



## **Olympic education as a component in forming the culture of health and physical activity of lower secondary school pupils**

**Dmytro Moskalenko\***

Postgraduate Student

Hryhorii Skovoroda University in Pereiaslav

08401, 30 Sukhomlynskohoho Str., Pereiaslav, Ukraine

<https://orcid.org/0009-0008-1396-2088>

**Oleksii Tkachuk**

Lecturer

Hryhorii Skovoroda University in Pereiaslav

08401, 30 Sukhomlynskohoho Str., Pereiaslav, Ukraine

<https://orcid.org/0009-0004-5257-1240>

**Abstract.** The purpose of the study was to determine the influence of elements of Olympic education on the formation of a culture of health, motivation for physical activity, and the development of physical qualities in pupils of 7-9 grades. The methodology included a comparative analysis of modern elements of Olympic education and traditional elements of physical culture, as well as the conduct of a pedagogical experiment. The main results of the study demonstrated a positive impact of Olympic education on the motivational and value sphere and on pupils' physical fitness. The experimental group showed a higher dynamics of change compared with the control group. The share of "4-5" responses regarding satisfaction with physical activity, interest in competitions, readiness to train, and the perception of Olympic values increased by 20-35%, whereas in the control group changes did not exceed 2-3%. Indicators of physical fitness also confirmed the advantages of the implemented programme. In the 30 m run, speed improved from 6.4 to 5.9 s, and in the 60 m run – from 12.2 to 11.3 s. The mean indicators of the test exercise ("shuttle run" 4x9 m) decreased from 12.8 to 11.9 s. A similar trend was observed in changes in strength indicators, namely: muscular endurance increased from 12 to 17 repetitions, explosive strength – from 157 to 173 cm. The greatest increase was recorded in the PACER test: from 56 to 78 laps, which represents an increase in distance from 1,120 to 1,560 m – an indicator that directly reflects improved aerobic endurance. The practical value of the work lies in the development of recommendations on integrating elements of Olympic education into the school physical education course, which proved its effectiveness in real conditions. The data obtained can be used by physical education teachers, school administrators, curriculum developers, coaches of children's and youth sports schools, and specialists in out-of-school education

**Keywords:** value orientation; competitive forms; team interaction; intrinsic motivation; physical fitness; adolescents

### **Introduction**

Olympic education is regarded as an effective means of forming a culture of health and physical activity among pupils, since it combines motor activity with the cultivation of value orientations, moral norms, and social responsibility. The educational process, supplemented by the ideas of Olympism, is directed not only at the development of physical qualities, but also at forming a personal attitude towards a healthy lifestyle, fair competition, self-development, and respect for others. In the school environment, Olympic education helps to increase the level of motivation for engaging in physical culture and sport, strengthen

teamwork skills, form a positive self-esteem, and foster a responsible attitude towards physical activity. The dissemination of Olympic values in educational institutions creates conditions for a systematic impact on health-preserving behaviour, contributes to strengthening social and emotional health, and forms a holistic understanding of physical activity as a natural component of one's lifestyle.

Olympic education promotes the formation of a culture of health and the development of physical activity among young pupils by combining sporting values, knowledge about a healthy lifestyle, and skills of physical

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\*Corresponding author



self-improvement. Researchers study this topic and distinguish different approaches to its implementation, focusing on the combination of physical training, the formation of moral and ethical guidelines, and motivation for an active lifestyle. For example, the study by Y. An *et al.* (2022) emphasised that, in Chinese schools, the introduction of health-oriented physical education contributes to the sustainable development of pupils' physical activity, forming habits of regular movement and an awareness of the importance of physical culture in everyday life. At the same time, the use of innovative approaches in the educational process makes it possible to combine practical classes with theoretical knowledge about health and safe physical activity. In France, according to M. Attali & F. Le Yondre (2022), Olympic education is considered both as a tool for preserving sporting heritage and as a means of popularising the values of Olympism among pupils. The implementation of programmes is aimed at forming moral and ethical norms, cooperation skills, and a conscious attitude towards one's own health, which stimulates regular participation in sports events. The work of O. Danysko *et al.* (2023) showed that, in the USA (United States of America), the introduction of innovative models of physical education in secondary schools increases pupils' levels of physical activity through a combination of wellness programmes and mass sports events. Such programmes form stable motivation for an active lifestyle and develop the ability to plan physical activity independently. In the study by T. Dorofieieva & V. Prikhodko (2020), it is noted that the decentralisation of the management of sports education in Ukraine facilitates the adaptation of curricula to the needs of specific schools and local communities, which increases the effectiveness of Olympic initiatives and healthy lifestyle programmes. According to H. Ivanenko (2021), the organisational and methodological conditions for integrating Olympic education into the educational process ensured the systematic inclusion of the values of Olympism and the principles of physical culture in school curricula, which contributes to forming pupils' motivation for regular physical activity and self-control over the health.

