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The attitude of Lithuanian students towards the values of Olympism

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Summary

We think that universities are the main medium where Olympic program should be implemented primarily as, if students are more concerned with the Olympic Movement or are aware of it, they pass on their knowledge and ideas to children. First of all, we examined the literature sources. Scientific literature analysis let us easier to understand the importance of moral values, Olympism and Olympic education as well as to reveal the peculiarities of moral values and absorb, how sport activity influence moral attitudes and culture.

The aim of the study was to investigate Olympic education in Lithuanian universities and in neighbour countries and to identify Lithuanian students' attitude towards Olympic values. We have interviewed 218 students from 16 higher education schools of Lithuania. 51% of the interviewed were female (111) and 49% - male (107). The research group was chosen randomly as the questionnaire was distributed in Vilnius, Kaunas, Klaipėda and Šiauliai higher education schools. The main part is devoted to investigate students' attitudes towards Olympism values. The examination of attitudes towards Olympic values consisted of three blocks of claims, which formed a common list of 52 values. For the statistical procedures, there was SPSS 15 for Windows via the setting used. For the analysis of quantitative research data, various statistical analysis methods were used as well. Inside compatibility questionnaire scales were determined by counting the Cronbach's Alpha coefficient. Students' attitude towards the values of Olympic structure was estimated using the essential components of extraction and Varimax factor rotation method. Differences were considered statistically reliable at a maximum of 5% of error ($p < 0,05$). The link is considered to be statistically significant at a wider than 5% of error ($p < 0,05$).

It was found that Lithuanian students tend to assign those values to Olympism that are connected with human values and social virtues. The least important values are connected with personal development. So firstly, students associate Olympism mostly with honesty, then they relate it as a way of respect, cultural awareness, optimism, strength of the will, generosity, tolerance towards other nations, etc. Such results are determined by opinion about the Olympic Games itself. When analysing research results, it has emerged that social values, bonded with Olympism, are important for the students. They find it very important: the sense of community, heartiness, goodness, better world, gentlemanly behaviour, body and mind harmony, etc. As the least connected thing with the Olympic Games was named personal development, artfulness, career, collaboration, etc. It was found that the students, who have had Olympism classes at university, better understood the Olympic values and regulations. Olympism programs are held for schoolchildren but not for students in Lithuania. There is no system that would involve the Olympic Movement.

The students shall experience Olympism through learning, Olympic education, sport competitions and also through the sense of the beauty of sport, alternation, depth of emotions and feelings, bless and underlying of strength of values. Students, as young people, are full of enthusiasm, energy, drive for improvement and learning. They admire the Olympians and Olympic heroes and their deeds. Thus, this shall be used to open the system of the Olympism values.

Keywords: *Olympism, Olympic education, students, values.*

Introduction

Olympism is a philosophy of life, exalting and combining the qualities of body in a balanced whole with will and mind. Blending sport with culture and education, Olympism seeks to create the way of life based on the joy of effort, the educational value of

good example and respect for universal fundamental ethical principles.

Nowadays the process of education is based not only on the development of mind and intellect but also the body. The Olympic education means physical – mental education. With the help of it,

children and youth are supposed to understand that the durability conditioned by sport enriches other goals of life and helps to find their own lodgment in a society. This is the basis for the activity of the association "Sport for All".

The Olympic Movement among students is not widespread. There is a need to inspire and heighten the awareness of students, encourage positive approaches and collaboration, develop a critical, intellectual personality. The aim of the Olympic Movement is to conduce to the establishment of more peaceful and better world, develop students in the spirit of Olympism that demands reciprocal understanding, friendship, solidarity, and sporting gesture.

That is youth's social philosophy that embraces many values: the eternal, universal, in the human spiritual and physical beauty, tolerance, cultured behavior, with constant pursuit to excel, spreading the noble idea that encourages creative initiative and is the basis for human life (Stonkus, 2000). A. Rychtecky (2007) identified Olympism as physical effort and results to be achieved cult, which is expressed in the epigraph "Citius, Altius, Fortius". Combining sport with culture and education, Olympism creates lifestyle, which is based on the joy of developing strength, good – educational model of the most important values and respect for universal principles. It aims sport to assist people to exercise in harmony, encourage the creation of peaceful society that carries human dignity (Boulange, 1995 – cit. Schantz, 2008).

