

WORLD EXPERIENCE ON PROMOTION OF OLYMPIC IDEAS AND PEDAGOGICAL ACTIVITY IN THE FRAMEWORK OF OLYMPIC EDUCATION

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Abstract: In this article, the goal setting for athletes, their training, the publication of literature devoted to Olympian themes in promoting the ideas of Olympianness, the burning of the Olympian flame by the students themselves and observing the Olympian rituals, the Olympian oath, etc. There were talks about announcing, raising the Olympic flag and others.

Keywords: international children's competition, ancient and modern athletes, sportsmen's struggles, mass media, children and teenagers, international character, extracurricular form, listening to lectures.

Competitions of paintings and constructions dedicated to sports and Olympic themes are popular. Thus, an international children's competition on the theme "Sports in my country" was organized at the 1972 Olympiad in Germany. 18,000 works from 67 countries were sent to the competition. 700 works were presented at the specially organized exhibition. In 1988, the NOC held an art competition for schoolchildren in Germany on the topic "Olympic Games - how I see them". 14,425 students (from 5th grade) from 776 different schools in Germany took part in the competition. Similar drawing competitions were held by the National Olympiad Committees of Korea, Russia and Romania. In the USA, an essay competition was held among 7-12-year-old children on the topics of the Olympiad.

The publication of literature on Olympian topics plays an important role in promoting the ideas of Olympism. The chief inspector of physical education in Greece, T. Karatassakis, considers the texts of prose and essays in poetic works dedicated to unforgettable events in the lives and competitions of ancient and

modern athletes and winners of the Olympic Games to be the most suitable for this purpose.

Wide use of not only literature, but also referees, films, video materials, etc. in Olympiad education of children and teenagers. For example, Al-Twitchell (USA) believes that in the process of "Teaching the Ideas of Olympism" you can use:

- History of the Olympic Games;
- records of Olympian athletes' struggles despite difficulties;
- Excerpts from films about the emotional experiences of Olympic participants;
- stories about setting goals for athletes, their training, as well as media coverage of Olympia's problems (show);
- films about the human body, the laws of motion of art and dance;
- courage, determination. Stories of selflessness and more.

Recently, a new form of Olympia education is being used, such as conducting video conferences on the subject of Olympia for schoolchildren. In addition to various forms of information and explanatory work, practical activities are used to train children and adolescents in Olympia education.

First, it is the organization of sports competitions using the symbols of Olympia created by the students themselves and following the Olympian rituals (lighting the Olympian flame, announcing the Olympian oath, raising the Olympian flag, etc.). Many countries (especially in connection with the Summer and Winter Olympic Games) organize "Little Olympia Games", "Olympic Miles" and other Olympic competitions for children, teenagers and young adults.

They became international. In particular, since 1968, the International Sports Games for schoolchildren have been held, and since 1991, the European Olympic Days have been held. In 1998 and 2002, the World Youth Games were held in Moscow. In Austria, Germany, Russia and a number of other countries, an

extracurricular form of organizing Olympiad education, such as Olympiad days, is used. They are often held in connection with the Olympic Games.

On such days, schoolchildren organize competitions in the spirit of the Olympic Games, gather with students from different schools, listen to lectures, and exchange ideas about sports and the Olympic movement.

Thus, several options are used to organize Olympiad education in schools:

- Olympiad education based on the school curriculum;
- additional Olympiad training, implementation of Olympiad education through interdisciplinary communication;
- Organization of Olympic education based on various forms and methods outside the classroom, especially as an element of school club work.

In many countries, various methodological materials, including films and videos, are prepared for the organization of Olympiad education.

Some Olympic education programs are directly related to the Olympic Games. Such a program was first developed in 1976 in Canada. Later, such programs were held at the National Olympic Academies of the USA (1984) and Germany (1988, 1992, 1994), as well as in Calgary (1988), Albertville (1992), Lillehammer (1994), Melbourne (1996), Sydney (2000), Russia (2014). Sochi) was developed by groups of teachers organized by the Organizing Committee of the Olympic Games.

A number of countries have developed comprehensive Olympiad education programs for children and adolescents.