The historical analysis of the development of Olympic education conducted by S. Ivashchenko *et al.* (2022) showed that the formation of sporting culture through educational programmes has gradually evolved from the simple inclusion of sports lessons to a comprehensive approach that combines physical activity with the promotion of healthy lifestyle values. Such a combination helps pupils to understand the importance of physical culture for personal development and health maintenance. D. Kelmendi *et al.* (2024) noted that Olympic values form pupils' moral and ethical guidelines, motivating pupils to participate in sporting events and to develop communication and leadership skills through team sports. The authors emphasised that the introduction of these values into the educational process contributes to forming a responsible attitude towards health and regular physical activity. The implementation of Olympic programmes in the education system in India contributes to the formation of a healthy nation, since pupils receive knowledge about the importance of physical activity, healthy nutrition, and a conscious attitude towards the bodies, as noted by R. Kumar (2024). The scholar stressed that the systematic inclusion of Olympic values in

the educational process stimulates regular participation in sporting events and forms sustainable healthy habits over a long period. R. Orhan (2020) emphasised that school education significantly influences pupils' participation in physical activity, as it forms habits of regular sports practice and develops physical abilities, which are important in later life. Early involvement in systematic physical exercises increases pupils' motivation for an active lifestyle and contributes to the formation of social skills through team sports. Y. Theodorakis *et al.* (2024) noted that the Olympic movement adapts to global challenges, encouraging pupils to lead an active lifestyle through innovative educational programmes, sports events, and the promotion of health principles. The use of practical classes in combination with educational lectures forms a comprehensive understanding of the importance of physical activity for pupils' physical and psycho-emotional development.

Despite the aspects highlighted by the aforementioned studies, there are gaps in solving the identified problem, which include insufficient examination of the influence of Olympic education on the formation of systemic healthy lifestyle skills among schoolchildren. There is a shortage of empirical data on the integration of Olympic values into school programmes of physical activity and health. The significance of Olympic education in developing motivation for regular physical education and in supporting pupils' psychophysical well-being has been insufficiently studied. The purpose of the study was to determine the influence of elements of Olympic education on the formation of a culture of health, motivation for systematic physical activity, and the development of physical qualities in pupils of 7-9 grades. The objectives of the study were: a comparative analysis of traditional and modern elements of Olympic education; experimental verification of the effectiveness of integrating Olympic educational components into the process of school physical education; and the development of practical recommendations on implementing elements of Olympic education in the school physical education system.

## Materials and Methods

The study compared modern elements of Olympic education with traditional elements of physical culture. Traditional elements of pupils' physical culture included standard physical education lessons without special thematic content, classical exercises for the development of speed, strength, coordination, and endurance, as well as regular extracurricular sports events. Within the study of elements of Olympic education, thematic mini-lectures in physical education lessons, the viewing of short video materials about the history and values of the Olympic Games, participation in school mini-Olympics, athletics relays, tournaments in team sports, Olympic Week, and the conduct of interactive discussions on "fair play", respect, equality, and self-improvement were analysed. These categories were compared according to such criteria as the level of pupils' physical activity and motivation, the mastery of Olympic values, the development of physical qualities (speed, strength, endurance, coordination), and the ability for team interaction and adherence to the principles of fair play.

The study of the influence of Olympic education on the formation of a culture of health and physical activity among pupils was conducted from January to March 2025

at the Volodymyr Monomakh Lyceum (Pereiaslav, Kyiv Region). The study involved 124 pupils in 7-9 grades aged 12 to 15 (63 boys and 61 girls). All participants and the parents provided voluntary informed consent to take part in the study. Classes and testing were conducted offline, within the framework of the regular educational process. Inclusion criteria comprised pupils of 7-9 grades, the absence of medical contraindications to participation in physical education lessons, attendance of at least 70% of classes during the study, and consent to participate. Exclusion was applied to pupils with acute or chronic diseases limiting physical activity, pupils on individual forms of education, and those who missed more than one third of classes. All participants were divided into two groups. The experimental group (EG, 62 pupils) studied under a programme that included elements of Olympic education: thematic mini-lectures in physical education lessons, the viewing of short video materials about the history and values of the Olympic Games, participation in school mini-Olympics, athletics relays, tournaments in team sports, Olympic Week, and interactive discussions on “fair play”, respect, equality, and self-improvement. The control group (CG, 62 pupils) followed the standard curriculum without the use of Olympic components.

At the initial stage of the study, in order to determine the level of motivation for physical activity, interest in sport, and the formation of value orientations related to Olympism, an adapted Questionnaire on motivation for physical activity (PACES) (n.d.) was used. It contained 15 statements assessed on a five-point Likert scale from 1 (“strongly disagree”) to 5 (“strongly agree”). The questions for assessment before and after the experiment were as follows:

1. I enjoy doing physical activity.
2. I feel better after physical education lessons.
3. I would like to be more physically active.
4. I like taking part in sports competitions.
5. I am interested in the Olympic Games.
6. Olympic values inspire me to do sport.
7. I believe that a healthy lifestyle is part of my development.
8. I like team sports.
9. I respect opponents in competitions.
10. I am ready to take part in additional sports events.
11. I try to follow a training or physical activity regime even outside school.
12. It is important for me to achieve better results in sport and physical exercises.
13. I am ready to work on myself in order to improve my sporting skills.
14. I believe that regular physical education classes help me to feel confident.
15. I strive to take part in team and individual competitions, even if this requires effort and training.

The level of physical fitness was assessed using a set of standardised school tests. Speed abilities were determined from the results of 30 and 60 metre runs. Coordination qualities were assessed by performing a 4×9 metre shuttle run. Muscular endurance was measured by the number of press-ups (bends and extensions of the arms in the lying support position) in 30 seconds. Explosive leg strength was determined from the results of the standing long jump. To assess aerobic endurance, a 20-metre progressive load test

was used (PACER Beep-test, n.d.). Pupils ran between two lines 20 metres apart, responding to sound signals whose frequency gradually increased. The test ended when a pupil twice in a row failed to cross the line before the sound signal. The number of completed laps was recorded, and the total distance was calculated. Observations were carried out by three independent experts.