Modern Olympism can be understood as a contemporary humanistic thought based on idealized and Greek inspired sport prototype, perceived as extremely important element of culture of ancient Greece, which complements other components, such as art, philosophy, myths – religion, traditions, and festivals (Dziubinski, 2009).

J. Parry (2006) points out that Olympism philosophy focuses not only on professional athletes but also on every person; not only in the short term but also as for whole life; not only in the competition and victory but also in participation and cooperation in sport activities as well as for personality and social life improvement.

N. Abreu (2001) argues that the Olympic values can be called values when they are adaptive to conditions of good sense, and it is natural that they are still different interpretations in different nations.

Some authors believe that the modern Olympic Movement is closely linked to the social, economic, and political processes taking place in the world and constantly affecting the Olympic Movement and the functioning of the state, under the leadership of institutions, and taken their decisions so these processes relations problem emerged with revitalizing the Olympic Games (Bulkina, Maksimova, 2010). In addition, the modern Olympic Games is a multi-faceted global event with a range of influences from around the world: participating athletes, spectators, the Olympic Games organizing cities or states, and the Olympic Movement multi-dimensional television audience broadcasting (Vainauskaite, 2012). On the other hand, participants in the Olympic Movement and the athletes also have an impact on the social environment and behaviours (Patsantaras, 2008). E. Kulinovich (2002) emphasizes that the integrity of Olympism – Olympic Movement – Olympic Games is possible only when the Olympic Games and other major competitions are organized in accordance with the basic principles of Olympism; and achievements and significance of the Games will be used as a tool for youth education and for enrichment of Olympism.

Olympic education purpose is to spread Olympism ideas and values of sport, to educate the younger generation to act in good faith not only in sport but in life, to grow Olympic consciousness, to help creating basics of the Olympic culture, which are relevant to today's real-life situations, essential to our personal, national, and global sport issues. Thus, it is clear that Olympic education is broad, covering many different aspects and very important Olympic training area – it is an integral part of the general cultivation of youth, social maturity education (Georgiadis, 2002). Olympic education prepares a man for life, a new understanding, and foster life in accordance with the rules of fair play, the noble principles of conduct climbing to the peak of achievements (Georgiadis, 2006).

Olympic education is based on the Olympic Movement with a focus on Olympic values. However, contemporary Olympic sport is not without deficiencies that are also manifested in the sport of children and youth (Kavussanu, 2006), and sport activities are one of the most important extra-curricular ones (Fredricks, Eccles, 2006).

K. Georgiadis (2008) states that the implementation of Olympic education in many countries is considered necessary, and the Olympic

program gradually increases the important activities that have a strong influence on many global educational features. Olympic education and Olympic programs need to be integrated not only in schools but also in universities, because, in recent time, high school students' sporty sophistication is weakening. Students do not exercise enough, have little interest in the world of sport, do not respect the values. So, spreading the ideas of Olympism, we can at least partly influence the youth world.

Olympic education as a field of research appeared both in Lithuania and abroad only at the end of XX century. At that time schools started to implement Olympic Movement programs. However, there is no research or very little known on how students were involved in the Olympic Movement in Lithuania and its neighbour countries.

On the theoretical level, research related to Olympism and Olympic education is indeed significant. There are studies on Olympic values of students of physical education but there is nothing about high school students in general. This raises the problem, how to organize the training of students in order to impart to them the knowledge of the Olympic Movement and Olympism. We think that universities are the main medium where Olympic program should be implemented primarily as, if students are more concerned with the Olympic Movement or are aware of it, they pass on their knowledge and ideas to children.

Olympic education is not knowledge about the Olympic Games, it is the sporting ideal conveyance for young people and physical activity as well as honor for the principles of humanistic values.

The current study investigates what measures are offered and used by the faculty of university to promote and integrate the Olympic Movement among students. It also tries to find out whether Olympism is important at universities, and how the Olympic ideas can be spread among students.

Aim of the study. To investigate Olympic education in Lithuanian universities and in neighbour countries and to identify Lithuanian students' attitude towards the Olympic values.

