



## **Pedagogical Adaptation of Olympic Values in the Secondary Education System: A Critical and Analytical Approach**

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### **Abstract**

The principles of Olympism are a trend that has been tested through the use of the multifaceted OlympicFUN program. The article focuses on analyzing the mechanisms of introducing secondary school students to Olympic values, which will help to form key skills in students at the stage of education. The main principles of Olympism are respect, striving to improve one's skills and solidarity. The program's methodology is a combination of physical activity and value-based learning using creative reflection practices. This is an opportunity to provide the right conditions for the harmonious development of the child. The study conducted a pedagogical experiment that involved the long-term use of a mixed design of different areas and competencies: social, educational, communicative and cognitive, which were supplemented by qualitative reflections of students. Significant improvements were observed in all areas: social, educational and communicative competencies: the number of students who achieved the formation of values in creativity increased from

19.8% to 68.4%. The feedback allowed us to identify improvements in teamwork and responsibility, as well as in the level of responsibility for morale among the participants. The study proves that Olympic education helps to maintain the quality of core competencies in secondary schools and promote the holistic development of students in line with international priorities.

**Keywords:** humanistic pedagogy, global citizenship, social cohesion, ethical education, non-formal education, socio-cultural integration

## Introduction

### Literature Review

The pedagogical adaptation of Olympic values to the secondary school learning environment should be understood as a complex process of integrating the key ideas of Olympism into educational activities aimed at developing social, patriotic and humanistic competencies in the younger generation. This approach transforms abstract Olympic principles into concrete educational tools that promote a positive attitude to physical culture, patriotic education and personal development, and the desire for self-improvement. At the same time, the process requires the creation of appropriate organizational and pedagogical conditions, adaptation to the age and developmental level of students.

The study is devoted to the mechanisms of integration of Olympic values into the educational process of secondary school. Olympic education is often perceived as an idealized model. However, its practical implementation faces socio-cultural challenges. The main problem is how to ensure the effective integration of Olympic values into formal education in the conditions of modern commercialization of sports and politicization of the international movement.

Olympic values should be integrated into the educational process through interdisciplinary connections, which will contribute to the development of students' social competencies. The effectiveness of Olympic education directly depends on the critical understanding of its ideals by participants in the educational process. At the same time, curricula should be adapted to real social contexts - there is a need to combine ethical education with the analysis of current crises in world sport.

In view of the above, there is a need for an in-depth analysis of the mechanisms for introducing secondary school students to Olympic values, the key ones being respect, the desire to improve their skills and solidarity, which will contribute to the formation of key skills in students at the stage of education.

Axiological foundations of the modern educational process. The formation of a personality based on universal values reflects a continuous process of socialization. A special place in this process is given to moral education at the early stage of a child's

education. The current socio-cultural situation is reflected in digital transformation and global processes that necessitate and actualize the need for modern pedagogical strategies (Rest & Narváez, 1994).

Psychological and pedagogical discourse. According to L. Kohlberg's concept of moral development, secondary school age is a period when basic ethical norms and mechanisms of cooperative learning and adherence to the principles of Fair Play are actively formed. Olympic education offers a holistic model of development within the framework of a humanistic approach and should be based on human dignity and psychophysical integrity of the subject (Rest & Narváez, 1994; Hwang, 2026).

Olympic pedagogy as a tool for social integration. Physical education in the format of Olympism goes beyond purely somatic development and serves as a platform for strengthening social cohesion and learning ethical constructs: justice, altruistic interaction, etc. The effectiveness of such programs depends on the ability to adapt humanistic goals and ethno-cultural meanings (Parry, 1998).

Formation of moral identity. The role of Olympic education in facilitating moral formation is crucial in secondary education, where self-awareness, empathy and moral qualities crystallize. According to researchers (Royce, Perry), the foundation of personal responsibility is laid in early childhood (Parry, 1998).

