

**WAYS OF USING THE AXIOLOGICAL POTENTIAL  
OF THE OLYMPIC EDUCATION IN THE PROCESS  
OF UPBRINGING OF COMPREHENSIVE SCHOOL PUPILS**

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**Abstract.** It is established, that among the universal humanistic values a high level of perception among Ukrainian and foreign experts in physical culture and sports was noted for such as: “Health improvement”, “equal participation opportunities for all” and “team spirit”; upper-intermediate level – “respect for rivals”, “personal experience”, “collectivism”, “equality”; to the intermediate level include “social relations”, “brotherhood”, “rule of law” and others. Values, that are perceived by both domestic and foreign specialists at high and at upper-intermediate levels are proposed for use as an axiological basis for the upbringing of pupils.

Our authorial project “Discover the Values of Olympism” can serve as the axiological basis of the upbringing process of the secondary school, as it is a means of discovering the Olympic ideals, philosophy and lifestyle. The purpose of the project is to promote the positive perception of humanistic ideals and values of Olympism by pupils and their assimilation and presupposes the differentiation of the contents of upbringing work according to the age groups of schoolchildren – middle (5-9) and senior (10-11) grades and consists of two parts. The first part can be implemented within a specific secondary school. The second part illustrates how the project can be implemented at the national level under centralized guidance.

The project is based on the accumulation of information by pupils about life situations, in which the behavior of people meets the ideals and values of Olympism, the use of metaphors and comparisons to apply the system of ideologies and values of Olympism in an educational context, designed

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for implementation in schools of general education and can be used at extra-curricular time, but only on a voluntary basis. Efforts of schoolchildren should be directed by deputy directors of educational work, teachers-organizers, head teachers and supported by other teachers (including teachers of physical culture).

Experimental testing of the project “Discover the Values of Olympism” demonstrates its effectiveness for middle and senior secondary school pupils. In the pupils of middle grades of the main group, the range of values expanded by 2.3 %, significantly improved the perceptions of honesty, justice, the inadmissibility of bad habits (7.5 % of the entire spectrum). For senior pupils, the perception of honesty has improved by 10 % as one of the core values for which the impact of the project (“the ideals of fair play”) was oriented, and the categories “harmonious development”, “health, inadmissibility of bad habits” and “respect for girls”. Pupils of experimental groups of all ages positively perceive the impact of the project on interpersonal relationships in the classroom, so its effectiveness should be considered as a verified experiment, which allows us to consider this development as an axiological basis for physical education of middle and senior secondary school pupils.

### **1. Introduction**

The special literature [12, p. 10; 17, p. 145; 19, p. 96; 22, p. 30; 25, p. 133; 31, p. 414; 32, p. 39; 34, p. 475; 36, p. 591] substantiates the importance of humanizing the system of physical education, which should increase the attention to each individual as a unique social value, which determines the unity of human and the environment, social and biological harmony, the unity of physical and mental, individuality, the formation of its qualities and properties, orientation to a healthy lifestyle, aesthetic ideals and ethical norms of life.

One of the most important components of the diversity of universal and humanistic values, that are effectively used in the process of upbringing children and young people, are the values of Olympism, which are realized through the Olympic education and originate the history of the ancient Greek society. Implementation of the forms and means of Olympic education in school education takes place in two directions: within the educational process and during the extra-curricular time. Within the educational process, education and upbringing can be carried out at the cognitive (theoretical) and recreational levels. Most academic disciplines (history, mathe-

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matics, jurisprudence, geography, biology) should include sections devoted to the Olympic theme [7, p. 15; 14, p. 9; 16, p. 46; 20, p. 48].

Teachers can supplement the material with concrete facts, dates, events from the history of the development of ancient and modern Games of the Olympics, stories about the Olympic champions, scientists, artists, philosophers, which made a significant contribution to the development of the Olympic movement, stories about the systems of physical education of ancient Greece (Sparta, Athens), the Olympic sports in the dynamics of their development, the works of art related to the history of the Olympic Games, the role of the modern Olympic movement in the struggle for the peace, about the laws of the modern Olympic movement – the Olympic Charter [10, p. 78; 14, p. 11; 15, p. 41].

Unfortunately, in the practical pedagogical work within the limits of the Olympic movement there is an excessive passion for the enlightening approach. There is often a great hope that, through explanatory work on the basis of lectures and conversations, during the Olympic lessons and Olympic hours, only mottos and appeals will solve the problem of attracting young people to the ideals and values of Olympism. Herewith, it does not take into account, that the real behavior of a person depends not only on knowledge, but also on other factors, first of all, on the effectiveness of stimulating these orientations and human behavior. Therefore, it is urgent to create real tools and techniques that would encourage students not only to recognize the principles of fair play, harmonious development of the personality and other ideals of Olympism, but also to really orient on them in their behavior, to direct efforts to implement them. The practice of education requires a deeper study and the spread of Olympism as a social phenomenon, the development of technologies for its dissemination.

**The aim of the research:** for the purpose of improving the process of assimilating the humanistic value potential of Olympism by pupils of secondary schools to develop and experimentally check the project “Discover the Values of Olympism”.

**The objectives of the investigation:**

1. To investigate the conditions of the problem of finding ways to master the value potential of Olympism by schoolchildren in the process of Olympic education.
2. To define universal humanistic values, which are best perceived by experts in physical culture and sports.

3. To develop the content and conduct an experimental test of the project “Discover the values of Olympism” in the conditions of a comprehensive school.

The methodology of the research is based on a systematic approach to solving scientific problems, ideas of humanism, Pierre de Coubertin's representations about the value potential of Olympism, as well as the axiological approach, from the point of which the process of assimilating the humanistic value potential of Olympism as a global social phenomenon can be the basis for constructing an educational and upbringing process in a general education school.

The object of research is the process of assimilating the humanistic values of Olympism.

The subject of the research is the experimental project “Discover the values of Olympism” created in order to improve the process of assimilating humanistic value potential by schoolchildren of secondary schools.

