competitions. In particular, the USSR national team in the team rating never fell below the second place in the Olympic Games, and sometimes was ahead of the US team and took first place. Especially noticeable were the successes of Soviet athletes in such sports as athletics, heavy athletics, freestyle and classical wrestling, gymnastics, fencing, volleyball, figure skating and ice hockey.

Ice hockey was very popular in the country. Soviet team became the world champion 22 times. However, hockey players from the professional clubs of Canada and the USA (National Hockey League) in these competitions did not participate, which were considered the best by many people in the world. In 1972, for the first time, a super series of eight matches was played between the USSR national team and Canadian professionals. It was watched by millions of viewers all over the world. Games between Soviet hockey players and Canadian professionals were held regularly until 1991.

The collapse of the Soviet Union led to significant changes in all spheres of public life. The economic crisis of the late 80's and 90's led to the decline of mass sports, for a number of years, the lack of funding was acutely felt in professional sports. Particularly those sports were affected that required expensive equipment (for example, water sports).

Opportunities for employment by such popular sports as football and hockey have also decreased, because the playgrounds were not maintained in proper condition. The maintenance of stadiums and sports palaces also lacked resources. Trainers who worked in various sports clubs, often were forced to change jobs or go abroad. Sports sections and mugs were closed, and sports palaces were redeveloped.

The development of power combat was increased during these years. Wrestling, boxing, karate, etc. became popular sports. There were created sports clubs, often located in the basement of houses, where people lived.

With the increase in the number of wealthy people in Russia, those kinds of sports that demanded more financial expenses and were the lot of relatively few began to develop actively. So, in the 90s tennis became popular - in many respects thanks to the enthusiasm of Boris Yeltsin (who played volleyball in youth professionally, and started tennis in the 90s). Yeltsin took lessons from the famous tennis player Shamil Tarpishev, who became one of the leaders of Russian sports because of his closeness to the president (in particular, the president of the National Sports Fund and the chairman of the State Committee of the Russian Federation for Physical Education and Tourism). Many famous athletes (for example, Anna Kournikova, Svetlana Kuznetsova and Maria Sharapova) took their first steps in tennis at this time.

As the situation in the country stabilized, and then the economic recovery began, public and private funding for Russian sports increased. Against this background, the professionalization of Russian sports and the expansion of sport ties between Russia

and the world took place. A new phenomenon in the 1990s was the emergence of so-called legionnaires - Russian athletes who worked under contract in Western clubs and foreign athletes - in Russian.

On the whole, Russian athletes successfully performed at the most prestigious international sports competitions - the Olympic Games. At the Winter Olympics in Albertville (France) and at the summer games in Barcelona (Spain) in 1992, Russian athletes competed in the united team of the CIS (Commonwealth of Independent States) countries.

It included 12 teams representing the former Soviet republics, except for the Baltic States (players from Latvia performed only as part of the men's basketball team). It is interesting that this team played under the Olympic flag, and when they won the Olympics, the Olympic anthem sounded.

## **2.2 . The problem of formation of children's interest in sports**

The actuality of this problem is due to the fact that that motor skills are formed at an early age, love and interest in sport are instilled. The main task facing teachers and parents is to strengthen and preserve the children's health, in the process of their upbringing and education.

In order for children to do sports with pleasure, they need to be interested. Now it's not easy to actualize this, because it's much more preferable for your child to spend time sitting in front of a computer or another gadget, chatting with his friends or just play different games on a smartphone.

Currently, young people have little interest in sports, more often children spend their free time in front of computer screens, sitting at home. But this way of life can hardly benefit the younger generation, so it is very important to teach people to do sports from the childhood. After all, physical activity is the key to health and a long life. This tempers the character, brings up the will to win, accustoms to work and work on themselves (Aleshina, 2015).

There are few arguments in favor of PE. The first argument, physical education and sports allow you to release energy at an early age, which often just overwhelms the child. The second argument, a child, who doing sports, develops his attention, learns to concentrate only on one thing, tries not to do three things at one time, and besides,

develops self-discipline. Sport is a constant work on oneself, and sometimes even struggle against laziness. And while the child does not realize this, the makings of discipline develop in him right now. And the third, in my opinion, very important argument is that the child develops physically. Everything gets better: posture is corrected, muscles are strengthened, cardiovascular system is improved, as well as general coordination of movements (Guba, 2000).

Now, modern children are inactive, they play less in outdoor games. They even don't play in the yard with their friends because they are very attached to television and computer games. Parents and teachers are more and more concerned about how, where and when they can give children the opportunity to actively and creatively play.

Any quality of personality (for example, organization, discipline) can not exist outside the context of the child's integral personality, outside the system of motives for his behavior, his relationship to reality, his experiences, beliefs, etc. Each quality will change its content and structure, in what structure of the personality it is given, ie, depending on what other qualities and features of the subject it is related to, and also in what system of connections it appears in this particular act of human behavior (Bozhovic, 1968).

Changes that occur in the life of the country undoubtedly affect the approach to education. The materials of the Ministry of Education of Russia "Management of the education system: problems and solutions" notes: "Preschool education, on the basis of its own identity, strives for an organic combination of leisure activities (recreation, entertainment, holidays, self-education, creativity) with various forms of educational activity and, as a consequence, reduces deviant behavior by solving the problem of studying and employment of children" (Davydov, 2011).

A large number of problems in education, can be addressed through active sports activities of children, and will contribute to this, the interest in such activities since childhood.

Many teachers were involved in the formation of children's interest in sports. I would like to highlight the works of the following authors: R. Kabirov, K. Matveichuk, I. Shchukina, V. Bykova, and others.

The importance of the role of physical education in the formation and development of a socially active personality is recognized by specialists in the pedagogy of physical education (V. Balsevich, L. Glazyrina, P. Vinogradov, etc.).

As O. V. Golovin notes, the movement is a natural stimulus to the vital activity of the organism, the training of all its systems and organs. Thanks to the movement, the general vitality increases, working capacity, endurance, resistance to diseases increases. Movement also has a significant impact on the development of the child's intelligence (Guba, 2000).

The preschool children's interest in physical education should be built on the unity of goals, objectives, means, forms and methods of work, taking into account all the characteristics of children and should be aimed at comprehensive physical development of the child. The trend of new approaches in the issues of health formation contributes to the creation of new educational and health programs, beginning with preschool age, since it is during this period that the child is laid the basic skills for the formation of a healthy lifestyle (Guzhalovskiy, 1995).

The well-known theoretician Yu. Babansky (1988), singled out several objectives of physical education:

1. Health promotion and hardening, contribution proper physical development and improving efficiency.
2. Formation of motor skills and abilities.
3. Development of basic motor qualities.
4. Inculcation of hygiene skills, communication of hygiene knowledge.
5. Education of will, courage and discipline.
6. Formation of habits and interest in systematic training of physical exercises.
7. Institutional skills development.

Physical education and sport were identified as one of the priority directions for the development of state policy by the Russian president. "Sport has rightfully returned to the list of priorities of state policy, this can be said definitely," the head of state said at a meeting on the development of children's sports. To educate a healthy nation and future athletes, even in the preschool age, it is necessary to instill a love of sport to children.

I would also like to mention that pre-school organizations need qualified teachers in PE. Since they are an important part in the formation of children's interest in sports. A specialist in physical education must be able to realize a whole range of health-educational tasks.

To educate children as physically healthy and developed ones, it is necessary to think about the physical development of their child already from the early preschool age.

In involving the child in sports and physical education, a very important role is played by the personal example of his parents. Children with great pleasure begin to study, if next to them their parents are engaged in the training process. In joint family sports, there are huge opportunities for upbringing and for improving relations in the family. Physical exercises make parents and children more liberated, trust in the family increases.

Often children experience a lack of communication with their parents. First, sports - this is the area where this deficit is decreasing, and secondly, here you will always be a role model for the child. Emotions received during physical training and sports are always positive and will bring great joy and benefit to you and your child.

Therefore, more often gather with the whole family to the stadium, to the pool, or just for a walk. It is not necessary to stop at any one sport, change them depending on the season. It is important that your child feels the joy of movement, is used to moderate stresses and physical education becomes natural, and most importantly thing - a pleasant part of his life.

To make the workouts effective, a child should enjoy what he or she is doing. Therefore, do not rely on your own dreams or the nearness of the location of the sports club from the house. First of all, you need to listen to the child's desire.

Trainings in the sports clubs must bring joy and pleasure, of course, without the difficulties you can not become an athlete, but only these issues temper the character of the future champion.

