

Conceptual Approaches to the Acquirement of Olympic Education at Higher Education Institutions

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Abstract. Developing the content of the study course Olympic Education the emphasis was put on training new teachers to work with various methods for when they will start their teacher's work they could apply the acquired skills in work with pupils choosing the methods according to the pupils' development, definite theme and possibilities. One of the components in the pedagogical process is research activity that is based on the skills and abilities to do independent activity, promote cognitive interest and develop critical and creative thinking.

Keywords: Olympic education, Olympism, Olympic movement, student, creativity.

I. INTRODUCTION

Nowadays Olympic education is promoted in almost every state and without any doubt it is topical not only due to Olympic Games, but mostly due to the values, which are at the basis of it. The aims of Olympic education, its tasks and ideals are close to the aims of higher education institutions aims and tasks in all European states.

Olympic education as united process and result in different age groups of learners includes the set of elements and components, promoting its development in mutually correlated system accordingly to the needs of the target audience. If the students will purposefully, in an organized way get acquainted with Olympic ideas and the value system of Olympic education as a basic principle of maintaining good health, it will promote the formation of students' as future pedagogues' positive attitude to physical activities, promoting the strengthening of life skills and health with the means of sports.

In the process of Olympic education in sport related higher education institution should be investigated and improved:

- optimal set of the knowledge acquired;
- innovative didactic methods to help the students to acquire knowledge;
- the dynamics of the acquired knowledge and developed skills and the end result of the Olympic education for the students of sport related higher education in the definite stage of acquiring education[1-8].

The application of the experience of all components (knowledge, skills, and innovative methods) in the education process is aimed at the development of action model in Olympic education. **The aim of the research:** the formation of the process of Olympic education and the model of practical application for the students of sport related higher education institution.

II. THE MODEL OF ACQUIRING OLYMPIC EDUCATION FOR FUTURE SPORTS SPECIALISTS

Theoretical knowledge, ability to analyze and evaluate study aims, specific tasks, as well as skills and possibilities in particular situation becomes the basis of learners' cognitive behavior, which allows using creatively already learned in new, unusual situation.

The content of the Program of "Olympic education" is based on the requirements for developing Programs, expressed in The Rule of Higher Education in Latvia and practiced in Latvian Academy of Sport Education. These requirements should be followed in order for the students studying the course obtain life skills and continue their life-log education.

As one of the pre-requisites how to involve the students in study process is to get them interested and motivated. The task of every pedagogue is to justify the necessity of the course. The knowledge of unambiguous facts of the history indicates good knowledge, intellect and memory. The knowledge of history helps to understand people and society, it is the source of new ideas, it forms human identity and values, as well as helps to acquire social and research skills in the investigation of history, develops creativity.

It should be pointed out that the course of Olympic education besides the mentioned skills promotes also the formation of better awareness about national culture and identity.

The realization of continuous education demands more and more changes both in the organization and structure of the education system, and in teaching and learning methods, as well as in activating certain traits of the personality so that people are motivated to continue education the whole life; he or she must have knowledge, which encourage the acquisition of new knowledge, the skills, with the help of which she or he can independently acquire new knowledge, developed attitudes and values, as well as self-esteem, which is based on strong will power and the necessity for self-realization [9]. Developing the content of the study course *Olympic Education* the emphasis was put on training new teachers to work with various methods for when they will start their teacher's work they could apply the acquired skills in work with pupils choosing the methods according to the pupils' development, definite theme and possibilities. As the main tasks it should be emphasized:

- to facilitate the acquiring of the cognitive methods;

- to learn the principles of "fair play" as the basic requirement of sports ethics;
- to develop skills and abilities in the field of professional activity assessment;
- to facilitate the development of student inquisitiveness;
- to develop experience of a creative activity;
- to facilitate the development of a teacher's competence skills: to organize study process; to facilitate the development of a many-sided individuality; to facilitate independence in one's judgements and activity; to develop the notion of positive mutual relations among people; to facilitate the qualities necessary for making such relations; and to develop pedagogical communication;
- to facilitate the development of student independence when solving tasks of research character.

One of the components in the pedagogical process is research activity that is based on the skills and abilities to do independent activity, promote cognitive interest and develop critical and creative thinking.

Another important aspect is integration or feedback , the new teacher should be an advisor for other teachers, he/she should show the possibilities of integration in different subjects.