Methods of research: analysis of scientific and methodological and special literature, surveys of specialists in physical culture and sports, analysis of documentary materials, pedagogical experiment, sociometric investigation. The research was conducted from 2008 to 2016 on the basis of the Sumy Regional Institute of Postgraduate Education, the Faculty of Postgraduate and Advanced Education of the Sumy State Pedagogical Makarenko University, Department of Education of Okhtyrka City Council (Okhtyrka, Sumy region), Sumy Comprehensive School No. 15 named after D. Turbin and at the International Olympic Academy (Olympia, Greece).

## **2. Status and problems of Olympism**

In the modern teaching of “Physical culture” the priority is given to the development of the bodily (physical) sphere of the child, but often the elements contributing to the harmonious development of the individual, are not realized. This leads to a disbalance of the structural elements of physical culture (spiritual, physical, material). Humanization of the educational environment in the sphere of physical culture and sports – is the return of the school to the student's personality, respect and trust to him, the perception of his personal physical culture goals, queries and interests, creating the most favorable conditions for holistic and harmonious development in the unity of intellectual, spiritual and physical components, preservation and improvement of health, satisfaction of its needs in motor activity and

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creative realization of psychophysical possibilities and interests through a variety of forms of physical culture and sports activities. Humanization of education is realized through axiological, anthropic, personal-activity, cultural, technological and creative approaches. Their combination allows us to consider education in the sphere of physical culture from different theoretical positions and create such an educational system, which will maximally contribute to the harmonious and comprehensive development of personality [2, p. 12; 40, p. 74].

Topicality of the problem of assimilation of values in the process of education of a young person is, first of all, in a combination of pedagogical and psychological views and tasks with philosophical (value theory) approaches. In addition to the above, it should be noted, that some researchers [3, p. 8; 27, p. 134; 30, p. 47] have developed a number of classifications of values: by object of use (material, material and spiritual); by the purpose of use (egocentric, altruistic); by the level of generalization (abstract, concrete); by the way of manifestation (situational, unstable and prolonged, stable); by the nature of involvement in activities (terminal, instrumental); by the content of activity (cognitive, subject-transforming); by their own content (aesthetic, scientific, religious); by social status (personal, group, collective, social, national, universal, etc.).

In the prevailing conditions, it is quite promising to see the formation of an educational and upbringing system on the principles of social morality with a focus on the disclosure of human potential, the formation of the harmony of the physical, spiritual and mental development of the individual. Creation of a modern system of education and upbringing is impossible without an optimal combination of a number of system-forming elements of society: social, economic, valueological, ecological, political, legal, and others. We can assume, that one of the solutions to this complex problem may be the construction of an educational system based on the ideology of Olympism, which together with the doctrine of health can become the core of this system [9, p. 13; 10, p. 79; 28, p. 388; 38, p. 144].

An education system, based on the use of the values of Olympism, abroad was called "Olympic education"«. This term is usually translated differently: "Olympic education" or "Olympic upbringing". Sometimes other terms are used, for example: "upbringing in the spirit of Olympism", "education in the spirit of Olympic ideals and values", "education using the Olympic movement". However, the content and specific tasks of this

process are most fully reproduced by the term “Olympic education”. The ultimate goal and the result of the implementation of the Olympic education is the person who thinks and acts in accordance with the principles of the Olympic Charter, as well as humanistic norms of relations between people cultivated and distributed by Olympism [7, p. 12; 40, p. 74].

An analysis of the historical development of human civilization convincingly testifies, that the education of a harmoniously developed personality can be achieved through the complex manifestation of something physical and spiritual in person. This approach corresponds to the modern concept of Olympism and the objectives of the Olympic education. Recently, specialists in physical education began to more widely consider the functions and tasks of the Olympic education. It is noted, that it is an organic kind of general humanitarian education and often acts as an important component of integration, which provides a special knowledge and skills of humanistic “color” [9, p. 13; 24, p. 10; 36, p. 591].

The values of ancient culture were present at various stages of human development as an independent ideological basis for the education of the individual, but changed in accordance with social requirements. Olympic ideals of the ancient Greeks were pointed in Pindar Code of Honor [23, p. 4], realized in the Olympic competition, became the subject of scrupulous study by prominent people, among which a special place is occupied by Baron Pierre de Coubertin. His activities were entirely devoted to the revival of Olympism on a modern basis and the development of Olympic education. The great founder of the modern international olympic movement, characterizing Olympism, has in fact identified in its structure the basic elements of the Olympic education: the cult of the competition, love to the homeland, the spirit of chivalry, contacts with painting and literature [4, p. 5; 5, p. 16; 21, p. 85; 29, p. 94; 28, p. 388].

The problem of dissemination among pupils of a certain amount of knowledge about Olympism and the Olympic Games has become one of the most pressing problems of the present. Evidence for this, that there are many outstanding international events: Jubilee XI Olympic Congress in Paris in 1994, The International Forum “Youth – Science – Olympism” within the framework of the World Youth Games of 1998 in Moscow, the extraordinary 110 th Session of the IOC, held in December 11-12, in 1999 in Lausanne, where radical decisions to reform the Olympic Movement were made [6, p. 88].

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Humanism of Olympism is determined primarily by its sociocultural orientation to overcome the group and corporate morals of modern sport, as well as the technocratic style of thinking, when the sporting result, but not the person is the intrinsic value [28, p. 390].

In the educational process is applied a number of forms and methods of Olympic education of youth. The central place is the work on spreading the ideas of Olympism during the educational process in schools, universities and other educational institutions, in the first place in the content of those educational subjects, that are directly related to physical culture and sports (at the lessons of physical culture, physical education classes). Activities, that are specially organized for this purpose are becoming widespread – “Olympic lessons”. The specialists of the industry have prepared a sufficiently large number of methodological materials to explain and promote the ideas of Olympism [6, p. 88; 7, p. 19; 36, p. 270].