Strategic vector and international standards. Physical education serves as a mediator of Olympic education, integrating the core values of excellence, respect and friendship into everyday practice. This approach fully reflects the directives of the Council of the European Union (2018) on the development of civic competencies and support for social inclusion. In this aspect, Olympic education acts as a catalyst for creating an inclusive, value-based environment that promotes the harmonious integration of young people into global society.

The phenomenon of creativity in the educational space. Creativity often remains latent and is positioned as a fundamental cognitive component within Olympic education. Creating an inclusive learning environment that focuses on experimentation and emotional involvement allows transforming the educational process into a flexible model of interdisciplinary interaction. This approach helps to intensify students' self-expression and ensures the relevance of the experience gained to their individual life strategies (Naul, 2008; Hwang, 2026).

***Correlation with the New Ukrainian School (NUS) reform.*** The current stage of modernization of national education reflects the transition to a competency-based paradigm and requires teachers to abandon rigid algorithms and structures in favor of non-linear teaching methods. Olympic education offers an alternative model that allows teachers to formulate a methodology for implementing open learning and interdisciplinary synthesis of knowledge based on value orientation.

***Prospects for a value-based approach.*** Olympic education has a high potential for shaping both physical education and the intellectual and moral development of a

child. It creates conditions for collective problem-solving and adaptation of innovations that meet the strategic objectives of modern pedagogy (Briskin, 1996).

***The evolution of universalism.*** According to Pizani's and Barbosa-Rinaldi's concept, the axiological space of Olympism should be viewed through the prism of specific historical and cultural challenges (Pizani & Barbosa-Rinaldi, 2014). The universality of Olympic ideals has long reflected a Eurocentric component. Modern scientific discourse offers a reinterpretation of certain categories that meet the requirements of a globalized society.

Social cohesion through the category of "Friendship". In the modern dimension, the value of friendship is transformed into the ability to tolerate cultural differences, empathy and loyalty in competitive interaction. Physical activity becomes a mediator for the formation of sustainable social ties and is based on interethnic understanding, constructive coexistence and the growth of individual sensitivity, which intensively reflects the quality of life of subjects (Müller, 1994; Kontautiene et al., 2025).

Psychological determination of "Perfection". The category of perfection in modern conditions is far from being a purely sporting result. It is an individual trajectory of self-improvement that masters the mechanisms of self-regulation. Integration and values in the educational space are a factor of social transformation (Ivanov, 2010; Ribeiro et al., 2023).

Roiz (2015), analyzing the psychological concept of the "ideal potential" of the child, explores actualization through development. Perfection is seen as an integral part of the self-concept, which directly determines the level of self-esteem, crystallization of identity and the formation of long-term life aspirations of the individual.

Global processes of digitalization and transformation require updating needs and defining new pedagogical strategies that can easily integrate ethical constructs into the educational process. In this context, the fundamental importance for understanding the ethical formation of a child is determined by L. Kohlberg through his concept. According to the scientist, the younger school age is a critical period in which basic ethical norms and cooperation mechanisms for effective learning are laid.

Parry defines physical education as a platform not only for Olympic education, but also as a means of strengthening social cohesion (Parry, 1998; Kontautiene et al., 2025).

The reform of the New Ukrainian School requires a comprehensive transition from familiar models to a competency paradigm.

Respect as the foundation of social institutions. Respect is defined as a hierarchical process: from a subjective emotional experience to a normative social construct. It involves focusing on the dignity of another person and strict adherence to both formal norms and informal ethical codes. It is the basis of moral behavior that ensures the

stability of fundamental social institutions such as the family and the education system (Melentieva, 2012; Yiapanas & Marcoulli, 2025).

**Empirical basis and chronology.** The experimental part of the study took place during 2020–2024 on the basis of two general secondary education institutions in the Kherson region, in particular, the Chornobaiv Educational Complex and the Kozachelaherska Secondary School. The sample consisted of 100 secondary school students (Stolyarov, 2003).