The content of the study course *Olympic Education* is developed with the emphasis to train teachers to work with pupils, and it is important to observe the requirements of the State Basic Education Standard.

The aim of basic education is:

- to promote the development of every pupil's harmonious individuality;
- to facilitate a pupil's responsible attitude towards him/herself, family, other people, his/her nation, motherland, humanity and the highest moral values;
- to make the basis for further education;
- to provide knowledge and skill acquiring necessary for social and individual life[10].

In study year 2005/2006 at the end of the study course "Olympic education" was carried out the evaluation of the study course and the teaching staff with the help of SWOT analysis, in it participated 131 full-time Year 1 student. SWOT analysis helped to assess strong and weak sides of the methodology, used in study process, not used opportunities and obstacles.

Strong sides of the study process are:

- increased interest about Olympic movement;
- developed information seeking skill;
- improved the ability to present one's work;
- interesting class in the Museum of Latvian sport;
- increased the knowledge about Latvian sportsmen, who have taken part in the Olympic Games;

Weak sides of the study process are:

- the length of the study course.

The lecturers' attitude to students:

- positive;
- encouraging;
- understanding;
- objective.

Suggestions for improving the study course:

- more classes;
- more group work;
- classes together with participants of the Olympic Games;
- more opportunities for making presentations.

SWOT analysis shows that the students are motivated and interested to participate actively in study course Olympic education", as well as they have mentioned the main obstacle: the limited number of classes. Vast amount of information in short time span imposes restrictions on complete strengthening of the knowledge acquired. Students appreciate the opportunity to present the results of one's work, as well as group work. Unfortunately, the limited number of classes and great number of students does not allow organizing more group work, discussions with participants of the Olympic Games, as well as imposes restrictions on everyone's opportunity to express his or her opinion.

SWOT analysis showed that young sports specialists should not only know how to provide knowledge about Olympic movement in their subject, but as well as should be prepared as mentors for the teachers of other subjects. Future sports specialists should be introduced how to perform Olympic education with children by using interactive methods, encouraging the students to deal with particular themes.

Realizing the developed content it is seen that the ability to express one's ideas appears in everyday study process, and it is the basis for research activity – to get information, select it, to know how to work independently, to write essays. Wherewith the skill to formulate one's opinion and purposefulness develop, the skill to use reference sources develops, the basis is finding out of the problem, seeing the problem, and a possibility arouses to assess knowledge concerning the problem under investigation. The information about how a student understands study content can be obtained, the skill to think critically and analytically, to evaluate the reasons and consequences develops. It can be stated how students widen their world outlook, deepen the acquired knowledge, improve skills and enrich language.

III. RESUME

Project work develops skills to plan, work independently and creatively, use different sources of information. It can be noticed that by using this method students' cognitive activity can be organized and conducted in such a way that they independently arrive at logical solution of the problem. In investigation it is necessary to analyze objects and phenomena, form schematic thought representation. The investigation begins with identifying the problem and its solving. Important skill is an ability to analyze the problem. Student research activity in study process forms knowledge, skills and attitudes. Assessed can be individual and team work, work culture, social cooperation skills and presenting skills. The students develop the ability to work individually, use different information technologies, and produce qualitative design of the work accordingly to the task set.

Project work is one of the forms of cognition in study process, which includes discussion, "brainstorm", etc. Project

work is one of the forms of the study process, which forms the experience of creative work. Project work shows what the students have understood, what they can perform with the knowledge obtained, what and how they can obtain independently.

In carrying out the investigation very important operation of thinking is comparing, when the objects and phenomena being compared are put side by side (or opposite each other), and are searched their mutual and differentiating features. To compare, objects and phenomena mentally should be divided into parts and should be pointed out separate characteristics (analysis), afterwards the features are united (synthesis), and are drawn the conclusions, what is common and what is different. Emphasizing the essential features and less significant neglecting, mentally are performed the operations of abstraction and generalization. Essential features are used for stating new phenomena: for concretization. Common and different features there are clearly emphasized and thus become easier to be memorized.

Such a task was carried out with an aim to compare the opening, awarding and closing ceremonies of Ancient and modern Olympic Games, or to compare the most popular events of Ancient and modern Olympic Games, equipment and performance technique. Comparing the groups, which have made comparison tables with those which have not, can be seen that better results show the groups, which have independently made the tables.