Theoretical and scientific novelty of the study. The topic of Olympic education in Lithuanian universities is not researched yet. Therefore, our work is significant as, for the first time, we theoretically are considering opportunities to include Olympic education in universities.

The methods of the research

While designing the questionnaire, the dissertation of Dr. Daiva Majauskienė "Olympism expression and tone with school's culture and pro-social behaviour" (2013) was invoked.

We employed the questionnaire from doctoral dissertation and adopted it to be suitable for students. While designing the questionnaire, we aimed to submit questions that would allow gathering the information to reach research connected aims.

As we wanted to explore situation in Lithuanian universities, the Olympic questionnaire has been delivered to 19 universities, three institutions did not respond to it. So now we are researching situation that is related to Olympism in 16 Lithuanian universities.

We have interviewed 218 students from 16 higher education schools of Lithuania. 51% of the interviewed were female (111) and 19% - male (107). The research group was chosen randomly – the questionnaire was distributed in Vilnius, Kaunas, Klaipėda and Šiauliai higher education schools.

The presented data is from the students' survey on high school activities related to the Olympic Movement. The results of the survey in different universities are compared in terms of physical activities, Olympic events and lectures on Olympic values and norms.

The following methods were used: analysis of scientific literature and websites; questionnaire; mathematical statistics analysis (data has been processed with the PC program SPSS 15 for Windows).

Quantitative and qualitative researches have been accomplished in the work. This survey is too difficult to understand using usual mathematical methods; consequently, questionnaire survey was used for the analysis. Also, to run the survey, there was a qualitative research used, i.e., there were open questions left to express own opinion.

We employed the questionnaire from doctoral dissertation and adopted it to be suitable for students. While designing the questionnaire, the Olympic questionnaire was used to help (Telama et al., 2002).

The main part is devoted to investigate students' attitudes towards Olympism values (*the assessment of Olympic ideals*). The examination of attitudes towards the Olympic values consisted of three blocks of claims with formed a common list of 52 values.

For the statistical procedures, there was the SPSS 15 for Windows via the setting used. For the analysis of quantitative research data, various statistical analysis methods were employed as well. Inside compatibility questionnaires scales were determined by counting the Cronbach's Alpha coefficient. Students' attitude towards the values of the Olympic structure were estimated using the essential components of extraction and Varimax factor rotation method. Differences were considered statistically reliable at a maximum of 5% of error ($p < 0,05$). The link was considered to be statistically significant at a wider than 5% of error ($p < 0,05$).

The results of the study

Firstly, to make factor analysis, the Cronbach's Alpha was counted. In the second part of the Olympic questionnaire, questions, where students had to submit their views on issues related to Olympic Games, were separated into three groups. For the first question „Olympic games encourages“ Cronbach's Alpha rate is very strong – 0,89. All 18 propositions about Olympic Games are related, correlational, compatible, complement one another. The statements of the second question „Do you think the Olympics lead to“ are consistent; Cronbach's Alpha rate is 0,86. Internal qualitative data compatibility is high. In the third question „How Olympic Games are related to specific tasks“, Cronbach's Alpha is lower than in other questions, however, the rate is strong as well – 0,84. One statement that Olympic Games aims to drug abuse is incompatible with the others. Therefore, if we threw it, Cronbach's Alpha increases to 0,86. Consequently, after Cronbach's Alpha is calculated, we are able to perform factor analysis.

Applied Approaches' in the Olympic values scale (Telama et al., 2002) four groups of factors were identified: Social virtues in Olympism; Human values in Olympism; Olympic career and personal benefit; Striving towards personal growth/development (see Table 1).