**Intervention procedure and tools.** The educational trajectory is focused on the intensification of civic, social and personal competencies, which are implemented through specialized modules on Olympic topics. The educational process was modeled using the “station rotation” technology. This situation provides the opportunity to share digital resources, as well as group concentration and reflection (Platonov, 2015).

## **Materials and Methods**

### ***Methods of data collection and processing:***

**Diagnostic tools.** Standardized questionnaires that allow for a qualitative assessment of the dynamics of motivation and the transformation of self-concept. All instruments have undergone cultural adaptation and testing (pretests) under identical exposure conditions. Unified instructions and empirical data, as well as protocols for verifying research results, are used to minimize systematic errors (Stolyarov, 2003).

The research instruments used in this study were developed by the author with permission. The Motivation to Succeed and Fear of Failure Questionnaire developed by Rin is a public domain of Ukrainian educational psychology.

The object of the study is boys and girls aged 6–11 years (secondary school students) from two general secondary education institutions of Ukraine involved in the implementation of Olympic education programs (Kostrikova, 2025b). A prerequisite for participation was informed consent, which meets international ethical standards for conducting pedagogical and psychological research.

This study is based on the method of conceptual analysis and systematic literature review. The work uses the theory of social constructivism and the principles of humanistic pedagogy. A content analysis of the international educational programs Olympic Values Education Programme and regulatory acts in the field of secondary education was conducted. This approach allows you to quickly identify contradictions between theoretical ideals and practical results in education.

***Methodological apparatus.*** The study used a set of diagnostic methods adapted to the Ukrainian socio-cultural context. The full package of tools can be obtained from the open repository Zenodo (Kostrikova, 2025a).

The diagnostic package includes:

- questionnaire of motivation for success and fear of failure (modified by A. Rean);
- the Olympic Values Questionnaire (developed by R. Telami and R. Naul);
- “Self-assessment questions on Olympic education” and “Questionnaire of influence of Olympic education” (own development) (Kostrikova, 2025a).

Assessment of the creative component. To improve the study, the “Questionnaire of Olympic Values” was used, which contains ten situational cases, the answers to which can show the practical application of methods in non-standard situations.

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A prerequisite for participation was informed consent, which meets international ethical standards for conducting pedagogical and psychological research. The total indicator allows to identify the level of formation of Olympic values:

- Reproductive level (10–15 points);
- Productive level (16–23 points);
- Creative level (24–30 points).

***Ethical and methodological support.*** To ensure validity and ethical transparency, all instruments underwent linguistic and cultural adaptation and pilot testing. Data collection was standardized through the development of a unified manual for teachers and informed consent of parents, which minimized the risk of subjective influence (World Medical Association, 2024).

***Mathematical and statistical processing.*** Quantitative analysis of empirical data was conducted using descriptive statistics (determination of means, standard deviations, and variance). The following apparatus was used to test statistical hypotheses and assess the significance of differences:

- Parametric methods: Student’s t-test, analysis of variance (ANOVA), analysis of covariance (ANCOVA);
- Non-parametric methods: Mann-Whitney U-test.

The main statistical indicators, standard deviation and variance, are calculated using classical formulas. The third block of the diagnostic toolkit is based on 10 situational descriptors, which are assessed on a four-point Likert scale. Respondents answer from “strongly agree” (4 points) to “disagree” (1 point). The total score allows us to identify the level of formation of Olympic values:

- Reproductive level (10–15 points);
- Productive level (16–23 points);
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To ensure validity and ethical transparency, all instruments underwent linguistic and cultural adaptation and pilot testing (World Medical Association, 2024). Data collection was standardized through the development and use of a unified manual for teachers to obtain informed consent from parents, which minimizes the risk of subjective influence.

The information obtained was analyzed using a comprehensive method. The t-test (parametric analysis) and the Mann-Whitney U-test (non-parametric analysis) were used to identify statistically significant differences. In order to comply with the principles of openness and to ensure the transparency of the results, all data, group comparison protocols, and matrices and estimates are published in the public domain (Hidayati, 2021).