The formative stage lasted 12 weeks. The experimental group followed a specially designed Olympic education programme, integrated into the structure of physical education lessons and extracurricular activities. The control group worked according to the standard curriculum without changes. The study was conducted in accordance with ethical standards (American Sociological Associations, 1997); all participants and their parents were informed about the purpose and procedures, participation was voluntary, the results were anonymous and confidential, and the loads were safe and age-appropriate. Attention was given to preventing physical overexertion during tests and classes.

At the final stage, all measurements were repeated: the questionnaire, physical fitness testing, and pedagogical observation. Quantitative data were processed using methods of descriptive statistics with the use of Student's *t* test to compare dynamics in the control and experimental groups, to analyse percentage changes, and to examine correlations between the level of motivation and physical fitness indicators. During lessons, standardised pedagogical observation of pupils' activity was conducted. Parameters such as exercise intensity, participation in team games, adherence to the principles of fair play, manifestation of initiative, and level of engagement in competitive forms of work were recorded. Observations were carried out by three independent experts – physical education teachers. On the basis of the study, recommendations were developed for implementing elements of Olympic education in the educational process.

## Results

### Comparison of traditional and modern elements of Olympic education

Olympic education, as a component in shaping a culture of health and physical activity among school-age young people, is based on the combination of knowledge, values, and practical activities aimed at the comprehensive development of the individual through physical culture and sport. It rests on several key concepts, each of which plays a role in forming health-preserving behaviour in schoolchildren. The concept of Olympic values encompasses such ideas as friendship, respect, striving for excellence, fair play, equality, and tolerance. These values form the moral and ethical foundation of interaction in the sporting environment and teach pupils to take responsible attitudes to the actions, respect opponents, and work on self-improvement (Zhang & Powell, 2022). Physical culture is viewed more broadly than just a lesson or training session – it is part of an individual's general culture, reflecting a person's attitude to physical activity, the willingness to maintain physical health, follow a daily routine, form healthy habits, and systematically develop physical qualities. Physical activity, in turn, is the practical manifestation of this culture: it refers to any motor actions that contribute to strengthening health and developing endurance, strength, speed, and coordination. It includes both organised forms of activity

(lessons, training sessions, clubs) and children's independent activity in everyday life. A healthy lifestyle is the end result of mastering the knowledge and values of Olympic education (Hwang & Henry, 2021). It covers a responsible attitude to one's own physical and mental health, the ability to make conscious choices in favour of physical activity, rational nutrition, a daily routine, and the prevention of harmful habits.

In the educational environment, elements of Olympic education are clearly traceable, such as thematic mini-lectures during physical education lessons, viewing short videos about the history and values of the Olympic Games,

participation in school mini-Olympics, athletics relays, team sports tournaments, the holding of an Olympic Week, and the organisation of interactive discussions on fair play, respect, equality, and self-improvement (Ribeiro *et al.*, 2020). Alongside these, traditional elements of physical education continue to function, involving standard physical education lessons, the performance of basic exercises to develop physical qualities, familiar sports competitions, and extracurricular club activities without special thematic reinforcement. A comparison of modern and traditional elements of Olympic education and physical education is presented in Table 1.

**Table 1.** Comparison of modern and traditional elements of Olympic education

Criterion	Modern elements of Olympic education	Traditional elements of physical education
Level of pupils' physical activity and motivation	High: due to active mini-Olympics, athletics relays, team tournaments, and thematic events; it motivates through values (fair play, self-improvement) and the use of videos and discussions	Moderate: ordinary school physical education lessons without thematic reinforcement may be less stimulating; motivation is often based only on marks or competitions, rather than on values
Mastery of Olympic values	Direct teaching through lectures, discussions, videos, and Olympic Week – pupils master respect, fair play, equality, and striving for excellence	Minimal or incidental: values are not a central content element, with greater emphasis on physical exercises than on the moral components of sport
Development of physical qualities (speed, strength, endurance, coordination)	Relays, competitions, and varied sporting formats make it possible to develop all qualities: speed, endurance, strength skills, and coordination, since pupils are constantly active and competing	Classical exercises: running, gymnastic elements, basic strength exercises, but with fewer variations and "play-based" loads, so development may be less diverse
Ability for team interaction and adherence to fair play principles	Thanks to team games, mini-Olympics, and discussions, pupils learn to work in a team, respect opponents, and follow the rules of fair play. For example, in the study "#OLYMPICLAB as a new form of Olympic education" such formats are described	Team activities are possible (for example, physical education lessons in team sports), but the emphasis is often placed only on technique, without an in-depth discussion of fair play values or ethics

**Source:** compiled by the authors on the basis of V.M. Yermolova (2009), S. Saprun (2014), V. Perederiy (2019), O. Nikolaychuk (2025)

The comparison of modern and traditional elements of Olympic education shows that the introduction of innovative approaches has a positive effect on the formation of a culture of health and physical activity among school-age young people. Modern forms of work, oriented towards interactivity, competition, and value-based content, ensure a higher level of pupils' engagement and motivation compared with traditional methods. These approaches contribute not only to increased physical activity, but also to better mastery of Olympic values, which is reflected in a more conscious attitude to fair play, respect, and team cooperation. Such approaches also demonstrate a broader impact on the development of physical qualities, since the combination of competitive, play-based, and interactive formats allows for the comprehensive stimulation of speed, strength, endurance, and coordination. In contrast, traditional forms primarily provide a basic level of preparedness but do not always stimulate pupils' intrinsic motivation and interest. Summarising the results obtained, it can be stated that modern elements of Olympic education create more favourable

conditions for the harmonious combination of pupils' physical, value-based, and social development. The integration into the educational process makes it possible to strengthen the educational potential of physical culture, increase the effectiveness of forming a culture of health, and promote more sustainable motivation for regular physical activity.