Implementation of the forms and means of Olympic education in the school is envisaged in two directions: within the educational process and during the extra hours. In the first direction, education and upbringing can be carried out at the cognitive (theoretical) and recreational levels. Most academic disciplines (history, mathematics, jurisprudence, geography, valeology, biology) should include sections devoted to the Olympic theme. Teachers can supplement the material with concrete facts, dates, events from the history of the development of ancient and modern Olympic games, stories about the Olympic champions, scientists, artists, philosophers, who have made a significant contribution to the development of the Olympic movement; stories about the systems of physical education of ancient Greece (Sparta, Athens), about the Olympic sports in the dynamics of their development; on monuments of architecture, works of art related to the history of the development of the Olympic Games; about the role of the modern Olympic movement in the struggle for peace; about the laws and rules of the modern Olympic movement [22, p. 31].

The task of the recreational level is to form children's principles of a healthy lifestyle, to involve them in active sports for the purpose of physical improvement, strengthen physical and mental health, and the holding of small Olympic Games will contribute not only to the physical improvement, but also to the acquaintance of children with an Olympic ceremony. The fact, that the implementation of the Olympic education should be carried out not only in lessons directly related to the sphere of physical culture

and sports, but also within other disciplines, is claimed by many scholars and specialists [1, p. 12; 8, p. 65; 40, p. 75].

Among the main forms of activities in extra time, we can distinguish practical classes in choreographic, musical, theatrical and other clubs, sections of various sports, as well as various events. Theoretical knowledge, vivid examples from the life of famous athletes, for whom sport became a profession, the way of self-realization, will create an interest to sport activities to a child [13, p. 98; 22, p. 31].

For a better understanding of the humanist orientation of the Olympic education, let's give her philosophical conceptual foundations, which include: the idea of peace, peaceful coexistence of peoples, in which Olympism is a system-forming factor for Olympic education; the idea of the universal value of Olympism and Olympic education, based on internationalism, multicultural education; the idea of a humanistic, comprehensive personality development, the basis of which is the Olympic education of youth as a subculture; the idea of the priority of ethical values in Olympism [8, p. 65; 11, p. 17].

At the present stage of the formation of the concept of Olympic education, the attention of specialists is drawn to the content of physical education technologies, used in this sphere. This is due to the need for overcoming the reflex logical and system-technical approaches to the formation of cultural potential, taking into account the needs of the principles of humanization, integrity and consistency. That is why, the coverage of the values of Olympism in a non-sports institution contributes to the formation of the cultural potential of a future specialist (the integrity of his physical, intellectual and spiritual abilities), as well as the improvement of ways to develop his ontogenetic qualities [24, p. 96].

Based on the above mentioned, the Olympic education involves the pupils development of:

- conscious interest in sport and the Olympic movement;
- desire to become a participant in the Olympic movement, promotion of the basic principles of Olympism;
- the need for systematic training, the desire for high sporting results and participation in Olympics competitions on the principles of “Fair play”;
- orientation to the comprehensively and harmoniously developed athlete-olympic as an ideal in accordance with the motto “Exalted spirit in the developed body”;



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– the need to maintain a healthy lifestyle, in active sports, harmonious and comprehensive development, improvement of mental abilities, physical and spiritual qualities [27, p. 135].

The popularization of Olympic ideas, the implementation of Olympic education among the general population, prominently among children, adolescents and young people, is possible by introducing methodological recommendations in the program of physical education classes, aimed at the interconnection of educational material with Olympic ideals; the use of a differentiated approach to the dissemination of Olympic knowledge; application of special situational tasks during the training of pedagogical personnel. The methodology for implementing the programs of Olympic education in order to humanize the educational system is based on three aspects [18, p. 36]:

1. Study the theoretical foundations, contained in the educational manuals on Olympic education. In the materials of this topic you can find information on the history of the Olympic movement, the Olympic principles and symbols, the Olympic Charter. This educational material includes movies, books, publications, games, etc.

2. Introduction to art. These include such creative activities as modeling, drawing, sculpture, artistic creativity, dance, songs, music. The creation of an Olympic museum in schools helps establish the center of cultural creativity.

3. Organization and conducting of motor activity as the basis of Olympic education. It includes all activities, that are a competition or a sports game.

For genuine involvement of young people in the humanistic ideals of Olympism, it is necessary: to search for new models of the organization of competitions that would most suit to this purpose, which do not develop the desire to change at any price, do not lead to violence, rudeness, aggressiveness, nationalism; practical application of these models within the framework of the Olympic movement [10, p. 79].

One of the most effective ways to increase the knowledge of Olympic subjects among students is to hold a competition of drawings on the Olympic theme, the Olympic day and small Olympic games using the Olympic attributes. Priority forms of knowledge dissemination include holidays, quizzes, meetings with famous athletes, participants in the Olympic Games, trainers, and journalists. However, the most effective forms of Olympic education are those where the subjects of children and young people are directly involved [22, p. 31; 37, p. 45-60].

Another form of Olympic education is the “Olympic lesson”. Preparation for such lessons involves the development of individual tasks for children. For example, stories about sports awards of parents, drawing up sports crossword, writing an article on sports life of a favorite athlete-olympic. The purpose of the proposed lessons is to form a steady need for sports. Creating an atmosphere of constant psychological comfort, the support of the child is of fundamental importance in the process of solving the problem of forming a stable interest in physical education and sports [7, p. 18; 26, p. 138].

Despite active efforts to spread Olympic ideals among children and young people, there are a number of problems associated with it. Numerous studies conducted in different countries of the world [1, p. 11; 2, p. 9; 4, p. 5; 11, p. 16; 18, p. 32; 29, p. 93; 33, p. 27], states: low level of knowledge about the humanistic values of Olympism among youth; low motivational significance of the Olympic victories of compatriots for their own sports activities, secondary schools and higher educational institutions are not a source of knowledge about the values of physical culture and Olympism.

