

## OLYMPIC EDUCATION IN EXILE?

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**Key words:** Olympic education, Olympics, curriculum, school, youngsters, Olympic values

**Summary:** Olympic education is not just a problem that concerns the Olympic family but a problem concerning education, sports, research, governments, and media with its huge role in creating a methodological environment that passes on information.

The curriculum must comprise Olympic education in its content, in order to integrate the Olympic values in human behaviour and school must last as the main institution which develops the basis of a systematic Olympic education.

### **Introduction**

Cultured and educated Olympic values may become behaviour rules and standards for nowadays young people. These days ones physical, intellectual and moral education is an extremely important constituent.

On its way to educating youngsters, humanity needed and still needs this complex civilizing factor – “education”. “The most important thing in a nation’s life is education” baron Pierre de Coubertin was writing, the object of the entire Olympic philosophy.

The process of bringing this philosophy in school’s life, by absorption and knowledge of Olympic values and ideals, is a really long and almost impossible one, unfortunately, only through sports and physical education or culture.

Reality showed that the Olympic paradigm horizon cannot be included in the physical or cultural education perimeter. The pattern of cognition, feeling and living in the Olympic manner is a multidimensional one. It is made of educational values of many other disciplines. This pattern becomes more and more an interdisciplinary and co-disciplinary one, on its spreading way out.

As any educational instructive process, Olympic education aims for the development and perpetuation of the main society values. It is a modern scientific guide that emphasizes multiculturalism, direction and awareness, mostly concerning the youngsters, and guiding them towards Olympic classical ideas and foresights from the Olympic Charta.

There has been made huge progress on the international level concerning Olympic education in schedule implementation on each of the education system stage and outside it. A large number of historic, psycho-pedagogic, sociologic etc. arguments embrace Olympic education promotion. One cannot consider himself an educated person unless he knows and understands the Olympic act phenomenon, the reasons, the Olympic values, the Olympic cultural routine, that make possible the ego commendation, the self knowledge, the reference to Olympic standard values that must be blend naturally in our way of being and behaving.

### **Material-method**

Olympic education also has the virtue of knowing the culture, the costumes and traditions, and the nature concern of those that, along the years, through abnegation and sacrifice, which brought glory to the country, in our case Hungarians, Germans, Macedo-Romanians, Lippovans, Jews, Turks, Tartars, Gipsies etc, all of them thinking about one and the same thing: creating strong connections and new community of interests type that shall lead to the understanding of the other's traditions and to the nationality specific and confession respectability. The pupil educated in this manner gets a good start, being able to continue his education by himself. More than that, it is not the degree of pure intellectual grounding that assures quality in education but its level of value complementarities having in view not only culture and spirituality but also human being accomplishment.

Physical education teachers and trainers, who think that they are the only ones capable of fulfilling Olympic education, are wrong. Their specialization is not enough in order to automatically grant themselves psycho pedagogic proficiency in this vast Olympic education problem. Its wide spectre, the value aggregate that makes it, is opened towards areas, which go beyond the traditional physical education, like: history, ethics, anthropology, philosophy, aesthetics, etc.

What would be the structure of such a systematic training in the civic, hygienic, physical, intellectual and moral perspective, being part of the "new educations" (an already well-known syntagm)? Who, where and how will be the Olympic education made? The problem of implementing new educational strategies generates lots of debates. Should Olympic education be introduced in the curriculum? Should it be taught along with physical education?

Unalterable cultivation, even from the first grades of indulgence meaning and fair-play, point out a high responsibility in the educational

process. More than that the Olympic phenomenon and the sports one patronize education and the training of the new generation.

School and Olympic education go after “the same purpose – that of setting up the comprehensive human being on the intellectual, physical and feature level”, J.A. Samaranch was underlining while receiving the title Doctor Honoris Causa, in Romania, in 1994.

## **Results**

A first rate place in Olympic education is taken by pupil’s insertion in the history of Olympics. This process enriches the knowledge, and life is approached more optimistic and much more based on fair-play in each and every circumstance. Olympics isn’t learnt just for the sake of knowing what it means and assimilating civilizing ideas, but for the discovering of practical ways and relations found out in a new education – one that surrounds the world among its values that make a contribution to the human well-being.

Truthfulness, the sense of respecting the rules, honesty, selflessness, tolerance, fair-play and sociability are some of the features specific to this age, an age of piling up that makes the Olympics take them and cultivate its development to the maximum.

It may not be something to ramble the problem of teamwork: the physical education teacher/trainer, alongside with the history teachers, geography teachers, philosophy teachers this way being achieved an all-embracing hermeneutics including the educational class and the civic education class.

The Olympic conferences and the great Olympic champions meetings, that could share from their educational and training experience, along with other representatives of the Olympic family, may be as persuasive as any seminar or course. The only problem that is raised is that of the type of discourse (exposition), that of educational approach that is suggested “The great sportsmen, the great sports personalities and Olympic movement are examples to follow”– as the former Education Minister, Andrei Marga was once saying.

Those that make possible this “new education” must act in a pedagogic manner and they must be joined up by teachers that should indirectly round Olympic education through literature, arts, history, geography etc. In an informational society, the sequel of this Olympic education system and its amplification are made up by another group of factors: radio, television, press, literature, internet, competent members of the Olympic family or Olympic upholders from the Olympic Academy rows, politicians, managers and other associating forms, that prove to be

in an acquaintance with the psycho pedagogic culture and may be of service as a model to the Olympic objectives.

### **Discussions**

Olympic education isn't just a matter of the Olympic family, but also one that concerns education, sports, research, governments, media with its huge role in creating the methodological background and transmitting the qualified information proceeded only from professionals.

Educational programmes should comprise in their content the Olympic education in order to incorporate the Olympic values in human behaviour.

School must remain the basic institution that promotes a systematic Olympic education, whose essential feature is made up of history, knowledge moulding on an existing situation of Olympic Games, of Olympic Movement, of Olympic ideals and values. Considering this perspective, Andrei Marga thought it necessary that the superior educational institutions, university sports clubs and regional Education Board must create "the functional and structural environment that should provide an organized feature of the actions which have as a main reason Olympic promotion.

If Olympics were introduced in schools, it could enrich the human heritage and it would inspire the young generation in accomplishing other human values, which will provide a different future to the Earth.

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**Titlu:** Educația olimpică școlară în exil?

**Cuvinte cheie:** Educație olimpică, olimpism, programe școlare, școală, tineri, valori olimpice.

**Rezumat:** Educația olimpică nu este numai o chestiune a familiei olimpice, ci una a învățământului, educației, sportului, cercetării, guvernelor, instanțele mediatice cu rol foarte mare în crearea unui cadru metodologic de transmitere a informațiilor.

Programele școlare trebuie să cuprindă în conținutul lor educația olimpică pentru a integra valorile olimpismului în comportamentul uman, iar școala trebuie să rămână instituția fundamentală în care se pun bazele unei educații olimpice sistematice.

**Titre:** L'education olympique scolaire dans l'exil?

**Mots-clés:** Éducation olympique, olympisme, Emploi de temps, École, jeunes, Valeurs olympiques

**Résumé:** L'education olympique n'est que seulement une question de la famille olympique, mais une de l'enseignement, de l'éducation, du sport, de la recherche, des gouvernes, les instances mediatiques out un rôle très grand dans la création d'un cadre méthodologique de transmission d'informations.

Les programs scolaires doivent coutenir dans leur contenu l'éducation olympique pour entegrer les valeurs de l'olympisme dans la conduite humaine, et l'école dait rester l'institution fondamentale dans laquelle on pose les bases d'une éducation olympique systematique