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OLYMPIC EDUCATION IN THE PROCESS OF RAISING CHILDREN AND YOUTH

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Annotation. *The upbringing of the younger generation is one of the core problems in modern pedagogy. The growing child crime, aggression, homelessness, the increase in the number of suicides, as well as alcohol abuse, the spread of drug addiction and other harmful habits among the younger generation are the result of crisis phenomena in the modern system of youth education. One of the modern directions of humanization of the education and upbringing system, where priority is given to universal human values, is the construction of an educational and educational process based on the values of Olympism. According to many specialists in the field of physical culture and sports, Olympic education can serve as an effective means of solving this problem. Today, Ukraine is one of the world leaders in the implementation of Olympic education in the educational and educational process. However, educational activities, the involvement of teachers and parents in the upbringing of children and adolescents on the ideals of Olympism remains a relevant issue.*

Keywords: *olympic education, young, children, education, pedagogy.*

Object of research: the process of educating children and youth through Olympic education.

Subject of research: ways of implementing Olympic education among children and youth

Tasks:

1. To analyze the prerequisites for the emergence and formation of Olympic education as an effective factor in educating the younger generation.

2. To study domestic and foreign experience in using Olympic ideas in the educational process of children and youth.

3. To identify ways to improve the process of Olympic education of the younger generation.

Analysis of special literature allowed us to identify the main stages of the formation of the Olympic education system as a powerful factor in educating the younger generation: the origins of the idea of Olympic education; the formation of the foundations of Olympic education; the formation and development of Olympic education [2].

More than a century of history of modern Olympism is convincing evidence of its heredity with the Olympic ideals, which objectively existed in ancient times and were already used in the process of educating the younger generation.

The foundations of the modern system of education (including physical education) were developed back in the days of Ancient Greece. The Hellenic system of education and upbringing combined three equal parts - intellectual, musical, physical and provided for the comprehensive development of the personality. Confirmation of its effectiveness can be the fact that already in the 5th century BC the inhabitants of Athens were proud that there were no illiterate people among them. The development process of Ancient Greece (and especially its educational system) was greatly influenced by the most important element of its existence and culture - agonistics - the principle of competition, implemented in various spheres of life (work, art, sports) with the aim of achieving the best result, recognition, glorification of spheres of activity, and increasing personal prestige and the glory of city-states.

The deeply rooted competitive spirit of the Greeks often manifested itself in the form of various competitions. They were an active factor in the progress of Ancient Greece, ensuring the emergence of unique works of art. Warriors, musicians, poets, artists, sculptors, philosophers and orators competed for the title of "Olympian" and the opportunity to be awarded a wreath of olive branches - which allowed to gain the favor of the gods, the respect of compatriots, etc. The ancient Olympic Games combined sports competitions, military training, religion, education, culture and politics at the same time.

Due to a number of objective reasons (the cessation of the Olympic Games, the transformation of values, the negative attitude

of the church to the development of science, physical culture, etc.) for many centuries the Olympic ideals remained out of sight.

The process of forming the foundations of Olympic education began in the 14th-19th centuries and coincided with the accelerated development of technology, science, art, pedagogical thought, including physical culture. In contrast to medieval asceticism and an appeal to the afterlife, a cult of a healthy, active and comprehensively developed personality was put forward. A number of public figures (M. Palmieri, I. Guts-Muts, etc.) drew public attention to the ancient heritage of the ancient Greeks. Research in this direction began to be conducted (the first dissertation research by D. West). Attempts were made to revive the Olympic Games (R. Dover, M. Dryton, W. Brooks, E. Tsapass, etc.).