We often repeat, we are all different, we are all individuals. Of course it is like that. And, choosing a children's sports school or a sports club for your child, pay attention to his character. A quiet child may not want group activity, but a thirsty person to be in

the center of attention, agile, emotional, perhaps, will want the entertainment of action. But in any case, children's sport is good.

The sooner the child realizes the need for his involvement in physical education, the sooner he will form an important need, reflecting a positive attitude and interest in the physical side of his life.

Sport not only strengthens the immunity and the organism of the child, but also takes up maximum of his spare time, and this prevents dangerous childish monkey tricks. So children's sport is an excellent help for finding yourself, resource and harmony. As the famous Russian teacher, Vasily Sukhomlinsky, said: "Sport becomes a means of education when it is everyone's favorite occupation" (Schukina, 1984).

### **2.3. Motivation to attract children into sport**

Psychologists have identified four main motivations for children's sports: communication in the team, attitudes towards the coach, actually doing sports, and in-training activities.

For children of any age, communication and positive attitude of the team to it is extremely important. If in a sports club a child quickly makes friends with coevals, finds children close to him in spirit, then with a high degree of probability one can predict that the child will stay in the sports life for a long time. The psychological climate in the team is also very important. Where reputable attitudes prevail, support, there are no mockery of the weak, children achieve great results (Maslow, 1954).

Besides, the important thing is the attitude towards the coach. For the child, the coach is the personification of the parent in the gym. And if the coach causes deep respect, child obeys him with pleasure, it is a good incentive motive. And, on the contrary, a coach with the too hard character, not familiar with the characteristics of child psychology, trying to achieve results in any way, can kill a child's desire to do sports. Sometimes - for the entire life, will close the door to any gym.

Of course, a child should like the kind of sport that he does. Although, there are exceptions, when an unloved sport is replaced by another - and the child achieves great results. Quite often, when, for example, an unknown perspectiveless hockey player became a successful figure skater. Or the athlete - multiplayer.



In general, all activities related to sports, should cause positive emotions to the children. Trips to competitions, excursions, participation in events, for example, on city holidays with show performances - all this helps to keep many children in the sports clubs (Khekhauzen, 2003).

The word "motivation" was first used by A. Schopenhauer in the article "Four principles of sufficient reason". This term - motivation as a psychic phenomenon - has firmly come into psychological use to explain the causes of human's and animal's behavior (Prohorov, 2002).

Motivation is a conscious cause of human activity aimed at achieving a specific goal, a set of different motives for a certain activity that generate, stimulate and regulate this activity (Prohorov, 1968).

Motivation takes the leading place in the structure of the personality, permeating all its structural formations: personality direction, character, emotions, abilities, mental processes.

Motivation is seen as a mental state, formed as a result of the person's correlation of his needs and opportunities with the characteristics of a particular activity and serves as the basis for setting and implementing its goals.

Motivation, like strong - willed qualities, is formed for a long time. As for sports motivation, it is specific.

The development of the personality by means of sports starts in the child's age, in which motivation is the motive force for inclusion in sport activity. Psychological conditions for the development of sports motivation, encouraging children to do sports, intensively train, take part in the competitions, work on themselves, interact with peers, give up some attractive leisure activities in favor of training and sports, make efforts to overcome difficulties, while it is still not fully understood phenomenon.

The specificity of sports motivation is due to the qualitative uniqueness of sports activity. There are two levels of sporting motivation:

1 - general motivation. Its formation is the task of the entire educational process. A requirement for this is the formulation and consolidation of a far-reaching goal in the child's mind;

2-Motivation in this training, at a specific stage of training, which, refracted through general motivation, is actualized through awareness of the tasks of this stage of preparation and self-assessment of one's own state, the functioning of opportunities (Maslow, 1954).

Sport motivation is defined as the actual state of the athlete's personality, which serves as the basis for setting and implementing goals aimed at achieving the maximum possible sporting result at the moment.

Every child needs motivation for sports. Motivation helps to achieve the desired results. It is especially important to pay attention to the formation of a sustainable motivation to engage in sports at the initial stage of sports training. What does motivate children to do sports? At the heart of the motivation that encourages and motivates to do sports, there are needs that are divided into:

- 1)physiological;
- 2)psychological;
- 3)social;
- 4) material.

The age characteristics of children influence on the motivation. At the preschool child by default there is a desire to communicate with parents, to look like them. This means that a child of 3-6 years old gets strong and significant positive emotions from contact with their parents. Positive emotions are the bundle by which a new motivation is attached to the already existing one. Attachment occurs by combining in a situation in which the child is already interested, and what we want to interest him in. This process is called "switching emotions" from old content to new, resulting in "motivational conditioning" (Vilunas, 1990).

Researchers have identified 6 mechanisms for motivating a child to engage in sports, with the help of which it is possible to increase the child's motivation to achieve the goal at home.

A huge role in motivation belongs to positive emotions, which are a stimulating factor. At the younger school age (this is the age when many children start to do sports), the motivation of the child for sports can be the satisfaction of the natural biological

need for movement, the desire for physical improvement, the relationship with friends, the desire to achieve respectful attitude to yourself, get impressions and emotions associated with sports activities (Maslow, 1954).

In childhood, the motivation for sports is external factors: imitation of friends, attitude to the physical education of parents, especially the father. Parents are role models for their children and a source of motivation in achieving the desired results.

If a child has a motivation, then he develops his abilities with his own efforts. Such a child is tempted to receive information that will help him on his way to the goal. In addition to that, the motivation will help to focus on gaining new knowledge and skills.

The peak of sports activity of most children falls on children, who are 12 years old. Age psychology defines this age as critical from the point of view of social development and the development of a child's self-esteem. Athletes of this age are in a critical period of development.

In working with young athletes of this age, it is extremely necessary to use the principles of sports psychology. There are practical recommendations that help to create adequate sports conditions that meet the requirements of young athletes, which help to stimulate doing sports and prevent from leaving sport.

To make sport a favorite occupation, it is extremely important to form a stable motivation for the child. There are several ways of doing it:

1. To generate interest in sports;
2. To expand the child's ideas about the diversity of sports (sports TV channels, sports magazines, films about sports and athletes);
3. Carefully and responsibly approach the choice of an individual or massive sport, taking into account the child's desire and his physical features.

In the children's motivation for sports, the coach plays a great role. Behavior and activity of the trainer are the most important factors in the formation of a stable motivation for the child to do sports. Hence - very high requirements for the coach as a personality.

The activity of the coach and the demonstration positive qualities of the personality of the coach in the process of working with children is the strongest motivation for the child to engage in sports. The coach is responsible not only for the physical, technical and tactical training of young athletes, but also for their moral behavior, for their attitude to the world and people.

The coach must see the child's abilities and help to develop them. Many children who begins to do sports need motivation, which the trainer-personality can provide. It is especially necessary that trainers pay attention to the formation of motivation for sports in children at the initial stage of sports training. To form a sustainable motivation for children's sports at the initial stage of sports training there are necessary following things:

1. emotional saturation of activities, positive children's emotions;
2. active leisure activities of the entire training group;
3. friendly psychological environment in the team.

The development of motivation for sports activities is influenced by the application of various types of encouragements and punishments, success or failure, the attractiveness of the content of the activity, setting goals, focusing on goals, motivating achievements, scheduling of the trainings and many other factors.

Reasonable motivation for sports is a very significant incentive. One of the best motivations is the child's work in the team. The personal example of a sports star is also a strong motivation. An important factor in motivating sports is self-motivation to win. (It is known that psychologists work with athletes, helping them to overcome fear and uncertainty in the victory).

Practical aspects of the formation and preservation of the child's high motivation for sports are very important. The study of the motivational characteristics of those who engaged in sports can serve to further search and improvement of the organizational forms, methods, means and process of a healthy lifestyle and physical training and sports.

## 2.4. Recreational tasks

Zdravomislov (1986). says that recreational tasks for the protection of life and health of the child. They contribute to the harmonious psychosomatic development, the improvement of the body's protective functions for hardening, joining to various diseases, increasing the child's efficiency.

These tasks are specified taking into account the individual characteristics of the development of the child's organism and are aimed at:

- formation of correct posture;
- timely ossification of the musculoskeletal system;
- shaping the bends of the spine;
- development of the arches of the foot;
- strengthening the ligament-articular apparatus;
- development of a harmonious physique;
- regulation of growth and mass of bones;
- development of the muscles of the face, body, legs, arms, shoulder girdle, hands, fingers, neck, eyes, internal organs - the heart, blood vessels, respiratory muscles, etc .; special attention is paid to the development of extensor muscles.

