

RELEVANT TASKS OF OLYMPIC EDUCATION IN THE MODERN OLYMPIC MOVEMENT

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Annotation. This article is devoted to the relevant tasks of Olympic education in the modern Olympic Movement. The set of complex social and pedagogical problems, such as a complete rejection of the humanistic ideals of Pierre de Coubertin in his concept of Olympism, unfair competitions, the decline in youth interest in the Olympic Games and others, as well as the ways to promote Olympic values have been presented in the article.

Keywords: *Olympic education, olympic movement, humanistic ideals, olympism, olympic values.*

Introduction. Olympic education plays an important role in the modern Olympic movement [2, 8, 9, 25].

Even Pierre de Coubertin pointed out the need to formulate and solve educational problems of the Movement. In 1979, at the General Assembly of the Association of National Olympic Committees (ANOC) the Malta National Olympic Committee (NOC) proposed that the study of the Olympic idea was included in the curricula of schools of all levels on a global scale. In the resolution of the 3rd Session of the UNESCO Intergovernmental Committee for Physical Education and Sport (1983) a wish to all participating states «to introduce or strengthen the teaching of Olympic ideals in schools and educational institutions in accordance with their own education system» was expressed. The Olympic Charter – the main official document of the modern Olympic Movement – specifically emphasizes

that NOCs should do everything possible to promote the fundamental principles of Olympism, disseminate it in physical education and sports curricula in schools and universities.

In the modern Olympic Movement, the role and importance of Olympic education is increasing. On November 19, 2020, a meeting of the Olympic Education Commission of the Russian Olympic Committee was held in Moscow, where actual problems and tasks of this pedagogical activity in modern conditions were discussed. The authors of this article also took part in the discussion, in which they state their position with regard to the submitted issues.

The aim of the research is to analyze the relevant tasks of Olympic education, taking into account the complex social problems of the modern Olympic Movement.

Materials and methods. Theoretical analysis of the problem using empirical information about the current state of the Olympic Movement and Olympic education.

Social problems of the modern Olympic Movement. When determining the relevant tasks of Olympic education, it is important to take into account the current situation in the Olympic Movement. On the one hand, this Movement is developing as the most massive, global, non-political social movement. At the same time, it is faced with numerous complex social problems.

Most of them are associated with the «revolution» in the Olympic Movement, which was made by the former President of the IOC Juan Antonio Samaranch, and the new course of the policy of this Movement proclaimed by him [5]. This course made it possible to solve the economic (financial) problems of this

Movement [4], but at the same time it led to a radical change in the values of the Olympic Movement. Olympic sport has become a field of a «*big business*», and the Olympic Movement, by its predominant value orientation, acts as a sports and commercial movement [7, 10, 12, 19]. «Today, only idealistic dreamers can... claim that the modern Olympic Movement is not a market, but a temple» [11, p. 74]. A «marketing approach» to the values of Olympism is being formed, which leads to a change in attitude even to «*the great Olympic symbol*» – the Olympic rings. More profitable sale of it is moving to the foreground [10, 12]. «Nowadays, many people see the interlaced rings not so much as a symbol of Coubertin's idea of uniting nations around his idea, but as a trademark of a constantly working money-making machine» [19, p. 15]. D. Mosher (USA), characterizing the face of Olympic sports in the 21st century, gives numerous examples of how sport turns into «commercial entertainment», as «TV commercial pressure turns sport into show business, highlights or creates the «drama of the day», which subsequently bears the payload, changes or eliminates facts that do not meet commercial requirements». Based on all this, D. Mosher characterizes the «Olympic Games as the show business of our time» [22, p. 218-220]. The desire of Olympic athletes to win at any cost is growing, as evidenced by the increasingly recurring scandals associated with the desire of participants in the Olympic Games to use doping.