***Theoretical modeling and taxonomy.*** The theoretical basis of the study is based on the Telamy model. On its basis, the author developed a taxonomy for integrating Olympic values into the structure of professional competencies. Table 2 presents the conceptual distribution of values by four dominant competence areas.

***Methodological limitations and ethical aspects.*** Despite the results, the study has certain methodological limitations. The study focuses exclusively on secondary schools in rural areas. This is a certain limitation of the possibility of interpreting the findings against the background of the urban educational environment due to potential variations in socio-pedagogical conditions (Hidayati, 2021).

## **Results**

The study confirmed the effectiveness of the intervention based on Olympic values. Positive dynamics is visible in all areas: social, educational, communicative, health and cognitive.

***Quantifying the effectiveness of the intervention.*** The use of description and statistical methods made it possible to assess the impact of the Olympic Education Module by comparing the indicators before and after the experimental impact. The most pronounced increase in average values was found in the socio-educational and communication spheres.

***Gender aspects of competence development.*** A differentiated analysis by gender showed an improvement in performance among both boys and girls. However, certain specifics were identified:

Girls showed a higher level of development of social, educational and communication skills after completing the course;

Boys showed better results in the cognitive aspect compared to female respondents.

***Dynamics of value orientations and creative potential.*** The results of the survey indicate a significant transformation of the value hierarchy of students. There is a transition from reproductive perception of norms to autonomous, value-oriented

thinking: only 19.8% of respondents corresponded to the creative level of value assimilation (before the intervention); this figure increased to 68.4% (after the intervention) (World Medical Association, 2024).

**Qualitative analysis of reflective reports.** Analysis of students' written work after completing the program confirmed the quantitative data. The subjective judgments of the respondents demonstrate the awareness and acceptance of such ethical categories as "team spirit", "fair play" and "altruism".

Olympic values are integrated into the educational process through interdisciplinary connections. This approach contributes to the development of students' social competences. Situation analysis requires taking into account the problematic aspects of Olympism. The contradictions between the spirit of volunteerism and the influence of global corporations on the situation cause the risk of using sports ideals to promote political interests. However, there is a certain limitation of access to Olympic education for vulnerable groups of the population. The effectiveness of Olympic education directly depends on the critical understanding of its ideals by participants in the educational process. Curriculums must adapt to real social contexts. It is necessary to combine ethical education with the analysis of modern crises in world sports.

#### **Reflective conclusions of students:**

Shifting the focus from purely sporting achievements to social responsibility and mutual assistance;

Recognizing the superiority of the principles of fair play over the final result (victory).

The main statistical indicators are calculated using classical formulas.

Arithmetic means:

$$X = \frac{X_1 + X_1 + \dots + X_n}{n} = \frac{1}{n} \sum_{i=1}^n X_i.$$

Student's T-test (two-sample comparison):

Arithmetic means:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left| \frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} \right|}}$$

Dispersion:

$$S^2 = \frac{\sum_{i=1}^n (X - \bar{X})^2}{n}.$$

Competency formation indicator:

$$X = \frac{m + \frac{1}{2}p}{Q}, Q = m + p + n.$$

Thus, the data obtained indicate the complex impact of Olympic education on the personal development of students, which reflects both statistically significant quantitative and qualitative changes.

## Discussion

The study confirms that the systematic integration of Olympic values into the educational space of secondary school is a powerful catalyst for the development of students' fundamental competencies. The statistical analysis of the information obtained reflects a significant positive trend ( $p < 0.05$ ). The data obtained show the effectiveness of the proposed educational model, which is based on the use of various components: from traditional didactic approaches and innovative strategies to value-based learning (Hidayati, 2021).