Primary goal of learning is to develop thinking. In discussions the questions asked by students, form mental exchange between pedagogue and student. The result of the work is better, if it is the consequences of coordinated action and thinking. Knowledge helps to acquire the whole study material and forms pre-requisites for successful productive mental action during study process.

Summarizing main directions of critical thinking, which are necessary for student research activity, can be selected the following ones[11]:

1. excitation: the students, lead by pedagogue, set themselves the aim, to aspire to

- find out students' present knowledge, which they will be able to enrich with new knowledge.
- provoke students' activity,
- students get interested and is set the aim of the research, which is very important in keeping unremitting interest.

2. realization: the students find new information and ideas how to make research work

- maintain the interest created in excitation phase,
- support student efforts to control the understanding of new material

3. reflexion: the students strengthen the obtained knowledge and restructure their previous concepts

- achieve the condition that the students express the obtained information using their wording,
- encourage mental exchange among students.

As the founder of independent activity Dewey has stated, at schools, in the work of which are incorporated these

principles, prevails the atmosphere of mutual health and cooperation, the spirit of mutual approaching, sharing thoughts, competition, observation and life experience.

During Year 1, when in LASE according to study Program, is carried out the course of Olympic education, it is very important to unite the group, form the skills of cooperation and communication both among the students and pedagogues. The task of the pedagogues is to direct student aspirations in the right direction, set an aim for every task.

Evaluating theoretical investigations and personal pedagogic experience can be stated that the basis for creativity is the following:

- the amount of the information accumulated (at conscious and subconscious level),
- general and professional erudition and competence,
- the level of pedagogical mastery,
- general and specific skills,
- the level of emotional intellect and sensitive skills,
- intuition (insight through intuition),
- motivation to be creativity.

Creativity in pedagogic process has its pre-requisites. Two kinds of pre-requisites can be sorted out:

- 1) inner pre-requisites, depending on the subject of pedagogic process: personality (pedagogue, students);
- 2) outer pre-requisites, determined by the surroundings.

Both groups of pre-requisites are mutually connected and should be evaluated in a complex way.

To make pedagogical process creative, it is important that pedagogue and students feel themselves safe and free. One of the pre-requisites of creativity is not being afraid to make mistakes. The psychological environment also is of great importance. Securing positive emotional surroundings, is achieved the rise of emotional conditions. This insight can be found also in the works of other investigators, for example, Bebre, Liegeniece, etc. [12;13]. Creative activity helps to maintain psychical health, free oneself from emotional discomfort. Studies enabling environment can be sustained also by pedagogue sense of humor, in the case the humor does not turn into sarcasm.

Agreeing with the insight of Kiriaku, professor at York University, it should be pointed out that besides all pedagogical skills definitely should be developed also personal sensitive skills, which are especially necessary in the analysis and evaluation of the pedagogical situation, in making appropriate decision and choosing the plan of action [14]. It means that pedagogue should think extraordinary, should "feel" the situation, and make non-standard decisions, abandoning algorithmic behavior, which to a great extent allow the student to predict the behavior of the pedagogue in study process. Such kind of approach is especially important in communication with students, who during study process exhibit destructive behavior.

Taking the theoretical, as well as empirical research (the observations) as a basis, analyzing and evaluating my own experience and the experience of my colleagues, I can say that there are following inner or subjective preconditions of a

teacher's and a student's creativeness – an individuality can be creative if:

- there is the basis of general and professional knowledge and skills;
- various skills are developed;
- cognitive and social experience has been accumulated;
- needs for self-realization have been activated;
- sensitive skills, intuition has been developed;
- motivation exists;
- there is a creative idea;
- there is a corresponding value orientation;
- positive attitudes have been developed (towards oneself, students as individualities, subject, one's teacher mission);
- there is a corresponding situation;
- daring exists;
- has is "a spirit of experimentalist" (is not afraid to make mistakes, allows students to make mistakes);
- has non-standard thinking;
- in a definite situation can refuse own behaviour algorithms and allows students to do it in their creative quests;
- has a sense of humour;
- has pedagogical optimism;
- has a sense of being safe, is not afraid to make mistakes;
- has positive emotions, positive experiences;
- has a necessity to get rid of negative experiences, emotional discomfort.

For students to be creative teachers themselves should be creative. A teacher with his/her professional activity – applied methodology, forwarded requirements, attitudes towards students, subject, outer expressions of an individuality, creativeness, pedagogical communication – should maintain such pedagogical environment that would facilitate students' creativeness.