Table 1

The results of factor analysis of students' opinion on Olympic values

Social virtues in Olympism	
Youth togetherness	0,78
Sincerity	0,71
Virtue	0,70
Better World	0,69
Purity	0,69
Gentlemen's behaviour	0,67
Amateurism	0,65
Goodwill	0,65
Solidarity	0,63
Peace	0,63
Friendship	0,62
Broad-minding	0,61
Absence of discrimination	0,60
Nationalism	0,59
Pride	0,59
Obedience	0,59
Modesty	0,55
Equality	0,55
Beauty	0,43
Human values in Olympism	
Honesty	0,75
Cultural richness	0,74
Mutual respect	0,69
Cultural awareness	0,69
Body and mind harmony	0,67
Optimism	0,66
Strength of will	0,65
Generosity	0,64
Tolerance towards other nations	0,63
Honourable contention	0,59
Moral principles	0,57
Freedom	0,50
Olympic career and personal benefit	
Financial (monetary) benefits	0,73
Drug abuse	0,71
Wealth	0,70
Recognition	0,70
Professionalism	0,69
The desire to earn	0,68
Deception	0,67
Popularity	0,66
Career	0,63
Victory at all costs	0,56
Striving towards personal growth/development	
Focus maximum effort	0,75
Self-monitoring	0,70
Sportiness	0,69
Artfulness	0,64
Competitiveness	0,63
Respect for the rules	0,62
Joy efforts	0,62
Winning	0,60
Physical capacity	0,60
Cooperation	0,59
Perfection	0,51

We consider that students, when assessing given values, take into account the experience already gained in past time. Students already are looking to human values in contrast to pupils, making us more difficult to assess their values. Most importantly, in universities we need to teach them how they could spread the Olympic values to younger people. The students willing or unwilling become as example to the young people and children.

Therefore, dissemination of values to young people begins based on students' knowledge. After the factor analysis, we can see how individual values are compatible with each other and that the higher the number is, the stronger is the connection. The analysis of separated men and women groups has revealed similar results.

Table 2

The inter-correlation among the factors determining values of Olympism

No.	Groups of values	The average score (M)	Cronbach's Alpha
1.	Social virtues in Olympism	3,52	0,91
2.	Human values in Olympism	3,94	0,94
3.	Olympic career and personal benefit	3,30	0,90
4.	Striving toward personal growth/development	3,00	0,78

The study revealed that for Lithuanian students as the most important values associated to Olympism are the ones related to humanity and social virtues (see Table 2). The least important values are related to personal development. Thus, students with Olympism mostly associate honesty, mutual respect and cultural understanding, optimism, strength of will, dignity, tolerance for other nations, etc. The emphasis on the importance of values is related to the same Olympic Games, which philosophy puts such values as excellence, equality, sporting a noble and honorable struggle, people's awareness of cultural pluralism upfront (Muller, 2000). These results stem from the general view of the Olympic Games.

For example, students, when answering the question, what they did not like in Olympic champion or what Paralympics and the Special Olympics meant, have revealed their attitudes to human and Olympic values. Olympic winners, champions, or

even Games participants are often described as strong willed people, who are fighting for respect and tolerance for each other. The analysis of the obtained data showed that students cared about social virtues associated with Olympism. They cared for young people's togetherness, sincerity, virtue, better world, gentlemanly demeanor, harmony in body and mind, and more.

According to the survey, students, at least with the Olympic Games, link pursuit of personal development, cunning, career, cooperation, and other. In their opinion, Olympic career and personal benefits go above. In sport activities it is associated with negative aspects (Karoblis, 2006). However, in modern society, career, personal benefit, and money are considered aspirational and one of the main goals. Scientific works, discussing the negative aspects of sport, mostly do not mention the Olympics, because the Games do not possess negative values. Precisely in the Olympics, perhaps more than in other sport events, the negative attitude towards fraud, doping, and odd fight is highlighted. The Olympic Games are associated with generosity, venerable sports struggle, honesty, and respect.

Discussion of the results and conclusions of the study

It was found that Lithuanian students tend to assign those values to Olympism that are considered as the ones of humanity and social virtues. The least important values are connected with personal development. Firstly, students associate Olympism mostly with honesty, secondly – respect, cultural awareness, optimism, strength of the will, generosity, tolerance towards other nations, etc. Such results are determined by opinion about the Olympic Games itself. When analysing the research results, it has emerged that social values, bounded with Olympism, are very important for students. They also find these values as important: sense of community, heartiness, goodness, better world, gentlemanly behaviour, body and mind harmony, etc. The least connected ones with the Olympic Games that students named were: personal development, artfulness, career, collaboration, etc.