### **3. Features of modern Olympus**

It is well known fact, that the axiological basis of the Olympic movement is the basic regulations and values of Olympism, the vast majority of which are indirectly reflected in the basic provisions of the Olympic Charter and the Code of Honor of the Olympic Player of Ukraine (2006). Their understanding and perception is a mandatory attribute of a person with a lifestyle, that corresponds to the ideals of Olympism. After analyzing the above-mentioned documents, the basic values of Olympism should be determined:

- balance of qualities of the body, will and mind;
- a combination of sport with culture and education;
- adherence to a lifestyle, based on the pleasures gained by one's own efforts;
- promoting the establishment of a peaceful society;
- respect for human dignity;
- building a peaceful, better world through the upbringing of youth by means of sports;
- absence of any discrimination;
- mutual understanding between nations in the spirit of friendship and fair play; respect for general ethical principles (nobility, honesty, faith, hope,

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love, justice, restraint, benevolence, respect for parents, understanding of the special role of women in society, the ability to adequately endure defeat and insult, help to neighbor, the habit of sharing property with others);

– feeling of collectivism, inspiration, enthusiasm, courage, freedom, aspiration to study and self-improvement, self-control, self-confidence, ability to work with maximum efficiency;

– the inadmissibility of malice and falsehood in relation to rivals, anger, envy, covetousness, laziness, manifestations of drunkenness, drug addiction, vagrancy, indifference, violence and other abnormal phenomena.

In order to more accurately determine the peculiarities of the perception of values, relating to Olympism and the Olympic movement, we conducted a study and comparative analysis of the views of Ukrainian and foreign specialists [35, p. 270; 41, p. 72; 42, p. 241]. We did a survey of domestic experts in the sphere of physical education and sports (n=197, 140 of which men, women – 57) at the age of 20-49 years on the basis of the Sumy Regional Institute of Postgraduate Education, faculty postgraduate and additional education, Sumy State Pedagogical University named after A. S. Makarenko, Department of Education of Okhnytka City Council (2015) and foreign experts – participants of the 47th and 48th sessions of the International Olympic Academy for young participants (n = 238, including 187 men and 51 women) in the city of Olympia (Greece). All participated in the survey voluntarily and did not have a conflict of interests.

Among the Ukrainian respondents, the highest number of positive elections (1st ranked position) was recorded for “health improvement” (158 positive elections, which were 80.2 % of the number of respondents). This fact can be explained by associations of Olympism and the Olympic movement among respondents with physically developed (“healthy”) athletes, participating in sports competitions and promoting the idea of “exalted spirit in a healthy body”.

Other values include: “equality” (148 elections or 75.1 % of respondents – 2 ranked position); “collectivism” (147 elections, or 74.6 % of respondents – 3rd place); “team spirit” (4 ranked place – 144 positive elections, or 73 % of respondents); “equal opportunities for participation” (5 ranked place – 143 elections, or 72.6 % of respondents); “self-discipline” (6 ranked place – 140 elections, or 71.1 % of respondents); “dedication” (7 ranked place – 139 elections, or 70.6 % of respondents); At the eighth rank, we will mark the “ideals of sports spirit and fair play” (138 elections and accordingly 70 %

of respondents); “personal experience” and “self-knowledge” (9-10 rank positions – for 136 elections); “success” (11 place – 135 elections); “respect for rivals” and “brotherhood” (12-13 places – 133 elections); “friendship” and “rule of law” (14-15 places – choice of 131 respondents); hereinafter referred to as “abilities (physical and mental)” (16 place – 130 elections); “dwelling in a team” and “social relations” (17-18 places – 129 elections); “cooperation” and “emotions” (19-20 places – 126 elections); “social responsibility” (21 ranked place – 124 elections); “challenge to oneself” (22 ranked place – 123 elections); “reward” (23rd rank – 121 choices); “creativity” and “entertainment” (24-25 ranks – for 119 elections); “adventure and risk” (the last – the 26th rank – 117 elections).

Thus, for domestic experts, Olympism is generally associated with individual value (“health improvement”), as well as collective and group values (“equality”, “collectivism”, “team spirit” and “equal opportunities for participation”) – 2-5 places. Individual values (6-7 and 9-10 places) are also highly appreciated by interviewed specialists.

As a result of defining the values of Olympism, which are often mentioned by foreign experts, “equal opportunities for participation” are identified as a public value (87 elections, or 36.5 % – 1 ranked position). Among others, noted: “improvement of health” as a basic personal value (74 elections, or 31.1 % of respondents – 2 rank); “personal experience” (3 ranks – 64 elections, or 28.6 % of respondents); “team spirit” and “respect for rivals” (4-5 places – for 63 elections, which is 26.5 % of the total number of respondents); “emotions” (6 ranked position – 62 elections, or 26 % of respondents); “collectivism” (7 ranked place – 57 elections, or 23.5 % of respondents); “equality” (8 ranked place – 56 elections); “abilities (physical and mental)” and “social responsibility” (9-10 rank positions – for 55 elections); “rule of law” (11 ranked position – 54 elections); “social relations”, “reward” and “dedication” (12-14 place places – for 53 elections); “success” (15 ranked position – 51 choices); “ideals of sports spirit and fair play”, “adventure and risk”, “friendship” (16-18 ranked positions – in 50 elections); “dwelling in a collective” (19 ranked place – 49 elections); “cooperation”, “entertainment”, “challenge to oneself” (20-22 ranked places – for 48 elections); “creativity” and “brotherhood” (23-24 ranked positions – for 47 elections); “self-discipline” (25th rank – 44 elections). The peculiarity of the opinions of foreign experts is, that only from 17.6 % to 36.5 % of them pointed to a particular value or ideal.

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Thus, according to Ukrainian experts, “health improvement”, “equality” and “collectivism” are those values that are most often mentioned (1-3 rank positions), while foreign respondents often indicate “equal opportunities for participation”, “health improvement”, “personal experience” (1-3 places, respectively). This indicates some differences in their thoughts on this issue (Table 1).

