

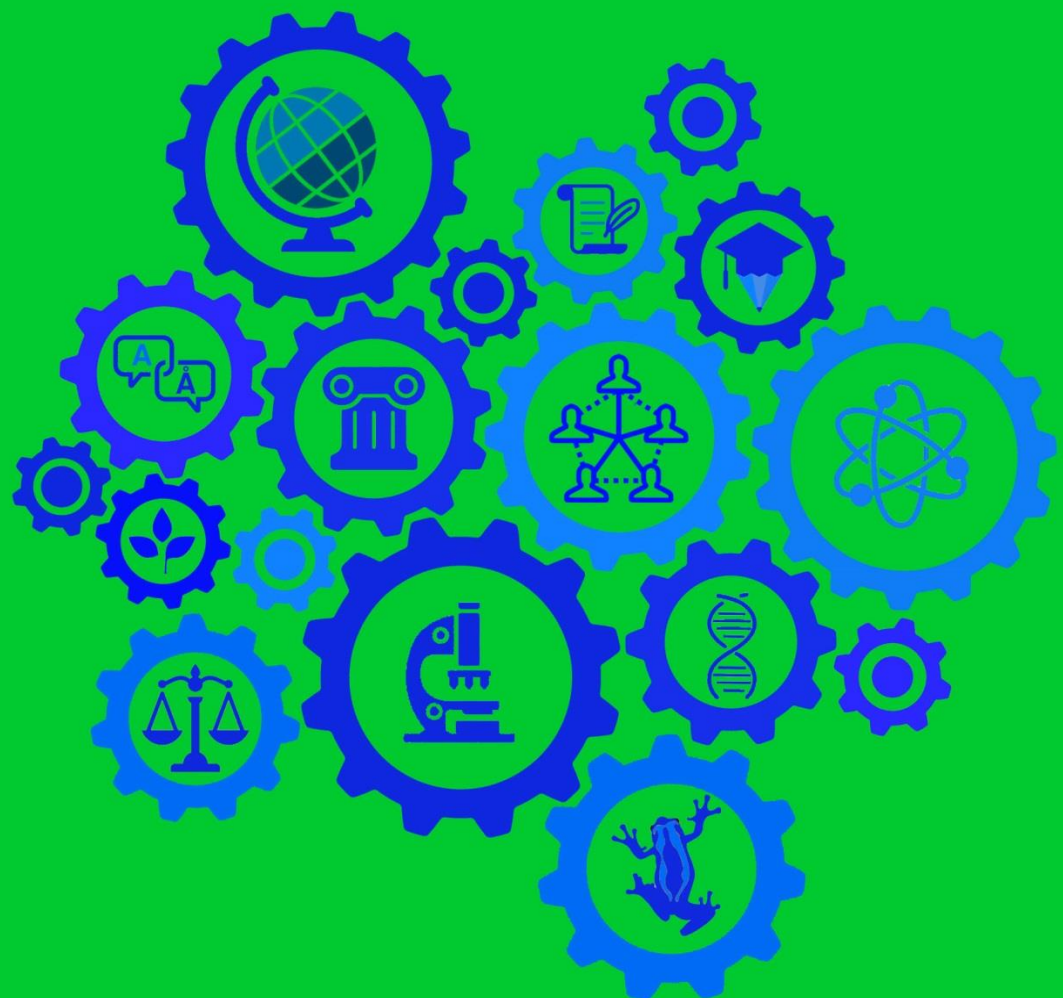
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## THE ROLE AND IMPORTANCE OF ORGANIZATIONAL PRINCIPLES IN OLYMPIC EDUCATION

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**Abstract:** This article examines the principles of advocacy and their importance in the organization of Olympic education, and provides conclusions and practical recommendations. Olympic education, with its educational features, requires specific organizational principles and plays a special role in the organization of this educational process.

**Keywords:** Olympic education, Olympism, Olympic values, Olympic movement, principles of propaganda

It is necessary to involve young people in sports, as well as to promote the humane ideas and values of sports. In doing so, first and foremost, the athlete must cultivate a person, a citizen, who can defend the honor of the homeland, fight honestly, resist rudeness, greed, use of force and evil which truly destroy both sports, society and the individual (Author's Team, 2017).

Today, the education of young people is undergoing great changes, and new directions are emerging in education. One of these areas is Olympic education.

The concept of Olympic education was first formulated in 1968 at the 8th session of the International Olympic Academy and has since been regarded as one of the types of humanitarian education (Ivanov, 2011).

Today, every city that is bidding for an Olympic Games is required to outline its plans for an Olympic education initiative. Theoretically these initiatives should be based on the shared values of the Olympic Movement. The challenge for all who believe that sport and physical activity provide a context for learning about life is to evaluate the results, another topic for future research (Binder, 2012).

The goal of the Olympic Movement lies in the cultivation of persons with a harmonious development, physically and mentally, in the construction of society in which human dignity is maintained, and in contribution to build a peaceful and better world. What it advocates is the value of friendship, of fair play, of striving for better, and of mutual respect, and what it objects to is any forms of discrimination related to race, religion, gender, or political system. It can be summarized in three English words: Friendship, Excellence and Respect (Zhenliang, 2010).