Ethics is very important in sports. Most of the students stated that it was not acceptable if someone tried to break the rules. Even 159 students stated that it was possible to win competing honestly. 153 students agreed that honest and fair sport contest

was a concurrent both among kids' and adults' sport. But there were respondents, who agreed that in some sports it was impossible not to traumatise the rival, that violence was a necessary part in some sports. All the athletes are equal against the rules and all of them have to obey them. The most important thing is noble and honourable sport contest. Both respondent groups (who did sport activities and who did not do) understood, what a nobly play was. Students, who did not have lectures on Olympism, agreed on possibility to break the rules, and that it was impossible to gain good sports results in fair play.

One objective of our study was to "survey the present situation of Olympic education in different Lithuanian universities". It was found that students, who had Olympism classes at university, better understood the Olympic values and regulations. In Lithuania, Olympism programs are held for schoolchildren but not for students. There is no system that would involve them into the Olympic Movement. At four Lithuanian higher education schools (LUES, LSU, KU, SU) out of 19, students have Olympism or physical education and sport history lectures where they minimally get closer to the Olympism. These schools educate future sport specialists. Only Lithuanian University of Educational Sciences (LUES) organizes university Olympic Games where every student can take place. Also Lithuanian Students' Sport Association organizes students' Olympics festivals where everybody can participate. About a half of respondent universities do not participate in Lithuanian Students' Olympic Festival.

We have analyzed how Olympic education is implemented in neighbour countries (Belarus, Latvia, Poland, and Russia) in order to assess and reveal the situation of Olympic education in Lithuania.

Belarus. The Ministry of Education of Belarus and Belarusian Olympic Academy have organized work on integration of theory of Olympic Education into the curriculum of schools and higher education institutions. The aim of such educational course was to increase the efficiency of educational process of children and youth through the humanistic principles, patriotism, and love to motherland. According to this, the activities of Olympic education were divided into five groups for different age categories: pre-school children, students from

elementary school, pupils in basic schools, teens of the high school and vocational schools, students of the higher educational institutions (Kulikovich, 2002).

A lot of attention is given to the methodological support of the integration of Olympic education into educational institutions of Belarus (Grigorevich, 2007).

In recent years, the Olympic education of children and youth has developed significantly in Belarus. At the beginning of XXI century, the necessity of multidimensional positive educational impact on the rising generation led to the inclusion of Olympism into the experimental curriculum on physical education in schools (Kulikovich, 2002).

Latvia. Several organizations participate in the popularization of Olympic Movement in Latvia: Latvian Olympic Committee, Latvian Olympic Academy, Latvian Club of Participants of the Olympic Games, Latvian Competition Agency, project "Pedas" (eng.: footsteps), etc., which organize different events, involving every volunteer into Olympic Movement. These organizations have created nice traditions, the events of Olympic education have become more and more popular involving more and more youngsters to participate (Gulbe, 2010).

Latvian Academy of Sport Education, where sport specialists are educated (this is the only higher educational institution, which implements the program of Olympic education in the study course of sports, cooperating with Latvian Olympic Committee), make practical realization of the program.

The target audience of Olympic education program is people from all stages of education, existing in Latvia (Gulbe, 2010).

Poland. The main aim of the Olympic education in Poland is to promote the Fair Play principles as a part of the Olympic philosophy. The experimental program of the Olympic Education that was implemented into the educational process in Poland has proved that "the most efficient methods of the moral education are based on the experience of solving the individual and group problems in the context of physical education" (Bronikowski, 2007; Zukowska, 2010).

Russia. The development of scientific and methodological basis of the Olympic education in Russia started in early 1980s. The formation

stage of Olympic education in Russia is related to the beginning of activities of Russian Olympic Committee by formatting Olympic education programs in schools of Russia. There were two possible models considered (Kontanistov, 2003).

The main approach of this model was “Direct teaching – organization of Olympic Education within the theoretical part of physical education in schools” (Kontanistov, 2007). Therefore, this model was chosen for the Olympic education.

The joint resolution of Russian Ministry of Education and Russian Olympic Committee “About the issues of Olympic Movement and Olympic Games” became another powerful push for the Olympic education in Russia. This resolution included a wide range of methodological and informational activities on Olympic education among youth (Rodichenko, 2008). In Russia, Olympic education is well developed in all age groups and in all education systems. This country has deep Olympic traditions.