In the process of physical education a child:

- acquires a certain system of knowledge about physical exercises, their structure, health effects on the body;
- is conscious of their motor actions;
- adopts PE and dimensional terminology (such as: starting positions, a column, a line, etc., forward-back, up-down, etc.), gets the necessary knowledge about the performance of movements, sports exercises and games;
- learns the names of objects, sports equipment, manuals, methods and rules for using them;
- teaches his body, which forms a bodily reflection.

In the process of physical education the following educational tasks are performed:

- the need for daily exercises;
- the ability to rationally use physical exercises in independent motor activity;
- the acquisition of grace, plasticity, expressiveness of movements;
- independence, creativity, initiative;
- self-organization, mutual assistance (Zdravomislov, 1986).

Besides, the child is brought up hygienic skills, a habit of self-service, assistance to the educator in organizing various forms of sports games. Due to PE:

- Favorable conditions are created for the formation of positive traits of character (organization, tenderness, etc.);
- the ethical foundations of the individual (self-esteem, fairness, comradeship, mutual assistance, responsibility for the tasks, the ability to engage in the team) are laid;
- education of strong-willed qualities is carried out (courage, determination, self-confidence, endurance, perseverance in overcoming difficulties, self-control);
- culture of feelings is cultivated, aesthetic attitude to physical exercises.

## **2.5. The present situation of sport after OG 2018 in PyeongChang**

For the first time in the history of the modern Olympic movement, ROC was suspended from participation in the games because of doping. The official Russian national team could not participate in the Olympics in Pyeongchang.

Nevertheless, some Russian athletes could participate in tough conditions: they were not involved in the use of doping in the past, and they were approved by an independent commission, where, incidentally, French Sports Minister Valérie Fourneyron went into congress. It confirms their participation in each individual case.

Athletes could not perform in the uniform with Russian colors, and the anthem of Russia could not sound during awarding ceremony. Russians will take part in

competitions with the official status of "neutral" athletes. Besides, they had a chance to appear in national colors at the closing ceremony and with an anthem, but IOC did not remove sanctions.

Athletes for years prepare for the Olympic Games, spend a lot of power and energy, to an exhaustion every day, deny to yourself the usual human joys, a long time away from their families, wives, children, etc. And to lose participation in the OG is a great tragedy for them, primarily in the moral plan, and not in the material one, as the patriots say. In no case you can not prohibit participation in what is the goal of their short sport life.

Patriotism is not striking oneself in the chest, waving a flag, singing an anthem and shouting loud slogans. Patriotism is a love for one's homeland, respect for citizens and the ability to unite in the face of a common threat. Today, as in former times, Russia is threatened by the collective West, and it will be able to withstand it only if it does not yield to external provocations, shows wisdom and does not allow itself to be shattered from within, not allowing the second Gorbachev to rule the country. Therefore, Russians should unite around Vladimir Putin and warmly support their athletes, who decided to defend the honor and dignity of great Russia in such a difficult situation. Nevertheless, the Olympic Games are too ingenious to spoil it completely and irrevocably. And emotions, excitement of struggle and pride for sportsmen will always be more important than problems and scandals. We love sports for this.

I quote some words of outstanding Olympic champions who knows firsthand what it means to give life to sports and to reach goals. Many athletes said that it was a right decision that our athletes decided to participate in OG 2018. Tatiana Navka in her article wrote that "sport is a great force, inspiring us all to new deeds of overcoming and fulfilling any desires". Ilya Averbukh claimed that "sport – is not only victories, but also and defeats. If we fall, we stand up and go forward. The desire and belief in victory lead to the highest results." The whole our team "Olympic athletes from Russia" showed and proved to all Russian citizens: courage, the power, grace, beauty and unreal self-giving. Everybody saw again what the Russian character is.

## **CHAPTER III**

### **METHODOLOGY**

“Methodology (from “method” and “logic”) - the doctrine of structure, logical organization, methods and means activity” (Novikov 2007: 11). “Methodology is a system of principles and methods organization and construction of theoretical and practical activities, as well as the doctrine of this system” (Philosophical Encyclopedic Dictionary 1983).

Accordingly to that, the chapter “methodology” shows the research design, study area, population and sample design techniques, data collection methods, data analysis techniques, examining research ethics, and tells us about reliability and validation of findings.

Methodology is a general approach to the study of phenomena, a system of methods and methods of analysis with a certain philosophical approach. The definition of methodology is a necessary prerequisite and an instrument of scientific knowledge of the surrounding reality. It is she who aims at the need to correctly define the purpose and tasks of scientific study of the subject. At the same time, the correctly formulated scientific goal corresponds with specific ways and methods, methods of its implementation, that is, theoretical mastering of the subject.

#### **3.1. The research design**

Children in the modern world do not know the history of the Olympic Games and such a phrase does not have a historical or patriotic sense, but more often it is a usual lesson of PE for them. It was assumed that, using the development of this day dedicated to the Olympics and sports, children learn more information about sports in general and the interest and patriotism to the sport will increase. And this I will prove on the questionnaire, which I was conducted in the children’s camp.

#### **3.2. Study area**

The study will be based on the (IOC OVEP toolkit, 2016) and (Bakal, 2008) and conducted in the children’s camp “Leninskiye Iskry”, which is situated in the Ramensky district of Moscow region. The balance holder is OAO “Gazpromneft-MOR”. The manager is the trade union of OAO "Moscow Oil Refinery", which is a member of the trade union of workers in chemical industries in Moscow. During the summer holidays the camp accepts children and adolescents aged 5 to 15 years. The camp is small and cozy for 220 children.



### **3.3 Population /sample**

Usually, every summer 220 children go on a vacation to have a rest and a good time to this wonderful children's camp. There are 8 groups of children, separated by age. Each group has approximately 27 children. I used to be a pioneer in this camp when I was a child. Now I work there every summer.

The camp works 3 months during the summer season. It has 4 sessions of 3 weeks each. Throughout the session, the main focus is on physical and health work. Physical education in the camp has its own features, conditioned by the short period of the stay, the diversity of the contingent of children by age, and the different physical qualification of the children. An hour of physical training is held - as one of the forms of physical education. It is conducted for each group separately. The duration of such lessons is 40 - 60 minutes. Classes are held in a game or competition form.

This population will comprise of the two groups of children, whose age is 12-15 years old who would be able to participate in the day, dedicated to the OG and sport.

### **3.4. Sampling size**

For the purpose of collecting accurate data results in this study, a total sample of 50 participants will be gathered according to their daily responsibilities in the children's camp. This will include a target group of children and physical education teachers, who works and makes the days full of energy there to justify their behavior on this issue.

### **3.5 Sampling and data collection procedure**

For the study, 220 children were suggested with the different age from 6 up to 15, who has been on the holidays in the children's camp. From those children we chose participants for the research with the following options: the most appropriate age, based on their conscious age, knowledge and life experience. We chose from 220 children only children who are already 12-15 years old. There were 50 such participants.

This helped us to create one level of questions that were presented in the form of a questionnaire. These questionnaires will be used for materials processing and for achieving set goals and objectives. It is assumed that the information will be collected from questionnaires, which would be filled on the basis of life experience, the ability to express their opinion, and the knowledge of the subjects at school.

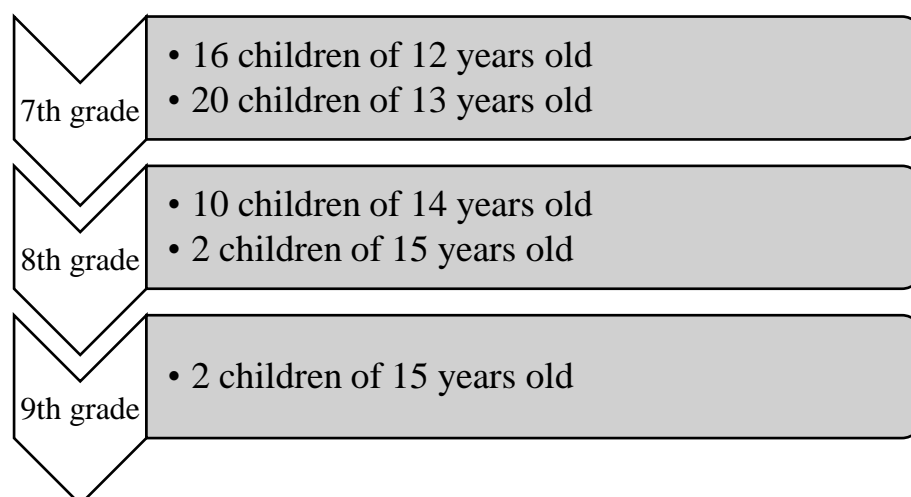


Chart 2. Division the grades by the age of the children

The study offered general questions with answer options and questions for a detailed response, which were based on a self-analysis on the topic of OG. Taking into account that questions are the same for all ages and grades, whether the knowledge about OG depends on the age and learning in a certain grade, as well as on their interest in sports.