Studying Olympism and living in the spirit of its ideas gives a person great strength, because the ideas of Olympism are based on purity, honesty, unity and solidarity. The idea of Olympism encourages humanity to strive for the good. Patriotism, respect for friends, the promotion of peace and friendship, and equality are at the forefront of the Olympism.

Olympic education as a pedagogical activity, which for its goals and objectives is based on the ideas and values of Olympism, is oriented to all socio-demographic groups of the population. Of particular importance is the Olympic education of young athletes and students - schoolchildren, students, etc. (Stolyarov, 2014).

When explaining the problems and difficulties that, as a rule, arise in the upbringing of the Olympic attitude to sport, the Olympic and general humanistic culture of a person, the following reasons most often indicate:

- Lack of a system in the organization of Olympic pedagogical activity;
- Unpreparedness of teachers;
- Excessive enthusiasm for methods of propaganda, informational explanatory works, exaggeration of their role and significance, etc. (Stolyarov, 2018).

Research has shown that the following technologies and organizational principles should be followed in the promotion of Olympic education:

- Comprehensiveness, which means the inculcation of Olympism in all members of society on the basis of diversity of ideas, in the process of covering all segments of the population;

- To be directed towards a shared purpose;

- The main goal of Olympism is the education of man and the realization of human potential, the training of a multifaceted and well-developed Olympic athlete in full accordance with Coubertin's motto "A high spirit in a developed body!";

- Continuity means the continuity of the promotion of the Olympism in space and time, its transformation into a holistic system. The principle of continuity requires the creation of a certain educational space in the country to inculcate Olympism in the minds of young people. Every situation and action in this field, including the curricula, programs, textbooks, manuals, classrooms and auditoriums, visual aids in the education system, requires compliance with the Olympics.

- Sequence - for each stage the promotion of the Olympism is planned in order to assimilate the Olympic values;

- Staging - is related to the psychological aspects of promoting Olympism, requiring both the promoter and the receiver to go through certain stages of preparation. For example, it is not only inappropriate to tell an elementary school pupil about the philosophical and historical roots of Olympism, it is also completely ineffective. Therefore, the Olympic education and upbringing in kindergarten, primary education, general secondary education, lyceums and colleges, universities and labor communities, should take the age, knowledge, education aspects of the receiver into account;

- The normativeness does not allow for high-flying, formalistic and repetitive cycle of life, which leads to counter-propaganda, leading to the loss of self-consciousness;

- Personal example is one of the most important factors in the success of the promotion of the Olympism. If a school teacher speaks to students in class about the interests of the nation, their aspirations, and the aspirations of peoples for peace, the principles of "fair play" and does the opposite in life, the effect of this propaganda will be equal to zero.

- The use of advanced propaganda technologies - in this case, the promotion of the Olympism is seen as a way to skillfully manage people. Promoting Olympic education is an active process, not a rigid one. Therefore, it cannot be inculcated in the minds of young pupils and students with the help of traditional forms of propaganda, such as preaching and lecturing. It is advisable to use active forms of propaganda and modern technologies to achieve the goal.

The goal can be achieved more quickly and completely if the promotion among student is through wise use of forms such as discussion, debate, and

roundtable discussions. The physiological and psychological characteristics of young people require the use of more interactive methods and listed forms of promotion, rather than sermons and lectures. These principles are common to all stages of inculcating Olympism in the minds of students. At different stages, using different forms and means, it is necessary and important to take into account such factors as the pedagogical characteristics of young students in inculcating Olympism in their minds.

In Uzbekistan, it is important to form in citizens the qualities of a free person, recognized in the idea of a perfect man, to carry out a system of humane feelings and experiences, (for the successful development of the Olympic movement; a sense of aesthetic sports beauty, a sense of grief over any moral depravity in sport, and a sense of personal responsibility for the realization of human values through sport) and other tasks. Therefore, when using advocacy technics:

- Impartiality of promotion;

- To aim healthy and humane;
- To be free from one-sided goals;
- To respect national-cultural traditions of peoples;
- To recognize human rights and interests, democratic principles as priority;
- The Olympic Games and the Olympic movement among nations, their history, goals, objectives, the main ideas and values of Olympism (including the principles of "Fair Play", the ideals of a well-developed Olympic athlete, etc.);
- Interest in sports, the need for regular sports, and the desire to achieve the highest possible sports results;
- These directions of sports are, first of all, one of the most important means of shaping physical culture, as part of a healthy lifestyle, as well as the demonstration of aesthetics, morality, culture, humanism to each other and nature, human physical and mental ability to control and influence others;
- The need for active sports for a healthy lifestyle, not for fame, but to combine their physical and spiritual (intellectual, spiritual, aesthetic) abilities, to develop them in all aspects;
- Aspiration to participate in the Olympic Games and to show in them a conscientious, noble, courageous game (in accordance with the principles of fair play);
- To train not only a one-sided advanced athlete, a record-holder, but also a multifaceted and well-developed Olympic athlete who fully complies with Coubertin's motto "A high spirit in a developed body!";
- It is important to promote the idea of common sense and solidarity based on respect for freedom of thought.

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