Evaluating experiment was carried out in Study Year 2006/2007, in it took part 168 LASE Year 1 full-time students and in Study Year 2008/2009, in which participated 155 LASE Year 1 full-time students. The studies in study course "Olympic education" were organized after working out the new content, in which more emphasis was put on using interactive methods with an aim not only to provide knowledge, but to acquire skill to use different methods, as well as form link with other study subjects both in high school and in higher education institutions.

Antra Gulbe. Konceptuālās pieejas olimpiskās izglītības apguvei augstskolā

Kā viens no priekšnoteikumiem, kā iesaistīt studentus studiju procesā ir ieinteresēt un motivēt. Katra pedagoģa pienākums ir pamatot studiju kursa nepieciešamību. Nepārprotami vēstures faktu zināšanas norāda uz labām zināšanām, intelektu un labu atmiņu. Vēstures zināšanas palīdz izprast cilvēkus un sabiedrību, tās ir jaunu ideju avots, veido cilvēka identitāti un vērtīborientāciju, kā arī palīdz apgūt sociālās un pētnieciskās prasmes, vēstures pētniecība attīsta kreativitāti. Jāatzīmē, ka olimpiskās izglītības kurss bez minētajām prasmēm sekmē nacionālās kultūrapziņas un identitātes veidošanos. Studiju kursa „Olimpiskā izglītība” saturā liks uzsvars uz jauno pedagoģu sagatavošanu strādāt ar daudzveidīgām metodēm, lai sākot savas pedagoģu gaitas viņi šīs prasmes varētu realizēt darbā ar skolēniem, izvēloties tās atbilstoši skolēnu attīstībai, konkrētai tēmai un iespējām. Tāpēc, kā viens no komponentiem pedagoģiskā procesā ir pētnieciskā darbība, kura balstās uz prasmēm un iemaņām veikt patstāvīgu darbību, rosināt izziņas interesi un attīstīt kritisko un radošo domāšanu. Vēl viens būtisks aspeks ir integrācija jeb starppriekšmetu saikne, jaunam pedagogam ir jābūt kā padomdevējam citiem pedagoģiem, kas parāda integrācijas iespējas dažādos mācību priekšmetos. Veidota studiju kursa „Olimpiskā izglītība” saturs veidots ar uzsvaru, sagatavot pedagogus darbam ar skolēniem, ievērojot Valsts pamatzglītības standarta prasības.

During the study course the students are offered study methods promoting cognition: work in small groups, brainstorm, discussion, field trip, games, projects, investigations. Every time before work were formulated the tasks and explained the aims of doing the work, at the end of the classes were discussed the obtained results. The students put forward their own theories, discussed, declined, argued, and mentioned examples, the comparison of different opinions promoted acquiring knowledge, developing cooperation skills, creative activity.

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Антра Гулбе. Концептуальные подходы к обретению олимпийского образования в вузе

Одной из предпосылок вовлечения студентов в процесс обучения является их заинтересованность и мотивация. Каждый педагог обязан обосновать необходимость учебного курса. Знание фактов истории ясно указывает на хорошие знания, интеллект и хорошую память. Знания в области истории помогают понять людей и общество, они являются источником новых идей, формируют личность человека и его ценностную ориентацию, а также помогают овладеть социальными и исследовательскими навыками, исследование истории развивает творчество. Следует отметить, что курс олимпийского образования наряду с вышеупомянутыми навыками способствует формированию национального культурного самосознания и национальной идентичности.

Содержание учебного курса «Олимпийское образование» акцентировано на подготовку будущих педагогов, владеющих разнообразными методами обучения, чтобы начиная трудовую деятельность они могли реализовывать эти навыки в работе с учащимися, применяя их в соответствии с уровнем развития учащихся, с учетом конкретной темы.

Поэтому в качестве одной из составляющих педагогического процесса является исследовательская деятельность на основе умений и навыков выполнять самостоятельную работу, стимулировать интерес к познавательной деятельности и развивать критическое и творческое мышление.

Другим важным аспектом является интеграция или межпредметная связь. Будущим педагогам необходимо быть советчиками других педагогов, демонстрирующими возможности интеграции своего предмета в другие учебные предметы.

Разрабатываемое содержание учебного курса «Олимпийское образование» формировалось с акцентом на подготовку педагогов для работы с учащимися в соответствии с требованиями Государственного стандарта для основного образования.