#### **A pedagogical experiment to test the effectiveness of integrating Olympic educational components**

To determine the effectiveness of the Olympic education programme, indicators of motivational-value attitudes towards physical activity and physical fitness results in the control and experimental groups were compared before and after the 12-week formative stage. Table 2 presents summarised results for the questionnaire statements, as well as the dynamics of physical fitness in the main tests. This makes it possible to trace how the introduction of elements of Olympic education influenced motivation, interest in sport, attitudes to Olympic values, and pupils' physical fitness indicators.

**Table 2.** Results of the questionnaire and physical testing of pupils in the control and experimental groups before and after the formative stage

Questions/Tasks		CG before	CG after	EG before	EG after
Adapted Questionnaire on motivation for physical activity (PACES)	1. I enjoy doing physical activity.	1-12%, 2-21%, 3-38%, 4-22%, 5-7%	1-10%, 2-20%, 3-36%, 4-25%, 5-9%	1-11%, 2-23%, 3-37%, 4-21%, 5-8%	1-2%, 2-6%, 3-20%, 4-44%, 5-28%
	2. I feel better after physical education lessons.	1-14%, 2-24%, 3-33%, 4-20%, 5-9%	1-13%, 2-22%, 3-34%, 4-22%, 5-9%	1-12%, 2-25%, 3-34%, 4-20%, 5-9%	1-3%, 2-7%, 3-22%, 4-42%, 5-26%

Table 2, Continued

Questions/Tasks		CG before	CG after	EG before	EG after	
Adapted Questionnaire on motivation for physical activity (PACES)	3. I would like to be more physically active.	1-18%, 2-27%, 3-32%, 4-16%, 5-7%	1-17%, 2-26%, 3-31%, 4-18%, 5-8%	1-17%, 2-27%, 3-31%, 4-17%, 5-8%	1-4%, 2-10%, 3-25%, 4-38%, 5-23%	
	4. I like taking part in sports competitions.	1-20%, 2-28%, 3-30%, 4-15%, 5-7%	1-18%, 2-27%, 3-31%, 4-16%, 5-8%	1-19%, 2-28%, 3-31%, 4-14%, 5-8%	1-6%, 2-14%, 3-24%, 4-36%, 5-20%	
	5. I am interested in the Olympic Games.	1-22%, 2-30%, 3-28%, 4-14%, 5-6%	1-21%, 2-29%, 3-29%, 4-15%, 5-6%	1-23%, 2-31%, 3-27%, 4-13%, 5-6%	1-5%, 2-10%, 3-25%, 4-37%, 5-23%	
	6. Olympic values inspire me to do sport.	1-25%, 2-29%, 3-27%, 4-13%, 5-6%	1-23%, 2-28%, 3-28%, 4-14%, 5-7%	1-25%, 2-29%, 3-27%, 4-13%, 5-6%	1-4%, 2-9%, 3-23%, 4-38%, 5-26%	
	7. I believe that a healthy lifestyle is part of my development.	1-8%, 2-16%, 3-38%, 4-26%, 5-12%	1-7%, 2-15%, 3-36%, 4-28%, 5-14%	1-9%, 2-17%, 3-37%, 4-25%, 5-12%	1-1%, 2-4%, 3-22%, 4-41%, 5-32%	
	8. I love team sports.	1-13%, 2-25%, 3-35%, 4-18%, 5-9%	1-12%, 2-24%, 3-34%, 4-19%, 5-11%	1-14%, 2-25%, 3-35%, 4-17%, 5-9%	1-4%, 2-9%, 3-23%, 4-39%, 5-25%	
	9. I respect opponents in competitions.	1-10%, 2-22%, 3-36%, 4-22%, 5-10%	1-9%, 2-21%, 3-35%, 4-23%, 5-12%	1-11%, 2-23%, 3-36%, 4-21%, 5-9%	1-2%, 2-6%, 3-20%, 4-42%, 5-30%	
	10. I am willing to take part in additional sports events.	1-18%, 2-29%, 3-32%, 4-15%, 5-6%	1-17%, 2-28%, 3-31%, 4-17%, 5-7%	1-18%, 2-29%, 3-31%, 4-16%, 5-6%	1-5%, 2-11%, 3-24%, 4-37%, 5-23%	
	11. I follow a training regime outside school.	1-30%, 2-32%, 3-25%, 4-9%, 5-4%	1-28%, 2-31%, 3-26%, 4-10%, 5-5%	1-29%, 2-32%, 3-25%, 4-9%, 5-5%	1-10%, 2-20%, 3-28%, 4-27%, 5-15%	
	12. It is important for me to achieve better sports results.	1-16%, 2-28%, 3-36%, 4-14%, 5-6%	1-15%, 2-27%, 3-35%, 4-16%, 5-7%	1-16%, 2-27%, 3-36%, 4-15%, 5-6%	1-3%, 2-12%, 3-27%, 4-39%, 5-19%	
	13. I am willing to work on myself to improve my skills.	1-13%, 2-24%, 3-39%, 4-17%, 5-7%	1-12%, 2-24%, 3-37%, 4-19%, 5-8%	1-13%, 2-25%, 3-38%, 4-17%, 5-7%	1-3%, 2-10%, 3-24%, 4-41%, 5-22%	
	14. Regular physical education classes help me feel confident.	1-15%, 2-26%, 3-37%, 4-16%, 5-6%	1-14%, 2-25%, 3-36%, 4-17%, 5-8%	1-16%, 2-26%, 3-36%, 4-16%, 5-6%	1-4%, 2-9%, 3-21%, 4-40%, 5-26%	
	15. I strive to take part in competitions, even if it requires effort.	1-19%, 2-27%, 3-33%, 4-15%, 5-6%	1-18%, 2-26%, 3-32%, 4-16%, 5-8%	1-20%, 2-27%, 3-32%, 4-15%, 5-6%	1-5%, 2-11%, 3-24%, 4-38%, 5-22%	
	Expert assessment of physical load (group mean values)	30 m run (s)	6.4	6.3	6.4	5.9
		60 m run (s)	12.1	12.0	12.2	11.3
4×9 m shuttle run (s)		12.8	12.7	12.8	11.9	
Press-ups (number / 30 s)		12	12	12	17	
Standing long jump (cm)		156	158	157	173	
PACER (number of laps)		55	56	56	78	
PACER (metres)		1,100	1,120	1,120	1,560	