This means that in connection with the commercialization of Olympic sports, there is either a complete rejection of humanistic ideals, proclaimed by Coubertin in his concept of Olympism, or they are transferred from the category of real to the category of declarative, which are only proclaimed [7-9]. In the course of the development of the Olympic Movement, the contradiction between the declarative and real values of the Olympic Movement is increasingly intensifying. The events of 2017-2018 are a vivid illustration of such a situation in the Olympic Movement: doping scandals; the politically charged decision to ban the team of Russian track and field athletes from the participation in the Olympic Games, and the Rus-

sian Paralympic athletes from the right to participate in the Paralympic Games; politically-related insults of Russian Olympians by athletes from other countries, etc.

The modern Olympic Movement faces other numerous complex social problems.

- Jonathan M. Thomas, referring to the prospects of the modern Olympic Movement, writes: «Corruption is just the first of many problems that are important enough to seriously challenge the existing structure of the Olympic Movement... The current difficulties of the Olympic Movement are deep-seated. The process of securing the future of the Olympic Games within the existing structure is likely to be painful, expensive (in terms of finances and image). It will probably require no less than a revision of the Olympic Movement, including a global reassessment of its values, motivation and goals» [17].
- Dinos Michaelidis, regarding the current state of the Olympic Movement and its prospects, believes that «individualism, unfair competition, chauvinism, aggressive nationalism, sexism, racism and even elitism» are those «important elements that will not leave a chance for an optimistic outcome if specific measures are not taken» [21].
- Deane Neubauer, analyzing the numerous problems of the further development of the Olympic Movement associated with the process of globalization and its consequences in the field of economics, social rights, value systems, etc., demonstrates these problems with the example of China and notes, in particular, that the Olympic Games in Beijing are a vivid example of those tense social relations and contradictions that arise on the basis of this process [24].

Youth attitudes towards traditional sports pose a challenge to the Olympic Movement, and therefore for the Olympic Games. David Miller, pointing out this issue, refers to the opinion, which was expressed by the Youth Marketing Specialist from America Irma Sandle on this issue: «The Olympic Games have lost their attractiveness. Young people no

longer discuss them foaming at the mouth. Most Americans, especially young ones, are not interested in the Games. They are not «cool» for them» [6, p. 16]. Other specialists also pay attention to this problem. [15, 16, 18].

What are the relevant tasks in connection with this situation arise for the Olympic education.

Relevant tasks of Olympic education

These tasks can be divided into two groups:

- 1) Of course, it is necessary to activate this pedagogical activity as an informational and educational one, aimed at increasing the level of Olympic education of participants of the Olympic Movement, explaining and promoting humanistic values of Olympism.

On December 8, 2014, at the 127th Session of the International Olympic Committee in Monaco, the program «*Olympic Agenda 2020*» was approved. It is a plan which consists of 40 recommendations for the reformation of the Olympic Movement until 2020. The recommendations are of great importance to the promotion of the values of Olympism.

1. The IOC is focused on the strengthening of its partnership with UNESCO to integrate sport and its values into school curricula around the world.
2. The IOC aims to the development of an electronic platform for the ability to share educational programs based on the values of Olympism in various National Olympic Committees and other organizations.
3. The IOC seeks and supports initiatives that will help spread the values of Olympism [27].

Specific programs are being developed to enhance the promotion of the values of Olympism [13, 26].

In Russia, the XXII Olympic Winter Games of 2014 in Sochi contributed to the activation of the promotion of the values of Olympism. Its effective implementation was facilitated by the active participation of the Ministries of Education and Sports, regional administrations, and partner companies of the

Games, Ambassadors of «Sochi 2014», volunteers and thousands of enthusiasts [1].

At the above mentioned meeting of the Olympic Education Commission of the Russian Olympic Committee, new actions aimed to promote the revitalization of Olympic education in our country have been outlined.

- 2) Recognizing the importance of Olympic education and the need to revitalize it in modern conditions, however, it is important to take into account that if, at the same time, the real orientation of the participants of the Olympic Movement contradicts the declared spiritual values of Olympism, the activation of the propaganda of these values can be perceived as an attempt to hide the real situation occurring in this Movement, to preserve its positive humanistic image in public consciousness [20].