Table 1

### **Comparative characteristic of the views of Ukrainian and foreign experts on the perception of the values of Olympism**

Values (ideals)	Ranking / % of the total number / perception level		
	Ukrainian (n = 197)	Foreign (n = 238)	together (n=435)
equal opportunities for participation	5/72,6	1/36,5	2/52,9/H
respect for rivals	12–13/57,5	4–5/26,5	6–7/45,1/UI
cooperation	19–20/63,9	20–22/20,2	21–22/40/PI
social relationships	17–18/65,5	12–14/22,3	16/41,8/I
friendship	14–15/64,5	16–18/21,0	17/41,6/I
team spirit	4/73,1	4–5/26,5	3/476/H
personal experience	9–10/69,0	3/28,6	4–5/46,9/UI
dwelling in a collective	17–18/65,5	19/206	11–12/42,8/I
emotions	19–20/63,9	6/26,0	9–10/43,2/I
social responsibility	21/62,9	9–10/23,1	19/41,1/I
collectivism	3/74,6	7/23,6	6–7/45,1/UI
equality	2/75,1	8/23,5	4–5/46,9/UI
brotherhood	12–13/67,5	23–24/19,7	18/41,4/I
rule of the low	14–15/66,5	11/22,7	13–14/42,5/I
dedication	7/70,6	12–14/22,3	8/44,1/I
abilities (physical and mental)	16/65,9	9–10/23,1	13–14/42,5/I
challenge to oneself	22/62,4	20–22/20,2	23/38,2/PI
self-discipline	6/71,1	25/18,5	15/38,4/I
self-knowledge	9–10/69,0	26/17,6	20/39,3/PI
health improvement	1/80,2	2/31,1	1/53,3/H
success	11/68,5	15/21,4	11–12/42,8/I
reward	23/61,4	12–14/22,3	21–22/40/PI
adventure and risk	26/59,4	16–18/21,0	24–25/38,4/L
ideals of sports spirit and fair play	8/70,0	16–18/21,0	9–10/43,2/I

B – high level of perception; UI – upper-intermediate level of perception; I – intermediate level of perception; PI – pre-intermediate perception; L – low level of perception.

After representing the responses of respondents in the form of percentile scale by perception levels, all values were divided into several groups. As a result, a high level of perception was noted for such values of Olympism as: “health improvement”, “equal opportunity for participation” and “team spirit”; the upper-intermediate level – “respect for rivals”, “personal experience”, “collectivism”, “equality”; to the intermediate level of perception – “social relations”, “brotherhood”, “the rule of law”, “abilities (physical and mental)”, “self-discipline”, “success” and “ideals of sports spirit and fair play”. The level of pre-intermediate perception is recorded for values such as: rewards, self-knowledge, challenge to oneself and collaborative. The respondents mentioned the low level of perception for values such as “creativity”, “entertainment” and “adventure and risk” [41, p. 73; 42, p. 241].

The obtained results allow us to consider the values, that are perceived by domestic and foreign specialists at high and intermediate levels as an axiological basis for the upbringing of school-age children. These values were put into the basis of the authorial project “Discover the Values of Olympism”, which is described below.

#### **4. Experimental project “Discover the Values of Olympism”**

To achieve the research goal, we developed the authorial project “Discover the Values of Olympism”, which, in our opinion, can serve as the axiological basis of the educational process of the general school, as it is a means of cognition the Olympic ideals, philosophy and lifestyle.

The goal of the project is to promote the positive perception of humanistic ideals and values of Olympism by the students and their assimilation.

Based on the content of the Olympic theme in educational programs on various subjects, the project we have developed involves the differentiation of the content of educational work according to the age groups of school-children – middle (5-9) and senior (10-11) classes and consists of two parts. The first part can be implemented within a specific secondary school. The second part illustrates how the project can be implemented at the national level under centralized guidance.

An important project tool is the educational and research technology “Critical Incident Technique”. Representations of the techniques used in it are applied in the project in a modified form in accordance with the provisions of the papers of Professors K. Wexley and G. Latham [39, p. 25].

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Critical Incident Technique is used in various fields, for example, in education, in professional training and in psychology. To implement this technology, a pre-trained person interviews respondents and asks them to recall related events that reflect the work done effectively or ineffectively. The information is collected and analyzed. The feature of using Critical Incident Technique in our project was the accumulation of information about life situations by students, in which the behavior of people meets the ideals and values of Olympism. Moreover, recorded situations should not reflect the fact that the person showed a certain trait (for example, tolerance or respect for a woman), but what the person did to demonstrate this trait. So, in the project, we have applied tools, that make it possible to create an idea of the key values and ideals of Olympism in the most accessible and detailed form.

The project is based on the use of metaphors and comparisons to apply the system of ideologies and values of Olympism in an educational context. The main characteristics of the project are:

- it is designed for implementation in secondary schools and can be used at extra-curricular time, but only on a voluntary basis;

- the efforts of schoolchildren should be directed by deputy directors of educational work, teachers-organizers, head teachers and supported by other teachers (including teachers of physical culture);

- Students should be given the task of recording and reporting on cases from different spheres of life related to the principles, values, and ideals of Olympism. We recommend, for example, to use the following value sharing: for schoolchildren of middle school age – cases that illustrate the observance of a healthy lifestyle, justice, a sense of collectivism, the desire to learn and self-improvement, self-control, self-confidence, resistance to manifestations of alcoholism, drug addiction, vagrancy, indifference, violence; for schoolchildren of the senior school age – cases of manifesting by people of the balance of qualities of the body, will and mind, promoting the establishment of a peaceful society, mutual understanding between nations in the spirit of friendship, fair play, love, understanding of the special role of women in society, the ability to adequately defeat and insult;

- information about life situations was collected, apart from the students, by individuals who helped them, from athletes, teachers or officials, working in the fields selected by the students.

The project was implemented in two stages (Table 2):

I stage (the first term, half of the academic year). Under the general direction of the deputy director of educational and upbringing work of schoolchildren, informed about the purpose and objectives of the activities, divided into groups by grades, familiarized with the leading stages; according to the project, for each age group, three to five values (depending on the number of grades and directions) were selected for the acquisition of them among the most well-known; to each age group, under the guidance of responsible teaching educators and head teachers, the was given the task of collecting information about cases and life situations, the behavior of people in which corresponds to one of the selected values of Olympism, discuss them and comment on the usefulness of each case. Pupils were referred to additional opportunities for active study of selected values with the help of parents, sports TV programs and textbooks were recommended.