**Note:** the questionnaire on motivation and value-based attitude to physical activity was assessed on a five-point scale (1-5), and the expert assessment of physical development was carried out using units of speed (s) for the first four questions and units of distance (cm/laps/m) for the next three questions

**Source:** compiled by the authors

The data analysis shows that, in the control group, the dynamics of pupils' motivation and physical activity indicators remained minimal. Before the formative stage, most statements received average scores of 3, and the percentage of positive assessments (4-5) ranged between 6-22%. After the study, changes were minor, at most 2-3%, which demonstrates stability but no progress and confirms that the traditional approach to physical education lessons provides only a basic level of motivation and does not stimulate pupils' intrinsic activity. In the experimental group, by contrast, after the introduction of elements of Olympic education there was a sharp increase in positive assessments. The greatest changes were observed in statements related to enjoyment of physical activity, interest in the Olympic Games, the influence of Olympic values, and willingness to take part in competitions. The share of "4-5" scores in these questions increased on average by 20-35%, indicating higher motivation, a positive attitude towards

sport, and a value orientation towards fair play and team interaction. The smallest, but still noticeable, changes were seen in statements on adherence to a training regime outside school and independent striving for physical activity, which is logical, since these aspects require more discipline and time to form.

Pedagogical testing of physical fitness confirmed the effectiveness of the programme. In the control group, changes were minimal, whereas in the experimental group mean indicators for all physical abilities improved: speed qualities increased – the 30 m run time decreased from 6.4 to 5.9 s, and the 60 m run from 12.2 to 11.3 s; coordination improved – the 4×9 m shuttle run time fell from 12.8 to 11.9 s; muscular endurance increased – the number of press-ups in 30 s rose from 12 to 17; explosive strength increased – the standing long jump distance grew from 157 to 173 cm; aerobic endurance improved – pupils completed more laps in the PACER test, increasing the total distance

from 1,120 m to 1,560 m. This indicates a comprehensive positive impact of elements of Olympic education on physical fitness and pupils' overall condition, while simultaneously strengthening the motivation and interest in sport.

The greatest improvement was observed in aerobic endurance indicators, which points to enhanced functional capacities in pupils after the integration of Olympic components into the educational process. Overall, the results show that the introduction of elements of Olympic education contributes not only to increased interest and motivation for physical activity, but also to real development of pupils' physical qualities. This approach creates conditions for the comprehensive formation of a culture of health, the cultivation of a value-based attitude towards sport, and encourages regular participation in physical education activities and competitions.

During pedagogical observation, differences between the behaviour of pupils in the experimental and control groups were recorded. In the control group, pupils' activity remained predominantly moderate: most performed exercises according to the standard programme, only a few showed initiative, and participation in team games was inconsistent. Frequent violations of game rules, a low level of interaction between participants, and moderate interest in competitive forms of work were observed. In the experimental group, where elements of Olympic education were implemented, teachers recorded a higher level of engagement in all types of activities. Pupils actively took part in exercises, showed initiative, suggested the ways of performing tasks, actively worked in teams, and demonstrated mutual respect and adherence to the principles of fair play. Noticeable increases in motivation were seen during athletics relays, mini-Olympics, and team sports tournaments, when pupils independently supported classmates, encouraged less-prepared participants to be active, and displayed leadership qualities. Observation also showed that the integration of thematic mini-lectures, video viewing, and discussions of Olympic values increased pupils' interest and stimulated the pupils to maintain physical activity independently, even outside lessons. Overall, the observation results confirmed that elements of Olympic education contribute to the formation of team interaction, active participation, and a high level of intrinsic motivation for sports activities.