### 3.6 Instruments for data collection

An instrument as a survey was used for the study. It was very convenient, because each child was given an individual questionnaire. Each participant could spend as much time as he likes. Nobody looked at his answers, as the questionnaire was anonymous that increased the honesty of his answers. Also, the questionnaire is convenient that it carries an objective assessment of the child, and not a subjective one. It is also fast enough to gather information - it was possible to process the whole part with answer options within 30 minutes based on the knowledge of the subjects (see Appendix 3 "a card with the correct answers"). To analyze the answers that meant self-examination with the expressing opinion it was spent an hour, but the researcher also retained the objectivity. The questionnaire for the collection of the data is at the appendix I.

### **3.7 Data analysis**

The basis for analyzing the data was made by the participants' answers, for which we looked at the number of correct and incorrect answers to each question, as well as answers aimed at self-examination. Also, the process of translating the number of answers, right and wrong in percentage terms, so that we can put them in a table and based on its data to paint a histogram in which the percentage of each option of the answer was noted and it was used for a further general analysis of all questions.

### **3.8 Research ethical**

We received a written permission from the parents, as well as an agreement of the children to conduct this research. Also the right to immunity and the right to protection from emotional and psychological pressures were taken into account, which were important ethical considerations for this study. The director and psychologist of the children's camp noted that the rights of children were not violated. All questions were correct for these ages.

### **3.9 Reliability and validation of research findings**

Test – retest reliability was chosen as a main measure of scale reliability. The participants were given the same assessment twice (before the research, and after), separated by several days. Reliability was stated as the correlation between scores at Time 1 and Time 2.

The reliability of the results of this test was that there were no estimates for it. The child was given the right amount of time and the answers he gave, based on his knowledge and interests. Therefore, the results, which were given by participants, can be considered as reliable. The validity of this study is the anonymity and individuality of the test.

## CHAPTER IV

### STATISTICAL ANALYSIS

The dissertation research in the field of the humanities presupposes the compulsory collection and analysis of data on the basis of which the urgency of the research is primarily determined, and also the setting of the research objectives and the research goals. And although the application of data analysis methods is necessary for any speciality, the methods of analyzing data for various specialties differ significantly.

Currently, there are two main approaches for the data analysis methods, which are usually referred to as "statistical" and "humanitarian".

Statistical or quantitative methods are used mainly in the branches of the humanities that study the patterns that manifest themselves in the structure, dynamics and interrelationships of socio-economic phenomena (economics, etc.).

In statistical methods, the indicators are determined by studying the characteristics of the process under study, then selecting the indicators and, if necessary, ranking them according to their importance, after which the order of collection of the selected indicators is determined. When collecting indicators, it is necessary to take into account the need to obtain complete and representative information on the process under study. Then, if necessary, the collected values of the indicators are grouped and processed in the form of statistical tables.

#### 4.1. Demographic information about the participant's gender

Table 1. Gender information about pupils

	Frequency	%
Boys	26	52,00%
Girls	24	48,00%
Total	50	100,00%

Table 1 showed that there were 26 male pupils representing 52% and 24 females representing 48%. A total number of participants in this survey is 50.

## 4.2. Demographic information about the participant's age

Table 2. Age information about pupils

	Frequency	%
12 years old	16	32,00%
13 years old	20	40,00%
14 years old	10	20,00%
15 years old	4	8,00%
Total	50	100,00%

Table 2 showed that there were pupils with the age 12-15 years old. Most of the participants were 12 and 13 years old.

## 4.3. Information about participant's hobbies

Table 3. Hobby information about pupils

	Frequency	%
Theatrical activity	3	6,00%
Sport	7	14,00%
Dancing	12	24,00%
Music	8	16,00%
Other	15	30,00%
None	5	10,00%
Total	50	100,00%

Table 3 showed that the most popular activity among children is other hobby, such as:

- needlework;
- origami;
- drawing;
- eSports.

And this answer was not only chosen by girls, but also by boys. On the second place by popularity is the answer "dancing". All children enjoy spending their time by dancing

to music. On the third place by popularity is “music”. And boys, as well as girls prefer playing musical instruments and singing. And only on the fourth place we can find the answer “sport”.

#### 4.4. Results of the survey after the day dedicated to the Olympic Games

I’ve made a research, during which 17 questions were asked concerning the Olympic Games. Among the vacationing children 2 groups were chosen at the children’s camp “Leninskiye Isky” with the ages: 12-13, 14-15 out the total number of the children 220. It was decided to combine them into one interviewed age group. A total of 50 children were interviewed.

The first question was about the origin of the first Olympic Games. The answers were as follows. Most of the respondents answered that the origin of the Olympic Games occurred in Greece. And it is the right answer. Almost in equal shares answers Italy and Spain were distributed.

Table 4. The results for the question 1

Question 1	%	Number of respondents
<b>What country is considered as the birthplace of the Olympic Games?</b>		
<b>A: Italy</b>	<b>2,00%</b>	<b>1</b>
<b>B: Spain</b>	<b>4,00%</b>	<b>2</b>
<b>C: Greece</b>	<b>94,00%</b>	<b>47</b>
<b>D: Germany</b>	<b>0,00%</b>	<b>0</b>

What country is considered as the birthplace of the Olympic Games?

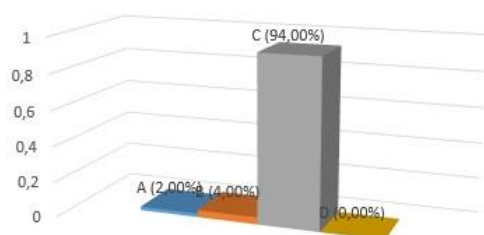


Chart 3. The results for the question 1

The second question was about the rule, which was set for the time of the ancient Olympic Games. Four people did not know that this was a sacred truce as the right answer. And one person suggested that the spectators were given bread.

Table 5. The results for the question 2

Question 2	%	Number of respondents
<b>What rule was set for the time of the ancient Olympic Games?</b>		
<b>A: was not allowed to leave the house to the residents of the city in which the OG were held</b>	<b>4,00%</b>	<b>2</b>
<b>B: all the spectators of the games were given bread</b>	<b>2,00%</b>	<b>1</b>
<b>C: all the inhabitants of the city in which the games were held, had to wear a red ribbon</b>	<b>4,00%</b>	<b>2</b>
<b>D: all the Greeks had to observe the sacred truce</b>	<b>90,00%</b>	<b>45</b>

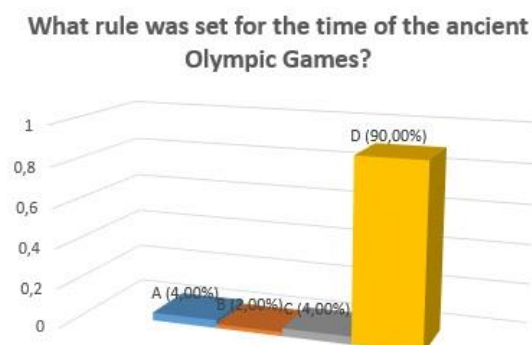


Chart 4. The results for the question 2

The third question was about the reward for winning the ancient Olympic Games. Three of them answered incorrectly: one answered that it was a wreath of white camellias and two, that it was a wreath of willow branches. Others answered correctly, that it was an olive wreath.

Table 6. The results for the question 3

Question 3	%	Number of respondents
<b>What was the prize for the winner at the ancient Olympics?</b>		
<b>A: a wreath of olive branches</b>	<b>94,00%</b>	<b>47</b>
<b>B: a wreath of palm leaves</b>	<b>0,00%</b>	<b>0</b>
<b>C: wreath of willow branches</b>	<b>4,00%</b>	<b>2</b>
<b>D: a wreath of white camellias</b>	<b>2,00%</b>	<b>1</b>

What was the prize for the winner at the ancient Olympics?

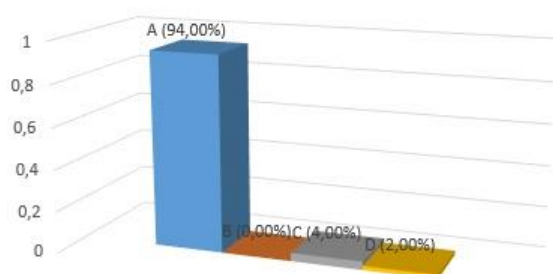


Chart 5. The results for the question 3

The fourth question was about a competition that hadn't been in the times of the ancient Olympic Games. 5 replied that there were no competitions of heralds and trumpeters, the two answered that there were no chariot races. Others 43 answered correctly that there were not synchronized swimming in the ancient OG.