II stage (second term, half of the academic year). The pedagogical team defined the most active participants of the project and the most striking examples of manifestation of behavior, worthy values and ideals of Olympism, and in solemn conditions awarded the diplomas.

The simplest means that could enhance the perception of pupils of Olympic ideals and values are:

a) discussion of how the manifestations of the values of Olympism appear in the upbringing and educational process of the school, in the content of educational materials;

b) combining the efforts of teachers of various subjects to study the specific elements of Olympism in different contexts;

c) the invitation of prominent athletes or sports managers to the school or visit sports and other organizations;

d) tasks for students to draw up lists of collected situations illustrating behavior, worthy of ideals and values of Olympism, and present them to other groups of pupils or other schools.

As a result of the implementation of the proposed project, students were expected to gain:

- knowledge about the most common ideals and values of Olympism;
- skills to select and present the most striking examples illustrating human behavior, worthy of ideals and values of Olympism, co-operating with peers and teachers to achieve the project's goal;

- habits to describe and explain the value of practical actions of people who are consistent with the values and ideals of olympias in various spheres of life.



Table 2

**Algorithm for realization of the project “Discover the values of Olympism” within the limits of a concrete general secondary school**

Stage	Activities for implementation the project	Form of reporting	Responsible
I	<p>– Familiarization of the school staff with the main tasks and the course of the project implementation</p> <p>– Informing students about the objectives and sequence of project implementation, the ideals and values of Olympism, offered to students for learning</p> <p>Middle classes (5-9): adherence to healthy lifestyle, justice, sense of collectivism, aspiration to learn and self-improvement, self-control, self-confidence, resistance to drunkenness, drug addiction, vagrancy, indifference, violence, etc.</p> <p>Senior classes (10-11): balance of qualities of the body, will and mind, promotion of the establishment of a peaceful society, mutual understanding between nations, fair play, love, understanding of the special role of women in society, the ability to adequately defeat and insult, and others.</p> <p>– Collecting and fixing information about people's behavior that is consistent with the above-mentioned values and ideals.</p> <p>– Discussion of the value of collected situations in classroom hours</p>	<p>Educational and class hours oral retelling, copybooks with notes</p> <p>copybooks with notes, audio recordings</p> <p>Audio recordings, videos, copybooks with notes</p>	<p>Deputy Director of educational and upbringing work</p> <p>Educators-organizers, head teachers</p> <p>Educators-organizers, head teachers</p>
II	<p>Determination of the most active participants and the most vivid examples of behavior, worthy of the ideals of Olympism, awarding the diplomas</p>	<p>Solemn meeting, classroom, educational hours</p>	<p>Head's assistant, educators-organizers</p>

As noted above, the students were given the task of collecting information and reporting on events that illustrate human behavior, worthy of the ideals and values of Olympism. Students can use information from friends,

athletes, educators, officials and others. Interviews, invitations of outstanding athletes to schools, visits to sports institutions and other organizations, e-mail, or the Internet can be used for gathering information.

Ways of describing practical examples (situations):

a) every practical act of people demonstrating behavior worthy of the ideals of Olympism should concern only one person. In our project, such persons were athletes, officials who work in different spheres;

b) each selected event should be described in accordance with three components: the situation in which it occurred (for example, information combined with sport or training), where the event took place and the time of the event.

For more effective presentation of situations, it is advisable to take photos or video of events. As noted above, each case should illustrate what the person specifically did to demonstrate this behavior in the spirit of the ideas of Olympism.

Depending on the case, for describing step by step actions of the person, verbs or a sequence of verbs can be used. You can also describe the body language (“... he drew attention to ...”) and provide any information that could help to more effectively visualize human actions. At this stage, pupils may ask people who help them collect information, explain the reasons, with which the situation has given positive results in a particular area of life.

Requirements for selected situations. The collection of information about cases of manifesting behavior that meets the values and ideals of Olympism should be conducted in compliance with the following requirements:

a) selected situations should contain reliable information, thus, they can be used as examples or educational tools;

b) cases (situations) should be useful for the educational process;

c) cases should include various situations in school, classes in sports sections, extracurricular activities, visits to medical institutions, pupils' families;

d) pupils should not write about cases that are difficult to understand or ambiguous.

In order to increase the effectiveness of realizing the goals, set in the project, the specificity of the age groups was taken into account.

### **5. Ways of project implementation**

The proposed project can function in all the regions of Ukraine according to the organizational scheme proposed in Table 3, which shows the ways of project implementation depending on age and number of participants.

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An alternative way to implement the project is the possibility of its implementation at the national level, for example, under the auspices of the Olympic Academy of Ukraine (OAU).

Table 3

### **Scheme of project implementation at the national level for high school students**

<b>Group 1 Western regions</b>	<b>Group 2 Central regions</b>	<b>Group 3 Northern regions</b>	<b>Group 4 East regions</b>	<b>Group 5 Southern regions</b>
Cases of demonstration of the balance of qualities of body, will and mind among athletes, trainers, medical workers, educators	Cases promoting the establishment of a peaceful society among athletes, trainers, medical workers, educators	Cases of understanding of the special role of women in society among athletes, trainers, medical workers, educators	Cases of demonstration of the ideals of fair play among athletes, trainers, medical workers, educators	Cases of demonstration of ability to defeat adequately among athletes, trainers, medical workers, educators

For the purpose of the project to be perceived within the country, it is proposed to create an organizing committee, whose members will be specialists in Olympic education. For the work in all the regions of Ukraine, regional branches of the OAU, regional departments of education and science, or regional branches of the NOC may be responsible for the implementation of the project.

The sequence of project implementation at the national level:

1. OAU announces a list of invited regions for participation in the project, collects representatives of regional departments or directors of experimental schools by region (Western, Central, Northern, Eastern, Southern) and informs them about the goals and objectives of the project, disseminates methodological recommendations.