### **Practical recommendations for implementing elements of Olympic education in the school physical education system**

On the basis of the study, a set of practical recommendations for implementing elements of Olympic education in the educational process can be formulated. The main aim of such measures is to increase pupils' levels of physical activity, develop the physical qualities, form a healthy lifestyle, and foster the values of fair play, self-improvement, respect, and team interaction. Physical education lessons should be supplemented with thematic mini-lectures devoted to the history of the Olympic Games, the biographies of outstanding athletes, the principles of the Olympic movement, and sporting achievements. Such mini-lectures can be conducted once every two to three weeks, lasting 10-15 minutes before the practical part of the lesson. For better perception of information, presentations, video materials, and interactive tools should be used, allowing pupils to create visual

associations and better assimilate the content of the lecture. For example, showing videos of Olympic opening ceremonies or short clips about athletes' victories stimulates the desire for self-improvement and supports pupils' intrinsic motivation. These lectures are integrated into the overall plan for physical education lessons and held in the gym or a multimedia classroom before the main practical part of the lesson. Regular use of video materials and online resources makes it possible to continue work on forming Olympic values outside school. Short videos showing examples of mutual respect between athletes, team interaction, training, and preparation for competitions can be viewed at the beginning or end of the lesson for discussion in a debate format. Pupils analyse what the pupils have seen, discuss the behaviour during exercises, and suggest ways to improve team interaction and apply the knowledge gained in everyday life. This promotes the development of critical thinking, awareness of the actions, and the assimilation of fair play values.

Holding school mini-Olympics and athletics relays is an effective tool for developing physical qualities and team skills. Such events can be organised once a month or timed to sports holidays, for example, Olympic Day. Participation in mini-Olympics includes individual disciplines such as 30 m and 60 m runs, standing long jumps, press-ups, as well as team relays and games. Teachers' observations of exercise intensity, rule compliance, and mutual respect among pupils make it possible to assess not only physical results, but also the level of social interaction and assimilation of Olympic values. Mini-Olympics are held on a sports field or in a gym with safe conditions and the necessary equipment, and pupils are divided into teams to stimulate mutual support and the development of leadership skills. Integrating Olympic values into regular physical education lessons through play-based and competitive forms of work allows physical development to be combined with the cultivation of moral and social skills. During exercises, the teacher encourages pupils not only to achieve results but also to help classmates, provide mutual support, and show mutual respect. During relays or team games, pupils evaluate team interaction, discuss strategies, and highlight each other's positive actions, which develops empathy and team spirit. Such elements should be consistently recorded by teachers in special observation charts for analysing each pupil's progress. Organising an Olympic Week or thematic sports days at school helps to create a holistic educational atmosphere. During the week, lectures, quizzes on Olympic sports, video viewing, relays, and team competitions can be combined. For example, lectures can be held on Monday, relays on Tuesday, team games on Wednesday, quizzes and discussions on Thursday, and final competitions and awards on Friday. This comprehensive approach stimulates interest in physical activity, shapes a positive attitude towards sport, and promotes the assimilation of Olympic values.

Interactive discussions after lessons or sports events allow pupils to analyse the actions and behaviour during exercises and compare these actions with the principles of fair play and team interaction. During discussions, pupils consider the mistakes and successes and propose ways to improve exercise performance or team cooperation. Discussions are held in small groups of 4-6 pupils, ensuring active participation by each pupil and stimulating the

development of communication skills. The use of electronic and online resources makes it possible to continue learning and maintain interest in sport outside school. Pupils can take part in webinars and online quizzes, and create short videos about sporting achievements or the training process. These activities can be integrated as homework or extracurricular tasks, promoting independence and responsibility for the physical development. Individualisation of the approach to physical exercises makes it possible to take into account each pupil's level of preparedness. Teachers can form subgroups according to physical fitness level, adapt exercises to pupils' physical capabilities, and control the intensity of loads. This contributes to safe performance of exercises, supports the motivation of pupils with different levels of preparedness, and ensures equal conditions for participation in team and individual competitions. Regular assessment of the effectiveness of implemented elements of Olympic education is carried out using standardised tests of physical fitness and motivation, as well as pedagogical observation. Indicators of physical development, level of engagement, manifestations of team interaction, and adherence to fair play principles are recorded and analysed to adjust the educational process, choose the most effective methods, and maintain pupils' constant motivation. The involvement of parents and the local community in sports events increases the programme's effectiveness. Parents can take part in family relays, attend lectures and discussions, and motivate children to be physically active at home. This approach makes it possible to form an integrated environment in which physical activity and Olympic values are supported both in school and beyond.

A system of incentives promotes the formation of intrinsic motivation. Symbolic rewards, certificates, badges, diplomas, and publication of achievements in school information resources stimulate the desire for self-improvement, active participation in events, and involvement in team competitions. It is important that not only sports results but also manifestations of fair play, mutual support, and leadership qualities are recognised. Integrated lessons combining physical education and other subjects promote pupils' holistic development. For example, history lessons can include discussions of Olympic events; biology lessons can explain physiological processes during physical loads; geography lessons can focus on the locations of the Olympic Games and the conditions under which athletes train in different countries. This approach creates a comprehensive understanding of sport, increases interest in physical education, and strengthens motivation for regular physical activity. Rotation of roles during team games and relays allows pupils to experience responsibility for task performance and team results, and to develop leadership skills, self-control, and mutual respect. Each pupil can be a captain, organiser, or supporter for classmates, promoting the formation of comprehensive team competences. Attention is given to safety: teachers control the intensity of loads, adapt exercises to pupils' age and physical development, follow safety rules during team and individual exercises, and ensure the availability of necessary equipment. This helps to avoid injuries and creates favourable conditions for physical activity. Regular feedback gives pupils the opportunity to analyse the achievements, feelings, and difficulties, and allows

teachers to adjust the programme and ensure an individual approach. Discussing results and well-being during classes stimulates self-reflection and increases responsibility for personal development.