Thus, in 1993, Canadian experts led by Diana Binger presented to NOC the project of the international Olympic education program for students called "You and the Olympia Games". The program sets the following main tasks for school teachers:

- to encourage mass participation of schoolchildren in physical activities, to help each of them improve their physical fitness and achieve an optimal level of physical health;
- emphasizing the importance of joint activity and cooperation in achieving common goals, using sports equipment as an educational tool;
- fair play and sportsmanship training;
- as a means of developing cultural understanding and stimulating artistic abilities;
- promotion of international tolerance and mutual understanding. Acquaintance with other cultures is included in the curriculum of most schools. Also emphasis is placed on rejecting multiculturalism and racism;
- promotion of excellence. Schools often emphasize academic excellence. However, the importance of helping students to develop self-esteem by achieving higher results in all that they do is increasingly being emphasized. The following forms and methods are proposed to solve these problems.

First of all, it is informational work in the form of interviews, etc., during which film and video materials are used. Methodical materials are being prepared for teachers to carry out such work. These materials are divided into 5 blocks (including the five Olympian rings).

1. Ancient Olympic Games: history, traditions, symbols and rituals of the Olympic Games.
2. Modern Olympic Games: history and philosophy of modern Olympic Games; Pierre de Coubertin and the ideas of Olympism.
3. World of Olympia: Materials contributing to knowledge, understanding and appreciation of other ancient peoples of the world.
4. Olympic sports: a) summer sports; b) winter sports.
5. Olympian athlete: information about famous Olympian athletes; Discussions on the appearance of Olympic athletes. In this program, in addition to information and

educational activities, various sports events are held at the school, for example, the Little Olympiad Games, Olympiad Day, etc.

In addition to the above, the world sports community is constantly looking for new, more effective forms and methods of Olympic education for children and teenagers (Allakaeva L.M., Antipova M.V., Evseev S.P., Polikarpova G.M., Egorov A.G., Guba V.P., Lubisheva L.I., Mamaziyatov D.B., Goncharova O.V., Chepik V.D., Chernetsky Yu.M. and others).

Attracting young people to the ideas of Olympism, which is oriented towards universal, humane, spiritual and moral values related to sports, is necessary in the current situation at the expense of removing the previous ideological mold and our spiritual values, which cover the majority of young people. It is very important considering the indifference.

The main shortcoming of the theory and practice of the current pedagogical activity within the framework of Olympiad activities is that individual aspects, departments, and components are separated from it, and actions and events are carried out in a scattered state, which are not interconnected with each other. Now it's time to realize this activity as a concrete system and implement it practically.

In this system, it is possible to show 3 separate (independent) components of Olympiad education, which are interconnected. They require the formation and perfection of young people: a) a clear system of knowledge; b) specific motivational system: interests, needs, orientation values, setting, etc.; c) specific opportunity, system of knowledge and skills.

Taking into account the important role and importance of Olympiad education and the fact that the current Olympiad movement has a clearly demonstrated humanistic direction and is called to help the realization of humanitarian ideas and values, the goal of pedagogical activity within the Olympiad movement is to with nature, it should be able to have a humanistic effect on the individual through special means based on its connection with sports.

Therefore, it is "sport- should have a "humanistic" tone. Olympic activities are interrelated and interconnected with high-performance sports. For this reason, pedagogical activity within this movement should be aimed at forming the following in young people:

showing interest in sports, enthusiasm for systematic training of sports, desire to achieve high results in sports;

- defining a healthy way of life, showing the aesthetic, moral, cultural, humanitarian relations of people to each other and to nature;

- the active need for sports training in order to complete, all-round development, perfect physical abilities;

- their interest in the Olympic Games and Olympic activities;

- interest in participating in Olympic competitions and demonstrating honest, pure and chivalrous behavior (if based on the principle of "honest home");

- Enthusiasm to be a participant in Olympic activities, to promote the ideas of Olympism, to contribute to its development; universally oriented feelings and experiences (in addition to anti-humanist demonstrations through sports and sports, in the implementation of humanitarian values, awakening a sense of responsibility for the successful development of Olympic events; aesthetic sense of sports beauty, associated with any moral violation feeling of anger) etc.

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