Table 7. Results for question 4

Question 4.	%	Number of respondents
<b>What kind of competition did not exist during the ancient Olympic Games?</b>		
<b>A: horse racing</b>	<b>4,00%</b>	<b>2</b>
<b>B: competitions of trumpeters and heralds</b>	<b>10,00%</b>	<b>5</b>
<b>C: synchronized swimming</b>	<b>86,00%</b>	<b>43</b>
<b>D: running</b>	<b>0,00%</b>	<b>0</b>



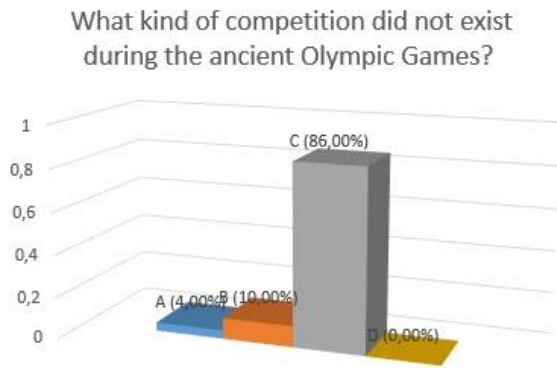


Chart 6. The results for question 4

The fifth question was about the revival of Olympic Games: by whom at the end of the XIX century the tradition of holding the Olympic Games was revived?

Only two answered that the revival of the OG was introduced by Pierre Curie. The rest answered correctly that it was made by Pierre de Coubertin.

Table 8. Results for question 5

Question 5	%	Number of respondents
<b>Whose was idea about revival of Olympic Games at the end of the XIX century?</b>		
<b>A: Pablo Picasso</b>	<b>0,00%</b>	<b>0</b>
<b>B: Pierre Curie</b>	<b>4,00%</b>	<b>2</b>
<b>C: Ernest Rutherford</b>	<b>0,00%</b>	<b>0</b>
<b>D: Pierre de Coubertin</b>	<b>96,00%</b>	<b>48</b>

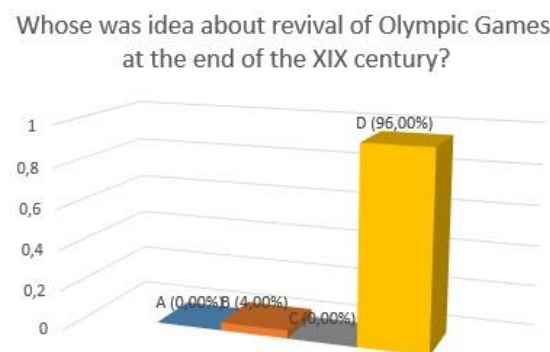


Chart 7. Results for question 5

The sixth question was about the city, where the first Olympic Games of modern time were held. 10 children answered incorrectly: eight children answered, that it was Barcelona, and two that it was Paris. 40 people said that it was Athens. “Athens” is the right answer.

Table 9. Results for the question 6

Question 6	%	Number of respondents
<b>In which city were the first Olympic Games held of our time?</b>		
<b>A: in Athens</b>	<b>80,00%</b>	<b>40</b>
<b>B: in Paris</b>	<b>4,00%</b>	<b>2</b>
<b>C: in Barcelona</b>	<b>16,00%</b>	<b>8</b>
<b>D: in Tokyo</b>	<b>0,00%</b>	<b>0</b>

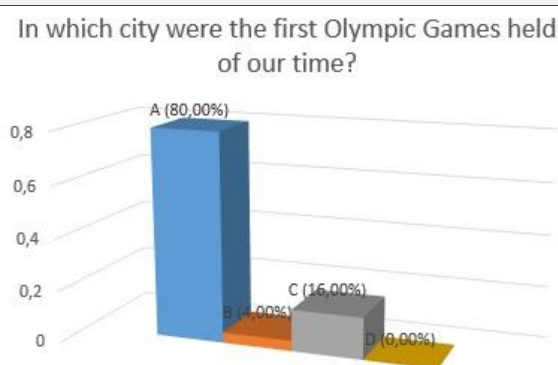


Chart 8. Results for the question 6

Everyone knows that the Olympic Games have the symbol of the 5 Olympic rings, and we asked the question number 7, but did our respondents know about the significance of these rings?

The answers of the respondents were divided: almost in equal percentages the participants answered that the rings meant the unity of the 5 parts of the world that were attached to the Olympics and the harmony of the education of the basic physical qualities: endurance, flexibility and strength. And half of the respondents answered that this means the unity of athletes from 5 continents of the globe and only 4% believe that

the 5 Olympic rings mean the main colors that are included in the flags of all countries participating in the Olympic Games.

Table 10. The results for the question 7

Question 7	%	Number of respondents
<b>What is the symbol of the Olympic Games?</b>		
<b>A: three five-pointed stars</b>	<b>0,00%</b>	<b>0</b>
<b>B: six multicolored squares</b>	<b>0,00%</b>	<b>0</b>
<b>C: five interlocking rings</b>	<b>100,00%</b>	<b>50</b>
<b>D: blue triangle with red corners</b>	<b>0,00%</b>	<b>0</b>

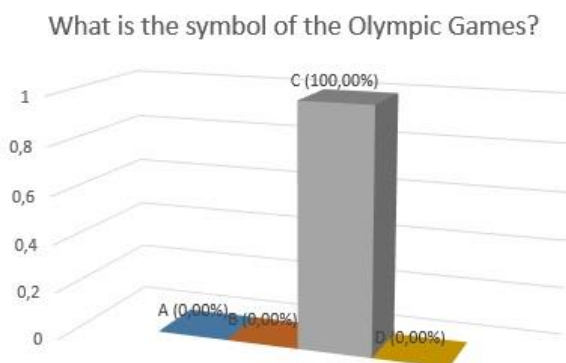


Chart 9. The results for the question 7

The eighth question was about the venue of the Olympic Games. Six did not answer correctly. Three of the respondents answered-the UN, two answered that they were presidents, one answered that they were winners of the past games.

Table 11. The results for the question 8

Question 8	%	Number of respondents
<b>Who chooses the venue for the Olympic Games?</b>		
<b>A: Winners of the already past Olympic Games</b>	<b>2,00%</b>	<b>1</b>
<b>B: Presidents of all states</b>	<b>4,00%</b>	<b>2</b>
<b>C: The United Nations</b>	<b>6,00%</b>	<b>3</b>
<b>D: The International Olympic Committee (IOC)</b>	<b>88,00%</b>	<b>44</b>

Who chooses the venue for the Olympic Games?

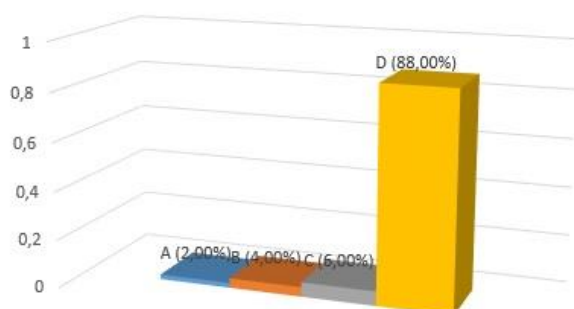


Chart 10. The results for the question 8

The ninth question was about the Olympic Games in Moscow: in what year did it take place? Despite the age of the participants, they are schoolchildren, all participants in the survey answered correctly that the Games in Moscow was held in 1980.

Table 12. The results for the question 9

Question 9	%	Number of respondents
<b>When did the Olympic Games take place in Moscow?</b>		
<b>A: 1970</b>	<b>0,00%</b>	<b>0</b>
<b>B: 1980</b>	<b>100,00%</b>	<b>50</b>
<b>C: 1990</b>	<b>0,00%</b>	<b>0</b>
<b>D: 2000</b>	<b>0,00%</b>	<b>0</b>

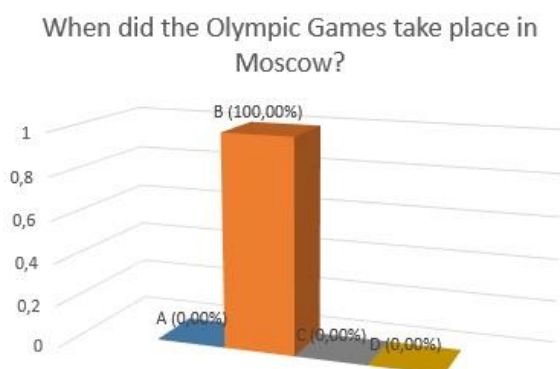


Chart 11. The results for the question 9

The tenth question was about the prize for the winners of the modern Olympic Games. All answered correctly that the prizes were medals, but some chose two answers as medals as well as cups.