National systems of physical education began to be created (Germany, England, France, Sweden, the Czech Republic). However, the idea of reviving the Olympic Games was finally realized by the public figure and educator Pierre de Coubertin [5]. He laid the foundation for the modern Games with fundamental values that existed in ancient times and were reflected in the concept of Olympism. The study of the influence of physical activity and sports on the health, culture, and education of children and youth in different countries allowed Coubertin to form an appropriate attitude towards Olympic sports as a means of educating the younger generation. He believed that Olympism combines sports with culture and education, and due to its pronounced humanistic potential, serves as the ideological and moral basis for the process of educating the younger generation. Thus, he predicted the emergence of Olympic education. It should be noted that the foundations of Olympic education were laid by P. Coubertin in his work "Sports Pedagogy" (1919), and the term "Olympic education" itself began to be used in the second half of the twentieth century. Subsequently, the corresponding discipline was introduced into the educational process of universities. The idea of harmonious human development became a key value of Olympism.

The stage of formation and development of Olympic education began with the creation of the International Olympic Committee (IOC), holding a Session in 1897 (Le Havre, France), at which the issues of Olympic education were first raised. With the opening of the International Olympic Academy (IOA) in 1961, the idea of the

importance of Olympic education in the modern world changed. The relevance of the development of this direction contributed to the creation of a special IOC commission on culture and Olympic education in 2000. It was created as a result of the merger of the two previous ones: the IOC commission on IOC and Olympic education (1967) and the IOC commission on culture (1968). Subsequently, the International Committee of P. de Coubertin, International and National Centers for Olympic Research and Education, Organizing Committees of the Olympic Games (OCOG), National Olympic Academies (NOA), etc. [9].

The study of the activities of various links in the Olympic education system shows that one of the important places in the dissemination of the ideas of Olympism is occupied by NOCs, which carry out their activities under the auspices of NOCs and are responsible for the development of national programs and systems of Olympic education in the country. Today, 133 NOCs operate in the world.

Analysis of the theory and practice of implementing Olympic education has allowed us to identify two main models of the formation of national systems of Olympic education. The first model, characteristic of most countries, is a public model of Olympic education under the auspices of the National Olympic Committee or the National Olympic Academy. During the implementation of this model, Olympic education programs are not nationwide, that is, mandatory for use in the educational process, and therefore do not ensure the involvement of the majority of children and youth in the assimilation of Olympic values.

The second model is a social-state one, based on the interaction of the Ministry of Education and Science, the National Council of Ukraine and the National Academy of Sciences, and other state and public organizations that are called upon to solve the problems of educating the younger generation.

Analysis of the special literature [2, 3, 4, 5] shows that today knowledge of Olympic education is empirical in nature, is a kind of generalization of practical experience of domestic and foreign specialists. In order to increase the level of knowledge of children and youth in the history of the Olympic Games, the Olympic movement, Olympic values, a number of innovative projects are being implemented, methodological manuals are being used, and various forms of dissemination of Olympic ideas are being introduced.

In many countries of the world, special programs are being used to promote the ideas of Olympism. Some of them were developed during the preparation for the Olympic Games. The first such program was developed in Canada in 1976. Later, such programs were developed by the National Olympic Academies of the USA (1984) and Germany (1988, 1992, 1994), as well as by groups of educators commissioned by the Organizing Committee of the Olympic Games in Calgary (1988), Albertville (1992), Lillehammer (1994), Melbourne (1996), etc.

In recent years, considerable attention has been paid, in particular, to explaining and promoting the principles of "Fair Play" among children and young people. These principles are the basis of many educational programs in countries such as Canada, the USA, Germany, the Czech Republic, Turkey, etc. On the basis of these programs, appropriate work is organized in clubs and educational institutions.

One of the innovative forms of work with schoolchildren in Bulgaria is the "Free School" project, which provides additional alternative education that goes beyond the state school curriculum and provides an opportunity to deepen their knowledge in other areas. Students are taught such subjects as: Olympism and culture, sports, ecology, recreation, etc. Educational classes are combined with competitions, meetings, evenings, performances, exhibitions, etc. with the invitation of parents, teachers, other students to show the results of their work.

One example of the dissemination of the ideas of Olympism is the experience of the Swedish Olympic Academy. This project began to be implemented on the eve of the 2000 Olympic Games (E. Danielson, 2003). The basis of this approach was the development of a special Internet site from which schoolchildren would receive information about the Olympic movement, the results of the performance of compatriots at the Olympic Games, and teachers of physical education and other subjects - information on the organization of lessons on Olympic education or its use when teaching their subjects. Upon completion of the project, the institutions that participated in this project and their students were awarded the appropriate diplomas.