The implementation of these recommendations creates a holistic educational model in which physical education lessons become a platform not only for the development of physical qualities but also for the formation of values, team interaction, and intrinsic motivation. Pupils gain the opportunity to systematically develop physical and psycho-emotional qualities, increase the interest in sports activities, and form a culture of health. This approach ensures pupils' comprehensive development by integrating educational, sports, and upbringing components and creates a stable foundation for fostering physical activity and Olympic values among young people.

### Discussion

The conducted study confirms that the integration of elements of Olympic education into school physical education has a complex impact on pupils, combining physical, value-based, and social development. In the control group, motivation indicators remained low: scores of "4-5" on most PACES statements ranged from 6 to 22%, and after the formative stage the changes were minimal (2-3%). In the experimental group, after the introduction of elements of Olympic education, the share of positive scores "4-5" increased by 20-35% on questions concerning enjoyment of physical activity and interest in the Olympic Games. This is consistent with the findings of I. Estevan *et al.* (2020), which showed that motivation for physical activity is closely linked to adolescents' perceptions of the motor competences. The authors analysed various aspects of perceived motor competence in early adolescents and found that high self-perception scores increase interest in physical exercise. This is supported by V. Alcántara-Porcuna *et al.* (2022), who showed that a favourable school environment, including teacher support and the availability of sports equipment, raises children's level of physical activity. The authors analysed teachers' views on barriers and facilitating factors for activity and found that organisational and social conditions are precisely what shape pupils' positive motivation. Elements of Olympic education – thematic mini-lectures, video materials, interactive discussions and an Olympic Week – helped pupils to internalise the values of fair play, respect, equality, and self-improvement. This corresponds to the results of R.C. Veloso *et al.* (2020) and S. Hartoto *et al.* (2020), who showed that familiarisation with Olympic and humanitarian values shapes pupils' positive attitudes towards sport and the moral orientation. The researchers analysed teachers' and students' attitudes to the values of the Olympic Games and found that the systematic inclusion of a value component in teaching contributes to the formation of ethical norms of behaviour. M. Bisa (2023) emphasised that sports education develops students' character through social and moral values. The author analysed pedagogical approaches to character education through sport and established that specially structured programmes foster honesty, self-discipline, and responsibility. M. Bronikowska *et al.* (2024) demonstrated the effectiveness of programmes aimed at developing social and moral competence in physical education, examining

various school interventions and identifying improvements in pupils' cooperation skills and teamwork.

The results of physical fitness tests confirmed the effectiveness of the programme: the average indicators – speed abilities, coordination, muscular endurance, explosive strength, and aerobic endurance (in particular, the PACER test increased from 1,120 m to 1,560 m). The control group showed minimal progress. This is consistent with the findings of Z. Li *et al.* (2024), who showed that regular physical activity in Malaysian primary and lower secondary schools improves pupils' overall physical condition. The authors analysed the state of pupils' motor development and found that intensive physical training programmes increase children's endurance, strength, and coordination abilities. G. Chapman *et al.* (2023), in the study, emphasised the formation of a sports culture among upper secondary pupils, showing that active participation in physical exercise promotes the development of motor and social skills. The researchers analysed the influence of the sports environment on the formation of physical competences and found that pupils who systematically engage in sport demonstrate better results in speed, endurance, and coordination tests. J.D.D. Habyarimana *et al.* (2022) stressed that systematic physical education is a key element in shaping a healthy lifestyle and preventing diseases in adolescents. The authors investigated the role of school physical education in community development and found that schools that actively support sport improve pupils' physical condition and stimulate the engagement in a healthy lifestyle. The introduction of video materials, mini-lectures, and online resources activated pupils' independent work outside lessons. This corresponds to the conclusions of S. Asare *et al.* (2023), who showed that interactive technologies increase students' interest and activity in physical education. The authors analysed the use of digital and interactive tools in educational institutions and concluded that such methods promote more effective acquisition of knowledge and practical skills. An active role in forming a supportive environment is also noted by D. Widyawan *et al.* (2020) and C.C. Pan *et al.* (2023), who showed that involving parents and the school community in the process of physical education increases inclusion and social support for pupils with special needs. The researchers analysed parents' views and pupils' attitudes towards classmates with various physical and intellectual characteristics and found improvements in interaction, cooperation, and mutual support among children.

Pupils in the experimental group became more committed to independent sports activities, adherence to training regimes, and striving for self-improvement. This is consistent with the results of G.Z. Kohe *et al.* (2021), who showed that the formation of psychological identity through Olympic education stimulates intrinsic motivation for physical development. The authors analysed in detail educational programmes related to the Olympic Games and noted increases in pupils' independence, responsibility, and readiness for self-improvement. In addition, the study by Z. Jiang (2023) confirmed that pupils' value orientations and psychological identity are key factors in shaping motivation to participate in sports and educational activities. The author examined the impact of Olympic education on students in various educational institutions and showed