Table 13. The results for the question 10

Question 10	%	Number of respondents
<b>What is awarded to the winners and prize-winners of the modern Olympic Games?</b>		
<b>A: torches with Olympic fire</b>	<b>0,00%</b>	<b>0</b>
<b>B: medals</b>	<b>100,00%</b>	<b>50</b>
<b>C: flags with Olympic rings</b>	<b>0,00%</b>	<b>0</b>
<b>D: cups</b>	<b>40,00%</b>	<b>20</b>

What is awarded to the winners and prize-winners of the modern Olympic Games?

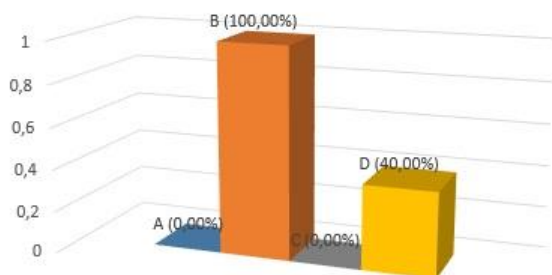


Chart 12. The results for the question 10

The eleventh question was about the motto of the Olympic Games of modern time. In latin it is “Citius, Altius, Fortius!».Six children gave the wrong answer, but others knew that it was Faster, higher, stronger.

Table 14. The results for the question 11

Question 11	%	Number of respondents
<b>What is the motto of the Olympic Games of modern time?</b>		
<b>A: faster, better, hardy</b>	<b>2,00%</b>	<b>1</b>
<b>B: faster, higher, stronger</b>	<b>88,00%</b>	<b>44</b>
<b>C: stronger, further, higher</b>	<b>6,00%</b>	<b>3</b>
<b>D: stronger, hardy, better</b>	<b>4,00%</b>	<b>2</b>

What is the motto of the Olympic Games of modern time?

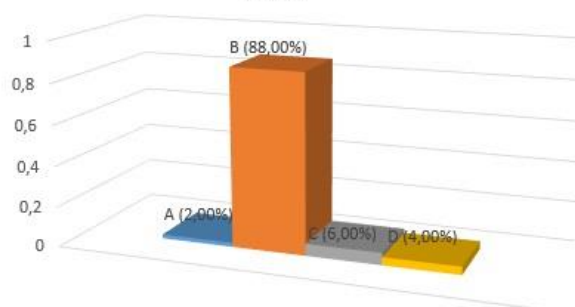


Chart 13. The results for the question 11

The twelfth question was to name 5 Olympic champions. Most of the survey participants were able to name them, as Russian as well as well as international. Among the named sportsmen the most popular names were

- Usain Bolt;
- Michael Phelps;
- Alexander Karelin;
- Evgeni Plushenko;
- Victor Anne;
- and others.

Table 15. The results for the question 12

Question 12	%	Number of respondents
Please name 5 Olympic champions		
<b>A: Russian athletes</b>	<b>60,00%</b>	<b>30</b>
<b>B: Foreign athletes</b>	<b>40,00%</b>	<b>20</b>

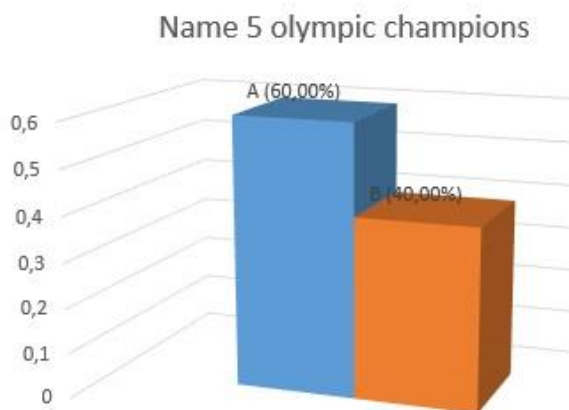


Chart 14. The results for the question 12

The thirteenth question was “Do you watch the Olympic Games on TV or sport channels in general? If you choose the answer “yes” – how often do you watch”. More participants are not fond of sports and therefore do not watch Olympics on TV. Analyzing the answers, it turns out that 23 people watch sports programs and events depending on the mood. Rarely, and maybe 1 - 2 times a month watching 14 people. Do not miss a single sporting event 6 people. In general, 7 participants from 50 respondents never watch sports programs.

Table 16. The results for the question 13

Question 13	%	Number of respondents
<b>Do you watch sport events? And how often?</b>		
<b>A: Depending on the mood</b>	<b>46,00%</b>	<b>23</b>
<b>B: Rarely (1-2 times a month)</b>	<b>28,00%</b>	<b>14</b>
<b>C: Do not miss sport events</b>	<b>12,00%</b>	<b>6</b>
<b>D: Never</b>	<b>14,00%</b>	<b>7</b>



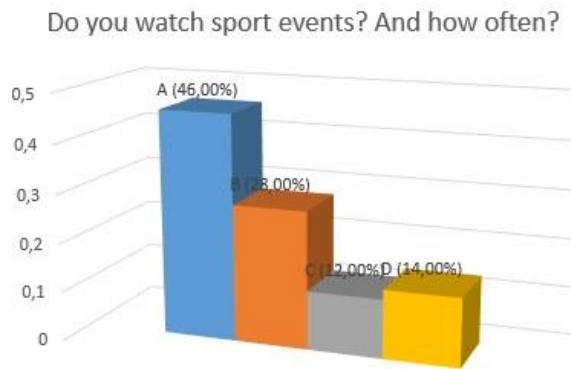


Chart 15. The results for the question 13

The fourteenth question was “Do you know Olympic sports which are included into the Olympic programme? If yes, name sports which you know”. All participants named 2-5 sports. Among the popular ones were: synchronized swimming, athletics, weightlifting, biathlon, bobsley, figure skating, gymnastics, volleyball, basketball, football, tennis, water polo, table tennis and curling.

Table 17. The results for the question 14

Question 14	%	Number of respondents
“Do you know Olympic sports which are included into the Olympic programme?”		
<b>A: Yes</b>	<b>100,00%</b>	<b>50</b>
<b>B: No</b>	<b>0,00%</b>	<b>0</b>

“Do you know the names of Olympic sports which are included into the Olympic programme?”

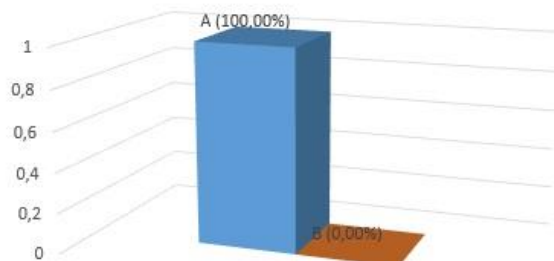


Chart 16. The results for the question 14

The fifteenth question was about duration of the Olympic games. The Olympic Games are held every 4 years. 11 people answered incorrectly.

Table 18. The results for the question 15

Question 15	%	Number of respondents
<b>How often are the Olympic Games held?</b>		
<b>A: Once a year</b>	<b>6,00%</b>	<b>3</b>
<b>B: Once in 2 years</b>	<b>16,00%</b>	<b>8</b>
<b>C: Once in 3 years</b>	<b>0,00%</b>	<b>0</b>
<b>D: Once in 4 years</b>	<b>78,00%</b>	<b>39</b>

How often are the Olympic Games held?