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LIETUVOS STUDENTŲ POŽIŪRIS Į OLIMPINES VERTYBES

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SANTRAUKA

Mūsų nuomone, universitetai yra pagrindinė terpė, kur pirmiausia turėtų būti įgyvendinama olimpinė programa, nes jei studentai bus labiau susiję su olimpinio sąjūdžiu, turės daugiau žinių, tai jie savo žinias, idėjas galės perteikti vaikams. Mokslinės literatūros analizė padėjo geriau suprasti vertybinių nuostatų reikšmę, olimpizmo ir olimpinio švietimo sampratą, suvokti vertybinių nuostatų ypatumus ir įsigilinti, kaip sportinė veikla veikia vertybines nuostatas ir kultūrą.

Tyrimo tikslas – išanalizuoti olimpinį švietimą Lietuvos ir kaimyninių šalių universitetuose, išsiaiškinti Lietuvos studentų požiūrį į vertybes. Buvo apklausta 218 studentų iš 16 Lietuvos aukštųjų mokyklų. 51 % apklaustųjų buvo moterys (111), 49 % – vyrai (107). Tyrimo grupė buvo pasirinkta atsitiktinai – klausimynas buvo platinamas Vilniaus, Kauno, Klaipėdos ir Šiaulių aukštosiose mokyklose. Pagrindinė dalis buvo skirta studentų požiūriui į olimpines vertybes tirti. Tuo tikslu buvo pateikti trys blokai teiginių, kurie sudarė bendrą 52 vertybių sąrašą. Statistinėms procedūroms atlikti naudotasi „SPSS 15 for Windows“ programa. Kiekybiniais tyrimo duomenims analizuoti taikyti įvairūs statistinės analizės metodai. Vidinis klausimynų skalių suderinamumas nustatytas skaičiuojant Cronbacho alfa (*Cronbach's alpha*) koeficientą. Studentų požiūrio į olimpines vertybes klausimų struktūra įvertinta naudojant esminių komponentų išskyrimo ir Varimax veiksmų pasukimo būdą. Skirtumai laikyti statistiškai patikimais, esant ne didesnei kaip 5 %

paklaidai ($p < 0,05$). Ryšys laikytas statistiškai patikimu, esant ne didesnei kaip 5 % paklaidai ($p < 0,05$).

Lietuvos studentai prie svarbiausių priskiria vertybes, susijusias su žmogiškomis vertybėmis, ir socialines dorybes, susijusias su olimpizmu. Mažiausiai svarbios su asmeniniu tobulėjimu susijusios vertybės. Taigi, analizuojant gautus duomenis paaiškėjo, kad studentai su olimpizmu labiausiai sieja sąžiningumą, abipusę pagarbą, kultūrinį supratimą, optimizmą, valios stiprumą, kilnumą, toleranciją kitoms tautoms ir kita. Tokius rezultatus lemia nuomonė apskritai apie olimpines žaidynes. Be to, studentams svarbios ir socialinės dorybės, susijusios su olimpizmu. Jiems svarbu jaunimo bendrumas, nuoširdumas, dorybės, geras pasaulis, džentelmeniškas elgesys, kūno ir proto harmonija. Mažiausiai su olimpinėmis žaidynėmis studentai sieja asmeninio tobulėjimo siekimą, gudrumą, karjerą, bendradarbiavimą.

Pirmiausia studentai olimpizmą turi patirti per mokymąsi, olimpinį švietimą, sporto varžybas, taip pat pajusti sporto grožį, emocijų ir jausmų kaitą, gylį, palaimą ir vertybių pamatinį tvirtumą. Studentai – jauni žmonės, jie yra kupini entuziazmo, energijos, noro tobulėti, mokytis. Jie žavisi olimpiečiais ir olimpiniais didvyriais, jų poelgiais. Todėl tuo reikia pasinaudoti, atskleidžiant olimpizmo vertybių sistemą.

Raktažodžiai: olimpizmas, olimpinis švietimas, studentai, vertybės.