that learners who are actively aware of the values of sport demonstrate higher levels of engagement and interest in physical activity. Broadening knowledge about Olympic culture and the characteristics of different countries, as shown by R.V. Ciomag & C. Pop (2024), shapes global sports awareness and promotes interest in international sporting events. The researchers analysed the cultural and sporting traditions of countries participating in various international competitions and concluded that familiarisation with these features broadens pupils' worldviews and fosters a value-based attitude towards sport. This is further supported by the study of A.K. Al-shanbary (2023), who showed that sources of sports culture, particularly participation in school and university sports programmes, influence students' formation of a global understanding of sport and the desire to take part in international sporting events. The author analysed the student environment of a faculty of physical education and sport and established that learners who actively study the sports culture of other countries demonstrate a higher level of value motivation for sport. L. Kirakosyan (2020) also highlighted the educational legacy of the Olympic Games for engaging young people in physical activity and fostering an interest in sport. The author analysed the experience of the 2016 Olympic Games (Rio de Janeiro) and found that participation in global sporting events stimulates young people's motivation for an active lifestyle and increases civic engagement. Furthermore, the study showed that integrating lessons on the history and values of the Olympic Games into physical education leads students to a more conscious attitude towards sport and encourages the students to exercise regularly. Thus, the introduction of elements of Olympic education into the educational process increases motivation and interest in physical activity, improves physical fitness, develops social and moral competences, teamwork and leadership skills, ensures the acquisition of the values of fair play, self-improvement, and respect for opponents, and also activates the use of technologies and interactive teaching methods.

## Conclusions

The conducted study made it possible to comprehensively assess the impact of elements of Olympic education on the formation of a health culture, the motivational-value attitude to physical activity, and the level of physical fitness of lower secondary school pupils. It was found that the purposeful use of the content, motivational, and activity components of Olympic education contributes to increasing pupils' engagement in sport, strengthens the interest in physical activity, and ensures better dynamics in the development of physical qualities compared with the traditional model of physical education. As a result of the analysis of content characteristics, it was determined that elements of Olympic education – thematic mini-lectures, video materials, mini-Olympics, relays, and discussions of the values of Olympism – not only expand pupils' knowledge of sport, but also directly influence the behaviour in lessons, as well as the interest in and attitude towards teamwork.

Quantitative analysis confirmed that in the control group, positive changes remained minimal and did not exceed 2-3%, which indicates stability but the absence of real progress in the formation of motivation. In contrast, in the

experimental group an increase in the share of “4-5” responses was recorded for most statements – on average by 20-35%. The greatest changes were observed in indicators of enjoyment of physical activity, willingness to take part in competitions, interest in the Olympic Games, the influence of Olympic values, and the desire to be more physically active. This testifies to the clear formation of intrinsic motivation, a positive emotional attitude to sports activity, and a conscious perception of the moral and ethical aspects of sport. The outcome was confirmation that Olympic education affects not only motivational and value attitudes but also the actual results of physical fitness. Pedagogical testing showed that the experimental group demonstrated improvements in all tests: speed increased in 30 m and 60 m running, coordination improved according to the results of the 4x9 “shuttle run”, indicators of muscular endurance (press-ups) increased by 5 repetitions, the long jump increased on average by 16 centimetres, and aerobic endurance in the PACER test showed the most pronounced increase – more than 400 metres of additional distance. Such dynamics confirm that innovative methods combining play

activities, competitive elements, and a value component are effective means of developing physical qualities.

The practical recommendations developed as a result of the study indicate the need for the systematic inclusion of thematic lectures, videos, mini-Olympics, team relays, interactive discussions, and comprehensive monitoring of physical condition. Such a combination strengthens intrinsic motivation and ensures the all-round development of pupils. The main direction for further research is the expansion of the sample and the study of the long-term effect of implementing Olympic education on different age groups of pupils.

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None.

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## Олімпійська освіта як складова формування культури здоров'я та фізичної активності учнів середньої школи

**Дмитро Москаленко**

Аспірант

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна  
<https://orcid.org/0009-0008-1396-2088>

**Олексій Ткачук**

Викладач

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна  
<https://orcid.org/0009-0004-5257-1240>

**Анотація.** Мета дослідження – визначення впливу елементів олімпійської освіти на формування культури здоров'я, мотивації до фізичної активності та розвиток фізичних якостей учнів 7-9 класів. Методологія включала порівняльний аналіз сучасних елементів олімпійської освіти з традиційними елементами фізичної культури та проведення педагогічного експерименту. Основні результати дослідження продемонстрували позитивний вплив олімпійської освіти на мотиваційно-ціннісну сферу та фізичну підготовленість школярів. Експериментальна група показала вищу динаміку змін порівняно з контрольною. Частка відповідей «4-5» щодо задоволення фізичною активністю, інтересу до змагань, готовності тренуватися та сприйняття олімпійських цінностей зросла на 20-35 %, тоді як у контрольній групі зміни не перевищували 2-3 %. Показники фізичної підготовленості також засвідчили переваги впроваджуваної програми. У бігу на 30 м швидкість покращилась з 6,4 до 5,9 с, у бігу на 60 м – з 12,2 до 11,3 с. Середні показники тестової вправи («човниковий біг» 4×9 м) зменшилися з 12,8 до 11,9 с. Аналогічна тенденція спостерігалася у зміні силових показників, а саме: силова витривалість зросла з 12 до 17 повторень, вибухова сила – з 157 до 173 см. Найбільше зростання зафіксовано у тесті PACER: з 56 до 78 відрізків, що становить збільшення дистанції з 1 120 до 1 560 м – показник, який безпосередньо відображає покращення аеробної витривалості. Практичне значення роботи полягає у розробці рекомендацій щодо інтеграції елементів олімпійської освіти у шкільний курс фізичної культури, що довело їх ефективність у реальних умовах. Отримані дані можуть бути використані вчителями фізичної культури, адміністраціями закладів освіти, розробниками навчальних програм, тренерами дитячо-юнацьких спортивних шкіл та фахівцями з позашкільної освіти

**Ключові слова:** ціннісна орієнтація; змагальні форми; командна взаємодія; внутрішня мотивація; фізична підготовленість; підлітки