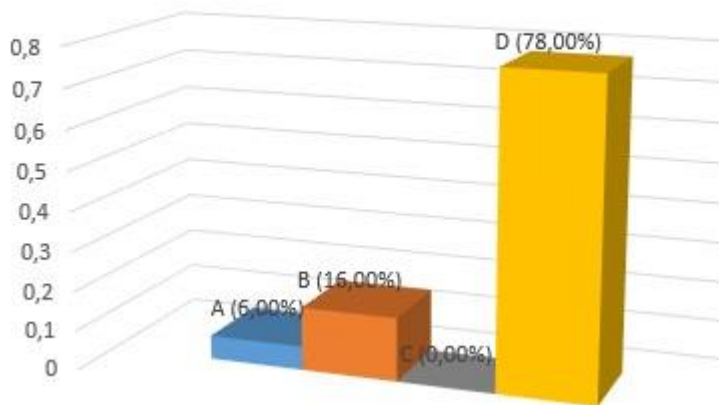


Chart 17. The results for the question 15

The sixteenth question was: “What is lit at the Olympics?”. Everybody answered correctly this question, that it is a torch

Table 19. The results for the question 16

Question 16	%	Number of respondents
<b>What is lit at the Olympics?</b>		
<b>A: Torch</b>	<b>100,00%</b>	<b>50</b>
<b>B: Candle</b>	<b>0,00%</b>	<b>0</b>
<b>C: Fire</b>	<b>0,00%</b>	<b>0</b>
<b>D: Lantern</b>	<b>0,00%</b>	<b>0</b>

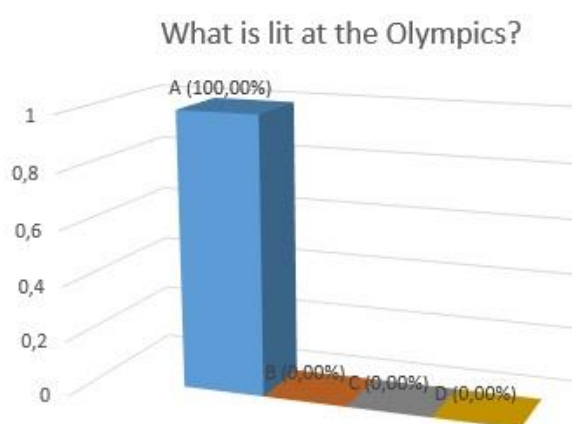


Chart 18. The results for the question 16

The seventeenth question was “Do you think that sport is important? And why?”. None of the respondents speak negatively about sports. Most of the respondents (43 people) are positive about sports. And only 7 people consider their attitude to the sport uncertain. They argue that they are not keen on sports, they have other interests and hobbies. Of all 50 respondents, 43 people believe

- sport gives more strength;
- sport is a healthy lifestyle;
- sport is about health;
- sport is everything for them;
- sport helps to keep oneself in shape;
- sport motivates a person to develop persistence, strong character;
- sport develops the strength of a person;
- without sport, a person will not be strong, but will be weak.

To sum it all up sport is a life for them.

Table 20. The results for the question 17

Question 17	%	Number of respondents
<b>Do you think that sport is important?</b>		
<b>A: Yes</b>	<b>86,00%</b>	<b>43</b>
<b>B: No</b>	<b>14,00%</b>	<b>7</b>

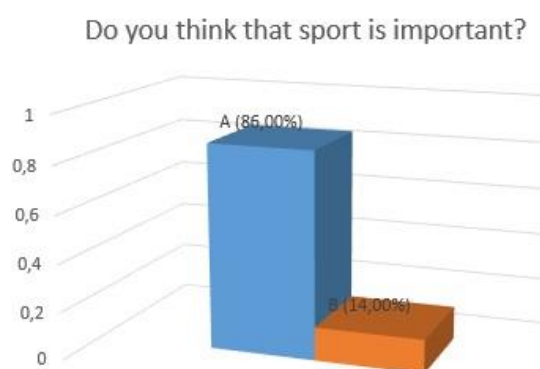


Chart 19. The results for the question 17

#### 4.5. Limitations of the study

The limitations of the study were only that at first glance it could be the age, because a child who is 15 years old and studies in the 9th grade knows more than a 12 years old child who studies in 7th grade. But do not forget that the history of OG does not include in the the school curriculum, but it is only an extracurricular or extra-hour work of the student himself. Consequently, age can not be considered a restriction of the study, if a child has an interest in OG, then he can learn about it at any age. The second limitation might seem to be the fact that the child is formed as a person in terms of that in 15 years he can give a more clear answer to the question that is aimed at self-analysis. But the goals and the objectives of my thesis do not imply taking into account this fact. Because they were directed on the study of children's interest in OG after the Sochi 2014 OG.

And the real limitations were the fact that it was impossible to research such big number of children in one day, although the questionnaire allows to do this. The reason for this was the schedule of the camp for each group and what's more, camp events. Therefore, it was necessary to research 50 children within several days.

## CHAPTER V

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. DISCUSSIONS

In the camp I conducted a questionnaire and after that I've made a conclusion that young people have little interest in sports and they are few what they have little idea about the Olympic Games. Often, Olympic Games are associated with exercise as a lesson in physical education by children. They do not even imply that there is some kind of history associated with the gods behind the Olympics. They cannot even imagine that it is a game with a long history.

The practical significance of my work is that I've opened the whole story of the Olympic Games to the children. I've told them the ideology of the Games, they themselves plunged into this story. Each child has been in the role of some kind of a specific god, each of them presented different sport, which was in the programme of the ancient Olympic Games. They did not even know that discus throwing was part of the programme. I have proved it all in practice and all children, who participated in this performance, were curious and active.

The first objective of our study was to come up with and hold a day dedicated to the Olympic Games. The question which is based on its objective:

#### **Did I raise the interest in children with the help of a day spent on OG's history?**

According to our research it was found that children began to interest the OG and they became proud of their country. It was an unusual day, which will be remembered for a long time. It began with an extraordinary morning exercises. My friends represented different ancient Greek gods. There were 5 of them: Zeus, Athena, Apollo, Poseidon, Aphrodite. Each god had his own team. And every team represented some kind of its own sport, which is included in the programme of the OG. Children learned in detail about the concrete sport of the OG. Then the project method case was held and in the evening there was an unusual disco party dedicated to the OG. And based on the

results of these events, I can say with certainty that children have become more addicted to the OG.

We have a library on the territory of the camp, and everyone can take books for every taste. So, the next day, there was a queue of children to take books about the myths of ancient Greece and about sports in general. And on the basis of this, we decided to slightly modernize the camp program and make small adjustments. We added a section activity “discus throwing”. It lasted 30 minutes. Many children were enthusiastic about this decision and visited this section with great interest. Instead of a discus there was a flying saucer toy, as a prototype of a discus. And at the end of the holidays we held small OG of Leninskiye Iskry, which included several types of disciplines that are included in the Olympic programme.

The second objective of our study was to form the interest of every schoolchild in the age of 12-15 years to the history of the Olympic Games of his country; to the history of the Olympic Games in ancient times; and in general to the history of sports of his country. The question which is based on its objective:

**Methods (a game, a conversation, an excursion, a lecture, a project etc.) of formation the pupil's interest in the history of the OG.**

There are various ways and means of forming cognitive interest: in school - one methods, at home - others. As it was said earlier, for the formation of sustainable interests, the children need the cooperation of the family and the school.

Education of interest in isolation from the education of the whole personality is impossible. To form cognitive interest, the child needs "background", which parents should prepare from the very childhood of their children. Firstly, parents must organize the life of the child, and secondly, create the conditions for the formation of the necessary qualities, i.e. order the child's life, create a kind of a regime of the day.

Cognitive interest should be specially educated: to evoke a positive attitude towards objects and activities.

Ways of emergence of the interest in the child:

1. emotional attitude to the case;
2. education of consciousness, responsible attitude, understanding of public importance, the need for the work being done.

How to evoke an emotional attitude to an activity:

- The role of parents in bringing up love for various activities;
- An example of a father and mother, older brothers and sisters;
- Their attitude to the case;
- Team work;
- Conversations about the role of knowledge;
- Story-role games;
- Contests (affect the formation of cognitive interest, because they attract not tradition, entertaining, they expand their horizons, increase the activity of children, and force them to show themselves creatively);
- Positive result or a success (this emotional reinforcement of the cognitive activity of a schoolchild is most often associated with his success in any activity. The positive influence of success on the active mental activity of the schoolchild is undeniable. The feeling of pride and joy arising in the child in connection with his awareness of his progress in activities, including in the mental, are strengthened by them with each new successful work. The success has a stimulating significance in the schoolchild's educational activity, activates it and at the same time it is a concept of significant incentive for cognitive interests.

The third objective of our study was to educate in the soul of each child: curiosity, a sense of beauty, a feeling of love and affection for their family, their home, their people, their history, customs, and traditions. The question which is based on its objective:

### **Did I succeed in it?**

Yes, I succeeded. Each participant was satisfied with the summer holidays and activities held there. In social networks, we made a small survey. It was a section where children and their parents write reviews about the spending summer. And we asked the question there: what do you remember most and what did you learn more in the camp? And out of 20 reviews, 8 reviews were that due to a modified and intensive programme about educational stories about sports and OG - they have increased their interest and they will be happy to watch PyeongChang 2018 Olympic Winter Games. It fell into their hearts and they will gladly cheer for our national team “Olympic athletes from



Russia”, although not under our flag and anthem, but it's still our motherland, our athletes.

There were also 2 reviews from children who felt that this was waste of time and they did not like it. Also, at the end of the summer season there was a survey of children that they had learned during this period and many children expressed their opinion about what they liked most. There was a question: would you like your children to go in for sports? And 80% of children gave a positive response. And most children are interested in Olympic sports.