The formation of such an opinion is also facilitated by the attempts to organize the Olympic education in this way, when the promotion of the declared humanistic ideals of the Olympic Movement comes to the fore, and from the numerous facts of the real situation in Olympic sports only those are snatched, which, at least to some extent, can be used to positively assess this Movement as a sports-humanistic one.

The foregoing testifies to the need to change this approach to the organization of Olympic education in modern conditions. In public awareness and promotion activities *a comprehensive approach to the assessment of the situation in the modern Olympic Movement is important*, noting both the positive and negative aspects of this situation, facts of discrepancy, contradictions between the declared humanistic values of Olympism and the realities of Olympic sports [7-9].

Some foreign researchers also tend to this understanding of the goals and objectives of Olympic education.

- So, for example, Roland Naul – the author of numerous works on Olympic education, classifies the following tasks as important ones in this pedagogical activity to familiarize students with the ideals of

Olympism: «For the practical mastery of Olympic ideals, it is necessary through intellectual dramatization and understanding to comprehend intentions behind these ideals. Finally, socially critical and self-critical reflection is required to determine the extent to which these existing and perceived Olympic values, which should guide sports, social action and moral behavior, are really implemented, and reality in sports and in everyday life is in conflict with them and, probably, don't even match them» [23, p. 39].

- Manfred Bold and Johannes Gutenberg, describing their project of Olympic education, write: «Everyone who starts the activity connected with Olympic education should know that sometimes Olympic values completely contradict the modern development of the Olympic Games, sports in general and society» [14].

And, of course, it is especially important to find ways to overcome the contradiction between the declared humanistic values of Olympism and the realities of Olympic sports. For this, first of all, it is necessary that the propaganda of humanistic values of Olympism would be complemented by the achievements in their practical implementation.

Conclusion. The foregoing serves as the basis for the main conclusion that currently, the relevant task of Olympic education as an informational and educational work is not only in the formation and improvement of the level of Olympic education of children and youth, explaining and promoting humanistic values of Olympism, but also in a comprehensive description of the situation in the Olympic Movement and in coverage of innovative actions, contributing to the increase of its socio-cultural significance.

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MÜASİR OLİMPİYA HƏRƏKƏTİNDƏ OLİMPİYA TƏHSİLİNİN AKTUAL VƏZİFƏLƏRİ

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Annotasiya. Bu məqalə müasir Olimpiya Hərəkətində Olimpiya təhsilinin müvafiq vəzifələrinə həsr edilmişdir. Pierre de Coubertinin Olimpizm anlayışı, humanist idealların tamamilə rədd edilməsi, haqsız rəqabət, gənclərin Olimpiya Oyunlarına maraqlarının azalması və Olimpiya Hərəkətinin qarşısında du-

ran digər mürəkkəb sosial və pedaqoji problemlər, eyni zamanda Olimpiya dəyərlərinin təbliğinin yolları məqalədə təqdim olunur.

Açar sözlər: *Olimpiya təhsili, Olimpiya hərəkəti, humanist ideallar, Olimpizm, Olimpiya dəyərləri.*

АКТУАЛЬНЫЕ ЗАДАЧИ ОЛИМПЕЙСКОГО ОБРАЗОВАНИЯ В СОВРЕМЕННОМ ОЛИМПЕЙСКОМ ДВИЖЕНИИ

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Аннотация. Данная статья посвящена актуальным задачам олимпийского образования в современном олимпийском движении. В данном исследовании представлен комплекс сложных социально-педагогических задач, с которыми сталкивается Олимпийское движение, такие, как полный отказ от гуманных идеалов, провозглашенных Пьером де Кубертенем в его концепции

олимпизма, проведение нечестных соревнований, падение интереса молодежи к Олимпийским играм и другие, а также в работе указаны способы пропаганды олимпийских ценностей.

Ключевые слова: *олимпийское образование, олимпийское движение, гуманистические идеалы, олимпизм, олимпийские ценности.*