2. At the national level, the project can be implemented during the academic year.

The first stage (first term): schools of the country are divided into five groups according to the regional principle: the western regions – Chernivtsi, Ivano-Frankivsk, Khmelnytskyi, Lviv, Rivne, Ternopil, Volyn, Zakarpattia

regions; central – Vinnytsa, Cherkasy, Kirovograd, Poltava, Dnipropetrovsk regions; northern regions – Zhytomyr, Chernihiv, Sumy, Kyiv regions, Kiev; eastern regions – Donetsk, Lugansk, Kharkiv regions; Southern regions – Odesa, Mykolayiv, Kherson, Zaporizhzhya regions, each of which collects information about the behavior of people worthy of certain ideals or values of Olympism (pupils of middle and senior grades separately). Each group of schools receives a separate project task.

The results for each of the five tasks are sent to the OAU, which checks their compliance with the established standards. OAU evaluates each case (situation) according to two criteria:

- whether the situation corresponds to cultural, legal and ethical standards;
- is the situation important for the formation of the moral and ethical features of the individual.

This assessment can be provided through questionnaires or conferences. Second Stage (term): OAU excludes from the list of situations that were assessed as inappropriate, and sends them a new list to regional offices or experimental schools. Each regional office evaluates the situation regarding their educational context.

The third, the final stage: OAU issues the “Educational Guide” (possibly a collection of five booklets), which may include a list of most illustrative situations, project implementation facilities in schools, a list of schools, teachers, OAU members and other organizations that took active participation in the project. Schools in the country organize discussions or other events related with the project. These activities are organized locally using the existing resources of each school. Events can also be enriched by other activities in the Olympic education or sports competitions in the region. It is proposed, that all pupils will be awarded with diplomas (certificates) for their participation in the project, because even insignificant efforts can lead to outstanding achievements.

We can improve the quality of project implementation, using more advanced technical and electronic equipment. In addition, it is desirable that each further study of situations be based on reassessment of old events.

At the national level, the benefits of the project are:

- accessibility through the use of existing school resources, as well as existing educational, sports and professional organizations in each region;
- the project encourages the opening of new school concepts (ideas) through the interaction of the school with the environment;

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- possibility to encourage students by awarding diplomas;
- project flexibility: it can be implemented in one separate school, as well as, in schools of all regions of the country. Project tasks allow us to unite schools and create other combinations that could help to adapt to the local conditions. It is also possible to organize the implementation of the project at other educational levels;
- financial availability of the project: it can be implemented at any school with almost no expense.

In the national project, costs are required:

- a) of OAU, for the publication of “Educational Guide”, processing of collected information about events (situations), dispatching questionnaires (or as an alternative organization of meetings);
- b) of regional offices, for the printing of incentive diplomas, certificates for pupils, involved in the project, and sending them to schools.

### **6. The effectiveness of the project “Discover the values of Olympism” in general education school**

In order to test the effectiveness of the developed project in the educational process of the general school, we conducted a pedagogical experiment on the base of school number 15, Sumy. The project was proposed in the middle (8th) and senior (10th) grades, where 2 main groups were identified (n=23 and n=21 respectively) and 2 groups for comparison in parallel grades (n=21 and n=20 respectively) one for each age group. Pupils of the grades, included in the main group, participated in the experiment and were under the special educational effects, that were envisaged in the project, and pupils of the control classes were not involved in the project and were subject to generally accepted school educational activities (educational hours, etc.). As a tool of research, sociometry was used, which contained a quantitative assessment of the informal structure of school grades, the dynamics of pupils' value orientations, the degree of their cohesion, and interpersonal relationships within the team (n=85 people).

Indicators, reflecting the effectiveness of the proposed project on the axiological sphere of schoolchildren, were determined: the total number of values mentioned by students; coefficient of changes in the volume of values, determined by dividing the total number of values mentioned by students before the experiment for the corresponding number after the exper-

iment; the average number of values, mentioned by the abstract student before and after the experiment.

For schoolchildren of senior school age of the main group, recorded a relatively smaller number of these values than for middle grades students. The most commonly mentioned before the experiment were: friendship – 26 mentioning (23.2 % of the total spectrum), cheerful disposition – 24 cases (21.4 %), goodness, inadmissibility of rudeness (9.8 %), honesty, justice (8,9 %), strength (5.4 %), etc. (Table 4).

Table 4

**Changes in the value orientations of high school students  
of the main group under the influence of the project  
“Discover the values of Olympism”**

Ranking	Before the experiment	% of the total number	Ranking	After the experiment	% of the total number
1	Friendship	23,2	1	Honesty, justice	19,1*
2	Cheerful disposition	21,4	2	Friendship	17,5
3	Goodness, inadmissibility of rudeness	9,8	3	Cheerful disposition	15,8
4	Honesty, justice	8,9	4	Goodness, inadmissibility of rudeness	7,5
5	Strength	5,4	5–6	Harmonious development	5*
6	Beauty, neatness	4,5	5–6	Respect for girls	5*
7	Witness	3,6	7–8	Inadmissibility of untidiness	4,2
8	Desire to do sports	2,7	7–8	The desire to do sports	4,2
	Thers (total)	20,5		Others (total)	21,7
	Total mentioning	112		Total mentioning	120

Note: \* –  $p < 0,05$

After the experiment in this group, firstly, by 7.1 % (from 112 to 120) the number of mentioned values increased, the coefficient of changes in the volume of values was 1.07, and the average number of values mentioned

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by the abstract student increased by 7 %; secondly, there were positive qualitative changes in value orientations: by 10.2 % improved perceptions of honesty as one of the basic values, for which the impact of the project was oriented (“the ideals of fair play”), categories of “harmonious development” and “respect for girls”, which accounted 5 % of the entire spectrum (changes were statistically valid within  $p < 0,05$ ).

It should be separately noted, that there is an improvement in the perception of the desire to do sports by 1.4 %, that is a tendency, as well as the appearance of the category of “health, the inadmissibility of bad habits” ( $p < 0,05$ ).