## **5.2. CONCLUSIONS**

After analyzing all 50 questionnaires, we came to the conclusion that the Olympic Games are an important event for the majority of the respondents. Based on the results of the survey, we found out that many are interested in the history of the Olympic Games. Each interviewed participant has his own preferences in the choice of sports, but, based on the data we have, it becomes clear that young people have little interest in sports.

We believe that in order to increase the popularity of the Olympic Games, it is necessary to create a free visit to such a grandiose event, at least for the citizens of your country or to reduce the cost of the entrance tickets. After all, not every person, even a sports-loving person, can afford to attend because of the high price of the entrance ticket, and cheer for the participants of his favorite sport.

Young people are also needed to update the staff of our Olympic team. For such personnel to appear, it is necessary to provide more opportunities for those who wish and can raise the level of our country in a few years. Unfortunately, this possibility is not always provided due to a small number of free sports sections, clubs.

### **5.3. SUGGESTIONS FOR FUTURE RESEARCH**

I would recommend this programme which I've made and conducted in the children's camp to add at the school curriculum of PE lesson. It will be more interesting to have not just the lesson of P.E.: push-ups, jumps, running, skipping rope, different activities, but sometimes to devote time for organizing such days of the OG so that the children also take part in this, so that not someone will tell them a boring theory, but in practice to show interest in children. So that they really understand that this is entertaining.

I've made this experiment in practice in the camp. At the end of the shift, I realized that interest in OG grew up in children. They learned a lot and many children really wanted to go in for sports, follow Olympic athletes, their victories and sports way, how they from the simple sportsmen have achieved such results. And it is how I propose to show the children's interest in OG and sports in general in this game form.

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## APPENDIX I

### QUESTIONNAIRE FOR CHILDREN PARTICIPANTS IN THE RESEARCH

Dear Responder! We ask you to take part in the survey and answer the questions of the questionnaire. Carefully read each question and possible answers to it. Select the answer, most appropriate to your opinion, and indicate it. Please respond sincerely and independently. Answers will be used in a generalized form. You do not need to specify your name. Anonymity is guaranteed.

Thank you in advance for your cooperation!

#### Part A. Demographic data

Sex: male ( )      female ( )

Age: \_\_\_\_\_

Hobby: theatrical activity ( )   sport ( )   dancing ( )   music ( )   other ( )   none ( )

#### Part B. Questions

1. What country is considered as the birthplace of the Olympic Games?

A) Italy ( )

B) Spain ( )

C) Greece ( )

D) Germany ( )

2. What rule was set for the time of the ancient Olympic Games?

A) was not allowed to leave the house to the residents of the city in which the OG were held ( )

B) all the spectators of the games were given bread ( )

C) all the inhabitants of the city in which the games were held, had to wear a red ribbon ( )

D) all the Greeks had to observe the sacred truce ( )

3. What was the prize for the winner at the ancient Olympic?

A) a wreath of olive branches ( )

B) a wreath of palm leaves ( )

C) wreath of willow branches ( )

D) a wreath of white camellias ( )

4. What kind of competition did not exist during the ancient Olympic Games?

A) horse racing ( )

B) competitions of trumpeters and heralds ( )

C) synchronous swimming ( )

D) running ( )

5. Whose was idea about revival of Olympic Games at the end of the XIX century?

A) Pablo Picasso ( )

B) Pierre Curie ( )

C) Ernest Rutherford ( )

D) Pierre de Coubertin ( )

6. In which city were the first Olympic Games held of our time?

A) in Athens ( )

B) in Paris ( )

C) in Barcelona ( )

D) in Tokyo ( )

7. What is the symbol of the Olympic Games?

A) three five-pointed stars ( )

B) six multicolored squares ( )

C) five interlocking rings ( )

D) blue triangle with red corners ( )

8. Who chooses the venue for the Olympic Games?

A) winners of the already past Olympic Games ( )

B) Presidents of all states ( )

C) The United Nations ( )

D) The International Olympic Committee ( )

9. In which year did the Olympic Games take place in Moscow?

A) in 1970 ( )

B) in 1980 ( )

C) in 1990 ( )

D) in 2000 ( )

10. What is awarded to the winners and prize-winners of the modern Olympic Games?

A) torches with Olympic fire ( )

B) medals ( )

C) flags with Olympic rings ( )

D) cups ( )

11. What is the motto of the Olympic Games of our time?

A) Faster, better, harder ( )

B) Faster, higher, stronger ( )

C) Stronger, farther, higher ( )

D) Stronger, more enduring, better ( )

12. Name 5 Olympic champions \_\_\_\_\_

13. Do you watch the Olympic Games on TV?

• Yes ( )

• No ( )

14. What kinds of Olympic sports do you know? Please give your answer below:

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15. How often are the OG held?

A: Once a year ( )

B: Once in 2 years ( )

C: Once in 3 years ( )

D: Once in 4 years ( )

16. What is being lit at the Olympic Games?

A. Torch ( )

B. Candle ( )

C. Fire ( )

17. Do you think that sport is important? And why? Please give your answer below:

• Yes ( )

• No ( )

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**Thank you for your answers and participation in this survey!**



## **APPENDIX II**

### **HISTORY OF OLYMPIC GAMES**

(A project method case)

Age group: 12-15 years old

1<sup>st</sup> phase: Reflection

Time schedule: 3 hours/week – 2 weeks

Thematic unit: Olympic Games

Aim: To make the children understand the concept of patriotism and be inspired by sport

Objectives:

- Acquaint the children with the deep meaning of the Ancient OG
- Give them the information about the history of OG revival
- Let them learn about Olympic sports which are included in the Olympic programme
- Let them develop a cooperation and team spirit and discover knowledge
- Help them develop self-confidence
- Let challenge themselves inspired by abilities of Olympic athletes and their achievements
- Improve personal abilities by participating in different kinds of physical activities

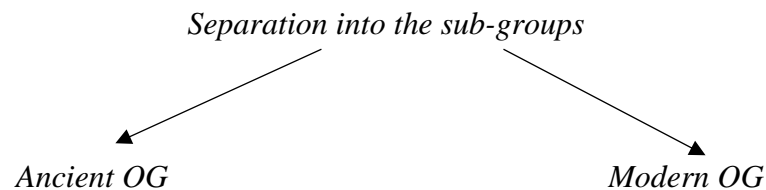
Raising awareness: To play an inspirational video about outstanding Olympic champions and athletes and their achievements and sports career

2<sup>nd</sup> phase: Separation in sub-groups

Each participant will be given a picto with the 2 types of sports: ancient sport and modern sport. And that will be meant in which group they are. There will be 2 groups: Ancient OG and Modern OG.

3<sup>rd</sup> phase: Implementation of activities

All actions of activities will be done by the 2 sub-groups. Children will search for the information in different sources they can find and discover knowledge and they will always be guided by PE teachers. After collecting all materials they will present it to another sub-group.



### **Ancient OG:**

*Motto:* “To win is not the main aim!”

*Cognitive domain:*

Searching for the meanings of the words “win” and “participation”

*Motor domain:*

Performing the ancient sport:

- Discus throwing;
- Pankration;
- Equestrian events.

*Artistic domain:*

Performing myths of ancient Greece

### **Modern OG**

*Motto:* “Do your best!”

*Cognitive domain:*

Showing great examples of the videos from OG

*Motor domain:*

Performing the modern sport:

- Rhythmic gymnastics;
- Modern pentathlon;
- Beach volleyball.

*Artistic domain:*

Creating a video about: how do you achieve best results?

4<sup>th</sup> phase: Evaluation

A small survey will be conducted with the questions of self-evaluation.

Table 21. Self-evaluation

	<b>Strongly agree</b>	<b>Agree</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>N/A</b>
<b>I understand the concept of patriotism</b>					
<b>I am able to implement the value in everyday life</b>					
<b>I am inspired by Olympic athletes</b>					
<b>I try do my best while experiencing good things</b>					
<b>To win is not the main aim</b>					
<b>It is not destination that matters, but the path to reach it</b>					

### APPENDIX III

#### THE CARD WITH THE RIGHT ANSWERS OF THE QUESTIONNAIRE

1	<b>C</b>	10	<b>B</b>
2	<b>D</b>	11	<b>B</b>
3	<b>A</b>	12	-
4	<b>C</b>	13	-
5	<b>D</b>	14	-
6	<b>A</b>	15	<b>D</b>
7	<b>C</b>	16	<b>A</b>
8	<b>D</b>	17	-
9	<b>B</b>		

Table 22. The right answers of the questionnaire