**Methodological principles of the OlympicFUN program.** The introduction of the blended learning format transforms the role of the student in the educational process. According to research (Bulatova and Bubka, 2021; Davidov, 2022), such a methodology provides the following results: students become subjects of their own learning and independently regulate cognitive activity; constant change in work formats stimulates adaptive thinking and the ability to quickly switch between tasks; group work contributes to the practical assimilation of the values of respect and friendship. Using the station rotation model avoids a purely descriptive presentation of the material. The program creates conditions for holistic development of the personality. This helps to solve the problem of low engagement and makes the educational process more dynamic. (Bulatova & Bubka, 2021; Davidov, 2022).

**Transformation of value orientations and cognitive development.** Particularly noteworthy is the qualitative transformation of the levels of expression of values: only 19.8% of students demonstrate the highest level of mastery of Olympic values, and after the intervention this process increased to 68.4%.

Such dynamics indicate a deep assimilation of ethical norms and the possibility of moving from reproductive reproduction of rules to the formation of autonomous reflective thinking. The analysis of students' written reflections confirmed the conscious acceptance of the concepts of "fair play" and continuous self-improvement. This is a marker of successful human socialization in the context of the Olympic approach. The modern pedagogical approach used in the study defines conceptual

knowledge as the fundamental basis for the formation of civic consciousness and value orientations of the individual (Binder, 2012).

***Inclusive environment.*** This study emphasizes the special role of a safe, inclusive educational environment built on the principles of mutual respect. The use of cooperative learning formats and didactic games allows to stimulate students' attention, encouraging them to take initiative and interact. This approach is based on the principles of social constructivism of L. Vygotsky, who emphasized the priority of managerial interaction in the process of cognitive and ethical development of a child at an early age.

***Structural and functional model of the lesson.*** To implement Olympic ideals in pedagogical practice, the authors of the study developed a specialized lesson structure. This tool allows to ensure the integrity of the educational process by combining cognitive, social and affective spheres. The key characteristics of the models are: stimulation of the development of the child's abilities to analyze, the ability to choose the trajectory of tasks; participation of professional trainers in the educational process as "value carriers" who can increase the level of significance.

Despite the qualitatively positive results, the work contains certain methodological limitations, in particular, a rather short period of experimental influence, which does not allow to fully assess the sustainability of the formed competencies; at this level, it is impossible to study the long-term impact on the behavior of students in a broader social context; in the future, further research will allow to analyze and assess the level of universality and long-term impact on the effectiveness of the proposed models (Siedentop et al., 2011).

## **Conclusions**

The study confirmed the hypothesis that the integration of Olympic values into the educational space of secondary school can be a powerful tool for the intensive development of key competencies of secondary school students. By using a systematic approach to implementing the principles of proper play, as well as by forming the desire for excellence through structured pedagogical models and blended learning technologies, a statistically significant positive trend in the socio-educational, communicative and other spheres of life was achieved. The data obtained as a result of the experiment confirm that Olympic education has a high potential not only for correcting cognitive attitudes and behavioral patterns, but also for forming autonomous, creative and ethically reflective thinking. The developed author's program "Olympic FUN" reflects a scalable competency model that is integrated into the secondary education system (Groll, 2018). This scientific development can be used in the following ways:

1. By analyzing the effect of the program implementation to assess the sustainability of the formed value orientations in secondary school children.

2. To use cross-cultural models in different institutional and national educational environments.
3. To assess the impact of the program on the overall academic performance and psychological well-being of students in the long term.

**Consent to Participate.** In the process of processing the results, the authors of the study ensured complete anonymity of information about the participants, and the information obtained is used exclusively in a generalized form for the interpretation of scientific data.

**Ethics Statement.** Due to the absence of an institutional body responsible for ethical compliance, at the time of the study, the authors adhered to international standards (World Medical Association, 2024). The data collection methodology complied with the following ethical principles: the participation of respondents in the study was completely voluntary and based on methods of influence that minimize risks to the physical or mental state of participants. In accordance with the protocols for research involving minors, written informed consent was obtained before the start of the experimental phase. External audit and compliance with the principles of openness are ensured through the use of the Zenodo open repository (Kostrikova, 2025b). This approach ensures that the rights of participants are respected and the results are interpreted correctly.

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