The project activities for pupils were aimed at perceiving the ideals of fair play (that is, in fact honesty), the balance of qualities of the body, will and mind (that is, harmonious development), understanding of the special role of women in society (that is, respectful attitude and inadmissibility of insulting them), as well as mutual understanding between nations and so on.

In the group for comparison, the total number of the mentioned values decreased by 4.8 %, positive changes related to cheerful attitude, friendship and desire to study, the mention of which increased by approximately 2.7 %, the inadmissibility of conceit – by 1.1 %, although it had only a character trends and were not statistically valid. There category of “reliability” ( $p < 0,05$ ) appeared. For other values, positive changes were not recorded (Table 5).

Thus, the project “Discover the Values of Olympism” contributed to positive changes in the value orientations of high school students of the main groups, that participated in the experiment. Therefore, the project can serve as the basis for improving the perception of the values of Olympism among schoolchildren as the axiological basis of non-sports education of schoolchildren, and during its implementation it is necessary to consider their age characteristics, the degree of their intellectual and mental development.

As criteria for the effectiveness of the implemented project on the structure of relationships in school classes, we considered: the number of reciprocal positive elections between group members (classmates), increase of which is a positive indicator in the context of collective relationships; number of mini-groups in the classroom, the reduction of which positively characterizes the cohesion of the class;  $C_n$  – index of group cohesion on the emotional and interpersonal level; the number of “isolated” in groups

Table 5

**Changes in the value orientations of high school students of the group for comparison under the influence of the project “Discover the values of Olympism”**

Ranking	Before the experiment	% of the total number	Ranking	After the experiment	% of the total number
1	Cheerful disposition	20,8	1	Cheerful disposition	23,5
2	Friendship	17,6	2	Friendship	20,2
3	Inadmissibility of rudeness	10,4	3	Inadmissibility of rudeness	6,7
4	Witness	6,4	4-5	Desire to study	5,9
5	Strength	5,6	4-5	Inadmissibility of conceit	5,9
6-7	Inadmissibility of conceit	4,8	6	Strength	5
6-7	Inadmissibility of dishonesty	4,8	7-8	Witness	4,2
8-9	Common interests	4	7-8	Reliability	4,2*
8-9	Desire to study	4	9	Inadmissibility of dishonesty	3,4
	Others (total)	21,6		Others (total)	21
	Total mentioning	125		Total mentioning	119

Note: \* –  $p < 0,05$

(children, who have not been elected). Additional criterion was considered  $C_1$  – index of sociometric status.

In schoolchildren of the senior school age group, most of the indicators had positive dynamics. The index of group cohesion on the interpersonal level has improved by 20.8 %, the number of isolated schoolchildren has decreased by 200 %, the number of mutual positive elections among classmates has increased by 20 %, and the number of mini-groups has decreased by 40 % compared with the beginning of the experiment, which indicates the improvement of interpersonal relationships in the classroom (Table 6).

For the senior pupils of the comparison group, the decline of the group cohesion index was fixed by 25 %, while the number of mini-groups, the number of mutual positive elections and the number of isolated ones remained unchanged. It should be noted, that schoolchildren of all age groups are pos-



Table 6

**Changes in interpersonal relationships among pupils under the influence of project implementation (senior school age)**

Parameters	Results		
	before the experiment	after the experiment	difference (%)
Main group			
Index of group cohesion ( $C_n$ )	0,019	0,0238	+20,8*
Number of mutual positive elections (K)	4	5	+20*
Number of mini-groups (less-better)	5	3	-40*
Number of isolated (less-better)	2	0	-200*
Group for comparison			
Index of group cohesion ( $C_n$ )	0,0211	0,0158	-25,1*
Number of mutual positive elections (K)	4	4	0
Number of mini-groups (less-better)	6	6	0
Number of isolated (less-better)	2	2	0

Note: \* –  $p < 0,05$

itively perceiving the impact of the project on interpersonal relationships in the classroom, so the effect of the project on the interpersonal relationships of schoolchildren should be considered verified by the experiment.

### 7. Conclusions

1. Humanistic values of modern Olympism are widely used in the educational context in the general education institutions of different countries. Olympic education, due to its humanistic-oriented basis and wide axiological potential, is realized in the process of physical education of pupils of all ages in two directions: during lessons and extra-curricular time at the theoretical and recreational levels.

2. Among the humanistic values of modern olympism, a high level of perception among domestic and foreign respondents was noted for such as: “Health improvement”, “equal participation opportunities for all” and “team spirit”; upper-intermediate level – “respect for rivals”, “personal experience”, “collectivism”, “equality”; to the intermediate level include “social relations”, “brotherhood”, “rule of law” and others. Values, that are perceived by both domestic and foreign specialists at high and at upper-intermediate levels are proposed for use as an axiological basis for the upbringing of pupils.

3. Our authorial project “Discover the Values of Olympism” can serve as the axiological basis of the upbringing process of the secondary school, as it is a means of discovering the Olympic ideals, philosophy and lifestyle. The purpose of the project is to promote the positive perception of humanistic ideals and values of Olympism by pupils and their assimilation and presupposes the differentiation of the contents of upbringing work according to the age groups of schoolchildren – middle (5-9) and senior (10-11) grades and consists of two parts. The first part can be implemented within a specific secondary school. The second part illustrates how the project can be implemented at the national level under centralized guidance.

4. Experimental testing of the project “Discover the values of Olympism” shows its effectiveness for middle and senior secondary school students. In the middle grades students of the main group, the range of values expanded by 2.3%, the perceptions of honesty and justice, and inadmissibility of bad habits (7.5 % of the entire spectrum) were significantly improved for schoolchildren. For senior students, the perception of honesty has improved by 10 % as one of the core values for which the impact of the project (“the ideals of fair play”) was oriented, and the categories “harmonious development”, “health, the inadmissibility of bad habits” and “respect to girls”. Pupils of all age groups are positively perceiving the impact of the project on interpersonal relationships in the classroom, so the effect of the project on the interpersonal relationships of schoolchildren should be considered verified by the experiment.

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