One of the innovative forms of spreading Olympic values, which takes place in some European countries, is the implementation of the SPART project. This is a humanistic project that provides for a wide range of practical actions and events aimed at strengthening

the ties between sports and art. It consists of the following main sections: a system of pedagogical knowledge (the elective course "Fundamentals of Olympic Knowledge", a section in the lesson "Physical Culture"; Olympic lessons; sections in a number of subjects of the artistic and aesthetic block, etc.); extracurricular and recreational forms of work (Spartan Games, Small Olympic Games; work in the Olympic Club, class hours, etc.). In order to control the level of knowledge and skills in grades 3-8, annual exams are held in physical culture, the basics of Olympic knowledge and a number of subjects of the artistic and aesthetic block. For methodological and personnel support of the work, lectures and seminars on Olympic topics are organized for the school's teaching staff. This project is actively used in the process of physical education and Olympic education of children, adolescents and youth, including the disabled [4].

Since the mid-1990s, Ukraine has firmly taken the leading position in the popularization, implementation of Olympic education, enrichment of its content and forms. The key role in the formation of the domestic model of implementation of Olympic education belongs to the Olympic Academy of Ukraine (OAU) and, one of the world's leading specialized universities - the National University of Physical Education and Sports of our country. In Ukraine, a fundamentally developed system of Olympic education has been developed, the implementation of which is carried out in two main directions: general education and special education (M. M. Bulatova, V. N. Platonov, 1998-2005). It is based on the successful implementation of the OAU together with the NUFVSU of the 10-year International Program of Scientific Research, Educational and Publishing Activities in the Field of Olympic Sports. The Program was highly appreciated by the IOC leadership and leading specialists in the world. Among the main directions of development of Olympic education, scientific, pedagogical and educational activity in Ukraine, one can single out: introduction of a new specialty "Olympic and Professional Sport" at the National University of Physical Education and Sports of Ukraine, creation of the first department in the world with the same name, special publishing house "Olympic Literature", publication under the auspices of the IOC of the fundamental work of V.N. Platonov and S.I. Guskov "Olympic Sport" (1994) in 2 volumes and "Encyclopedia of Olympic Sport" (2002-2004) in 5 volumes, publication of the international scientific and theoretical journal

"Science in Olympic Sport", creation of National and regional centers of Olympic research and education, organization and holding of "Olympic lessons" in general educational institutions of Ukraine, development and publication of educational and cognitive literature for schoolchildren on Olympic topics, etc. [1, 2].

To increase the effectiveness of the implementation of Olympic education among the general population and, especially, among children, adolescents and youth, it is necessary to:

- promote the level of Olympic education of students of general educational institutions by introducing methodological recommendations aimed at the relationship of educational material with Olympic ideals into the programs of physical education and other disciplines (history, geography, mathematics, literature, etc.);

- practice a differentiated approach in disseminating Olympic knowledge among the younger generation, depending on the level of accreditation of the educational institution, age, etc.;

- apply special situational tasks aimed at forming abilities to actively overcome problems that hinder the further popularization of Olympic education in the process of training future teachers and physical education teachers.

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ECONOMIC EFFICIENCY OF THE OLYMPIC GAMES: PROFITS, COSTS, FINANCING

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Annotation. *The Olympic Games are one of the largest sporting events in the world, attracting significant financial resources and influencing the economies of host countries. Despite their popularity, the issue of economic efficiency remains debatable. The costs of organizing the Olympics often exceed planned budgets, while the expected economic benefits are not always fully realized. This study aims to analyze the economic efficiency of the Olympic Games by assessing revenues, expenditures, and financing mechanisms, as well as identifying key factors that influence the feasibility of hosting the Olympics. The research employs methods such as literature review, comparative analysis of Olympic budgets, case studies of host cities, and statistical analysis of financial reports. The findings highlight the main sources of revenue, including broadcasting rights, sponsorship contracts, ticket sales,*